Making Dreams Come True

ACHIEVING *SUCCESS* THROUGH THE:

GUIDANCE-ORIENTED APPROACH

Québec

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FOREWORD /

Young people's educational success is directly related to their motivation in their studies, and motivation is sustained, among other things, by learning plans, training plans, career plans and life plans. While young people are responsible for making their own plans, they require the support of their parents and friends, the community and, of course, the school.

To help students make their plans, the school must provide ways for them to discover, develop and exploit their talents and aptitudes and forge their identities. In addition, the school must help them grasp the relationship that exists between their learning in school and the society they live in, particularly the world of work.

One of the aims of the current education reform is to provide support for the efforts of school personnel to guide students more effectively in developing their identities and making career choices. The school's mission now is to impart knowledge to students, foster their social development and *give them qualifications*; the addition of this last element is an indication of the importance schools should place on information and counselling for students. Indeed, the educational policy statement points out that "the time has come to pay closer attention to student guidance and counselling."[1]

In keeping with this goal, the *Education Act*, the *Basic school regulation for preschool, elementary and secondary education* and the Québec Education Program (QEP) pave the way for a decompartmentalization of professional practices and for collective, concerted action by the different categories of school personnel as well as by the school and its major partners, parents and members of the community. Now that the Career Choice Education program, whose weaknesses were repeatedly pointed out by young people themselves, has been withdrawn, schools must review their strategies and

redirect the efforts of all personnel to providing ongoing help to students in developing their identities and making career choices.

Through this publication, the Ministère de l'Éducation wants to give personnel working with students guidelines to help them place academic and career information and counselling in the context of educational services and consolidate their role, in order to promote success for all students and enable them all to obtain qualifications.

These guidelines were established on the basis of work done in 1998-1999 by an advisory committee made up of representatives of parents, students, the Ordre professionnel des conseillers et conseillères d'orientation, the Association québécoise d'information scolaire et professionnelle and teachers' and education professionals' unions.

The Ministère de l'Éducation would like to thank the members of the advisory committee for the important work they have done. A list of the members may be found in Appendix 1.

1. Québec, Ministère de l'Éducation, *Québec Schools on Course: Educational Policy Statement* (Québec: Gouvernement du Québec, 1997), 9.

INTRODUCTION /

"When I grow up, I'm going to be …." How many times have we heard children say these words? From an early age, they are fascinated by the world of work, and particularly by certain occupations. Some want to become firefighters or engineers, others already see themselves as doctors, nurses or musicians. This is a manifestation of children's insatiable curiosity and it constitutes their first hesitant step toward the development of identity.

At an earlier stage of development, children feel a need to ask questions about the occupations of their parents and other adults around them. Some of them seek to understand the connections between the subjects taught in school and the society they live in. As they develop their identities, they want to learn more about the world of work they will one day be part of. The further they progress in their personal and educational development, the more they try to relate to the realities of the adult world and of the job market, which represents autonomy and full integration into society.

In their career planning, young people need to be able to draw on many sources of information and inspiration, among them their families, their friends, the community and, of course, the school.

Chapter 1 of this document explains the importance of academic and career information and counselling not only for enabling students to obtain qualifications but also for the two other elements of the school's mission, imparting knowledge to students and fostering their social development.

Chapter 2 presents the elements of the education reform that are conducive to the implementation of a guidance-oriented approach, an integrated approach to academic and career information and counselling for students. The guidelines set out in the *Education Act*, the *Basic school regulation for preschool, elementary and secondary education* and the QEP are also presented.

Chapter 3 explains what the Ministère de l'Éducation means by a guidance-oriented approach, proposes a process and methods for implementing an integrated approach in academic and career information and counselling, and suggests a distribution of roles among the personnel. It defines the essential contribution of information and counselling professionals in the new context of decompartmentalized practices, which demands collaboration between teachers and parents and partnership with the community, particularly businesses and educational institutions.

The final chapter provides examples of projects set up in various schools in recent years, illustrating the application of an integrated approach in information and counselling.

1

RATIONALE FOR THE GUIDANCE-ORIENTED APPROACH /

1.1 SERVICES WHOSE IMPORTANCE HAS REPEATEDLY BEEN SHOWN

In recent years, numerous events and reports on education have shown the importance of providing academic and career information and counselling for students. Already in the 1960s, the Parent Commission confirmed the contribution of these services to students' educational success and integration into the work force and society. Following this, academic and career information and counselling were included in the basic school regulation for secondary education as part of the student services provided by school boards. The 1970s were marked by a major increase of professional personnel in the school system. During this period, many guidance counsellors and academic and career information counsellors were hired in secondary schools in order to help students with their academic and career choices.

In the 1980s, the Career Choice Education program was set up to help students with their career planning and thus reinforce the work done by academic and career counselling and information professionals. Initially planned to be spread over the five years of secondary education, the program quickly became limited to the three final years. In its 1988-1989 annual report on the state and needs of education, the Conseil supérieur de l'Éducation stated the following:

> *Support in academic and career planning is the responsibility of all personnel in the school system. It is a shared responsibility and not the private preserve or exclusive responsibility of any one group. Parents, school administrators, non-teaching professionals, teachers and peers may all provide this support to students, particularly at times when they are making crucial decisions.*[1]

During the Estates General on Education in 1996, various stakeholders in the school system, including students, criticized weaknesses in the Career Choice Education program and the shortage of academic and career information and counselling professionals. The final report of the Estates General stated the following:

> *Support for guidance and counselling, from the standpoint of schools which themselves play a guiding or counselling role, should also include the acquisition of proper working methods and the gradual mastery of tools for self-learning, especially in the first cycle of secondary school. However, activities aimed specifically at self-awareness and career choice should be included in the guidance and counselling services that play a vital role in building self-confidence, clarifying confused aspirations and reviving the commitment to study. Similarly, guidance is not a strictly school-based process, but is reinforced by significant contact with various social environments and people who perform professional activities, and by the gradual application of personal skills in less school-oriented contexts.*[2]

The review of the curriculum that followed the Estates General led to the abolition of the Career Choice Education program. The Task Force on Curriculum Reform recommended changes in the way academic and career information and counselling were provided:

> *Schools will have to take more definite and more cohesive measures in order to better integrate guidance and educational and vocational information into their activities so that they can help each student clarify his or her academic and career goals.*[3]

This recommendation restates in other terms the hope expressed by the Conseil supérieur de l'éducation some ten years previously, that information and counselling no longer be the responsibility of a single teacher or of a single category of professional, but that it also become the concern of the other members of the school team. It is in the context of the curriculum reform and the abolition of the Career Choice Education program that an advisory committee made up of representatives of all associations and groups concerned was set up by the Ministère de l'Éducation in 1998 to make recommendations on improving academic and career information and counselling. The committee's report was presented to the Minister in the summer of 1999, but its publication was put off because it dealt with issues that were part of the consultation taking place at the Sommet du Québec et de la jeunesse (Québec Youth Summit).

1. Québec, Conseil supérieur de l'Éducation, *L'orientation scolaire et professionnelle : par-delà les influences, un cheminement personnel* (Québec: Gouvernement du Québec, 1989), 110 (translation).

2. Québec, Ministère de l'Éducation, Commission for the Estates General on Education, *Renewing Our Education System: Ten Priority Actions—Final Report* (Québec: Gouvernement du Québec, 1996), 38.

3. Québec, Ministère de l'Éducation, *Reaffirming the Mission of Our Schools: Report of the Task Force on Curriculum Reform* (Québec: Gouvernement du Québec, 1997), 38.

During the summit, which was held in February 2000, young people again criticized the shortcomings of the academic and career information and counselling provided in the school. Their judgment was severe: too little (support), too late (in students' schooling). At the end of the summit, all the partners present, including the *Ministère de l'Éducation* and the Fédération des commissions scolaires, agreed on the urgent need to rectify the situation in order to provide better academic and career information and counselling for young people. The main challenges related to this goal are shown in the box below.

Main challenges in information and counselling

- Better integrate academic and career information and counselling into the school's educational project and its services (instructional and complementary services [1]).

- Begin providing support for students' identity development in elementary school and provide guidance in career planning throughout secondary school.

- Increase the number of qualified resource persons (guidance counsellors, academic and career information counsellors, teacher-specialists in career choice education) working with students and teachers.

- Make available to students effective academic and career information and counselling tools, in particular those based on the new information and communications technologies.

- Promote participation by all stakeholders, first by encouraging discussion and collaboration between teachers and professionals and then by developing true partnerships with parents and the community.

1.2 ACADEMIC AND CAREER INFORMATION AND COUNSELLING: A MEANS, NOT AN END

Information and counselling are not ends in themselves. Rather, they are tools, but tools that are important for students' personal and social development, educational success and acquisition of qualifications. However, students must make a career choice before they can obtain qualifications. At present, as various studies have shown, a large proportion of young adults do not have a clear idea of their future occupation.

For example, a survey of 1 500 college students in 1992 showed that 59 per cent of them had no specific career plans at the end of their secondary education.[2] In fact, the difficulty many students have in knowing themselves and making career choices often leads to negative consequences before they finish their secondary education.

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1. The term *complementary educational services or complementary services* is here used for what were formerly called student services in order to emphasize the new approach to these services, as described in this document.

2. Québec, Conseil permanent de la jeunesse, *Une cure « de jeunesse » pour l'enseignement collégial* (Québec: Gouvernement du Québec, 1992).

Many studies have shown that lack of self-knowledge or self-esteem, coupled with inadequate knowledge of the working world and potential career choices, can result in the absence of plans for the future, lack of motivation for studies and, finally, failure and dropping out of school (see box below).

**Possible consequences
of inadequate information
and counselling services for students**

- Absence of plans for the future; ambivalence concerning studies.

- Large proportion (59 per cent) of young people who have no specific career plans at the end of their secondary education.

- Numerous program changes in postsecondary education (40 per cent in technical studies) and lengthening of studies

- Low enrollments in vocational and technical education (with resulting labour shortages in some economic sectors).

- Career choices limited by sexual stereotypes.

