

ACADEMIC AND CAREER GUIDANCE CONTENT (ACGC)

WEBINAR

June 25, 2019

PRESENTERS

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Implementation of ACGC in 2019-2020

ACGC FOR SECONDARY CYCLE TWO

BEGINNING OF CYCLE

LEARNING RELATED TO ACADEMIC AND CAREER GUIDANCE CONTENT (ACGC) FOR SECONDARY CYCLE TWO (Secondary III)	
AREAS	ACGC and expected student learning outcomes
Self-knowledge: three aspects Personal Social Educational	DRAFT OF PERSONAL PROFILE: Develop a draft of a personal profile based on his/her interests, aptitudes, aspirations and values
Knowledge of the world of school	IMPACT OF CHOICES ON EDUCATIONAL PATH: Anticipate how personal and academic choices influence the pursuit of his/her studies
Knowledge of the world of work	OCCUPATIONAL PREFERENCES AND PERSONAL PROFILE: Select occupational preferences that correspond to his/her personal profile

ACGC FOR SECONDARY CYCLE TWO

END OF CYCLE

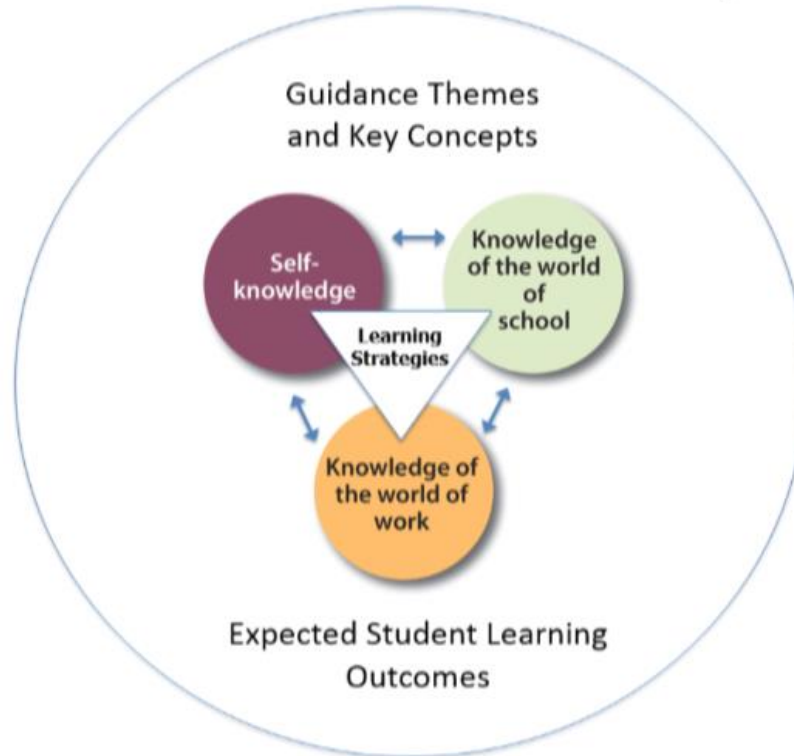
LEARNING RELATED TO ACADEMIC AND CAREER GUIDANCE CONTENT (ACGC) FOR SECONDARY CYCLE TWO (Secondary IV and V)	
AREAS	ACGC and expected student learning outcomes
Self-knowledge: three aspects Personal Social Educational	<p>REVIEW OF PERSONAL PROFILE: Organize what he/she has learned about himself/herself in order to review and adjust the personal profile as needed</p> <p>LIFE PROJECT: Anticipate the process involved in producing a draft of one or more future projects (personal, career or community)</p>
Knowledge of the world of school	<p>PREPARATION FOR POST-SECONDARY TRANSITION: Self-regulate in order to prepare for post-secondary transition</p>
Knowledge of the world of work	<p>PERSONAL PERCEPTIONS AND THE REALITY OF THE WORLD OF WORK: Verify personal perceptions regarding the reality and requirements of the world of work</p>

CONTINUUM OF ACADEMIC AND CAREER GUIDANCE CONTENT (ACGC)
From the start of Elementary Cycle Three to the end of Secondary Cycle Two

