

Welcome!

We will begin the webinar in a few minutes

Please take note of the following information:

- Participants' microphones and cameras will be turned off during the presentation
- The presentation will be recorded. To receive a link to the recording, please send a request to orientationscolaire@education.gouv.qc.ca
- A question period will follow at the end. You will be able to ask questions either in the Chat area or by raising your hand to be recognized



Webinar



ACADEMIC AND CAREER
GUIDANCE CONTENT

January 27th, 2022

1:30 to 3:00

Votre
gouvernement

orientationscolaire@education.gouv.qc.ca

Québec 

Agenda

- End of gradual implementation
- Testimonials: Planning and implementation
- New learning situations
- Testimonials: Learning situations
- New tools offered by the Ministry
- Conclusion and question period

End of Gradual Implementation

- This year, all of the ACGCs on the continuum must be offered to students
- A *Collecte-Info* on the ACGC implementation is expected at the end of the school year

To support you:

- Tools and pedagogical materials on the VIBE platform
- Support from the Ministry's professional resources, particularly for planning content in your environment

Testimonials

Content Planning and Implementation

Moving Ahead: ACGC Implementation

Marie Thibault

Counsellor in Academic Training, Eastern Townships School Board



New Learning Situations

Elementary Cycle 3

Grades 5 & 6

ACGC: Interests and Aptitudes

- Talent Tuesday (Riverside School Board)
- Learning More About Myself – Who Am I (Lester B. Pearson School Board)

Secondary Cycle 2

Secondary 3

ACGC: Occupational Preferences and Personal Profile

- Find Your Path (CSS des Phares. Translated and adapted by the English education community in Québec)

Secondary IV & V

ACGC: Preparation for Post-Secondary Transition

- My Transition...at the Crossroads (CSS des Sommets. Translated and adapted by the English education community in Québec.
 - Not infused5

New Learning Situation- Learning More About Myself – Who Am I? (Lester B. Pearson School Board)

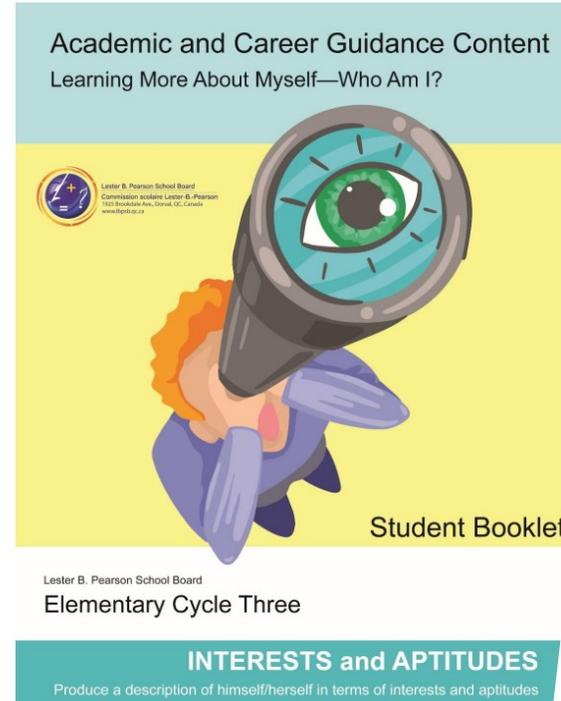
Elementary Cycle 3 (Grades 5 & 6)

ACGC: Interests and Aptitudes

Subject-specific competencies:

- English Language Arts, C1:
 - Uses language/talk to communicate and learn

- Ethics & Religious Culture, C3:
 - Engages in dialogue



Interests		Aptitudes	
Definition		Definition	
Examples		Examples	

New Learning Situation- Learning More About Myself – Who Am I? (Lester B. Pearson School Board)