On the other hand, adequate academic and career counselling and information can contribute to students' educational success and qualifications. This type of support should, of course, begin early and be provided continuously throughout students' schooling.

**Rationale for academic
and career information
and counselling [3]**

To increase students' knowledge of themselves, their interests and aptitudes, and various occupations

To encourage students to make educational and career plans

To sustain students' interest and motivation with respect to their studies

To reduce students' risk of failure or dropping out

**To increase the numbers of students
who achieve educational success
and obtain qualifications**

We may say that we are developing towards a more integrated and comprehensive conception of vocational guidance, the educational objective of which is both the prevention of failures and the lifelong stimulation of individual development in every area—personal, educational and career—and not only in the strictly vocational area.[4]

The rationale for academic and career information and counselling becomes even stronger when we consider at-risk students, who often exhibit a marked delay in identity development and low self-esteem, as is shown in the graduation rate of about 17 or 18 per cent for students with behavioural difficulties. Information and counselling appear to be useful means for preventing failure and dropping out. The evaluation of guidance-oriented school projects in the Supporting Montréal Schools Program brought out the fact that students from disadvantaged areas who participated in these projects increased their self-esteem and their motivation to persevere in their studies by finding a direction for their schooling.[5]

3. Adapted from L.E. Isaacson and D. Brown, *Career Information, Career Counseling, and Career Development* (Toronto: Allyn and Bacon, 1997), 264.

4. Gonzalez Alvarez (1995), quoted in Juan Fernandez Sierra, "L'orientation professionnelle intégrée dans les programmes scolaires : de la socialisation à l'éducation," *L'orientation scolaire et professionnelle* 28: 2 (1999), 327–342 (translation).

5. Québec, Ministère de l'Éducation, Direction de la recherche, *The Guidance-Oriented School: A Preliminary Assessment—Summary* (Québec: Gouvernement du Québec, 2001), 11.

2

ELEMENTS OF THE EDUCATION REFORM CONDUCIVE TO STUDENTS' IDENTITY DEVELOPMENT AND CAREER PLANNING /

Various elements of the education reform bring out the importance of academic and career information and counselling. The *Education Act*, the *Basic school regulation for preschool, elementary and secondary education* and the QEP contain elements that show a concern for providing information and counselling and support in career planning for students.

2.1 THE LEGISLATIVE AND REGULATORY FRAMEWORK

According to the *Education Act* (see box, next page), the school's mission is to impart knowledge to students, foster their social development and give them qualifications. Academic and career information and counselling are essential for giving students qualifications.

The school board distributes resources for complementary services on the basis of the needs expressed by the institutions. Since the implementation of the reform, which gives schools greater autonomy, some school boards have been providing their schools with funding for complementary services according to the number of enrollments. This practice can be advantageous for the school if the level of enrollments is sufficient to allow it to hire one or more resource persons and provide significant support for students. On the other hand, when enrollments in the institutions are low, it can result in a sparse distribution of funding that does not allow all schools to obtain adequate resources. In some cases, sharing of resources among several schools makes it possible to provide better services for all students concerned.

Similarly, there are various ways of organizing services on a regional basis. For example, several school boards have joined together to set up a mobile team of resource persons to design and implement an integrated approach for providing information and counselling services in the schools of their region.

The school's governing board is responsible for approving the complementary services program, and it can decide to pay special attention to academic and career information and counselling services. The governing board also approves the student supervision policy, which includes the organization of student life activities that may involve information or counselling. Here too, the governing board may determine whether the sharing of resources with other institutions would be to the advantage of the students of the schools concerned.

The *Basic school regulation for preschool, elementary and secondary education* states that "the purpose of secondary instructional services is to further the overall development of students, to foster their social integration and to help them determine personal and career goals" (s. 2). The last element shows the emphasis placed on guidance, even in instructional services. The basic school regulation also states that "student services [complementary services] for which programs are to be established" include "services designed to help students throughout their studies, with their academic and career choices, and with any difficulties they encounter" (s. 4, par. 3). Finally, section 5 states that academic and career information and counselling must be included in complementary services programs.

Basic school regulation for preschool, elementary and secondary education

S. 1 The educational services offered to students include preschool education services, elementary and secondary instructional services, student services (complementary services) and special services.

S. 2 The purpose of secondary instructional services is to further the overall development of students, to foster their social integration and to help them determine personal and career goals.

S. 3 The purpose of student services [complementary services] is to help students to progress in their various types of learning.

S. 4 Student services [complementary services] for which programs are to be established under the first paragraph of section 224 of the Education Act (R.S.Q., c. I-13.3) shall include the following:

(1) support services designed to provide students with conditions that are conducive to learning;

(2) student life services designed to contribute to the development of students' autonomy, and to their sense of responsibility and feeling of belonging to the school and to society;

(3) counselling services designed to help students throughout their studies, with their academic and career choices, and with any difficulties they encounter;

(4) promotion and prevention services designed to provide students with an environment conducive to the development of a healthy lifestyle and of skills that are beneficial to their health and well-being.

S. 5 Student services [complementary services] provided under section 4 must include the following:

(5) academic and career counselling and information.

Under the basic school regulation, the school board structures its complementary services in programs to which various categories of personnel (professionals, teachers, etc.) contribute. Organization in terms of programs rather than services favours the decompartmentalization of professional practices and leads to concerted action, with optimal results. Academic and career information and counselling, which are mentioned in section 5 of the basic school regulation, may be part of several of the programs provided for in section 4. This aspect will be discussed in greater detail in the following chapter.

2.2 THE QUÉBEC EDUCATION PROGRAM

In the QEP, concepts related to information and counselling may be used to contextualize the learnings in the subject programs, such as English Language Arts or science. In fact, the QEP includes a broad area of learning entitled Personal and Career Planning, whose educational aim is "to enable students to undertake and complete projects that develop their potential and help them integrate into society."[1] This educational aim is expressed in terms of various focuses of development (see box, this page).

**Québec Education Program:
Examples of connections
to information and counselling**

1. Cross-curricular competencies:[2]

- Intellectual competency: to use information
- Methodological competency:
  to use information and communications technologies (ICT)
- Personal and social competency:
  to construct his/her identity

**2. Broad area of learning:
Personal and Career Planning**

Focuses of development:

- Self-knowledge and awareness of his/her potential and how to fulfill it
- Adoption of strategies related to a plan or project
- Familiarity with the world of work, social roles, and trades and occupations

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It is possible to draw on the area of Personal and Career Planning while helping students to acquire certain of the cross-curricular competencies in the program. For example, in English Language Arts, a research project carried out by students on the occupation of their dreams may be used to develop the following competencies:

- to use information
- to construct his/her identity
- to use ICT

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1. For further information, see Québec, Ministère de l'Éducation, *Québec Education Program*, approved version (Québec: Gouvernement du Québec, 2001), 45.

2. The cross-curricular competencies shown here are only examples; other competencies in the program may also be considered from the point of view of information and counselling.

It is increasingly necessary to develop inter-disciplinary activities in educational institutions because, in this rapidly changing world students live in, it is essential to structure knowledges and to present and organize learnings and learning experiences around core themes that are meaningful to them. This helps students to construct a culture that will allow them to understand and play an active role in the society they live in today and will live in the future.[1]

When teachers discuss different occupations in order to contextualize learnings in a subject program, they are drawing not only on the broad area of learning Personal and Career Planning but also on other broad areas of learning, such as Health and Well-Being (nurse, pharmacist, doctor, etc.) or Environmental Awareness and Consumer Rights and Responsibilities (copywriter, sales representative, etc.). They may touch on several broad areas of learning and develop several cross-curricular competencies simultaneously. For example, a visit by a science class to a veterinary clinic can be used to draw on such areas as Personal and Career Planning (veterinarian, animal care technician, secretary, etc.) and Health and Well-Being (prevention of infectious diseases).

Because the learnings in the QEP must be based not only on the subject programs but also on the other activities of the school, it is important to expand and enrich the information and counselling provided in the classroom by planning diversified extracurricular activities as well.

The new program facilitates the implementation of differentiated pedagogical practices in the classroom, which offer many advantages, and the diversity of student life activities contributes to this differentiation and to more effective learning by reaching students outside the classroom, on the basis of their interests and aptitudes.

Given the comprehensive nature of the cross-curricular competencies and the broad areas of learning, the development of these competencies and the integration of the learning process with the broad areas of learning are part of all activities at school, and are the responsibility of all staff members.[2]

The school radio station, the student co-op, student committees, sports teams, musical groups, theatre troupes and community involvement outside the school all provide opportunities for students to consolidate their learnings, increase their self-knowledge, use their talents and develop a sense of belonging to the school. It should be stressed that identity development, an important factor in educational success and in life, is a long-term undertaking that requires consistent support throughout students' schooling.

Activities more directly related to information and counselling might involve industrial visits, including meetings with workers in nontraditional occupations (e.g. a male nurse, a female urban planner), which make students aware of social roles and broaden their occupational horizons.

The educational value of these activities cannot be overemphasized, because they allow students to assume concrete responsibilities, discover their talents and aptitudes by playing different roles, relate to other people and explore a variety of work-related tasks and their requirements. Student life activities thus lend themselves to making connections between classroom learnings and tasks students carry out in the context of everyday life. They are therefore a primary means for ensuring the cross-curricular nature of the learnings and competencies targeted in the QEP. There are similar advantages in tasks students may carry out in contexts other than the school, such as the family or the community. Parents clearly have an important role to play in this area.

