

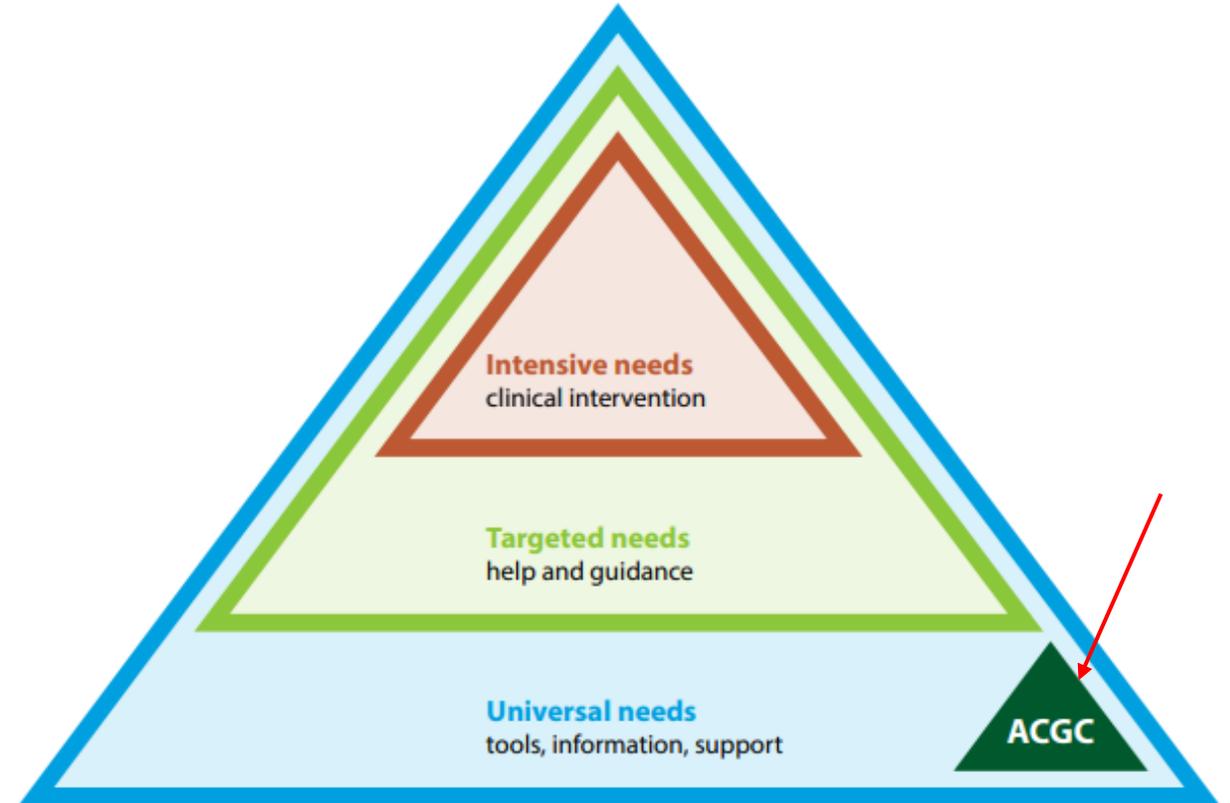
Introduction to Academic and Career Guidance Content

Information for School Staff



What is ACGC?

- Basic knowledge of key themes and concepts in academic and career guidance
- There are **19 compulsory ACGC items** offered to students from **Elementary Cycle Three to the end of Secondary Cycle Two**.
- They are **complementary** to guidance services already offered in schools.



Source: Ordre des conseillers et des conseillères d'orientation du Québec (OCCOQ), Guidance needs model.



Context

- **Advisory committee**
- **Pilot project:** from September 2014 to June 2017
- **Gradual implementation:** from September 2017 to June 2022
- **Content prescribed*** by the Minister in the broad areas of learning (BAL)