Preparation Phase

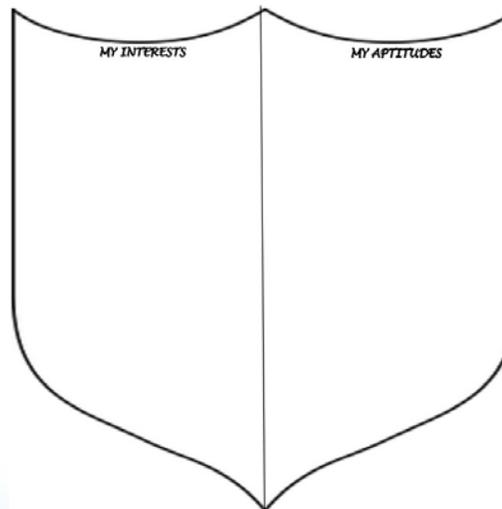
ACTIVITY ONE: BRAINSTORM! (DEFINING THE TERMS)

With a classmate brainstorm a definition and provide examples for the following terms:

Interests	Aptitudes
Definition	Definition
Examples	Examples

Performance Phase

My Personal Crest
Representing My Interests and Aptitudes



Integration Phase



ACTIVITY FOUR: REFLECTION

1. What did you enjoy about creating your crest?

2. The learning strategy "produce" helps you state what you know about yourself. How is this information helpful at this stage in your life?

3. How can this information be helpful to you in the future?

New Learning Situation: Find Your Path (CSS des Phares, Translated and adapted by the English Education Community in Quebec)



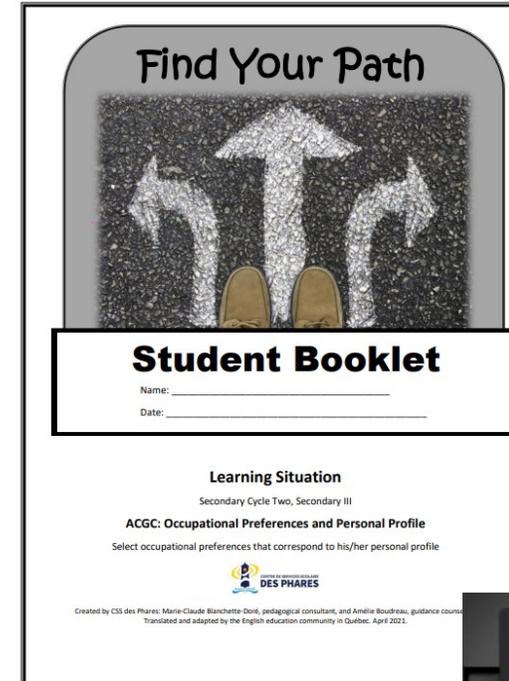
ACADEMIC AND CAREER
GUIDANCE CONTENT

Secondary Cycle 2 (Secondary III)

ACGC: Occupational Preferences and Personal Profile

Subject-specific competencies:

- English Language Arts, C3:
 - Produces texts for personal and social purposes



5. **Reflection**
Explain the connections between the draft of your personal profile and the occupational preferences you selected. If you had to present your occupational preferences to people who are important to you, what arguments would you use to illustrate how these preferences suit you?
- 5.1 Enter each selected occupational preference (at least two) in the table, along with the elements from the draft of your personal profile that support your choices.

My occupational preferences	
First occupational preference:	Elements from draft of personal profile:
Second occupational preference:	Elements from draft of personal profile:



New Learning Situation: Find Your Path (CSS des Phares, Translated and adapted by the English Education Community in Quebec)

Preparation Phase

Performance Phase

Integration Phase

ACGC: Occupational Preferences and Personal Profile

Strategy: Select

Expected Student Learning Outcome: Select at least two occupational preferences based on your personal profile.

Then produce a text explaining the connections you see between the draft of your personal profile and the occupational preferences you selected.



What happened in your interviews?

Did it find the interviews hard? Explain your answers.

Were you surprised by what your interviewees said? Explain your answers.

Did it make you reconsider any elements in the draft of your personal profile? Explain your answers.

3.3 How did you have talked with people who know you well, what are the careers, trades or occupations that interest you and how are they connected to the draft of your personal profile?

3.4 If there were no restrictions and you could choose whatever trade or occupation you want, what would you choose?

Complete questions 3.3 and 3.4 on page 4 of the Student Booklet.



Self-Reflection

6. Write an expository text presenting the selection of two occupational preferences that correspond to the draft of your personal profile.

Paragraph 1: Presentation of most important elements in the draft of your personal profile.

- Briefly describe the most important elements in the draft of your personal profile.

Paragraph 2: First occupational preference.