1. Juan Fernandez Sierra, "L'orientation professionnelle intégrée dans les programmes scolaires : de la socialisation à l'éducation," *L'orientation scolaire et professionnelle* 28: 2 (1999), 339 (translation)
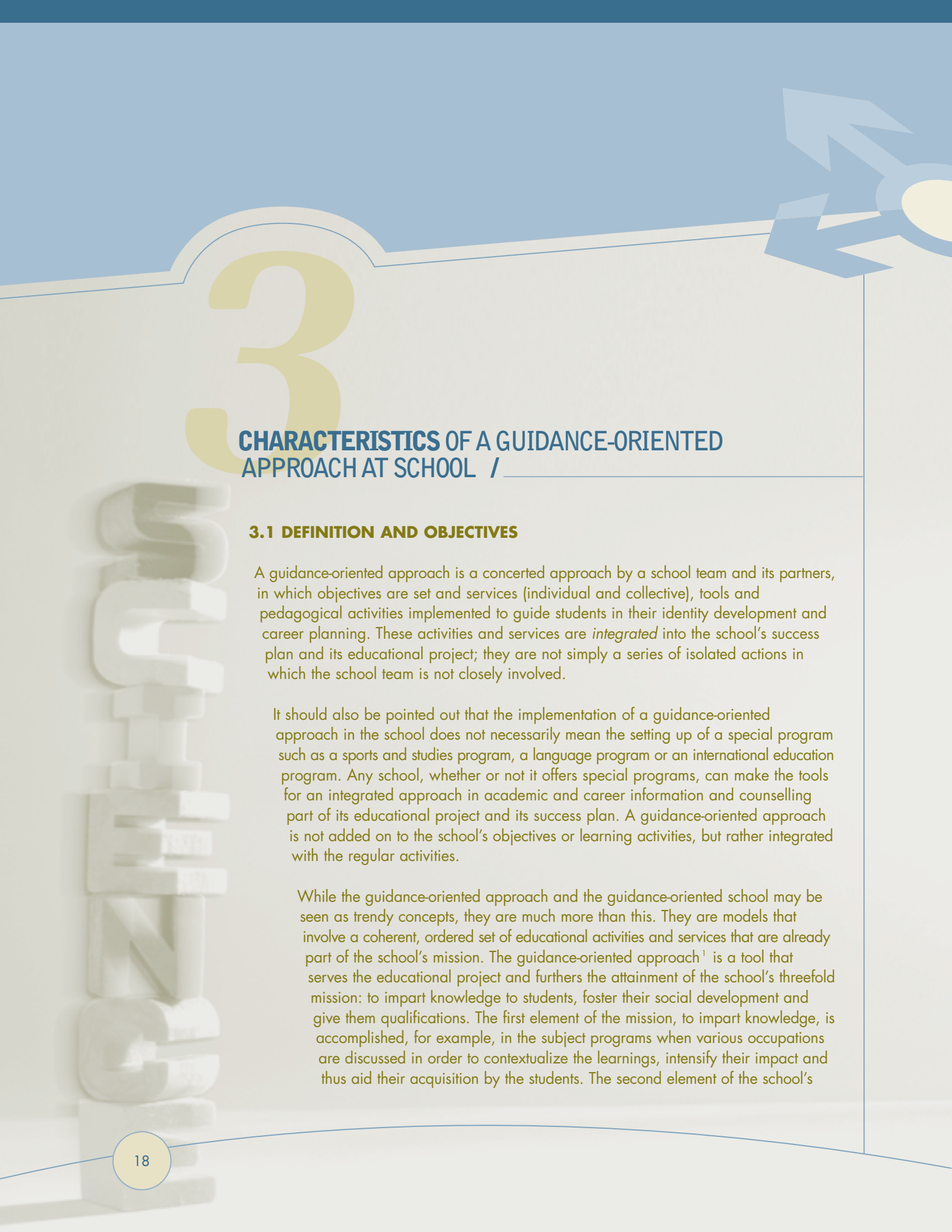
2. Québec, Ministère de l'Éducation, *Québec Education Program,* approved version (Québec: Gouvernement du Québec, 2001), 7.

Moreover, the guidance-oriented approach is very much in keeping with the aims of the new complementary educational services in spiritual care and guidance and community involvement. By becoming involved in volunteer activities in their community, students develop their identities and discover occupations in the social area, including those related to the social economy.

In short, the education reform provides various points conducive to an integrated approach in information and counselling. The basic idea is that this type of student support is no longer the responsibility of a single professional or teacher or even a single program, but of all the members of the school team, who must collaborate with each other and with partners in the community in providing learning and support activities in both the subject programs and other educational activities in student life.

This does not mean that information and counselling professionals no longer have a role to play. On the contrary, the proper implementation and application of a guidance-oriented approach in a school requires, first, the expertise of information and counselling professionals and, then, measures to decompartmentalize the practices of these professionals and teachers. This means that the professionals can no longer carry out their activities only in their offices; teachers have to be able to call upon their knowledge and expertise to provide students with learning activities that will contribute to their identity development and work-related references that will help them perceive the usefulness of their subject-specific learnings and the connection of these learnings to the world of work.

SCHOOL'S MISSION: knowledge-social development-qualifications

Parents — Community

instructional services

complementary services

Subject areas

Cross-curricular competencies

Broad areas of learning

Student life activities

Counselling, student life and support services

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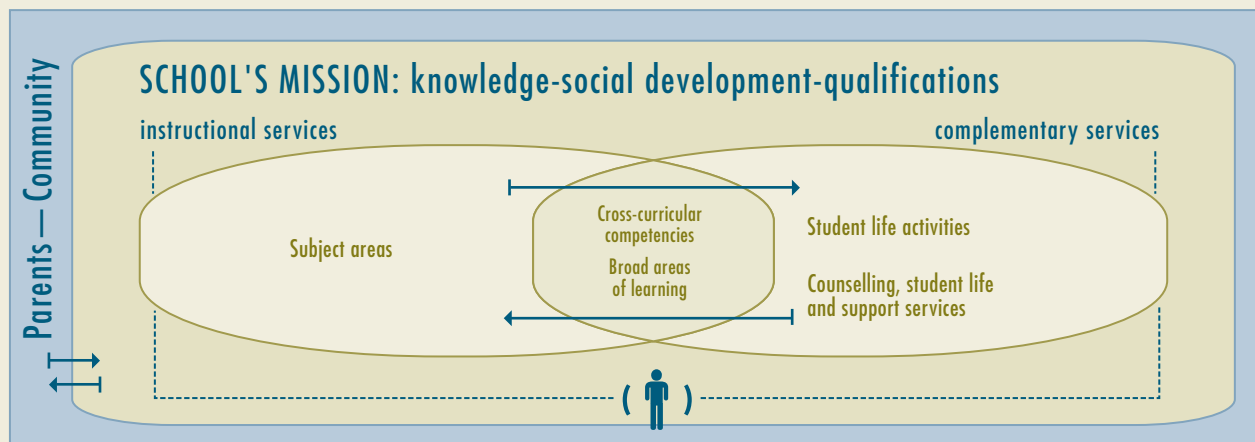
3

CHARACTERISTICS OF A GUIDANCE-ORIENTED APPROACH AT SCHOOL /

3.1 DEFINITION AND OBJECTIVES

A guidance-oriented approach is a concerted approach by a school team and its partners, in which objectives are set and services (individual and collective), tools and pedagogical activities implemented to guide students in their identity development and career planning. These activities and services are *integrated* into the school's success plan and its educational project; they are not simply a series of isolated actions in which the school team is not closely involved.

It should also be pointed out that the implementation of a guidance-oriented approach in the school does not necessarily mean the setting up of a special program such as a sports and studies program, a language program or an international education program. Any school, whether or not it offers special programs, can make the tools for an integrated approach in academic and career information and counselling part of its educational project and its success plan. A guidance-oriented approach is not added on to the school's objectives or learning activities, but rather integrated with the regular activities.

While the guidance-oriented approach and the guidance-oriented school may be seen as trendy concepts, they are much more than this. They are models that involve a coherent, ordered set of educational activities and services that are already part of the school's mission. The guidance-oriented approach [1] is a tool that serves the educational project and furthers the attainment of the school's threefold mission: to impart knowledge to students, foster their social development and give them qualifications. The first element of the mission, to impart knowledge, is accomplished, for example, in the subject programs when various occupations are discussed in order to contextualize the learnings, intensify their impact and thus aid their acquisition by the students. The second element of the school's

mission, to foster students' social development, may be accomplished when students take part in student life activities in which they meet people in the working world. The third element of the school's mission, to give students qualifications, may be carried out through activities and services involving self-knowledge and career development; these are offered to students throughout secondary, college and university education to help them choose an educational path that will lead to the job market.

The main objectives of the integrated, continuous academic and career information and counselling that are characteristic of a guidance-oriented approach are as follows:

1. To guide students in their identity development in order to further their academic progress and career planning.

2. To give students opportunities to discover various educational paths in order to help them broaden their potential career choices.

3. To enable students to become familiar with the organization and requirements of the world of work and the profiles of various trades and occupations.

4. To guide students throughout their career planning process and support them at critical stages in their schooling when they must sometimes make compromises between their ideal education and career options and the real choices available to them.

The first objective above is in a sense the corner-stone of a true guidance-oriented approach and should receive constant attention from the school team. Guiding students in their identity development involves helping them to acquire work skills and methods and try out various roles and responsibilities. Paradoxically, identity development is often neglected in projects in the school system. Most actions tend to involve the second and third objectives, which are also pertinent but are not sufficient to produce tangible effects on large numbers of students, especially those who have not undertaken a process of exploration and who thus might not be responsive to large amounts of information on trades and occupations.

The second objective above involves broadening students' occupational horizons by giving them information on various types of education and career choices. In this connection, it should be pointed out that the guidance-oriented approach should not be confused with the promotion of any specific educational option.

1. The term *guidance-oriented* is not always included in the names of projects developed in schools; they may speak of personal education plans (PEP), partnerships between schools and business, career awareness programs or career education. What is important is not the name, but rather the diversity, quality and coherence of the support provided.

For example, the assessment of the guidance-oriented school projects implemented under the Supporting Montréal Schools Program showed that there was sometimes a failure to differentiate between the guidance-oriented approach and activities related to the promotion of vocational and technical education.[1]

Methods to be implemented in order to attain the objectives of a guidance-oriented approach are described in section 3.3 below.

