



IMPLEMENTATION GUIDE

OF COMPULSORY ACADEMIC AND CAREER GUIDANCE CONTENT (ACGC)

IN SECONDARY SCHOOL

For Professionals and Administrators

Coordination and writing

Direction des services éducatifs complémentaires et de l'intervention
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INTRODUCTION

This guide is primarily intended for the education professionals and administrators who are responsible for implementing academic and career guidance content (ACGC) in secondary schools in Québec. In addition, all stakeholders involved in implementing the ACGC, particularly teachers, will find useful information according to their role.

The first section of this guide is aimed at the education professionals and administrators who are responsible for ACGC implementation. It contextualizes the learning content and then presents the reference points for building a shared, concerted vision of the ACGC. The section then explains the factors that gave rise to the development of guidance content and the research findings that point to the benefits of guidance on educational success and student perseverance. The notion of continuum is also explained, and the principal findings of the ACGC pilot project are presented. This section also lays out the definition that the Ministère de l'Éducation (MEQ) gives to the ACGC and explains how the compulsory content is connected to the Québec Education Program (QEP), the broad areas of learning (BALs) and shared responsibility, the guidance-oriented approach to learning (GOAL) and guidance in general. The section closes by describing the main stakeholders' roles and potential contributions, and the ACGC is situated in the pyramid of guidance needs developed by the Ordre des conseillers et conseillères d'orientation du Québec (OCCOQ).

The second section is primarily addressed to education professionals. It explains the ACGC guidance themes and key concepts, provides additional information on the pedagogical intentions of each of the six ACGC items for Secondary Cycle One and the seven ACGC items for Secondary Cycle Two proposes tools to support the collaborative teams in each secondary school.

The third section is intended for administrators. It presents the support model promoted by the Ministère, the introduction of the ACGC in Secondary Cycle One and Cycle Two and the conditions for their successful implementation. This section also provides courses of action that school service centers and school boards can take depending on the status of their ACGC implementation (e.g. shared, concerted vision of the ACGC; review of the situation; global and detailed planning; ACGC implementation; evaluation of the ACGC implementation).

This guide ends with a series of appendices, which include proposed grids to facilitate the planning and follow-up of ACGC implementation in secondary school.

In addition to this guide, a **telecollaboration platform (VIBE)** is made available to the school system at <https://cosp.education.gouv.qc.ca>.

This platform contains numerous tools, including pedagogical material and reference tools that facilitate the implementation of ACGC.

SECTION 1

SECTION 1

BUILDING A SHARED, CONCERTED VISION
OF ACADEMIC AND CAREER GUIDANCE
CONTENT



1 CONTEXT

1.1 LEARNING TO CAREER PLAN: A LATENT NEED, BUT A NEED NONETHELESS

People often say that 15- and 16-year-olds are too young to decide what they want to do with their lives—there are so many education programs and possibilities open to them! Compounding this is the claim that by 2030, between 42% and 54% of jobs currently on the market could be made redundant by machines and that two thirds of students today will have occupations that do not even exist yet. In a study on the impact of emerging technologies on society and the job market, the Institute for the Future,¹ an independent research organization, goes even further and estimates that 85% of jobs in 2030 have not even been invented yet.

Therein lies the challenge for young people trying to plan their careers in a world where their future prospects are undergoing transformative change. Indeed, when children must start making academic and career choices, their parents are often struck by the magnitude of their guidance needs. These needs, in turn, are often latent, unfortunately manifesting themselves only when students are faced with the need to make decisions. Under these circumstances, it is not uncommon for both students and their parents to experience anxiety, worry or indecision. Most young people have not developed the habit of regularly thinking about their academic and career choices. To improve this situation and provide students with more sustained support throughout their schooling, researchers recommend that schools consider academic and career guidance as a strategy for fostering student perseverance and academic success (MELS 2009).

1 Institute for the Future and Dell Technologies. 2017. The Next Era of Human Machine Partnerships: Emerging Technologies' Impact on Society & Work in 2030. https://www.delltechnologies.com/content/dam/delltechnologies/assets/perspectives/2030/pdf/SR1940_IFFTforDellTechnologies_Human-Machine_070517_readerhigh-res.pdf.
Lenoir, Luc. 2017. "Une étude affirme que 85 % des emplois de 2030 n'existent pas aujourd'hui", *Le Figaro.fr*, July 18, 2017. <http://www.lefigaro.fr/conjoncture/2017/07/17/20002-20170717ARTFIG00212-une-etude-affirme-que-85-des-emplois-de-2030-n-existent-pas-aujourd-hui.php> (in French).

1.2 IMPROVING ACADEMIC AND CAREER GUIDANCE

In recent years, the requests of stakeholders have underscored the need to improve the academic and career guidance offered at school. These requests have pointed to the research-backed benefits of academic and career guidance, such as fostering student perseverance, obtaining a diploma, gaining access to vocational training and choosing a career based on job market needs.

In February 2012, the Ministère administered a survey to 775 schools to create a portrait of the guidance services currently on offer. The findings demonstrated that although schools did offer academic and career guidance services, these services were provided unevenly across schools and needed to be improved.

1.3 RESEARCH FINDINGS

Research led by Abrami and al. (2008)² in Québec and Canada identified the optimal pedagogical conditions for preventing dropout. These conditions were then inventoried and presented in a report published by the Ministère (MELS 2009) and have inspired the Ministère's work in guidance.

One of the main factors that positively impact student perseverance relates to the teacher. Teachers should adopt the following two classroom practices: know their students better (Abrami and al. 2008, 27) and extend their role as “teacher” to incorporate mentoring and counselling (Abrami and al. 2008, 27). Teachers should also encourage young people to think more about what they want to be and do when they grow up, since “the evolution of occupational choices has a positive influence on student perseverance and success in school” (MELS 2009, 16) [*Translation*]. John Hattie's (2015)³ findings also underscore the importance of investing in the teacher-student relationship in order to have an impact on learning. Indeed, among all the factors that can influence academic success, the trust-based relationship between student and teacher and teacher feedback have the greatest impact.

In sum, the researchers suggest that a review of pedagogical practices and the incorporation of notions related to guidance would benefit all students. According to their findings, it is clear that school—in particular what happens in the classroom between teachers and their students—can contribute to student perseverance and success. In this spirit, the Ministère has set out to bring innovative, research-backed improvements to the guidance content.

2 See http://www.education.gouv.qc.ca/fileadmin/site_web/documents/publications/coup-pouce-reussite-1.pdf.

3 See <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement>.

1.4 CONTINUUM OF THE ACGC: CONTENT BASED ON UNIVERSAL GUIDANCE NEEDS

In keeping with global trends, this content proposes a new way of organizing academic and career guidance by diversifying delivery methods and making lifelong career guidance accessible to all (OECD 2004). These efforts have been qualified by some as “real career education that is provided to students throughout their schooling and that aims to help them develop the competencies they need to make choices and develop their careers throughout their lives” (Paul and Suleman 2005, cited in Canzittu and Demeuse 2017, 22) [*Translation*].