Present your first occupational preference.

- Draw connections between the elements in the draft of your personal profile and your first occupational preference.
- Use your research results from the Repères website to justify the connections you make between the draft of your personal profile and your selected occupational preference.

Paragraph 3: Second occupational preference.

- Present your second occupational preference.
- Draw connections between the elements in the draft of your personal profile and your second occupational preference.
- Use your research results from the Repères website to justify the connections you make between the draft of your personal profile and your selected occupational preference.

Paragraph 4: Summary

- In light of these statements, what have you learned about yourself?
- How does writing an expository text help you to clarify your thoughts?

* Write your text, double-spaced, on looseleaf paper.

Student Booklet, page 5



New Learning Situation- My Transition...at the Crossroads

(Translated CSS des Sommets, Translated and adapted by the English Education Community in Quebec)

Secondary Cycle 2 (Secondary IV & V)

ACGC: Preparation for Post-Secondary Transition

Not Infused



ACADEMIC AND CAREER
GUIDANCE CONTENT



At this stage, it's important to look for information. Your research will allow you to assess the accuracy of your perceptions and your view of the situation. It will also help you take a step back to compare information and make observations.

Here are some sample questions related to finding information. Choose a question and write down your answer:

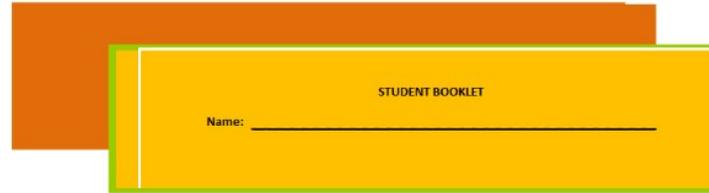
Sample questions to encourage the use of the metacognitive strategy SELF-REGULATE	
<ul style="list-style-type: none"> What are your impressions about the upcoming transition based on? How can you check whether your plans for preparing for the transition are adequate? What do you need in order to find out more and be better prepared? 	Find information

Based on: Guide d'accompagnement pour la mise en œuvre des contenus en orientation scolaire et professionnelle (COSP) obligatoires, 2021, p. 106.

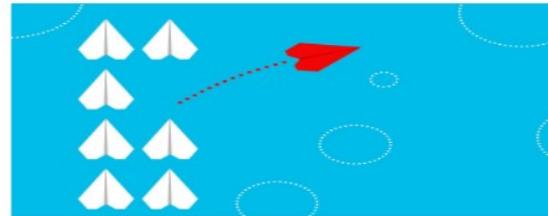
My question for the "find information" section

Question: _____

My answer:



My transition...at the crossroads



ACGC: Preparation for Transition:
Self-regulate in order to prepare for post-secondary transition

Cycle Two, Year Three (Secondary V)

Karyne Collin, guidance counsellor and ACGC coordinator.

Translated and adapted by the English education community in Québec.

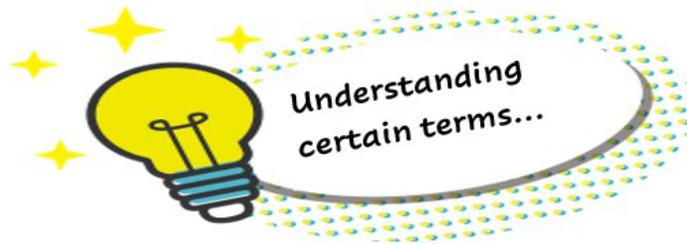


Preparation for transition from high school to... (check one of the following boxes)		MY PERCEPTIONS AND REALITY	
FACTORS TO CONSIDER	<input type="checkbox"/> Cégep	My perceptions: what I believe...	Reality: what I learned after doing research
	<input type="checkbox"/> Vocational training		
	<input type="checkbox"/> Adult education		
	<input type="checkbox"/> Other: _____		
Example: Time management		Example: At Cégep, I will have 18 hours of classes, which gives me lots of free time.	Example: I will have free time, but I read on the Cégep website that to do well in my courses, I will have to dedicate two hours per course to my school work outside of the classroom.

New Learning Situation- My Transition...at the Crossroads

(Translated CSS des Sommets, Translated and adapted by the
English Education Community in Quebec)

Preparation Phase



In this introduction, you read two important words: "transition" and "self-regulate."