3.2 THE TYPE OF INTERVENTION ADAPTED TO THE STUDENTS' LEVEL OF DEVELOPMENT

It should be stressed that the objectives of a guidance-oriented approach and the procedure employed, activities chosen and tools used to implement it must be adapted to the students' level of development. Thus the guidance-oriented approach is applied differently in elementary and in secondary education. The objectives targeted and the tools and language used have to be based on the students' level of development and stage of schooling. The actions taken in information and counselling, especially those involving identity development, should be started quite early, for example in Elementary Cycle Two or Three, and should be continued progressively throughout secondary education.

Three stages in young people's career choice process may be defined. In each of these stages, there must be enough maturation so that the student can go on to the next stage; otherwise the process may be jeopardized. For example, there is little point in giving students large quantities of information on educational options or trades and occupations if their identities are not sufficiently developed; the information could confuse rather than enlighten

them. Rather, they need to know who they are before looking at the possibilities open to them and finally making their educational and career choices.

Stages in career development
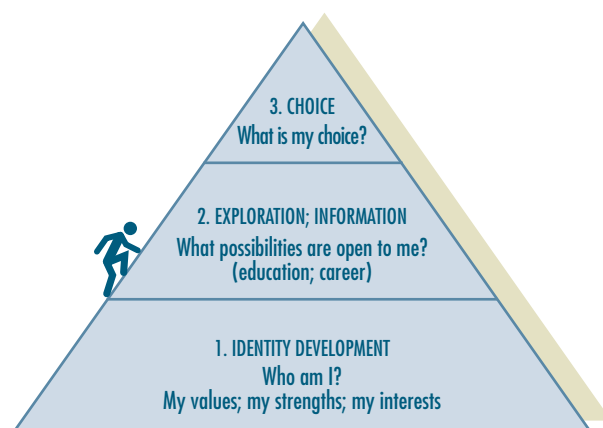
In keeping with a similar logic, guidance professionals[2] distinguish five stages in the career choice process (see box, next page). These stages may be placed roughly in the context of the typical student's schooling, keeping in mind that their beginning, duration and end will vary from student to student and that there should be continuity in the interventions.

Stages in career choice [3] as related to schooling	
Stages in schooling [4]	**Stages in career choice**
SECONDARY V	4. Choice
SECONDARY IV	3. Specification
SECONDARY III	2. Crystallization/ clarification
ELEMENTARY CYCLE THREE SECONDARY I AND II	1. Exploration - self - school environment - trades and occupations
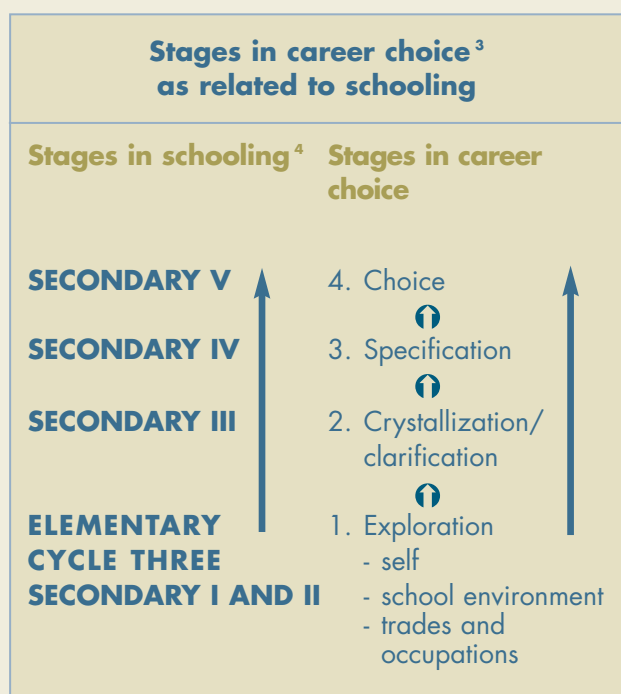
The first stage in the career choice process is the students' exploration of their personalities (talents, interests and aptitudes), their school environment and the world of work in terms of their identity development. This stage is very important, because it is when students lay the foundations for their career planning. The identities they develop over the years depend on their self-esteem and other social competencies, which will also play an important role in their educational success throughout school.

Support in identity development should ideally be provided starting in the early years of schooling and continuing on in secondary education, because students develop at their own individual rate. This work is especially important with students with handicaps or learning or adjustment difficulties. It is essential that, before making plans for the future, students gather information, play a variety of roles, have different experiences and assume responsibilities in order to discover their strengths, weaknesses, interests, personalities, values and ambitions.

In elementary school, the students' need to lay the foundations of their identities requires that information and counselling be oriented toward the development of self-esteem and the acquisition of skills such as problem solving and decision making, and work methods and habits that will be useful to them, first as students and later as workers. Career exploration should also be begun at this time so that students can become aware of the breadth of occupational choices available. This kind of work may be done by using examples related to various occupations in the English Language Arts program or the science program or by having students do small research projects on their career aspirations or the occupation of members of their families. The guidance counsellor and the academic and career information counsellor can provide teachers with support in this activity.

A guidance-oriented approach is a strategy that, in the classroom, integrates elements useful for students' identity development, such as cooperative learning, into the subject programs and the organization of work, and outside the classroom, gives students opportunities to play roles or assume responsibilities, such as participating in a students' committee or organizing a student life activity. These are ways of reinforcing and enriching certain learnings in the subject programs with very realistic simulation exercises. As previously stated, the advantages of the use of differentiated instruction can be extended from the classroom to student life activities or projects.

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1. M. Huteau, "Les méthodes d'éducation à l'orientation et leur évaluation," *L'orientation scolaire et professionnelle*, 28:2 (1999), 229.

2. Ibid., 61

3. The stages in the career choice process shown here are taken from the theoretical model provided by Super. For further information on the various models that exist, see Charles Bujold and Marcelle Gingras, *Choix professionnel et développement de carrière*, 2d edition (Boucherville: Gaétan Morin éditeur, 2000).

4. The stages in schooling shown here are only rough guidelines, because the pace of the career choice process varies from student to student. Thus the exploration stage tends to extend over much of a student's schooling and sometimes even beyond.

3.3 ELEMENTS OF A GUIDANCE-ORIENTED APPROACH AND THEIR APPLICATION IN INSTRUCTIONAL SERVICES AND COMPLEMENTARY SERVICES PROGRAMS

There are various ways of implementing and managing a guidance-oriented approach in the school. The one suggested here is based on four lines of action that are consistent with the current education reform, and in particular with the basic school regulation and the QEP.

A look at the *Basic school regulation for pre-school, elementary and secondary education* shows that implementing these four lines of action involves the information and counselling resources of at least three of the four student services [complementary services] programs provided for in the basic school regulation (see box below).

Main lines of action in the implementation of a guidance-oriented approach in the school

1. Integration of elements related to information and counselling into the subject programs by teachers, through the use of simulation exercises or references taken from the world of work or pedagogical approaches that foster identity development (projects, cooperation, etc.); collaboration between information and counselling professionals and teachers in developing content.

2. Planning of student life activities supervised by teachers and information and counselling professionals to enable students to explore the world of work and assume responsibilities (student committees, school credit union, student radio station, service co-op, visits to workplaces and educational institutions, etc.); contributions by parents and businesses in the community to the organization of certain activities.

3. Providing access to appropriate information and career choice tools (REPÈRES, Jobboom, etc.) and having academic and career information professionals or support personnel instruct the students in their use.

4. Individual help (counselling) by the guidance professional (help in exploration and decision making, analysis of students' potential in relation to their values and interests, individualized academic and career information).

Possible contribution of information and counselling services to the implementation of the student services [complementary services] programs provided for in the *Basic school regulation for preschool, elementary and secondary education* (The four lines of action that constitute a guidance-oriented approach)

S. 4 The following student services [complementary services] must be included in programs under the first paragraph of section 224 of the *Education Act* (R.S.Q., c. I-13.3):

1. Support services designed to provide students with conditions that are conducive to learning

   - E.g.: Information and counselling resources[1] provided by the school board contribute to support services through professional development of teachers and collaboration between teachers and other professionals so as to integrate elements useful for students' identity development and career planning into subject learnings and help them make connections between subject-specific learnings and the world of work. Support is also provided for parents, who are their children's primary educators, in order to help them to understand their role in relation to the school and to guide their children in their identity development and career planning.

2. Student life services designed to foster students' autonomy and sense of responsibility, their moral and spiritual dimensions, their interpersonal and community relationships, as well as their feeling of belonging to the school

   - E.g.: For continuity and complementarity in the support services described in point 1 above, information and counselling resources provided by the school board contribute to student life services by establishing collaboration among professionals, teachers, other personnel, parents and community organizations in implementing activities outside the classroom to allow students to explore various occupations and workplaces, discover their talents and aptitudes and relate to others.

3. Counselling services designed to help students throughout their studies, with their academic and career choices and with any difficulties they encounter

   - E.g.: Information and counselling resources provided by the school board contribute to counselling services by providing individual meetings with a guidance counsellor to help students with any difficulties they encounter in their academic and career choices and by giving students access to academic and career information tools and support in using these tools.

4. Promotion and prevention services…

Services that must be included in the programs provided for in section 4:
   […]

5. Academic and career counselling and information

1st line of action in the guidance-oriented approach

2nd line of action in the guidance-oriented approach

3rd and 4th lines of action in the guidance-oriented approach

1. These may be human, material or instructional resources.

It should be noted that, in the box on the previous page, the connections between the information and counselling services and the complementary services programs that the school board must provide are only suggestions. For example, the information and counselling services prescribed in section 5 of the basic school regulation do not necessarily have to be provided in the promotion and prevention program. Moreover, it should be remembered that other complementary services among the twelve listed in section 5 of the basic school regulation may contribute to information and counselling; for example, the services in spiritual care and guidance and community involvement described in part 2.2 of this document.

3.4 PARTICIPANTS IN THE GUIDANCE-ORIENTED APPROACH

The implementation of a guidance-oriented approach cannot be successful unless it is based on the expertise of information and counselling professionals, the collaboration of other members of the school team and partnership with parents and the community. Once again, a number of information and counselling activities provided by personnel with little training in the field and little familiarity with work with young people is very likely to lead to academic and career confusion for the students rather than clarification of their identities and career aspirations.