Starting in Elementary Cycle Three, the ACGC aims to impart upon students the importance of taking an active interest in their personal and academic development as they prepare for their future. The content helps introduce students to self-knowledge, knowledge of the world of school and knowledge of the world of work.

Before selecting the learning to be acquired through the ACGC, the Ministère conducted a rigorous literature review to identify the issues relating to the general needs of students and to determine the appropriate time to offer the guidance content in the curriculum, in light of the students’ level of development. These objectives led to the idea of a continuum of content beginning in Elementary Cycle Three and continuing until the end of secondary school.

A continuum of content also provides content coherence, progression, continuity and consistency across schools and levels. Spread out over seven years, the continuum is designed to ensure that all students in Québec receive sustained, structured support to help them begin and fuel their reflection on finding self-fulfillment and integrating into adult society.

This ACGC continuum seeks to:

- reduce inequalities between the guidance services offered to students in different schools
- establish basic and long-term planning, from Elementary Cycle Three to Secondary V
- ensure coherence, both in the continuity between the proposed activities and in the dialogue between members of the collaborative team
- be fair, that is, guarantee that all students in a given cycle receive the same ACGC, regardless of the school they attend

1.5 RESULTS OF THE ACGC PILOT PROJECT

A pilot project made it possible to field test the ACGC continuum in more than 200 volunteer schools (private and public systems). This project took place over a period of three school years (2014-2017) and was accompanied by data collection. All participating schools agreed to begin teaching the ACGC items so as to provide feedback to the Ministère, make improvements, and most importantly, give their elementary and secondary students the opportunity to learn this content.

The pilot project was instrumental in clarifying the ACGC continuum. It also demonstrated that the concept of an expected student learning outcome (ESLO) associated with each ACGC item was quite useful as it led to a better understanding of the ACGC, clarified the meaning of the content and verified if the proposed practices had the anticipated impact on student learning.

At the end of the second year of the pilot project, close to 90% of respondents confirmed that the ACGC items and the ESLO were relevant, specific, clear and age appropriate, and that they provided building blocks for meeting part of the general guidance needs of all students. The pilot schools also agreed that it would be realistic to dedicate about ten hours per year to the ACGC, which would allow students to learn an average of three content items.

1.6 COMPULSORY CONTENT FOR ALL STUDENTS

On March 29, 2018, the Ministère announced its decision to make guidance content compulsory for all Québec secondary students, given the following:

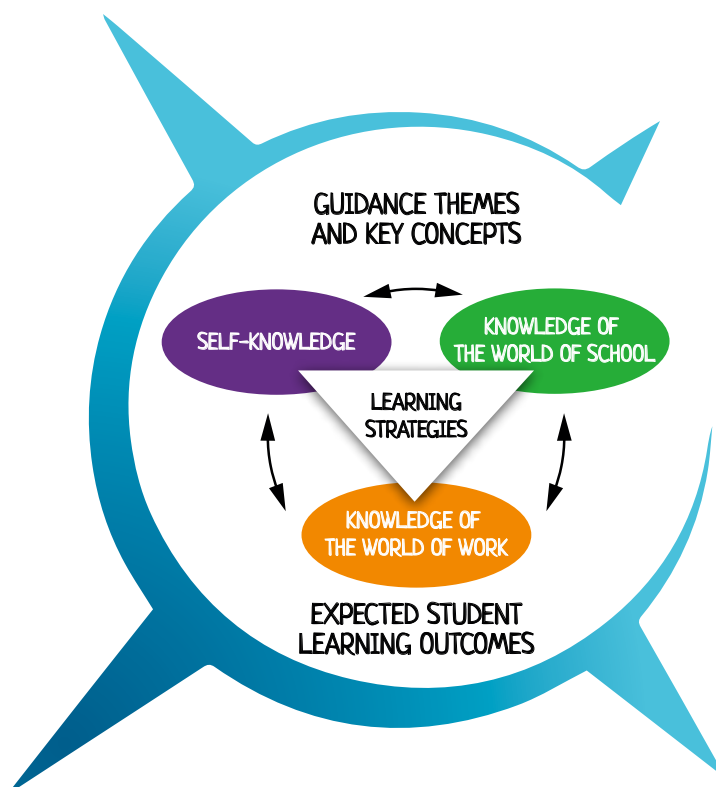
- The threefold mission of schools is to provide instruction, to socialize and to provide qualifications.
- Academic and career guidance is a necessary part of providing students with qualifications.
- Early interventions that teach students basic concepts better prepare them to make academic and career choices.
- All students have general guidance needs.
- Secondary students continue to reflect on themselves, the world of school and their future.

2 LEARNING THE ACGC: A DEFINITION

The ACGC items cover guidance themes and key concepts that have been selected to meet some of the general guidance needs of students in Elementary Cycle Three and Secondary Cycles One and Two. ACGC items are presented in a continuum that is broken down into three areas of knowledge: self-knowledge (which includes personal knowledge, social knowledge and educational knowledge), knowledge of the world of school and knowledge of the world of work. These three areas are linked through learning strategies. Each ACGC item in the continuum has a corresponding expected student learning outcome (ESLO).

The Minister has established academic and career guidance content without creating a new subject, in accordance with his power to prescribe content in the broad areas of learning (*Education Act*, s. 461). School staff members are entrusted with teaching this content. The conditions and procedures for integrating the ACGC into the school's educational services are developed in collaboration with teachers and proposed by the principal to the governing board for approval (*Education Act*, ss. 85 and 89).