How would you define "transition"?

Performance Phase

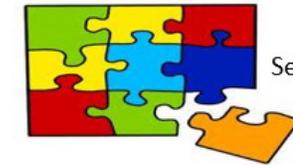


At this stage, it's important to look for information. Your research will allow you to assess the accuracy of your perceptions and your view of the situation. It will also help you take a step back to compare information and make observations.

Here are some sample questions related to finding information. Choose a question and write down your answer:

Sample questions to encourage the use of the metacognitive strategy SELF-REGULATE	
<ul style="list-style-type: none">• What are your impressions about the upcoming transition based on?• How can you check whether your plans for preparing for the transition are adequate?• What do you need in order to find out more and be better prepared?	Find information

Integration Phase



Self-Reflection:

Now that you have *self-observed* and *found information* for your future transition, what have you retained from this activity?

Explain your answer:

Based on your observations, what can you do to prepare better (self-adjust)? Are there other actions you can take to get ready for this transition?

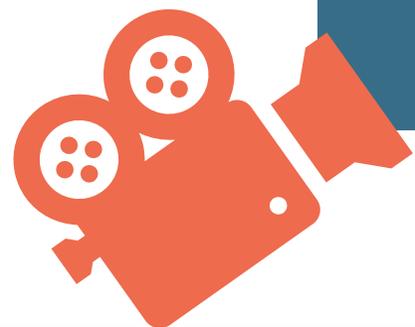
In the short term:

Testimonials

Learning Situations

Getting Connected with Fields of Interest ACGC: Fields of Interest

Rosemary Hill, Teacher
Nancy Battet, Community and Partnership Liaison
Lester B. Pearson School Board



Testimonials

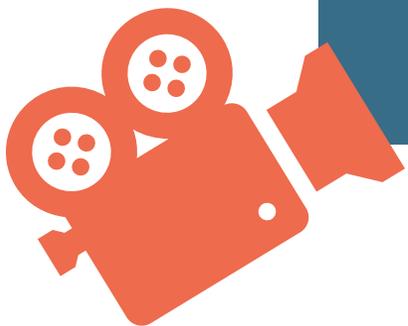
Learning Situations

Using What is already Available to Create Content

ACGC: Interests and Aptitudes

Talent Tuesday

Candace Tonner
Guidance Counsellor, Riverside School Board



New Reference Tools Offered by the Ministry

Models of
Learning
Situations

List of Tools &
Resources Offered
by the Ministry

Continuum with
Links

ACGC Related to
CASP-1 &
Challenges

New Reference Tools Offered by the Ministry



Models of Learning Situations



LEARNING SITUATION MODEL

DRAFT OF PERSONAL PROFILE

Develop a draft of a personal profile based on his/her interests, aptitudes, aspirations and values

Review of ACGC components:

- ACGC theme: Draft of personal profile
- Expected student learning outcome (ESLO): Develop a draft of a personal profile based on his/her interests, aptitudes, aspirations and values (the learning strategy is part of the ESLO)
- Learning strategy *Develop*: Reformulating or transforming information so that its main characteristics or components are reflected or expressed in different ways¹ (paraphrasing, formulating examples and making analogies). Giving meaning to new knowledge by allowing learners to reformulate it in their own words and make connections between it and what they already know and what they are learning about their interests, aptitudes and values.
- Area of knowledge: Self-knowledge

INTRODUCTION

- This content allows students to learn that:
 - creating a draft of their personal profile will help them learn more about themselves
 - self-knowledge is a lifelong process
 - elements such as interests, aptitudes, aspirations and values are useful for drafting their personal profile
 - integrating what they learn about themselves into a profile helps them define their identity
- This ACGC item can be integrated into French, English, Visual Arts, a Career Development course (e.g. Personal Orientation Project) or any other subject. It is up to the teacher to determine the learning to be acquired based on the subject they teach.