The implementation of a guidance-oriented approach presupposes the existence of a procedure and the participation of several people working together as a team. A preliminary assessment of guidance-oriented school projects carried out

under the Supporting Montréal Schools Program shows that a major factor in their success is the collaboration of all personnel.[1]

The students themselves have the primary responsibility for their academic and career choices, and they are at the centre of this approach. Their role is, first, to assume the responsibilities inherent in their "job" as students and, then, to become actively involved in the exploration of their identities—their talents, strengths and weaknesses, aptitudes and interests—and the academic and career options available to them.[2] But it is up to the adults who are close to the students, in the school, at home and in the community, to support them in their exploration.

Among those adults are guidance counsellors and academic and career information counsellors. These professionals are valuable resources for helping students and they have the expertise to lay a solid foundation for a guidance-oriented approach in the school, to involve the other personnel of the school, the parents and the students in a coherent, concerted process, and to provide services and tools of quality to guide students in their identity development and career planning.

The knowledge and expertise of guidance coun-sellors are essential, because preparing young people for the world of work has never been as complex as it is today. It is no longer sufficient to help students make career choices based on their interests and aptitudes; it is equally important to help them to prepare to adapt to possible changes in the world of work, and even to career changes. To help students deal with these new realities, the QEP now stresses the development of cross-curricular competencies.

Academic and career information counsellors are another resource for helping students get their bearings among the various educational options and career choices available today. It is not enough merely to make these information tools available, because the profusion, variable quality and sometimes questionable objectivity of infor-mation on educational options and institutions, occupations and job prospects available to students in sources such as the Internet make it necessary, today more than ever, to provide good support for students using these information sources at school or at home. The recent proliferation of works and Web sites on training and employment shows that the sellers of these kinds of services and training are making profits, sometimes at the expense of young or adult consumers who are seduced by fantastic employment prospects and remuneration. Students thus need to use critical judgment in searching for information. School personnel working in academic and career information have an important role to play in this area.

Teachers are also central in the application of a guidance-oriented approach, for example, in making connections between subject-specific learnings and the world of work or the requirements for various trades or occupations. This is an important task that should be carried out in collaboration with information and counselling professionals. Teachers may invite people to speak about their work, connecting it to subject-specific concepts discussed in class, or supervise student visits to businesses or educational institutions.

1. Québec, Ministère de l'Éducation, Direction de la recherche, *The Guidance-Oriented School: A Preliminary Assessment—Summary* (Québec: Gouvernement du Québec, 2001), 3.

2. The exploration activities should cover one or more occupational sectors chosen by the students in order to stimulate and sustain their interest, as was observed in Québec, Ministère de l'Éducation, Direction de la recherche, *L'école orientante à l'œuvre : un premier bilan de l'expérience montréalaise* (Québec: Gouvernement du Québec, 2000), 73.

Some teachers may feel uncomfortable or ill-equipped to play this role. In this case professional development is perfectly legitimate. In fact, it a necessity, and should be part of any application of the guidance-oriented approach. It may be wise to gain the support of a small number of teachers at the outset and offer them the support and professional development needed, and then to allow the others to gradually become part of the process. It seems obvious that the more teachers and other personnel are involved, the greater the impact of the approach will be.

Participants in a guidance-oriented approach

Students, who have primary responsibility for their education and career planning.

Parents, who are responsible for their children's education and are the school's partners, for example, informing students about their trades or occupations.

Information and counselling professionals, who provide support to teachers by integrating content into the subject programs, support to students by giving them individual help (guidance counsellors) and organizing student life activities, and support to the school and the school board.

Teachers, who provide support to students in their subject-specific learnings and student life activities.

Support personnel (e.g. librarians), who provide access to sources of academic and career information.

The school administration and governing board, who are responsible for the school's educational project.

The school board, which promotes the guidance-oriented approach in its schools, provides professional development for its school personnel and coordinates activities such as asking businesses in the community to host students for exploration activities.

The community (workers, employers, organizations), which provides support to the school team, for example by hosting young people in the workplace or making presentations on trades and occupations.

The first role of parents in their children's career planning is part of their everyday life: the values they transmit in the home, the amount of supervision or responsibility they give the children, the games and sports, social, cultural or other activities they provide to foster the development of the children's self-esteem and identities. For example, giving children regular domestic tasks helps them to acquire a positive attitude to work and qualities such as perseverance, punctuality and the desire to do work well, and teaches them to feel pride and satisfaction in being useful.

Many studies have shown that parents have a greater influence on their children's academic and career choices than any other adults.[1] This highlights the importance of parents' role as models for their children, if only through their attitudes and behaviours with respect to their work and the responsibilities it entails.

In addition, parents can play another role, as the school's partners, for example, by going to the school and making presentations to groups of students on their trade or occupation or hosting students' visits to their workplace.

Gaining parents' support for a guidance-oriented approach is a major challenge, particularly at the secondary level, where they tend to be less present than they are at the elementary level. Parents need to be well informed if they are to help their children. There are various ways to inform them of the role they may play in the school or at home and to stimulate their participation in activities.

Because the school board is responsible for the professional development of school personnel and the organization of complementary services in its territory, it can help schools that wish to implement a guidance-oriented approach, for example, by offering professional development for their personnel. It is also well placed to approach businesses in the community to host students for visits or exploration practicums. Having each school do this work separately would demand a great deal of time and energy and could result in the same businesses being approached again and again.

Partners in the community may include leaders of businesses and public, private, humanitarian or community organizations, who can familiarize the students with various trades and occupations and other aspects of the world of work.

1. L.E. Isaacson and D. Brown, *Career Information, Career Counseling, and Career Development* (Toronto: Allyn and Bacon, 1997), 256.

The more participants there are in the school's guidance-oriented activities, the greater the likelihood that this approach will have a significant impact on the students' career planning, as long as the participants work together to provide complementary contributions and thus make the approach consistent and continuous.

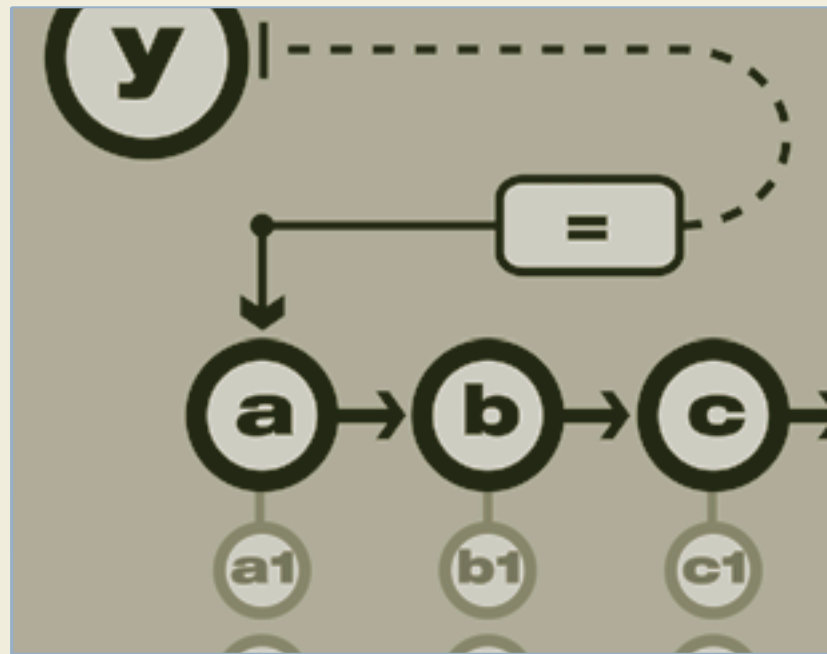## 3.5 STAGES IN IMPLEMENTING A GUIDANCE-ORIENTED APPROACH

The school board plays a preliminary role in the implementation of a guidance-oriented approach in the schools in its territory. It can promote this approach by making everyone concerned aware of the benefits and requirements of such an approach. It can also contribute to the implementation of a guidance-oriented approach in the schools by providing professional development for school personnel and resources for the schools and by encouraging the involvement of organizations and businesses in the community through partnerships with schools that adopt a guidance-oriented approach.

Above all, the school's administration and governing board must recognize the benefits of such an approach for the students' success and must make it part of the school's educational project. The leadership of the school administration is crucial, not only at the start of the project but at every stage of its implementation.

Once the process has been approved by the governing board, the administration can start the work, relying on a few interested members of personnel who are ready to take part in the implementation of a guidance-oriented approach. Time should be set aside for these people to meet and to:

1. plan a coherent process that is connected to the QEP and complementary services and that involves students through the different stages of their schooling

2. gather or develop the necessary pedagogical approaches, instructional tools, activities, partnerships in the community, etc

3. distribute responsibilities and tasks on the basis of people's expertise and interests

Time should also be set aside to inform the rest of the school team, parents and partners in the community of the process chosen, the objectives sought, the means to be used and the tools available, in order to elicit collaboration. The degree of implementation of the approach and its impact should also be assessed as it progresses in order for changes to be made as needed.

EXAMPLES OF **GUIDANCE-ORIENTED** PROJECTS IMPLEMENTED IN THE SCHOOL SYSTEM[1] /

The idea here is not to present models to be copied, but rather to provide some examples of projects using a guidance-oriented approach, without necessarily describing all their components.

Almost all of these projects share the following elements of success:
- leadership that is clearly assumed by the school administration
- sufficient time to prepare for the project by establishing links with the educational project and consulting the governing board and all members of the school team
- the voluntary action of a core of staff members, who are joined over the years by in-house collaborators and partners in the community

It should be noted that the project descriptions presented in the following pages are adapted from texts published by the schools concerned. The references can be found in the bibliography.