Academic and Career Guidance Content (ACGC)



Continuum of Academic and Career Guidance Content (ACGC)

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

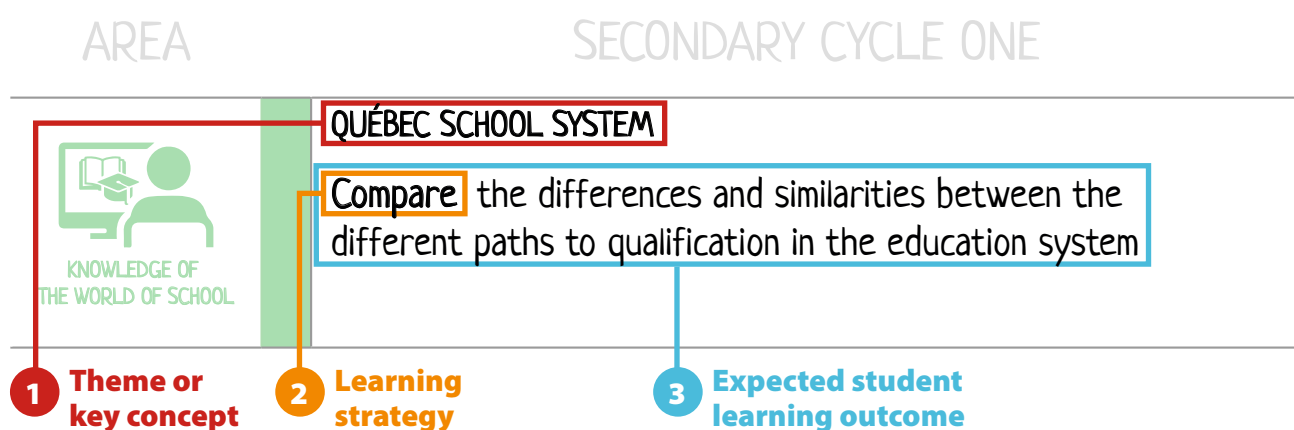
ACGC		ELEMENTARY CYCLE THREE	SECONDARY CYCLE ONE	SECONDARY CYCLE TWO	
				Beginning of cycle (Secondary III)	End of cycle (Secondary IV and V)
 SELF-KNOWLEDGE (three aspects)	PERSONAL	INTERESTS AND APTITUDES Produce a description of himself/herself in terms of interests and aptitudes	SENSE OF SELF-EFFICACY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

2.1 ACGC COMPONENTS

Each ACGC item is presented through the lens of the expected student learning outcome, or ESLO, which is an integral and compulsory component of the content. The ESLO begins with a verb that designates a learning strategy. Because the learning strategies are integrated into the ESLO, they are compulsory.

The example below concerning concepts related to the Québec school system illustrates the different components of an ACGC item: a theme or key concept, a learning strategy and a descriptor that specifies what students will be able to do after appropriating the content. These two last elements constitute the ESLO.

The Three Components of a Compulsory ACGC



The expression *expected student learning outcome*, used in the sense of "the result of...", makes no reference to quantitative evaluation. Rather, the ESLO is meant to be an observable indicator that specifies the learning strategy students will need to draw on to acquire the ACGC item. It makes it possible to predict what the student (or the majority of students) will be able to do once they have acquired the content. It also serves to guide the reflective practices of the collaborative team and better target interventions so students can acquire the ACGC.

2.2 COMPULSORY CONTENT IN THE BROAD AREAS OF LEARNING: A SHARED RESPONSIBILITY

In keeping with section 461 of the Education Act (section 32 of the *Act respecting private education*), the ACGC is prescribed as part of the BALs, which are an integral part of the Québec Education Program (QEP).

The BALs address a number of issues that confront young people. They “correspond to various student needs or interests and also reflect social expectations regarding education” (MEQ 2001, 42). The five BALs in elementary and secondary school are:

- Health and Well-Being
- Career Planning and Entrepreneurship⁴
- Environmental Awareness and Consumer Rights and Responsibilities
- Media Literacy
- Citizenship and Community Life

The ACGC items have very similar objectives, and in particular set out to reinforce the BAL Career Planning and Entrepreneurship, which has an educational aim “[t]o enable students to make and carry out plans designed to develop their potential and help them integrate into adult society” (MEQ 2004, 24).

The ACGC, as compulsory content, requires that actions be implemented to enable students to learn content that will in turn help them better understand the BAL. In addition to the ACGC items, several actions can be taken for students to achieve the educational aim of Career Planning and Entrepreneurship, for example:

- entrepreneurial projects as a class activity in secondary school
- activities to explore different occupations
- an educational project with an entrepreneurial nature
- visits to companies or local businesses
- an elective Entrepreneurship course in Secondary Cycle Two

As the BALs are instrumental in helping students develop a clear understanding of major contemporary issues, they cannot be restricted to a predefined framework and period of time. They go well beyond subject-specific knowledge and require the concerted action of stakeholders, in other words, “the participation of all partners: the cycle team, the school team and administrators, the governing board and the local community” (MEQ 2004, 21).

This philosophical approach applies to the BALs, insofar as all stakeholders share in the responsibility for teaching them. They present an opportunity to promote coherence and complementarity between the educational actions offered by the various services in the school (educational services, teaching services, complementary services, etc.).

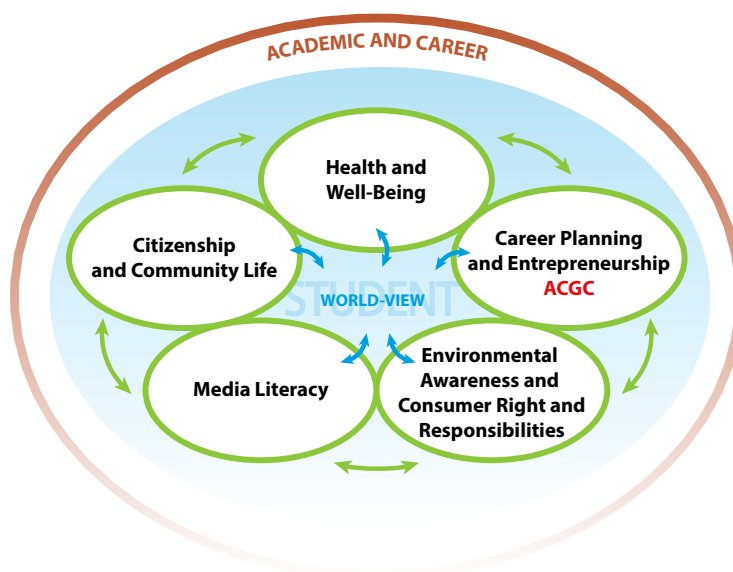
⁴ Note that the broad area of learning Career Planning and Entrepreneurship is called Personal and Career Planning in Elementary Cycle Three and Secondary Cycle One, but that for consistency purposes, the wording from Secondary Cycle Two will be used throughout all both implementation guides.

2.3 CONNECTIONS BETWEEN THE ACGC ITEMS, THE THREEFOLD MISSION OF SCHOOLS AND THE QEP

In addition to providing instruction to and socializing students, the school's mission is also to provide qualifications: "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 competencies. However, students must make a career choice before they can obtain qualifications" (MEQ 2002, 10).

The ACGC items consist of themes or key concepts that clarify the BAL Career Planning and Entrepreneurship. They fall under one of the three focuses of development of the BAL (see the two figures below).

Image 1: Academic and Carrer Guidance



Source: Image inspired from the QEP, Elementary Education (MEQ 2001, 43).

Image 2: The BAL Career Planning and Entrepreneurship* and ACGC

The learning content in guidance is spread across a continuum that is divided into three areas of knowledge. The following image indicates the parallel between the focuses of the BAL and the areas of knowledge in the ACGC.