		Elementary Cycle Three	Secondary Cycle One	Secondary Cycle Two	
				Beginning of cycle (Secondary III)	End of cycle (Secondary IV and V)
Self-knowledge: three aspects	Personal	INTERESTS AND APTITUDES: Produce a description of himself/herself in terms of interests and aptitudes	<p>SENSE OF SELF-EFFICACY (SSE): Select examples where his/her attitudes, behaviours or perceptions contribute to maintaining a sense of personal competency</p> <p>FIELDS OF INTEREST: Develop a portrait of what does or does not interest him/her inside or outside school</p>	<p>DRAFT OF PERSONAL PROFILE: Develop a draft of a personal profile based on his/her interests, aptitudes, aspirations and values</p>	<p>REVIEW OF PERSONAL PROFILE: Organize what he/she has learned about himself/herself in order to review and adjust the personal profile as needed</p> <p>LIFE PROJECT: Anticipate the process involved in producing a draft of one or more future projects (personal, career or community)</p>
	Social	SOCIAL INFLUENCES: Select examples where his/her attitudes, behaviour or values are influenced by others, and examples where he/she influences others			
	Educational	<p>STUDENT DUTIES AND WORK METHODS: Compare the work methods and duties of a student with those observed in the world of work</p> <p>STRENGTHS IN THE PROCESS OF TRANSITION: Select various personal characteristics that will be useful in preparing for the transition from elementary school to secondary school</p>	ACADEMIC SUCCESS: Develop a description of the academic and personal strengths that contribute to his/her academic success		
Knowledge of the world of school		CHARACTERISTICS OF SECONDARY SCHOOL: Compare the main differences and similarities between elementary school and secondary school	<p>QUÉBEC SCHOOL SYSTEM: Compare the differences and similarities between the different paths to qualification in the education system</p> <p>PREPARATION FOR ACADEMIC CHOICES IN SECONDARY CYCLE TWO: Anticipate choices for Secondary Cycle Two based on his/her fields of interest and academic aptitudes</p>	IMPACT OF CHOICES ON EDUCATIONAL PATH: Anticipate how personal and academic choices influence the pursuit of his/her studies	PREPARATION FOR POST-SECONDARY TRANSITION: Self-regulate in order to prepare for post-secondary transition
Knowledge of the world of work		OCCUPATIONS OF PEOPLE IN HIS/HER COMMUNITY: Develop a description of the occupations of people in his/her community	ACADEMIC PREFERENCES IN RELATION TO THE JOB MARKET: Select occupations that match his/her academic preferences	OCCUPATIONAL PREFERENCES AND PERSONAL PROFILE: Select occupational preferences that correspond to his/her personal profile	PERSONAL PERCEPTIONS AND THE REALITY OF THE WORLD OF WORK: Verify personal perceptions regarding the reality and requirements of the world of work

Pedagogical Intentions Related to ACGC for Secondary Cycle Two

Academic and Career Guidance Content (ACGC)



GRADUAL IMPLEMENTATION OF ACGC

Learning content in academic and career guidance					
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Elementary Cycle Three	Gradual implementation of compulsory ACGC determined by the Minister*				
Secondary Cycle One		Gradual implementation of compulsory ACGC determined by the Minister			
Secondary Cycle Two			Gradual implementation of compulsory ACGC determined by the Minister		

* In 2019-2020, all elementary schools must teach the six compulsory ACGC items to all Elementary Cycle Three students. All secondary schools must cover the six compulsory ACGC items with all Secondary Cycle One students and at least one of the three items at the beginning of Secondary Cycle Two (Secondary III).

GRADUAL IMPLEMENTATION OF ACGC IN SECONDARY CYCLES ONE AND TWO

	2019-2020	2020-2021	2021-2022
Secondary Cycle One	All compulsory ACGC items (6)	All compulsory ACGC items (6)	All compulsory ACGC items (6)
Secondary Cycle Two	Beginning of Secondary Cycle Two (Secondary III)	At least one ACGC item in Secondary III (1)	All compulsory ACGC items (3)
	End of Secondary Cycle Two (Secondary IV and V)	X	At least one ACGC item in Secondary IV AND at least one ACGC item in Secondary V (2)
			All compulsory ACGC items (4)

EXAMPLES IN SECONDARY CYCLES ONE AND TWO*

	2019-2020	2020-2021	2021-2022	
Secondary Cycle One	Secondary I	Sense of self-efficacy (SSE)	Sense of self-efficacy (SSE)	Sense of self-efficacy (SSE)
		Fields of interest	Fields of interest	Fields of interest
		Québec school system	Québec school system	Québec school system
	Secondary II	Academic success	Academic success	Academic success
		Preparation for academic choices in Secondary Cycle Two	Preparation for academic choices in Secondary Cycle Two	Preparation for academic choices in Secondary Cycle Two
		Academic preferences in relation to the job market	Academic preferences in relation to the job market	Academic preferences in relation to the job market
Secondary Cycle Two	Secondary III	Draft of personal profile	Draft of personal profile	Draft of personal profile
				Impact of choices on educational path
				Occupational preferences and personal profile
	Secondary IV	X	Review of personal profile	Review of personal profile
	Secondary V	X	Life project	Life project
				Preparation for post-secondary transition
				Personal perceptions and the reality of the world of work

Budget rule 15220 – “Volet” 2

Soutien à la mise en œuvre des contenus en orientation scolaire et professionnelle (support for implementation of academic and career guidance content)

- \$20 000 per school board to:
 - free up staff to coordinate ACGC implementation
 - release personnel to:
 - enhance instructional materials
 - participate in a community of practice
 - promote collaboration and joint action among the various stakeholders involved in ACGC implementation
- School boards may be required to report on the use of funds allocated to them under this measure.

CONCLUSION



Our team is available to provide you with support and answer your questions.

Thank you for your participation!

The ACGC team at MEES

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