4.1 THE EDUCATION FOR WORK PROGRAM FOR A GUIDANCE-ORIENTED SCHOOL, AN INITIATIVE OF THE POLYVALENTE DE DISRAELI[2]

Based on the concept of education for work, the education for work program implemented by the Polyvalente de Disraeli was launched in 1995-1996 by a team made up of the vice-principal, a geography teacher, a guidance counsellor and an academic and career information counsellor, all of whom volunteered their time. Originally designed for students enrolled in preparatory programs for semi-skilled trades (section 2), the project was quickly

extended to regular Secondary I students as part of the geography program. In terms of the Québec Education Program, this project's subject area is social sciences and its broad area of learning is Personal and Career Planning. The work of those responsible for the project is focused on two principles: collaboration and linkage.

Collaboration is achieved mainly through team-work on the part of the members of the original project team, which in turn fosters communication between teachers and complementary services staff and cooperation with other members of the school team. For example, a science teacher who is also an astronomy enthusiast is invited into a Secondary I geography class to explain astronomy concepts that are part of the geography program in conjunction with the academic and career information counsellor. Another example is the decision of all teachers of a given level to work together to organize a medieval theme week. Lastly, collaboration is achieved through partnership with the parents, staff from other educational institutions, and workers in an industry or employees of various organizations. The activities carried out are designed to correspond to career planning objectives, thanks to focused pedagogical planning based on a second principle, that of linkage.

For the purposes of this project, linkage refers to the pairing of the instructional process with the career planning process. The goal is to establish ties between the content of subject programs and the reality of the working world, and thus to link personal and career development objectives with the objectives of the subject programs. Academic and career information and counselling staff and teachers thus work together to situate school learnings in an occupational context and incorporate them into student life.

Near the end of the Secondary I geography program, students learn about the world population. The learning objectives they must achieve are:

• to characterize the population of the world

• to situate rich and poor nations

• to establish a link between revenue and diet

• to identify the consequences of poverty and wealth for living conditions

1. For other examples of the guidance-oriented approach being used in Québec schools, readers should refer to the article "Construire son projet de vie," in the November-December 2000 issue of *Vie pédagogique*.

2. This description is adapted from the text of a lecture given in French in Québec City on May 30, 2000, by Jacques Beaudet, principal of the Polyvalente de Disraeli, at a Québec-wide meeting on the education reform.

The personal and career planning objectives are:

- to make students aware of another form of work, i.e. international cooperation
- to make students aware of the working conditions in poor nations
- to enable students to discover realities different from their own
- to make students aware of occupations that are in demand in developing countries

These career planning objectives are part of a career exploration approach that the project team devised as a frame of reference for Secondary I.

The principle of linkage means associating the mission of giving students qualifications with that of imparting knowledge to them by simultaneously furthering the development of competencies in the area of career planning and those in the subject area of social sciences. According to its creators, the project would have been just as pertinent in a different subject area.

Initially designed for the Secondary I geography program, the project has also been applied to Secondary II history. Teaching guides, which include activities to be carried out with the students, have been published for both of these programs. Appendix 2 of this document presents two examples of these activities, one for the Secondary I geography program and one for the Secondary II history program.

4.2 EXPERIMENTING WITH THE PERSONAL EDUCATION PLAN (PEP) AT ÉCOLE SECONDAIRE NOTRE-DAME-DU-SOURIRE[1]

The Personal Education Plan (PEP) is an ongoing process aimed at encouraging young people to reflect on their career aspirations. This process begins in Secondary I and students are urged to participate in various activities to help them learn more about themselves and explore various academic areas and the world of work. The activities are carried out both within and outside the school environment, and the school staff, parents and socioeconomic organizations all take part.

With a view to becoming a guidance-oriented school, École secondaire Notre-Dame-du-Sourire implemented the PEP as an integrating concept that is part of its educational project. The latter should include the following principles:

- Students' career planning is a concern of the school as a whole
- Students are responsible for their own career planning process
- The entire school staff espouses this process and contributes in a tangible fashion to its implementation
- The parents are included in this process and take part as they are able
- The socioeconomic organizations in the community are involved in the students' career planning process

The PEP is based on the following elements:

- making young people aware of the components of the decision-making process
- the continuous nature of the PEP project (it begins in Secondary I and is resumed each year)

- attributing responsibility to young people, since they are the catalysts of their own development
- making a dream come true
- keeping one's options open

The teachers involved in the PEP, the project coordinator and the student concerned are the only ones who have access to a student's PEP document. At the end of each school year, the project coordinator collects all the documents and stores them until the following year.

Background

The PEP project was launched during the 1996-1997 school year with the participation of two groups of Secondary I students. Two teachers, assisted by the coordinator for all projects implemented on the Island of Montréal, facilitated the meetings.

The following year, all Secondary I students took part in the project, along with a group of Secondary II students. A committee composed of five teachers (including the two who had overseen the project the previous year) was formed, and other activities prepared.

In the third year, that is, the 1998-1999 school year, all Secondary I and II students took part in the PEP project. One of the teachers was responsible for the project as a whole and the principal acted as the administrator. The entire teaching staff was informed of the project and more and more teachers participated.

The objectives and the extent to which they are achieved

The project targets five objectives. The first is a short-term objective, the second is a medium-term objective and the third and fourth are long-term objectives. The final objective concerns the school staff.

The first objective is to familiarize young people with the various vocational, technical or university programs and their requirements. According to the comments made by both young people and teachers, the students have a better knowledge of the different training areas after having participated in the project activities. Therefore, those responsible for the project consider that this objective has been achieved.

The second objective is to establish links between school and the workplace. When taking part in short practicums and industrial visits, students have the opportunity to discover the job market and how it connects to what they learn in school. For this reason, the teacher responsible for the project considers that this objective has been achieved. As for the principal, he feels that it has been partly achieved, since the practicums do not take place until Secondary II.

1. The summary presented here is an adaptation of an unpublished French text prepared by the Direction de la recherche of the Ministère de l'Éducation in 1999.

The third objective is to help young people make career choices. It is difficult for the school to determine whether this objective is achieved, since the students do not make their choices until Secondary V, and the school offers only Secondary I and II programs. However, observers have noted that Secondary II students who took part in the PEP project the previous year know themselves better and make more precise choices than they did in Secondary I. Therefore, they believe that this objective may be achieved.

The fourth objective is to reduce the dropout rate. Again, those responsible for the project observe that it is difficult to determine whether this objective is achieved. They believe that the fact that the project familiarizes young people with the requirements of the job market can prevent them from dropping out of school.

Lastly, the fifth objective is to rally the members of the school staff around the PEP project and encourage them to incorporate it into their classroom teaching. This objective has been partly achieved, but those responsible for the project plan to focus more on this aspect next year.

Activities

To facilitate reflection on their career aspirations, the students take part in different activities that help them to know themselves better and explore different career possibilities. Various resources are used for this purpose, including the PEP itself, which encourages students to deliberate on what they know of themselves and to become aware of their resources, strengths and interests. Students are also urged to interact with others to improve their self-image. They are then asked to describe one of their career aspirations, obtain information about it and prepare an action plan to fulfill it. In Secondary II, the students must repeat the process. No guide exists for teachers who lead this activity, but the teacher responsible for the project helps them lead the activities at the beginning of the school year.

The students also visit a vocational education centre, CEGEP or university, do research on their career aspirations, set up an interview with someone in the occupation that interests them, take part in short practicums, ask relatives for information on their work, and attend talks given by business-people in the community.

The conditions and the people involved

The school receives financial support of a few thousand dollars each year, granted as part of the Supporting Montréal Schools Program. Other resources, such as the Centre de formation professionnelle de Verdun, also contribute to the project.

The school has 32 computers with an Internet connection, and a section of the school library is set aside for the project. Books and the REPÈRES software were purchased to facilitate students' research on their career aspirations.

The project administrator is the school principal, who oversees the budget allocated for the project and participates in related activities. The governing board is kept informed of the project, but does not participate directly. The PEP project is coordinated by a teacher who is released from teaching one class per nine-day cycle. The coordinator is assisted by another colleague, who is not released from teaching, and by a committee of about six teachers.

The French teachers involved in the project assist with the research activity on career aspirations and help the students draft thank-you notes following the visits and practicums that are part of the project. The tutor-teachers lead the PEP meetings and show the students a video on vocational education at the secondary level. Since each teacher acts as tutor for one group, they all work together on the project. Lastly, the secretary helps compile the documents that are distributed to the students.

The growing support for the project shown by the staff as a whole contributes to its implementation; however, some staff members are not sufficiently involved, which makes the coordinator's task more difficult. Everyone's help is required.

The parents are notified in writing of the project and the progress being made, and are invited to an information meeting at the Centre de formation professionnelle de Verdun at the beginning of the school year. During this meeting, the following topics are discussed: the school system (vocational education at the secondary level), students' motivation with respect to their studies, self-esteem, and the role played by parents in their children's career planning process and career aspirations.

Only about 10 per cent of all parents become actively involved in the project, but they make a significant contribution, for example, by offering students short practicums in their workplaces or speaking about their work-related experiences in the classroom.

Several socioeconomic organizations in the community are involved in the PEP project. Thanks to noon-hour motivational talks organized by the Forum économique de Verdun, in which the school principal takes part, businesspeople and companies in the region receive information on the project. In addition, they are encouraged to offer short practicums or to come to the school to share their work-related experiences with the students. The school also works with several CEGEPs and vocational education centres and a Montréal university to organize student visits. The Centre de formation professionnelle de Verdun also makes its premises available for meetings related to the PEP project, and helps prepare the PEP document.

Community groups are not very involved in the project, but the participation of members of the community in the activities facilitates its implementation and enables young people to get to know their local organizations. However, it is more difficult to find people who are willing to offer students practicums. Local socioeconomic organizations want the school to work more closely with the community. Although the PEP project has created more openness in the school, these organizations are of the opinion that the school environment is not sufficiently attuned to social, economic and community realities.

Results

In general, students show interest in the project, especially since it involves their personal development. However, some of them find it more difficult to get involved, either because they have trouble setting career goals (particularly students with learning difficulties) or because they find that the activities are targeted more toward children than teenagers. Others find it hard to envisage occupations that do not correspond to their aspirations, and this prevents them from exploring career possibilities as freely as they might.