FOCUS 1

Self-knowledge and awareness of his/her potential and how to fulfill it

FOCUS 2

Adoption of strategies related to planning

FOCUS 3

Familiarity with the world of work, social roles, and occupations and trades



*Wording from the QEP, Secondary Cycle Two

2.4 THE ACGC AND THE GUIDANCE-ORIENTED APPROACH TO LEARNING (GOAL)

The ACGC items do not replace guidance-oriented actions, nor the actions taken by guidance professionals. On the contrary, the coexistence and complementarity of the different actions designed to support students in their career planning represent assets that have a compounding effect on their educational success and perseverance in school.

The ACGC items fall within a concept of education that stems from a guidance-oriented philosophy. The specific items of content are designed to accompany students in a structured, concerted manner, as well as support, guide and equip them as they reflect on themselves and the role they must play to prepare for their future. Even though GOAL and the ACGC share the same fundamental concept of education, they do have their differences (see table below).

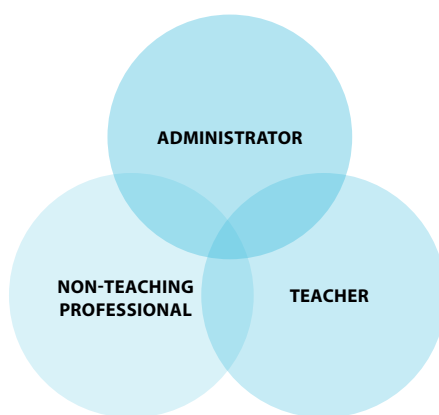
Distinctions Between the Guidance-Oriented Approach to Learning (GOAL) and ACGC

Element	GOAL	ACGC
WHAT	A philosophical approach that corresponds to a concept of education*	Content that is connected to guidance-related themes or key concepts and that meet the students' general guidance needs
THEMES	At the school's discretion	Continuum of compulsory content in elementary and secondary school (<i>Education Act</i> , s. 461)
CLIENTELE	Varies	ALL students from Elementary Cycle Three and secondary school (Secondary I through V)
DURATION	Not specified	As a reference, the field-testing phase of the pilot project established that three hours are needed for students to complete one ACGC item
OUTCOMES	At the school's discretion	An observable indicator that specifies the expected student learning outcome (ESLO)
QEP: BROAD AREAS OF LEARNING	General reference to the BAL Career Planning and Entrepreneurship	Themes or key concepts that clarify the focuses of the BAL Career Planning and Entrepreneurship
DISTRIBUTION	At the school's discretion	The ACGC implementation conditions and procedures are presented to and approved by the governing board (<i>Education Act</i> , s. 85)

* See Legendre (2005); Gingras (2015).

3 ROLES AND CONTRIBUTIONS OF MAIN STAKEHOLDERS

Although the ACGC is a shared responsibility between the members of the school team, it is nonetheless necessary to clarify the roles and contributions of the stakeholders involved. The pilot project demonstrated that, in schools, three main stakeholders played a key role and had a unique contribution that allowed students to acquire the ACGC items. The strength of this triad, named the *collaborative team*, lies in its ability to bring together both specific and complementary expertise. The collaborative team allows each member to operate within their specific area of expertise and to rely on one another to successfully implement the ACGC. An example is described below. The composition of the collaborative team is left to the discretion of the school administration. For more information, please consult Appendix A, *Role and contribution of the school service center and school board's resource team* and Appendix B, *Role and contribution of the school's collaborative team*, at the end of this guide.



Roles and Contributions of Members of the Collaborative Team: an Example

- **Administrator**

As management experts, the school's administrators play a key role in mobilizing the team and overseeing progress. They have the power to create conditions that will support and facilitate ACGC implementation and follow-up.

- **Non-teaching professional** (education consultants, guidance professionals or other staff members)

As experts in pedagogy or career guidance, non-teaching professionals make a key contribution to advising the collaborative team in the choice of actions and measures so that students can learn the ACGC items.

- **Teacher**

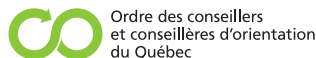
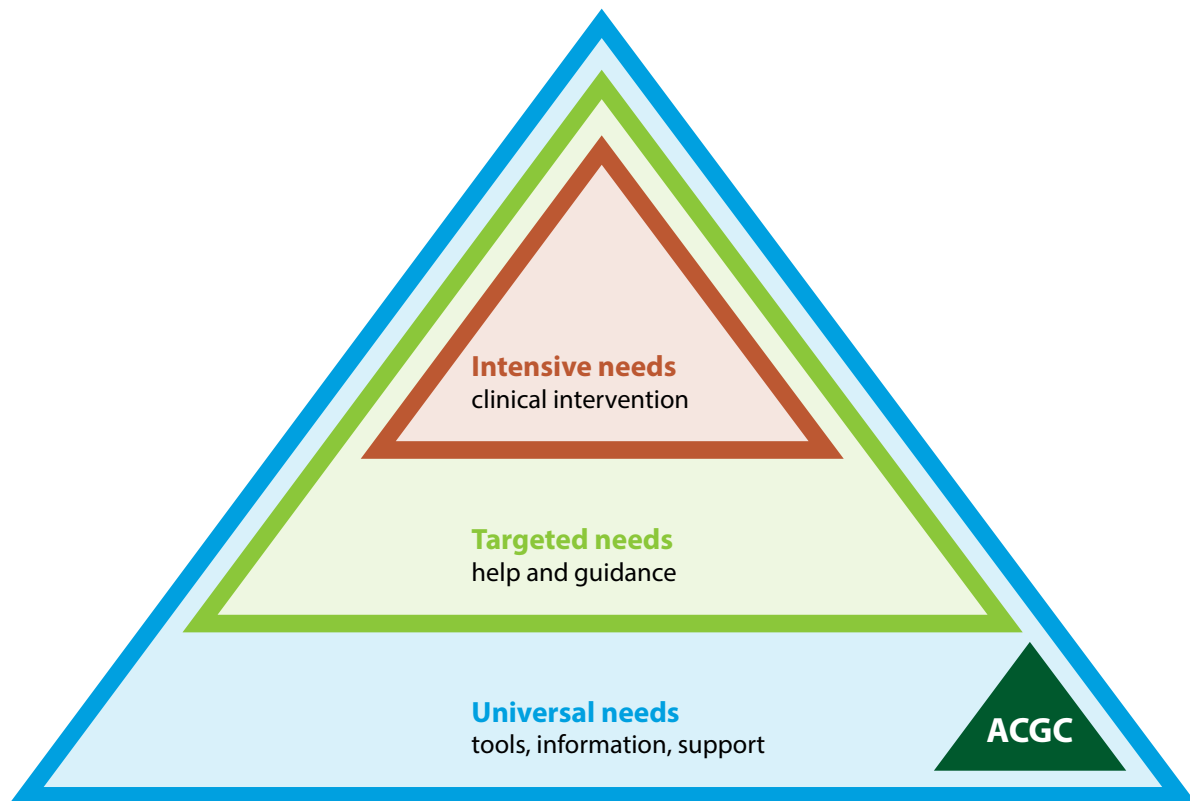
As experts on learning, teachers have a special relationship with the students they teach on a daily basis. Of all the members of the collaborative team, teachers know the students best. Teachers can draw on their meaningful relationship with the students to help them learn the ACGC items.