PREPARATION PHASE

- 1) Present the topic to the students explicitly: explain the ACGC item, the expected student learning outcome and the objective (why they need to learn this, how it will be useful to them).
 - Example of explanation: "You will acquire learning related to the ACGC item *Draft of Personal Profile*. By the end, you will be able to start a portrait of yourself and develop a draft of your personal profile, based on your interests, aptitudes, aspirations and values."
- 2) Activate students' prior knowledge by asking them about the concepts of draft, personal profile, interests, aptitudes, aspirations and values.
 - Example of activity: Group brainstorming
 - Draft: First draft, outline that can be used to start identifying the key elements of self-knowledge
 - Personal profile: Sum of elements that characterize a person
 - Interest: Something that drives us, that we like, that appeals to us and that we enjoy doing²
 - Aptitude: The capacity to carry out certain activities or tasks with ease; it is a skill, a strength, a gift, a talent, or a special ability³
 - Value: A belief that is particularly important to a person; an essential standard or criterion that guides a person's most crucial actions⁴

- Aspiration: To desire or to hope for an ideal situation, to become the person we want to be (personally and professionally), which can make a person want to achieve objectives or goals; identifying our aspirations can motivate us to take action⁵

3) Explain and model the learning strategy by giving examples.

- Example of explanation: "You are being asked to develop what you have learned about yourself to draft your personal profile. In your own words, you must make connections between the new knowledge you just acquired about yourself and what you already knew about your interests, aptitudes, aspirations and values."
- Example of modelling the learning strategy *Develop*: "I already knew that the St. Lawrence River was polluted by spills. In my research and reading, I learned that there are also a lot of plastic particles in it. Now I understand that there are many sources of pollution in the river."

4) Explain to students the tasks they will have to complete to achieve the ESLO. Check their understanding.

PERFORMANCE PHASE

In the performance phase, students are asked to use the sample record-keeping tool⁶ (see next page) to keep track of the ESLO, either in writing or digitally. It is important for the teacher to be able to observe how well the student achieved the ESLO.

5) Ask students to name their interests, aptitudes, aspirations and values.

- Building on what students have already learned from previous ACGC items, provide examples of their interests, aptitudes, aspirations and values.
- Use lists to give students new ideas.
- Have students share what they have discovered about themselves.
- Encourage students to ask family members and friends to confirm their ideas or offer new ideas that will help them build their profile.

6) Ask students to develop a draft of their personal profile.

- Students are asked to identify the knowledge they have acquired about themselves. They are then asked to group their knowledge into categories, such as interests, aptitudes, aspirations and values. This exercise encourages students to develop a draft of their personal profile. Students can illustrate this draft by choosing a form that conveys the way they organize their knowledge (diagram, concept map, chart, etc.).
- Example of questions to ask: "What connections can you make between your interests, aptitudes, aspirations and values?"

INTEGRATION PHASE

7) Ask students to think about the activity they carried out by answering a few questions.

- Examples of questions to ask: "What do you know now that you didn't know before doing the learning associated with this ACGC item? How will this learning be useful for your self-knowledge? How can you use the learning strategy *Develop* in other situations?"

New Reference Tools Offered by the Ministry



TOOLS FOR IMPLEMENTING THE ACGC
ACADEMIC AND CAREER GUIDANCE CONTENT (ACGC) from the beginning of Elementary Cycle III to the end of Secondary Cycle V
Continuum adapted by the CSS des Mille-Îles

Continuum with
Links

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

New Reference Tools Offered by the Ministry

List of Tools and Resources Available Implementation of Academic and Career Guidance Content (ACGC)