Once they have participated in the project activities, students have a better idea of what they want to do in life. In addition, they are more familiar with vocational education and its prerequisites. Their industrial visits and practicums have also enabled them to explore the job market and become aware of what they must do in order to fulfill their career aspirations.

Once they have completed the PEP project, the students are more motivated in their studies and better understand the purpose of their school learning. They are conscious of the efforts they will have to make if they want their dreams to come true. Participation in the PEP project also enhances their self-esteem, because they feel that adults take them seriously during their practicums. The PEP also helps them become aware of their assets.

In terms of independence, some students learn to pursue their career planning process on their own. In Secondary I and II, students have not yet reached the decision-making stage, but they have a clearer idea of what they want and don't want to do.

Secondary I students enjoy participating in the activities, but do not really understand how they impact on their career development. For Secondary II students, the project has more meaning and they understand its objectives. The practicums foster their motivation and involvement in the project. However, they still hesitate to fill out the sections of the PEP that relate to how their parents perceive them, and are reluctant to arrange an interview with a person practising an occupation that interests them.

The PEP project had unexpected effects on the students. For example, participation therein improved the classroom behaviour of several students. Moreover, teachers were surprised to observe that these same students were more disciplined during the project activities than they were in the classroom. Another positive point was the students' enthusiasm for the project and the fact that some of them showed greater self-affirmation once they had taken part; they seemed to have a better idea of what they wanted in life.

As concerns the school staff, the project coordinator found renewed pleasure in her contact with the students. Carrying out the project also helped her forge ties with the community. The teachers were open to the project and, surprisingly, many of them have become more motivated with regard to their work since they began participating.

As concerns the parents, some of them have followed their children's participation in the project with interest, and were astonished at the changes that occurred (for example, their children's increased self-confidence and self-affirmation). They were convinced of the importance of the PEP project.

Members of the community have learned about the project, and when the students participate in practicums in local businesses or organizations, they are taken seriously by those who recruited them, which is greatly appreciated by the school.

4.3 SCIENCE/COMPUTER SCIENCE INTEGRATION IN COLLABORATION WITH UNIVERSITIES AND INDUSTRY (PISICUI),[1] AN INITIATIVE OF ÉCOLE SECONDAIRE HORMIDAS-GAMELIN IN BUCKINGHAM

This project was launched in response to a demand from parents and students for the creation of a science stream in the school, and thanks to the desire of a science teacher to find a way of motivating young people while enabling them to develop their potential and learn about various careers in science.

The project was based on the principle that school and industry are two key players in the community and that it is to their benefit to undertake joint initiatives. A school must be open to its community, and industry constitutes a forum for knowledge and training with broad educational potential that makes instruction meaningful. Collaboration with the school gives industry a positive image in the eyes of the local population and teaches them about its responsibilities and the measures it adopts in order to comply with legislation and protect the environment. Young people may even be attracted by training programs that will make them well-prepared future employees.

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1. Adapted from B. Lussier, M. DesRuisseaux, R. Guérin, and L. Prud'homme, *PISICUI, Programme d'intégration des sciences et de l'informatique en collaboration avec l'université et l'industrie* (Buckingham: Commission scolaire au Cœur-des-Vallées, École secondaire Hormidas-Gamelin, 1999).

Other features of the environment in which the project was conceived include the local industrial community's commitment to scientific development, the school staff's commitment to making instruction more meaningful for young people and the need to make new information and communications technologies part of student learning. Rather than concentration in science, this project involves an openness to science.

According to its creators, PISICUI is original, because the partnership between industry and students is not based solely on financial resources, but also on involvement by all concerned (students, industry representatives, parents, teachers and the community). Industry representatives are called upon to help prepare realistic learning activities that reflect workplace situations, using project-based instruction or problem solving, which are conducive to cross-curricular learning.

Interestingly, the project is designed not only for strong students, but also for students following individualized paths for learning.

Initially, three teachers (as compared to six today) met to prepare an integration project in their various subjects and plan assignments that students could carry out in the various industries of the region. This project was based on:

- the integration of school subjects with new information and communications technologies, as tailored to the skills of people working in industry, universities and schools
- the collaboration of resource persons from various sectors in planning scientific projects

The objectives of the project are as follows:

- to enable young people to take part in enriching activities that allow them to transfer their knowledge to contexts outside the school
- to motivate students to learn and to transfer their learning while gradually discovering the world of science
- to explore new avenues in a quest for ever more stimulating instructional methods
- to familiarize students with careers in the sciences
- to use knowledge and resources acquired in the industrial environment to benefit the secondary school
- to ensure that industry representatives feel included in the students' learning process, and that the students understand the importance of industry in their environment

The competencies targeted by the project are as follows:

- to explain the realities of the natural and human-oriented environment
- to solve situational problems that concern individuals, society and the environment and that call on scientific and technological expertise
- to use the vocabulary of science and technology in various activities of their daily lives
- to specify the contributions made by science and technology and how they are used

The project is based on the following pedagogical principles:

- Project-based instruction: students are given meaningful situational problems.
- With the help of local resource persons and the tools available, students must be able to envisage various solutions to a problem and ways of implementing them.
- An assignment consists of an activity that requires students to get involved and hone their organizational skills, so as to develop their enjoyment of science.
- Cooperative learning: when carrying out an assignment, students must perform tasks that require teamwork.
- The acquisition of a scientific and technical vocabulary: the assignments given should enable students, beginning in Secondary I, to acquire a scientific vocabulary, learn scientific techniques and develop a scientific approach in order to understand problems and be able to solve them.

In terms of personal development, the project aims to encourage students to adopt work methods that will make them more efficient, instill in them a desire for success and a sense of pride in a job well done, give them a sense of precision, show them the importance of hard work, teach them to appreciate teamwork, and spark their curiosity and interest in science-related occupations.

In the first year, two industries agreed to participate in the project.

The contribution of the participants

1. Industry

The businesses involved in the project supported the teachers and students by:

- offering teachers and students the assistance of resource persons to make their assignments more realistic and concrete
- organizing industrial visits
- facilitating and encouraging commitments by their staff based on the school programs in question
- preparing documents outlining their services
- freeing up engineers to accompany students on-site
- explaining the various science-related occupations practised in their workplace
- explaining environmental protection procedures
- describing the urban development and government standards to be complied with
- providing material support (laboratory or computer equipment) for the activities
- providing financial support (student transportation, equipment rental)

2. Universities

The universities involved in the project delegated resource persons to:

- help teachers and students carry out their assignments
- coordinate the work done by the school and businesses to ensure that the objectives established were respected
- develop a critical spirit on the part of the teaching staff and ensure that they were able to analyze and identify a valid learning situation
- assist teachers in developing evaluation tools
- design instructional material in conjunction with teachers and industry representatives
- act as supervisors of the project-based instructional approach and as evaluators of the learning acquired by the young people involved

3. Parents

The parents involved in the project contributed to its success by:

- guiding their children in their learning process, in conjunction with the teachers
- becoming involved in the carrying out of the projects
- helping the teachers, industry representatives and young people choose meaningful assignments
- helping their children maintain a positive attitude toward schoolwork and school life

4. The school administration and the school board

The school administration and the school board contributed by:

- participating in meetings with other project participants
- allowing school organization to be adapted as required
- supporting teachers in their requests for upgrading and coordination time
- encouraging all those involved in the carrying out of the projects

5. Teachers

The dynamism of the teachers was the key to the success of this project. They agreed to:

- work in teams
- work in conjunction with industry and university representatives
- experiment with new methods of instruction that involve students more closely in their learning
- identify meaningful learning situations for students
- use new information and communications tech-nol-ogies for communication and research

Implementation conditions

Those in charge decided to implement the project over a five-year period in order to:

- provide the teachers with adequate training
- structure the collaboration of the participants and ensure that the project receives the appropriate exposure in the school
- suitably equip the premises
- offer ongoing training to the staff involved

A team of three teachers teaches all subjects (except specializations) to two classes of students who are in the same year. The project's structural organization is based on the subject-time allocation of the Ministère de l'Éducation, but it is adapted to the requirements of a project-based approach.

The descriptive document presents detailed examples of how instructional tasks are organized at the secondary level over a nine-day cycle with periods of 75 minutes. The problems experienced while this approach was being implemented and the solutions that were developed to everyone's satisfaction are also discussed.

CONCLUSION /

As part of the current education reform, the school's mission is to impart knowledge to students, foster their social development and give them qualifications. Underpinning this mission, the *Education Act,* the *Basic school regulation for preschool, elementary and secondary education* and the Québec Education Program reaffirm the importance of academic and career information and counselling in preparing young people for the increasingly numerous challenges they will have to meet in society and the job market once they have completed their studies.

The decompartmentalization of professional practices favoured by the *Basic school regulation for preschool, elementary and secondary education* in terms of program organization and complementary services, and the reference to broad areas of learning and cross-curricular competencies in the QEP itself are elements that further the establishment of links and bridges between what students do in the classroom and their achievements outside it, for example as part of student life activities. These links accentuate the significance of subject-specific learning and foster young people's motivation and success in school.

This new educational framework lends itself particularly well to the implementation of a guidance-oriented approach at school. As pointed out earlier, such an approach is neither a trend nor an end in itself, but rather a tool that is important for young people's educational success and acquisition of qualifications. The guidance-oriented approach fits in well with the objectives and means of the current education reform, and is based on four lines of action: integrating elements related to information and counselling into the subject programs; planning student life activities that enrich and reinforce classroom learning; providing access to appropriate information and career choice tools and adequate supervision; and creating an individual counselling service provided by guidance professionals.

The implementation of a guidance-oriented approach is based first and foremost on the commitment and collaboration of the school administration and staff, and on the creation of a partnership between the school, the parents and community organizations. Close collaboration between teachers and the complementary services staff is one of the key elements to the success of such an approach, and this collaboration is one of the goals of the QEP. The development of cross-curricular competencies such as "to construct his/her identity," drawing on the broad area of learning Personal and Career Planning, can be achieved through collaboration and the sharing of expertise among teachers and information and counselling professionals. Furthermore, the collaboration of these people is required to implement various student life activities that enable young people to put into practice and fully integrate many of the competencies targeted by the subject programs. Such teamwork is made easier if the school board and the governing board support the implementation of the guidance-oriented approach.