The school administration will be responsible for designating which team member will cover the ACGC items with students.

4 ACGC AND GENERAL CAREER PLANNING NEEDS

To illustrate the diversity of guidance needs, the Ordre des conseillers et conseillères d'orientation du Québec (OCCOQ) published a practical guide for its members working in schools. The three-tiered pyramid model, presented below, can be used to understand and evaluate the guidance needs of students.

Intervention when Playing an Advisory Role



Source: OCCOQ. 2017. "L'intervention en rôle-conseil," Rôle-conseil des c. o. et changement de pratique. Montréal: OCCOQ.

The bottom tier relates to general guidance needs, i.e. *the needs that are common to all students*. The middle tier relates to targeted needs, i.e. *the needs that are common to most students* and which may require the assistance of a guidance counsellor in order to be met. Finally, the top tier relates to intensive needs, i.e. *the needs of some of the most vulnerable students* that must be addressed via clinical intervention (OCCOQ 2013).

The ACGC addresses the needs at the bottom tier and is represented by the triangle located in the bottom-right corner (see figure above). As such, the learning targeted by the ACGC items calls on school staff to take action at the level of general needs only.

5 CONCLUSION

Guidance needs are latent needs for students. The creation of the compulsory ACGC for students in Elementary Cycle Three to Secondary Cycle Two—backed by research data on educational success and student perseverance—is a response to the universal needs of students, and was carried out in an effort to encourage and maintain student engagement in preparing for their futures.

The three-year pilot project made it possible to test the ACGC items in elementary and secondary schools. The data collected showed that students need to spend approximately three hours per item to acquire the content.

In addition to contributing to the school's threefold mission, the ACGC also clarifies the themes and key concepts of the BAL Career Planning and Entrepreneurship.

Drawing on the complementary expertise of the members of the collaborative team was identified as one of the conditions for successful ACGC implementation. The administration may decide to assign to this team, for instance, an administrator, a non-teaching professional and a teacher.

In sum, the six compulsory ACGC items in Secondary Cycle One and the seven compulsory ACGC items in Secondary Cycle Two provide a structure so that all students can undertake an individual reflection process that will help them complete projects focused on their self-fulfillment and integration into adult society. This content provides structured, ongoing support to students so they may begin to improve their self-knowledge, knowledge of the world of school and knowledge of the world of work.

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FRAMEWORK AND TOOLS FOR EDUCATION PROFESSIONALS

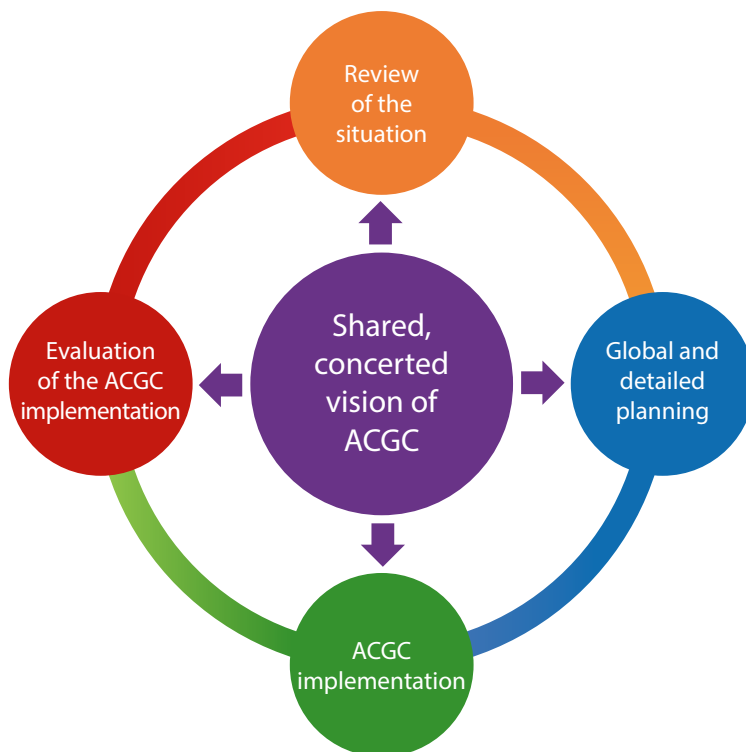


1 INTRODUCTION

This section is intended for education professionals involved in implementing the academic and career guidance content (ACGC). It contains information on the themes and key concepts in the ACGC, and further clarifies the pedagogical intentions and reasoning behind each of the six ACGC items for Secondary Cycle One and the seven ACGC items of Secondary Cycle Two. This section also proposes tools to assist the collaborative teams in each of the schools implementing the ACGC.

Note that the tools presented in this guide are meant as suggestions or examples to support ACGC implementation. It is also important to clarify that the term “learning” does not necessarily imply that only teachers are responsible for delivering the content. Rather, it is used in the sense of “a process that makes it possible for a person to evolve in their ability to synthesize knowledge, skills, attitudes and values” (Legendre 2005) [*Translation*]. Successful implementation of the ACGC relies on this implementation being handled by a collaborative team made up of different school staff.

2 ACGC IMPLEMENTATION FRAMEWORK



Source: Inspired by the theoretical model of Hulley and Dier (2005, 137-153).

This implementation guide makes the case for building a shared, concerted vision of the ACGC prior to teaching the content. It is important to start by creating a portrait of the situation in the school that takes into account the needs, issues, human and financial resources, as well as the guidance-oriented actions that are currently offered. This approach will help tailor the global and detailed planning of the ACGC implementation to the needs and realities of the school's community. For more information on each of these steps, consult Section III *Framework and tools for administrators*.

3 TOOLS TO OPERATIONALIZE THE ACGC

3.1 ACGC ANALYSIS GRID

This analysis grid proposes eight reference criteria to select, plan or enhance actions to cover the ACGC with students. These criteria provide school staff with reference points to guide them in their choice of pedagogical activities. Each criterion is accompanied by explanations. Page 28 provides a sample grid that allows the ACGC instructor to record observations after an activity involving an ACGC item. These observations can, in turn, fuel the reflective practices of the collaborative team.