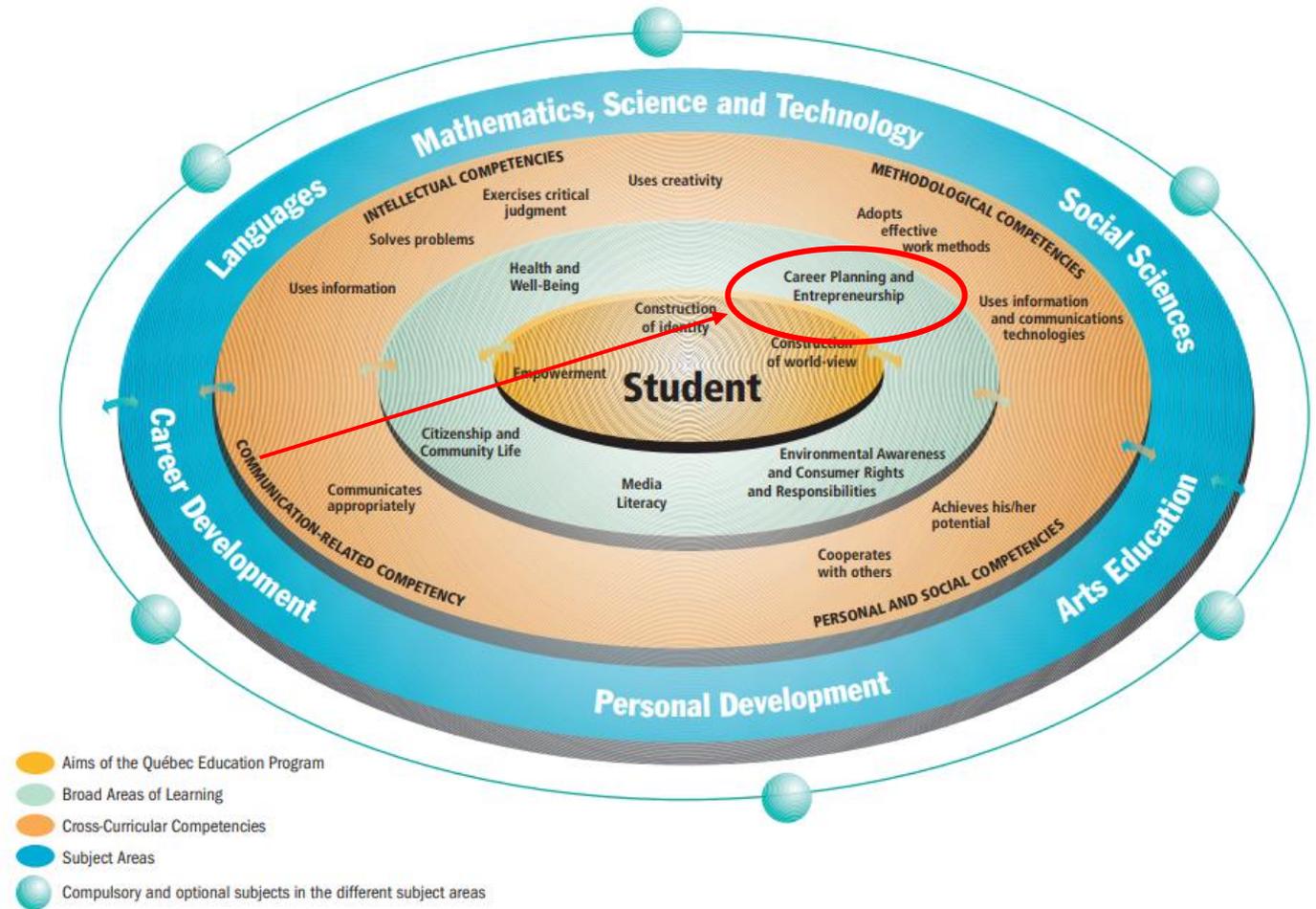
*Ref.: Québec, Gouvernement du Québec, "Section 461," *Education Act*, (Québec: Éditeur officiel du Québec, 2021), <https://www.legisquebec.gouv.qc.ca/en/document/cs/l-13.3>.

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Consistent with the Québec Education Program (QEP)

- The broad areas of learning are part of the QEP.
- ACGC falls under the broad area of learning **Career Planning and Entrepreneurship**.
- It is in line with the philosophy of the **Guidance-Oriented Approach to Learning**.



CONTINUUM OF ACADEMIC AND CAREER GUIDANCE CONTENT (ACGC)

