

the GOAL post

Joining forces with NANS for student success

Participants at the 2010 GOAL-NANS symposium took away practical tools and strategies for getting GOAL into the classroom and engaging students for success.

Keynote speaker **Josée Battista** of Rio Tinto described the skill sets needed in a global economy where intellectual capital has no borders. An ice-breaker activity identified no fewer than 65 ways that schools across the province are implementing GOAL. Later on, a hands-on workshop had participants design learning and evaluation situations that were not only tied to subject content, but also developed students' self-knowledge and cross-curricular competencies. We learned how **Myriam Boffice**, a teacher at **Greendale Elementary**, awakens her students' love of learning by bringing the community into her classroom and her classroom into the community. We also saw how **Lake of Two Mountains High School** teacher, **Lee Rother**, uses popular culture and film techniques to reveal hidden levels of literacy in at-risk students.

Through our partnership with the **New Approaches, New Solutions (NANS)** initiative, we were able to welcome more teachers and school teams than ever before. As NANS professional, **Patricia Peter**, noted, "Experiential learning is key to keeping kids connected, and GOAL is another strategy that our schools can use."

You'll find additional symposium coverage on page 2. Sincerest thanks to the presenters, participants and organizing team that made this event possible.

Sandra Salesas

Sandra Salesas
Provincial GOAL Coordinator
Anglophone Sector



Participants identified 65 different ways GOAL is being practised in schools across Quebec.

Learn more about NANS at:

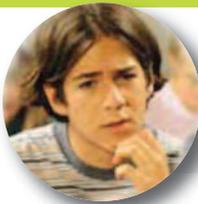
<http://www.learnquebec.ca/en/content/mels/success/> and
<http://www.mels.gouv.qc.ca/agiraurement/index.htm>

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*Making Dreams
Come True*

You, too, can rewire a light fixture or land a jet!

by Ingrid Hove Gust, Educational Consultant, SWLSB

The Career Development Network, to which many GOAL consultants belong, recently visited the Sir Wilfrid Laurier School Board's new **Career Exploration Lab**. Designed as an interactive environment for exploring vocational trades and technical careers, the lab is primarily intended for Secondary Cycle Two and older students, but is reaching out to younger students as well. Its 16 modules use sophisticated computer simulations and hands-on experiments to explore 46 careers in a realistic and in-depth manner.

"The Career Lab was a real eye-opener as I had no idea that these simulated work stations for students even existed," says the EMSB's **Marsha Gouett**. As a single homeowner, she enjoyed learning how to re-wire a light fixture in the *Home Maintenance* module. And the ESSB's **Malcolm MacPhee** was completely engrossed in the simulation software that transformed him into an aircraft pilot. "I can tell you that the module was well thought out and easy to follow. I even landed a Bombardier CJ-JET without crashing!"



Clockwise from top: **Sandra Salesas**, **Marsha Gouett** and **Malcolm MacPhee** make the most of their career explorations.

Check the GOAL website for regular updates:

www.learnquebec.ca/en/content/mels/goal

Mapping out the future for our learners

Approximately 130 teachers, administrators, GOAL and MELS consultants attended the GOAL/NANS symposium in February. Here is a small sampling of their experience that day.

Are you appealing to different learning styles?

by Janet Perlis, GOAL Coordinator, Association of Jewish Day Schools

Although 50%* of students are kinesthetic or tactile learners, most classroom environments favour visual and auditory learners. What's a teacher to do?

In her excellent workshop "Using multi-modality approaches to address learning difficulties," ALDI coordinator **Diana Carr** skillfully integrated knowledge of attachment theory, learning styles and brain research with effective, easy-to-implement classroom strategies. Right from the start she stressed the importance of creating a positive and safe learning environment by personally greeting each participant as he or she entered the room. Her point was made: welcoming students into the classroom each day creates an instant connection that enhances learning.

Diana also illustrated how we all have learning preferences: visual, auditory, tactile or kinesthetic. By pointing out the discrepancy between the learning styles of half our students and the most prevalent teaching techniques, she underlined just how important it is for educators to accommodate and reinforce different learning styles.

From a GOAL perspective, this not only allows educators to successfully engage more students. It also sends a powerful message that awareness of how one learns is a factor to consider when making academic and career choices.

Diana Carr's handout is available online at http://www.learnquebec.ca/en/content/pedagogy/insight/aldi/aldi_workshops.html

* Anne M. Beninghof, 2009



Diana Carr



Marymount Academy's Tracy Mangal

LaurenHill Academy

Common presence time empowers teachers

LaurenHill Academy principal **Claude Dansereau** and vice-principal **Nathalie Lacroix-Maillette** described the many strategies they are using to achieve a student success rate of 88% in a school in which 17% of students are coded for learning or behavioural difficulties.