Analysis Grid – Academic and Career Guidance Content (ACGC)

Eight criteria to select, plan or enhance actions* to cover the ACGC with students

(Source: Inspired by MEES support document presented through the ACGC file, 2017-2018 version)

- | | | |
|--|---------------------------|--------------------------|
| 1. Does the classroom action focus explicitly on one ACGC item? | ☐ YES | ☐ NO |
| 2. Do the manner, duration and time chosen to address the ACGC item respond to a real student need? | ☐ YES | ☐ NO |
| 3. Are the tasks for learning an ACGC item connected to a specific subject (infusion)? | ☐ YES | ☐ NO |
| 4. Are the tasks designed to ensure the student draws on the learning strategy associated with the ACGC item? | ☐ YES | ☐ NO |
| 5. Is the primary strategy required to carry out the task made explicit for the students? | ☐ YES | ☐ NO |
| 6. Are the tasks designed in a way that will guide students toward the expected student learning outcome (ESLO)? | ☐ YES | ☐ NO |
| 7. Is there evidence to demonstrate whether or not the student has achieved the ESLO? | ☐ YES | ☐ NO |
| 8. Does the action enable students to become aware of their guidance-related learning? (E.g. reflection period, metacognitive activity, record of the learning) | ☐ YES | ☐ NO |

* **Actions:** learning situation (LS), learning and evaluation situation (LES), or series of activities or practices that enable students to learn the ACGC content

Has the collaborative team planned for reflective practices that will enable them to regulate their actions for ACGC items? (See proposed grid on page 28.)

☐ YES ☐ NO

DETAILS ON THE EIGHT CRITERIA

1) Focusing explicitly on one academic and career guidance content item)

Usually, when the topic of academic and career guidance is broached, students have a lot of questions. In the excitement of the discussion, many themes may become entangled and cause the conversation to veer off track. Focusing explicitly on one ACGC item means that this item and this item alone serves as the common thread for the actions to be taken. This helps keep discussions focused and ensures that, at the end of the process, students are capable of doing what is described in the expected student learning outcome (ESLO).

Focusing explicitly on one ACGC item also means that students know exactly what they will learn before beginning a task. The ACGC item (theme or key concept, ESLO, learning strategy) is announced and brought to the students' attention. In this way, students know what they will be able to do at the end. In short, focusing explicitly on one ACGC item means that the action is centred around one clear, specific and unique item of ACGC familiar to the students, and that it remains the focus of the learning throughout the action.

2) Meeting a student need

This criterion reminds us of the importance of taking students' general guidance-related knowledge and concerns into account. Whether the goal is to answer their recurring questions or to address pressing needs related to specific social, geographic or cultural contexts or realities, the **manner**, **duration** and **time** chosen to address an ACGC item may vary within the cycle according to the degree to which the content aligns with the **students' needs**. This implies that the students' needs have been identified through various means (e.g. discussions, questions, surveys), and that the resulting action takes them into account. For example, PREPARATION FOR ACADEMIC CHOICES IN SECONDARY CYCLE TWO is an ACGC item in Secondary Cycle One that is likely to meet the needs of a greater number of students if it is presented at the end, rather than at the beginning, of Secondary Cycle One. However, in a school where activities to facilitate the transition to Secondary Cycle Two get under way right at the beginning of Secondary Cycle One and continue over two years, this ACGC item could be introduced in the first year of this cycle.

Meeting a general guidance need common to all students in a cycle means that the ACGC item and the planned action respond to these students' guidance-related concerns, take into account their current reality and are of sufficient duration to ensure that students engage in meaningful learning.

3) Connecting tasks to specific subjects

Field testing in Phase 1 of the pilot project on guidance-related learning (2014-2016) showed that designing learning tasks that had students experience academic and career guidance content through the regular subject areas was a winning practice (an approach known as *infusion* in the guidance literature). Infusion prevents ACGC instructors from working in a silo and provides greater scope for subject-specific content. In essence, the student is learning about two things at once: the subject in question and academic and career planning. Students become aware, for example, that mathematics is also useful for getting to know themselves, for preparing their transition to a higher level of education, for becoming familiar with Secondary Cycle Two. When the ACGC item is placed in the context of a subject, the broad area of learning (BAL) Career Planning and Entrepreneurship is taken into account. This BAL, in turn, highlights the usefulness of a subject in the adolescent's personal life. Thus, the student is supported in the same way as the subject and the guidance-related content. By approaching ACGC items through subjects, the subject-specific content has a greater impact, because it becomes more meaningful to students and helps them see beyond the school subject.

4) Drawing on the learning strategy associated with the ACGC item

Starting in Elementary Cycle Three and continuing throughout secondary school, the ACGC items lead students to consider, each year, their academic and career paths. To help students learn to guide themselves through this process, certain learning strategies—sets of cognitive or metacognitive actions (selecting, comparing or anticipating)—are required, not only in school, but throughout their lives. This entails exposing students not only to academic and career guidance information practices, but also to ACGC learning tasks.

Each ACGC item contains an ESLO that forms an integral and compulsory part of the content. Each ESLO begins with a verb that designates a learning strategy (Bégin 2008). Integrated into the ESLO, the learning strategy constitutes an integral part of this outcome. Therefore, it is mandatory. Drawing on a learning strategy associated with an ACGC item means that we are interested in the cognitive action that the students should take in order for them to process the information effectively and learn. Drawing on a learning strategy tied to an ACGC item also means that the pedagogical action aiming to produce guidance-related learning includes one or more tasks that necessarily require the students to use this primary strategy. The strategies tied to the ACGC items are therefore the foundation on which students can acquire the tools they need to process information and therefore learn.

For example, if the students are learning an ACGC item that requires them **to select** information, then the ACGC instructor must make sure to provide them with resources (e.g. texts, images, tables, graphs) that they can use to exercise their critical thinking from a specific angle, that is, taking into account predetermined criteria that will enable them to select the desired information. The ACGC instructor might say to the student: “*Using this list of words, select the words that best describe you. To guide your selection, refer to your **fields of interest** and to **examples** of the way these manifest themselves in daily life.*” The notion of fields of interest presents criteria that serve to guide student thinking so that students consider the elements most relevant to making their selection. This enhances student self-knowledge and better equips them to explain their decisions.

In short, it is important to remember that there must be consistency between the tasks students are asked to carry out and the primary learning strategy required to do so. In other words, using the stated learning strategy must be indispensable in accomplishing the given task.

For more information:

Bégin, Christian. 2008. “Les stratégies d’apprentissage: un cadre de référence simplifié.” *Revue des sciences de l’éducation* 34, no. 1: 47-67. Also available online: <http://www.erudit.org/revue/rse/2008/v34/n1/018989ar.pdf> (in French only).