VIBE Platform: <https://cosp.education.gouv.qc.ca/>

Tools for Learning About ACGC		
Tools	Use	Where to Find Them
Implementation Guide for Education Professionals and Administrators <ul style="list-style-type: none"> Elementary Secondary 	<ul style="list-style-type: none"> Understand the basics of ACGC; Understand the ACGCs for each cycle (pedagogical intentions, learning strategies); Find tools to facilitate the implementation of ACGC 	Reference Tools Section of each Cycle on the VIBE Platform
ACGC Flyer for Parents	<ul style="list-style-type: none"> To inform parents of the contents of academic and career guidance and their usefulness in the development of their child; Demonstrate the importance of continuing the reflection of these contents with their child 	
Summary Sheets	<ul style="list-style-type: none"> To provide a comprehensive view of the ACGC Provide answers regarding the "what," "why," and "how" of each ACGC 	
The Usefulness of ACGC for Schools	<ul style="list-style-type: none"> Provide an overview, supported by scientific literature, of the importance of having all students experience ACGCs, from elementary cycle 3 to secondary cycle 2. 	
Continuum with Links	<ul style="list-style-type: none"> Have direct access from the continuum to the educational material deposited on the VIBE platform for each of the ACGC. 	
Academic and Career Guidance Content Related to the CASP-1 and Challenges	<ul style="list-style-type: none"> To obtain courses of action to promote the teaching of ACGC and the production of teaching materials based on the diversity of students in the CAPS-I and Challenges programs. 	
ACGC in Secondary Cycle 2 and WOTP	<ul style="list-style-type: none"> Understand the connections between ACGCs and the subject-specific content provided in the Work-Oriented Training Program (WOTP) 	Secondary Cycle 2 Reference Tools on the VIBE Platform

Tools for Planning ACGCs		
Tools	Use	Where to Find Them
Organizational Tools: Appendix A through J of the Implementation Guide for Education Professionals and Administrators <ul style="list-style-type: none"> Elementary Secondary 	<ul style="list-style-type: none"> Identify organizational options for implementing ACGCs in schools. 	Guide and Tools Heading in the Reference Tools section for each Cycle on the Vibe Platform
Summary Chart of the Learning Situations (Inspired by Centre de services scolaire de la Beauce-Etchemin)	<ul style="list-style-type: none"> Plan learning situations that will be used in class using the LS shared by the school network on the VIBE platform. 	Reference Tools Section of each Cycle on the VIBE Platform
The 5 Fundamentals for Determining the ACGC Offer of Service	<ul style="list-style-type: none"> Analyze a service offering or activity related to the ACGCs considering five essential ACGC criteria that it should meet; Decide whether to use a service offering or activity proposed by an external organization in implementing an ACGC. 	

Tools to Support the Creation of Pedagogical Material Related to ACGC		
Tools	Purpose	Where to Find Them
Template for Writing Learning Situations	<ul style="list-style-type: none"> To provide support in writing learning situations (LS) To organize the elements that should be taken into account when creating a LS 	Reference Tools section of each Cycle on the VIBE Platform
Lists for the Creation of Pedagogical Material <ul style="list-style-type: none"> Aptitudes Interests Strengths Values Perceptions, attitudes, and behaviours Interests and aptitudes – Elementary Cycle Three Duties and work methods Attitudes, behaviours and values 	<ul style="list-style-type: none"> To support the creation of pedagogical material through lists that provide definitions and examples of ACGC-related terms <p>*These lists alone do not constitute instructional activities</p>	
Record-Keeping Tools	<ul style="list-style-type: none"> To make it easier to keep a record of student learning and to encourage students to apply their learning throughout the ACGC continuum using templates <p>*These tools can be used in conjunction with the student's booklet, following the integration phase of an ACGC learning situation</p>	
Models of Learning Situations	<ul style="list-style-type: none"> To create a learning situation from a model that prioritizes the essential elements of an ACGC item. To enhance a guidance activity to reflect ACGC 	Turnkey Materials section for each ACGC on the VIBE Platform

List of Tools & Resources Offered by the Ministry

New Reference Tools Offered by the Ministry



ACGC Related to CASP-1 & Challenges



ACADEMIC AND CAREER GUIDANCE CONTENT

RELATED TO

THE CASP-1 EDUCATION PROGRAM:

A COMPETENCY-BASED APPROACH TO SOCIAL PARTICIPATION

AND

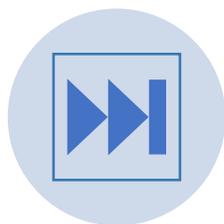
THE CHALLENGES ADAPTED CURRICULUM:

AN EDUCATIONAL APPROACH THAT FACILITATES SOCIAL INTEGRATION

DIRECTION DES SERVICES ÉDUCATIFS COMPLÉMENTAIRES ET DE L'INTERVENTION EN MILIEU DÉFAVORISÉ
MINISTÈRE DE L'ÉDUCATION

SEPTEMBER 2021

Conclusion



Next Webinar



Short Survey



Question Period

The ACGC Team Thanks You!

orientationscolaire@education.gouv.qc.ca