One key initiative was this NANS school's decision to delay the start of classes one day a week so that all staff could benefit from a 75-minute common presence time early in the day. Teachers can use this period however they wish and many are choosing to meet with colleagues to develop a team approach. "Teachers feel empowered," notes Claude Dansereau. "They are arriving full of ideas and are more dynamic in the classroom as a result."

To see a world in . . . a plastic bag

At Gaspé Elementary, a decision to store a community member's loom led to a whole process of student engagement.

As retired teacher **Ellie McDonald** explained to then grade 6 teacher **Marquita Roberts**, "If you store the loom, the students can use it." Not only did

Marquita's students learn to weave, they used this traditional skill to start a school-based business: transforming old plastic grocery bags — cut into strips — into attractive, woven, saleable totes.

Their entrepreneurial initiative taught the youngsters about recycling and protecting their environment. They discovered how a company functions, while improving their teamwork and communication skills. They applied their language skills to advertising their

product and their math to calculating profit and loss.

The students in this NANS school also came to realize their personal strengths. One struggling and previously disengaged learner emerged as the school's top weaver. As other students (and teachers) turned to her for advice, her attitude towards school grew noticeably more positive.



Principal **Jennifer Roy** (left) and teachers **Pamela Patterson** (centre) and **Marquita Roberts** model Gaspé Elementary's recycled tote bags.



LaurenHill's **Claude Dansereau** and **Nathalie Lacroix-Maillette** (centre) listen to a participant's question.

MELS-School Board Partnership Agreements

Presentation was topical and timely

by Marsha Gouett, Career Development Consultant, EMSB

GOAL has a vital role in achieving targets for student retention and academic success.

MELS' representatives **Antonio Lacroce**, **Sam Boskey** and **Don Taylor** explained how recent amendments to the Education Act require each board to enter into a contractual agreement with the ministry. These agreements will define the measurable objectives that boards will undertake to tackle five goals set by the Minister.

1. Higher graduation/qualification rates for students under 20

2. Improvement in the mastery of French (English Mother Tongue and French Second Language in English boards)
3. Greater success for students with handicaps, social maladjustments or learning difficulties
4. Growth of a healthy and safe environment in schools/centres
5. More youth under 20 enrolled in vocational training paths

By helping students make links between their classroom studies and the world beyond, GOAL directly addresses the "lack of relevancy" that school leavers often cite for dropping out. School teams who use the guidance-oriented approach in their respective boards will make a vital contribution to achieving the targets set by the partnership agreements.

Aerospace expert brings space travel into the classroom

by Nancy Battet, GOAL Coordinator, LBPSB

Brian Ewenson has frequently met with students from Lester B. Pearson School Board. A videoconference organized through the GOAL Network carried his message to five other boards.

At the age of four, Brian Ewenson was already dreaming of working for the space program. Today, he is executive director of the Challenger Center in Houston. He is also very much the educator. His presentation “*Living and Working in Space – No Shoes, No Shower, No Problem*” engaged high school students from LBPSB, Riverside, Littoral, Central Quebec, Sir Wilfrid Laurier and New Frontiers School Boards,

Brian Ewenson (above) in the commander's seat of the space shuttle simulator in Houston and (below) with students at LBPSB's 2009 Science and Technology days.

thanks to a live videoconference from **Riverdale High School Community Learning Centre.**

Brian spoke of the complexity of a shuttle mission from crew selection and training, through to the powerful launch into the serenity of space and the fiery re-entry. He also talked about the risks of space travel and the variety of jobs required to execute a successful and safe mission.

Although he has never actually been on a mission, Brian has trained astro-

nauts to live in space and has sent many science experiments with them for testing. He is a walking example of the importance of finding relevance in learning, staying motivated and working hard to achieve one's dreams.

A McGill graduate, Brian Ewenson has authored over 20 articles on space travel and has been interviewed on national TV. He is a former employee of the Canadian Space Agency, and spent 10 years with NASA.



“I saw lots of smiles and bright eyes ...”

by André Tremblay, Cree School Board

It was no ordinary day when teachers and students from Waswanipi Vocational Training Centre travelled three hours to visit Mistissini's Voyageur Memorial School.

Each of the Voyageur Secondary Cycle Two students had the choice of spending the day with vocational teachers and students in one of three different programs: Computing Support, Professional Cooking and Health, Assistance and Nursing. Depending on their choice, some students used software to create a short video, while others practiced bandaging the heads of volunteer patients. Our aspiring chefs discovered just how sauna-like a kitchen can get when they helped to prepare lunch for the rest of the school.