Castejón, Juan and al. 2016. “Differences in Learning Strategies, Goal Orientations, and Self-Concept between Overachieving, Normal-Achieving, and Underachieving Secondary Students.” *Frontiers in Psychology* vol. 7, art. 1438. Also available online: <http://journal.frontiersin.org/article/10.3389/fpsyg.2016.01438/full>.

Schwartz, Katrina. 2016. “How To Ensure Students Are Actively Engaged and Not Just Compliant.” *MindShift*. <https://www.kqed.org/mindshift/47102/how-to-ensure-students-are-actively-engaged-and-not-just-compliant>.

5) Making the learning strategy explicit

Field testing in Phase 1 led to the identification of three pitfalls to avoid when adjusting practices to integrate the learning strategy tied to an ACGC item:

- During planning, the strategy is named, but it is not applied to the tasks assigned to students. For example, for the ACGC item ACADEMIC PREFERENCES IN RELATION TO THE JOB MARKET: *Select occupations that match his/her academic preferences*, students are informed of the associated ESLO and learning strategy, but, throughout the activity, no tasks are planned that ask students to select trades and occupations based on selection criteria (in this case, their academic preferences).
- There is little or no direct alignment between the strategy named and the tasks assigned to students. For example, for the ACGC item ACADEMIC SUCCESS: *Develop a description of the academic and personal strengths that contribute to his/her academic success*, a list of strengths is provided to students, and, in teams of four, they must determine which ones contribute to their academic success and write these on the board. In this situation, the student is not asked to describe which of their own strengths could contribute to their success. To establish a connection between the learning strategy and the task, the task could have been to ask students to identify their own strengths from a list. Students could then research the meaning of each strength and decide if this asset is important to them or not. If so, they could present the strengths retained in their own words, give an example and explain how it contributes to their success. This task could be carried out in a number of ways, but it must allow students to process information so that they can understand and then appropriate it.
- It is assumed that students will automatically draw on one or more strategies, without this actually being the case. For example, the students listen to a testimonial or presentation given by an expert without being required to mentally process the information. The students are therefore passively witnessing an action carried out primarily by the adult, because they are not processing the information received.

Just as it is important to explicitly present the ACGC item that is being learned, it is important to make students aware of the primary strategy that should be used in order for this learning to take place, so that the students will be able to do what is described in the ESLO. Thus, if the ACGC instructor finds that this strategy is unfamiliar to or difficult for the students, it will be necessary to plan a preparatory activity to teach it. Modelling the use of a strategy can also increase learners' understanding.

Often, when the strategy is very clear to the adult, the adult assumes it must be clear to the student as well. For example, to broach the Québec school system and the different paths to qualification without overloading students, students are told that it is possible to integrate this information by using the strategy *to compare*. Students are taught this strategy, if needed. For example, the adult summarizes by explaining that comparing is what we do mentally to more clearly understand two situations, two people or two contexts, and that this strategy is useful in a variety of contexts. The adult can then help students better understand the characteristics of each path to qualification in the Québec school system. The students' task will be, for example, to identify and then compare concrete elements, such as the number of years of schooling or admission requirements. These comparisons will help students discover what sets apart each training path. These differences and similarities are key elements that allow students to appropriate information.

6) Guiding students toward the ESLO

The sixth criterion means that the tasks to be carried out by the students are directly related to an observable indicator described by the ESLO. For example, when planning a task to work on the ACGC item PREPARATION FOR ACADEMIC CHOICES IN SECONDARY CYCLE TWO: *Anticipate choices for Secondary Cycle Two based on his/her fields of interests and academic aptitudes*, the task must enable students to know and understand the possible choices. In parallel, they must also be able to consider their interests and academic aptitudes in order to achieve the ESLO. This exercise helps students become more aware of the possibilities that are open to them and to revisit what they know about their interests and aptitudes in order to be able to imagine which choice would be best suited for them.

7) Observing evidence to determine if the ESLO has been achieved

The seventh criterion means that guidance-related activities are planned in a way that enables students to visibly show what they have learned (theme or key concept and ESLO). Various types of evidence are considered observable. A written text, a media work, arguments put forth in an oral presentation, or a table are all concrete evidence that demonstrate whether or not the student has achieved the ESLO. In other words, the student's evidence enables the ACGC instructor to determine whether or not the guidance-related learning has taken place.

On page 28, there is an example of a grid that ACGC instructors might use to record their observations on the various factors conducive to achieving the ESLO for the majority of students. The objective is not student evaluation. Rather, these observations can be used to adjust or enhance the action with another group of students or when used at a later time, and can serve as a starting point when the collaborative team is reflecting on practices. As such, the **purpose** of the grid is to **support and stimulate the reflection of the collaborative team**.

8) Making students aware of what they have learned

To become aware of their learning, students need moments when they can pause and connect their previous knowledge to the new knowledge they have acquired on an ACGC item. It is important that students be able to take a step back, ask themselves questions, and take stock of what they have just learned and how they have learned it. This process is called metacognition. Research describes metacognition as an important variable in learning. One way to encourage metacognition is to plan times for the students to pause and reflect. This step may be useful, even essential, because metacognition is not necessarily an automatic practice for students.

In learning, the **integration** phase is just as important as the preparation and realization (or performance) phases. It is also useful for reactivating the metacognition process before ending a learning situation. To guide students in their reflection, the following types of questions can be asked:

- *What do I know now that I did not know before starting this ACGC item?*
- *How did I go about learning this guidance-related content?*
- *What did it teach me about myself, about my way of doing things or my way of learning (subject and guidance-related content)?*
- *Where am I in my own academic and career guidance process?*
- *What key images or ideas come to mind?*
- *What do I need in order to take my plans for the future a step further?*

This eighth criterion highlights the importance of planning a reflection period at the end of the tasks related to an ACGC item. Reviewing student evidence, leading a discussion or asking students to write down their observations in a notebook are different ways of encouraging them to think about what they have learned and to develop their metacognitive processes in order to consolidate their learning.

Collaborative Team's Observation Grid

Check the white box in front of the area of knowledge addressed.

Write the ACGC item and its ESLO in the space below the areas of knowledge.

☐ **SELF-KNOWLEDGE
(AREA 1)**

☐ **KNOWLEDGE OF THE WORLD
OF SCHOOL (AREA 2)**

☐ **KNOWLEDGE OF THE WORLD
OF WORK (AREA 3)**

ACGC:

On a scale of 0 to 10 (10 being the highest), place an "x" to indicate the level of learning (ESLO) demonstrated by students.