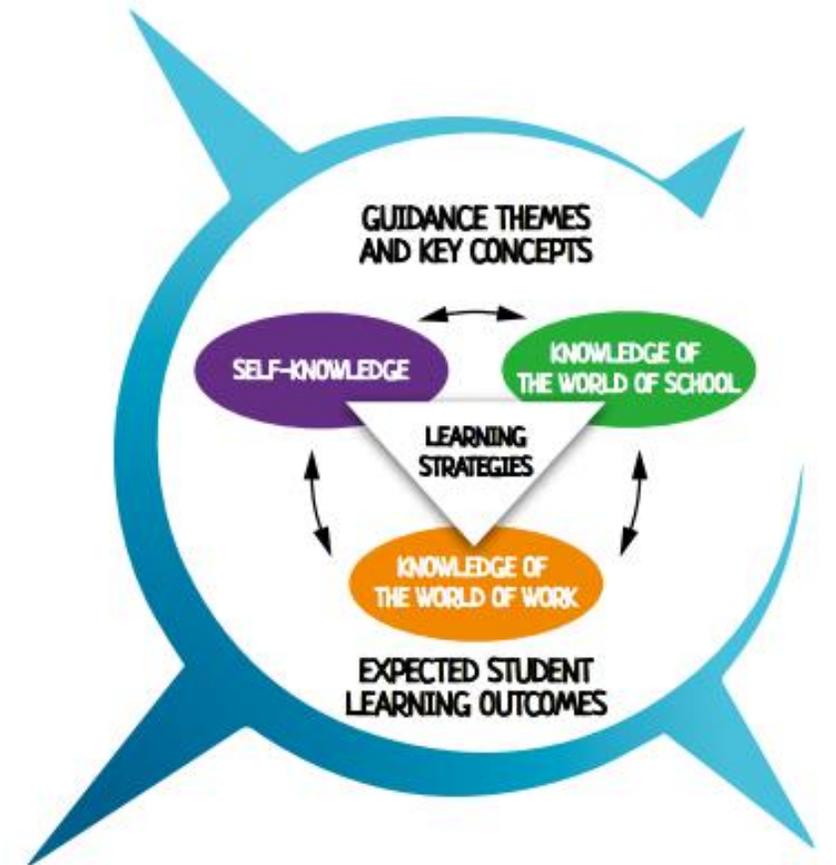
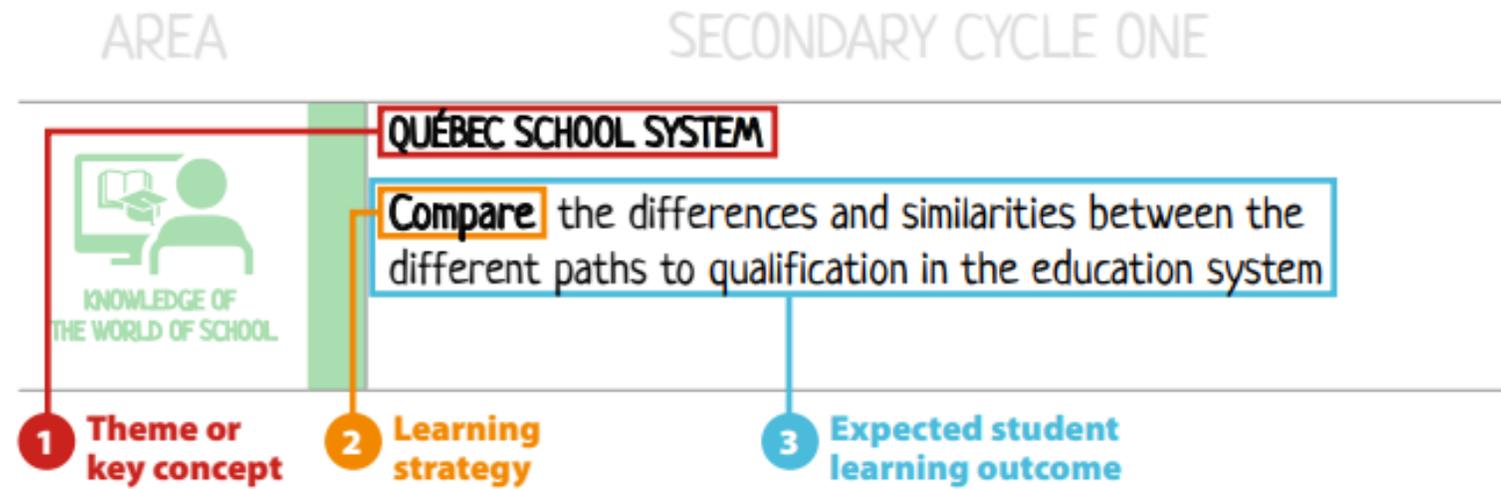
From the start of Elementary Cycle Three to the end of Secondary Cycle Two