Meanwhile, Cycle One students visited booths set up by our Waswanipi visitors to get a feel for different programs and the careers they lead to.

Such GOAL-related activities help students in a practical way to make links between school and the labour market. As a guidance counsellor, I saw lots of smiles and bright eyes that day.



Hands-on exploration at Voyageur Memorial

Sharing best practices between boards

Earlier this year, **Sandra Salesas** (provincial GOAL coordinator), **Stephanie Ceravolo** (a teacher at **Beaconsfield High School**) and I (LBPSB's Interactive Community Partnership Program coordinator) met with the **Cree School Board's** guidance counsellors to discuss our best GOAL practices. Stephanie regularly incorporates GOAL into her grade 7 science units by inviting community partners to talk to her students and do hands-on activities with them. “It just makes learning so much more real,” she told the counsellors, as we shared ideas on how they, too, might link with their communities to enhance classroom learning. – Nancy Battet



Taking a good idea and making it grow

by Chris Colley, Educational Consultant for Career Development, ETSB

In the Eastern Townships, the pilot mentoring project has evolved into a peer support system for all POP teachers.



POP teacher Lori Hill with students

The ETSB's involvement in the POP mentoring project has given both our new and experienced POP teachers a professional learning community that is supportive, dynamic and resourceful.

Typically, the POP class is heavily student-centered, with students determining what they will explore in regards to career options and personal development. As this creates a classroom where every student is at a different point in the exploration journey, the more resources and support teachers have the better.

Continued on page 4

About the pilot mentoring project

In the four years since the implementation of the Personal Orientation Project, the number of POP teachers across the English sector has grown to more than 100. While some return to teach the course each year, teacher turnover presents an ongoing professional development challenge.

Last fall, the English sector of the MELS initiated a pilot mentoring project that paired experienced POP teachers from several school boards with new teachers from their own or another board. The 13 mentors and mentees, along with their educational consultants, have shared teaching strategies and much more through face-to-face and virtual meetings, a classroom visit and a learning community portal.

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Taking a good idea . . .

Continued from page 3

Richmond Regional High School's Lori Hill has been teaching POP since its introduction. This made her an ideal mentor for **Natasha Beaudoin (Massey-Vanier High School)**, who is new to POP this year. In the context of the MELS pilot project, Lori invited Natasha to visit her classroom to demystify course content and classroom structure.

“Any new POP teacher will be part of the group.”

It was at that point that a third POP teacher, **Alexander Galt Regional High School's Margaret Young**, asked if she could join in. And that's when a mentor-mentee relationship morphed into a larger learning community. Now all three teachers connect by email and phone calls. As a result, peer support has become systematic within our board and any new POP teacher will automatically be associated with the group.

Students discover new career possibilities

Hebrew Academy's first-ever career fair included all the elements of a collaborative partnership with the community.

Spearheaded by community learning centre coordinator **Suzie Horvath** and GOAL coordinator **Janet Perlis**, the organizing committee included parents, high school students and a city engineer. “Representatives from more than 20 fields – including a TV reporter, speech therapist and fashion design executive – described the influences and challenges that shaped their career paths,” says Janet. “The students were amazed at the number of career possibilities they had never before considered. Many also noted that the experience helped them see links between their classroom learning and potential career paths.”

Need more copies of the GOAL Post?

Contact **Doris Kerec** at LEARN:
1-888-622-2212
or < dkerec@learnquebec.ca >.

Who's who in the GOAL Network?

Each issue of the GOAL Post features different members of the Network.



Patty Arnold
Career Development Consultant
Riverside School Board

As a teenager growing up in a rural community, I had many interests and abilities, but limited knowledge of how to connect them to career opportunities. My educational journey started with a college program in business administration. Moving on to university, I had a brief stint with actuarial math before transferring to psychology and leisure studies – but only after first considering a B. Ed in physical education! Yes, I was all over the map with no clear destination.

But I soon realized that nothing was wasted. One of my first jobs as a coordinator at a teen centre required me to manage government grants and

oversee the operation of a small ice cream business; counsel a diverse group of at-risk youth; and organize community and recreational events – a nice fusion of all my prior learning. Needless to say, after graduating from McGill with an M. Ed in counselling psychology, I was committed to helping others with their career development.

“The road to career discovery is rarely direct..”

Many teens struggle with making what they feel is a *definitive* career choice. However, as my experience shows, the road to career opportunity is rarely direct or clear-cut from the outset. Through GOAL, we can equip students with a better sense of their strengths, aptitudes and the potential work options out there, so that they become more comfortable making these life choices, and taking that first step forward on their path to career discovery.

The GOAL Post is also available in PDF format on the GOAL website at www.learnquebec.ca/en/content/mels/goal

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