In addition to collaboration within the school team, it is vital that a partnership be forged with the parents, primary educators of their children, and with community organizations. The full meaning of the concept of a learning community as advocated in the current education reform becomes clear when organizations and businesses make a commitment to the school to accompany young people in their identity development, thus enabling them to explore the realities of the working world and become full-fledged members of adult society. All of us can thus contribute, along with the school, to helping young people succeed and acquire qualifications.

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Relevant Web sites

Canada Career Consortium
http://www.careerccc.org

Canlearn Interactive
http://www.canlearn.ca

Human Resources Development Canada -
Career Awareness
http://www.drhc.gc.ca/hrib/hrp-prh/
pi-ip/career-carriere/english

JOBBOOM job bank
http://www.jobboom.ca

National Life/Work Centre
http://www.lifework.ca/home.htm

Québec's vocational and technical
education network
http://www.inforoutefpt.org

School board information technology resources
group (GRICS), REPÈRES job bank
http://www.grics.qc.ca/reperes

Supporting Montréal Schools
http://www.ecole.montrealaise.qc.ca

The Learning Partnership
http://www.tlp.on.ca

The Real Game Series
http://www.realgame.com/index.html

Virtual job-search counselling and services
http://www.idclic.qc.ca

APPENDIX 1 /

LIST OF THE MEMBERS OF THE MINISTÈRE DE L'ÉDUCATION ADVISORY COMMITTEE ON ACADEMIC AND CAREER INFORMATION AND COUNSELLING

MEMBERS OF THE ADVISORY COMMITTEE

Pierre Bégin
Vice president, occupational affairs
Association des cadres scolaires du Québec (ACSQ)

Rita Nadeau-Bouffard
Resource person, author of the report

Scott Conrod, guidance counsellor
Representative of the directors general
of the English-language sector
Director General, Laurenval School Board
(1998)

Margaret Rioux-Dolan
Director
Direction de la formation générale des jeunes
and Direction de l'adaptation scolaire et des services
complémentaires
Ministère de l'Éducation
Chairperson of the Advisory Committee

Maude Fortin
Assistant director
Direction de la formation générale des jeunes
Ministère de l'Éducation
Secretary of the Advisory Committee

Claude Giroux
Assistant director
Direction de la formation générale des jeunes
Ministère de l'Éducation

Barbara L. Goode
Services à la communauté anglophone
Ministère de l'Éducation

Louise Landry, guidance counsellor
President
Ordre professionnel des conseillers et conseillères
d'orientation du Québec

Gaston Leclerc
President
Association québécoise d'information scolaire
et professionnelle

Marcel Leroux
Vice president
Fédération des syndicats de l'enseignement

Denis Marceau
Assistant dean
Conférence des recteurs et principaux
des universités du Québec

Lise Matte
Coordinator
Coordination à la condition féminine
Ministère de l'Éducation

Marie-Claude Ménard
Vice president
Conseil permanent de la jeunesse

Diane Miron
Vice president
Fédération des comités de parents de
la province de Québec

Yvon Rodrigue
Coordinator
Direction de l'adaptation scolaire et des services
complémentaires
Ministère de l'Éducation
Coordinator of the Advisory Committee

Luc Sénéchal
President
Fédération des professionnelles et professionnels
de l'éducation du Québec

APPENDIX 2 /

THE EDUCATION FOR WORK PROGRAM FOR A GUIDANCE-ORIENTED SCHOOL

POLYVALENTE DE DISRAELI

EXAMPLES OF ACTIVITIES TAKEN FROM THE TEACHING GUIDES (SECONDARY I GEOGRAPHY AND SECONDARY II HISTORY)

INFLUENCE OF CLIMATE ON LANDFORMS

Natural elements such as rain, wind, frost and thaw alter landforms and cause soil erosion. The changes that occur in the roads in spring are due largely to weathering and erosion. An employee of the Ministère des Transports or the municipal public works office is invited to explain the connection between climate and landforms.

Learning objectives

- Students must be able to describe the process whereby landforms change.
- Students must be able to understand the connection between climatic conditions and landforms.

Career development objectives

- To familiarize students with occupations related to road construction and maintenance

Cross-curricular competencies

Intellectual competency

Competency 1: To use information
Abilities: • Use his/her individual memory and our collective memory
• Raise pertinent questions
• Select information
• Validate information

Competency 3: To exercise critical judgment
Ability: • Assess the pertinence of his/her concepts and beliefs

Personal and social competency

Competency 1: To affirm his/her personal and social identity
Ability: • Share his/her ideas and opinions

Competency 12: To interact positively and show respect for diversity and difference
Abilities: • Cultivate respectful relationships
• Fulfill his/her responsibilities toward each identity group
• Adapt to diverse situations on an ongoing basis

Communication-related competency

Competency 1: To communicate clearly, accurately and appropriately

Abilities:
- Adapt his/her listening or interpretation skills to the situation
- Adapt his/her message to the person receiving it
- Decipher the environment based on various visual, written, verbal, nonverbal and symbolic signs
- Structure his/her message
- Use a communication code (languages, arts, science)
- Learn the correct vocabulary for each field

Competency 2: Explain how he/she understands the various elements of communication

Abilities:
- Identify the meaning behind the message
- Distinguish a fact from an opinion
- Decipher nonverbal messages

Duration: 60 minutes

Human and material resources

Human:
- Teacher
- Academic and career information counsellor
- Guest

Material:
- Video
- Surveying tools
- Information tables on road maintenance and the Ministère des Transports
- Road map
- List of occupations

Preparation for the activity

- The teacher teaches the evolution of landforms.
- The teacher and the academic and career information counsellor meet to prepare the plan and schedule a meeting with the guest.
- The academic and career information counsellor contacts the Ministère des Transports.
- The academic and career information counsellor compiles a list of occupations that are related to the evolution of landforms.

Activity

- The teacher introduces the guest.
- The guest gives a talk using a video presentation and information tables, followed by a question period.
- The academic and career information counsellor tells the students about the related occupations.
- The teachers thanks the participants.

Assessment of the activity

- The activity is discussed the next time the group meets.
- The students make comments and suggestions.
- The teacher, the guest and the academic and career information counsellor make comments.
- The teacher and the academic and career information counsellor note any changes that need to be made.

PUBLIC WORKS

What are public works?

Public works refers to the road network. People work to build and maintain these roads. They are hired by the Ministère des Transports (Québec) and the municipalities, since these bodies are responsible for road construction and maintenance.

The following are some occupations related to public works:

Civil engineer (university)

Plans and supervises the construction of roads, bridges and highways. Ensures environmental protection and the safety of the roads built.

Soil mechanics engineer (university)

Analyzes soil to determine its composition so that the civil engineer can plan a structure adapted to the topography. Road structures differ depending on whether they are built on rock or clayey soil.

Civil engineering technician (college)

Works with the civil engineer to design plans and supervises construction work.

Civil engineering draftsperson (secondary school)

Drafts road construction plans designed by the technician and the engineer.

Paving contractor (secondary school)

Heavy construction equipment operator (secondary school)
Heavy construction equipment mechanic (secondary school)
Heavy equipment servicer (secondary school)
Construction trades helper (secondary school)
Public works and maintenance labourer (secondary school)
Crane operator (secondary school)

GUTENBERG AND THE PRINTING PRESS OF TODAY

Since ancient times, people have transmitted information using written documents. In the Middle Ages, learned monks transcribed entire volumes. One of the great technical achievements of the Renaissance era was the printing press, invented by Johann Gutenberg. During this activity, we will present some of the occupations related to the field of printing to the students.

Learning objectives

- Students must be able to explain the decisive technical progress made during the Renaissance era.
- Students must be able to show how society has evolved in this area.

Career development objectives

- To explain occupations in the field of printing
- To explain the field of multimedia and related occupations

Duration: 10 to 15 minutes

Material and human resources

Human:
- Teacher
- Guidance counsellor or academic and career information counsellor

Material:
- Johann Gutenberg, a goldsmith in Mainz, explains the history of printing
- Photographs of early printing presses

Preparation for the activity

- The guidance counsellor and the teacher meet.
- The guidance counsellor or academic and career information counsellor prepares photo copies to be distributed to the students.
- The teacher prepares the photographs.

Activity

- The teacher describes the invention of the printing press.
- The teacher presents the occupations that are related to the field of printing today.

JOHANN GUTENBERG, GOLDSMITH IN MAINZ

In the Middle Ages, in monasteries and the work-shops of "publishing houses," copyists produced veritable masterpieces. On fine parchment, they transcribed texts embellished with painted miniatures and brightly coloured illuminations. Protected by a thick leather binding, these manuscripts were then proudly displayed in abbey libraries or on the book-shelves of well-to-do book lovers, the only individuals who could afford these sumptuous volumes.

Books were rare and costly, produced one by one, and reserved for a privileged few. Because of this, they were virtually inaccessible to humble folk who had learned to read and were consumed with a passion for learning, understanding and discovery. University students had to settle for manuscripts of poor quality, copied in haste and riddled with transcription errors. Teachers and scholars were often obliged to travel from town to town and from monastery to monastery.

OCCUPATIONS RELATED TO PRINTING

Computer typesetter (secondary school)

Typesets texts and graphics using desktop publishing and composition software. Designs advertisements and lays out magazines, newspapers and other publications.

Printing technician—Photocopy machine operator—Printer
(secondary school, college)

Works in a print shop, takes orders from clients and uses various copying devices (photocopy machine, duplicator). May also use offset or screen presses. Has a sound knowledge of mechanics and electronics.

Proofreader (university)

Checks to ensure that a document has no linguistic errors before it goes to print.

Graphic artist—Computer graphics designer (college, university)

Designs and produces, using computer software, the graphics and visuals for print documents (newspapers, magazines, posters, etc.) and audiovisual or multimedia productions (CD-ROMs). People practising this occupation must show creativity, an artistic sense and originality.

Bookbinder (college)

Assembles and binds the pages and covers of books.