		ELEMENTARY CYCLE THREE	SECONDARY CYCLE ONE	SECONDARY CYCLE TWO	
				Beginning of cycle (Secondary III)	End of cycle (Secondary IV and V)
 <p>SELF-KNOWLEDGE (three aspects)</p>	PERSONAL	INTERESTS AND APTITUDES Produce a description of himself/herself in terms of interests and aptitudes	SENSE OF SELF-EFFICACY (SSE) Select examples where his/her attitudes, behaviours or perceptions contribute to maintaining a sense of personal competency	DRAFT OF PERSONAL PROFILE Develop a draft of a personal profile based on his/her interests, aptitudes, aspirations and values	REVIEW OF PERSONAL PROFILE Organize what he/she has learned about himself/herself in order to review and adjust the personal profile as needed LIFE PROJECT Anticipate the process involved in producing a draft of one or more future projects (personal, career or community)
	SOCIAL	SOCIAL INFLUENCES Select examples where his/her attitudes, behaviour or values are influenced by others, and examples where he/she influences others	FIELDS OF INTEREST Develop a portrait of what does or does not interest him/her inside or outside school		
	EDUCATIONAL	STUDENT DUTIES AND WORK METHODS Compare the work methods and duties of a student with those observed in the world of work 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	ACADEMIC SUCCESS Develop a description of the academic and personal strengths that contribute to his/her academic success		
 <p>KNOWLEDGE OF THE WORLD OF SCHOOL</p>		CHARACTERISTICS OF SECONDARY SCHOOL Compare the main differences and similarities between elementary school and secondary school	QUÉBEC SCHOOL SYSTEM Compare the differences and similarities between the different paths to qualification in the education system PREPARATION FOR ACADEMIC CHOICES IN SECONDARY CYCLE TWO Anticipate choices for Secondary Cycle Two based on his/her fields of interest and academic aptitudes	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
		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
 <p>KNOWLEDGE OF THE WORLD OF WORK</p>					



The Three Components of a Compulsory ACGC



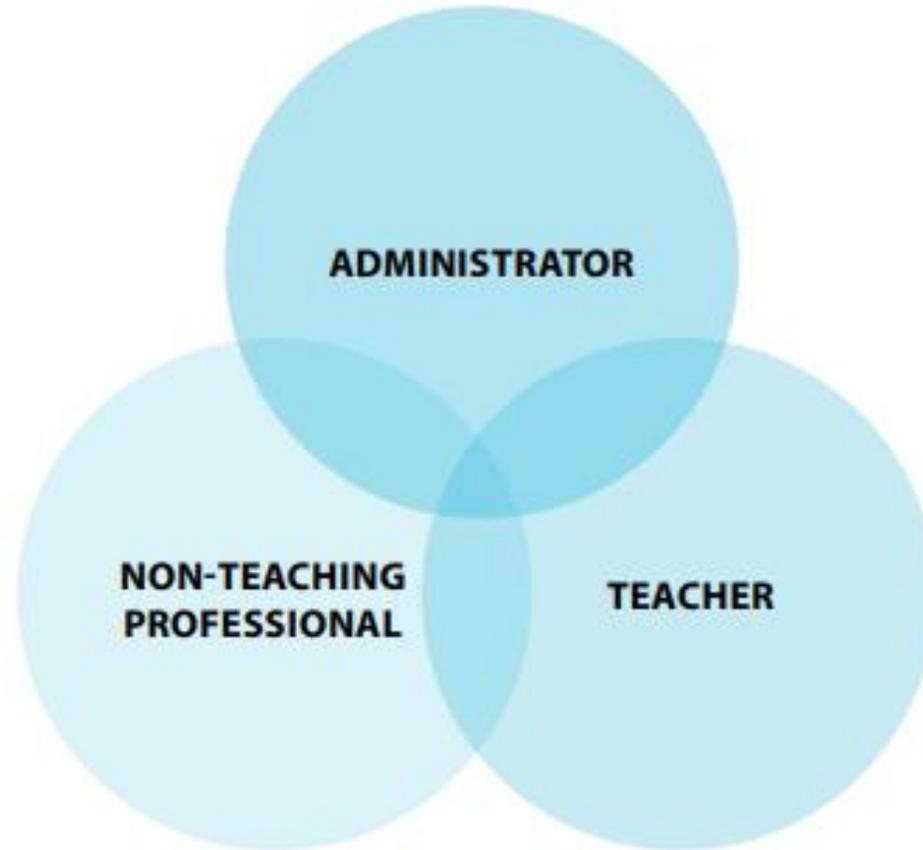
Details of ACGC implementation based on best practices

- Offered in class, in large groups or in subgroups
- Integrated into a school subject
- Approximately **between one to three periods** per ACGC item





Collaborative team



School administrators are responsible for choosing who will cover ACGC items.

Benefits of ACGC for students

- Overall development
- Well-being
- Construction of identity
- Educational and career path
- Perseverance and engagement in school





Useful and available documentation

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

- implementation support documents
- pedagogical materials shared by schools

For any questions: orientationscolaire@education.gouv.qc.ca

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