Perceived level of learning (ESLO) achieved during actions on the ACGC item with group no. _____



OBSERVATIONS

Factors that explain the level achieved

- Students' questions or reactions
- Content retained by the students
- Improvements to make
- Overall impressions

Other factors

- Classroom climate
- Time chosen for the activity
- Procedure and style used
- Students' level of receptiveness

Actions proposed to students

- Those that seemed the most relevant, that attracted students' interest
- Those that fostered genuine learning by the students
- Those that were more or less adequate

Changes to make for next time

3.2 ACGC PEDAGOGICAL PLANNING SYNTHESIS

This tool is designed to structure the elements that need to be taken into consideration when planning a learning situation associated with an ACGC item (infusion). It creates an overview that allows the ACGC instructor to immediately identify the main courses of essential actions to take in order to cover the ACGC item. It is also useful for sharing ideas or selecting turnkey instructional materials.

ACGC Pedagogical Planning Synthesis

Title:

Secondary Cycle One *[specify the cycle year]:*

Summary of the ACGC instructor's guide *[author's name]:*

STUDENTS' NEEDS	AREA OF KNOWLEDGE	ACGC*
PEDAGOGICAL APPROACHES		RESOURCES

***Definition of the cognitive strategy:** *[Identify the strategy and its definition]*

3.3 PEDAGOGICAL INTENTIONS RELATED TO ACGC COMPULSORY FOR SECONDARY

This section describes and clarifies each of the ACGC items for secondary. In addition to the pedagogical intentions, this section also presents definitions, the underlying theory, examples and complementary information.

In this document, the word pedagogy is used in a way that reflects its etymological roots, that is, it refers to the science whose objective is the education of children (Grand dictionnaire terminologique <http://www.granddictionnaire.com>).

Pedagogical Intentions Related to ACGC for Secondary School

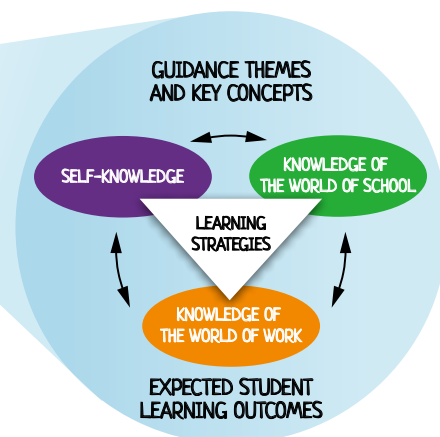
The learning content for academic and career guidance was selected based on:

- a literature review
- a consultation of school system partners and stakeholders
- an in-class pilot project that ran for three consecutive years

This learning will be referred to as *content*, in accordance with the term used in the *Education Act*. Section 461 of the Act allows the Minister to prescribe content in the broad areas of learning (BALs).

The academic and career guidance content (ACGC):

- is organized into three areas of knowledge:
 - self-knowledge
 - knowledge of the world of school
 - knowledge of the world of work
- is interconnected through strategies that promote student learning
- is intended, for all students in Elementary Cycle Three and secondary
- requires about 10 hours per year (about 3 hours per ACGC item)
- every year, conveys to students the importance of thinking about their choices for the future
- is entrusted to school staff; the conditions and procedures for integrating ACGC into the educational services provided to students are developed in collaboration with teachers and are submitted to the governing board by the school principal for approval (Education Act, ss. 85 and 89)
- fosters equality in the services offered from one school to another



PREAMBLE

OBJECTIVE OF THE PEDAGOGICAL INTENTIONS

To understand the origins of the pedagogical intentions, it is important to remember that they are the result of a need expressed by the school teams that participated in the ACGC pilot project. In their efforts to fully grasp the scope of the ACGC, the school staff communicated that they required more information in order to understand each content item. The resulting pedagogical intentions are first and foremost designed to specify the **“what”** of the ACGC. They provide a reference point to help the school team learn and understand the meaning of each ACGC item. Although this document is not meant to be exhaustive in nature, it nonetheless constitutes a useful reference tool and springboard for further discussion to help build a shared, concerted vision of the ACGC.

Now that the “what” has been addressed, it is time to tackle the “how.” Under each ACGC item, the section Examples of intervention strategies provides school teams with examples or indicators of how to deliver the content. Since infusion was recognized as a best practice during the pilot phase, several of the proposed examples are anchored in subject-specific content, and have the added benefit of being a “two in one.” Situations involving infusion help motivate students because they make explicit how subject-specific content can apply to real life.

Other intervention strategies are available on the VIBE telecollaboration platform (<https://cosp.education.gouv.qc.ca>), which provides turnkey materials for covering the ACGC with students. In most cases, the materials consist of subject-specific learning⁵ situations that infuse an ACGC item. This material was designed by school service center and school board teams who were accompanied by members of the ACGC support team at the Ministère de l'Éducation (MEQ). This material, which has been placed at the disposal of the education community responsible for implementing the ACGC, illustrates how school service centers and school boards have adapted existing practices in order to incorporate ACGC objectives. We would like to take this opportunity to thank school service center and school board teams for generously sharing these practices.

5 The term “learning” is used in the sense of “a process that makes it possible for a person to evolve in their ability to synthesize knowledge, skills, attitudes and values” (Legendre 2005) [*Translation*].

MEANS TO FOSTER LEARNING RELATED TO ACGC

Various means can be leveraged to help students acquire basic knowledge on academic and career guidance, for example, contextualizing guidance content in a learning situation (infusion), adopting specific teaching postures (posture) or asking students to keep evidence of their learning (recording of information).

Posture

For ACGC instructors, posture is “a cognitive and linguistic manoeuvre to tackle the task” (Bucheton n.d.) [*Translation*]. Posture makes explicit what is happening in the classroom by verbalizing it and using pedagogical actions (e.g. choice of interventions, demonstrations, task planning). Posture represents one way to intervene in order to help students first recognize and then understand what is expected of them. It is also a way to model behaviours for the class.

When teaching guidance content, posture can be leveraged to identify observable evidence that is in line with what is expected for the ACGC item. In other words, ACGC instructors can translate their observations into words and draw the students’ attention to elements that can help them recognize or advance the focus of learning.

Let’s take the example of the ACGC with the theme of **LIFE PROJECT**. Before being able to anticipate the process involved in producing a draft of one or more future projects, students must first be clear about what is meant by the term *project*, and then *life project*. To help students learn this ACGC item, school staff adopt a posture that allows students to be cognitively on the lookout for observable indicators that can be translated into project ideas. For instance, the teacher might say:

- *Logan, I’ve noticed that when you work with others, you demonstrate an incredible level of engagement and you’re naturally inclined to support the members of your team. You also often mention the school’s community activities that you are involved in. You seem to be predisposed to helping others. Keep that in mind—this kind of information can give you ideas while you’re anticipating future projects.*
- *Mamadou, while we were talking about the future, you said that one day, you would become a [name trade or profession]. Be sure to develop this idea while you’re working on the ACGC item that involves anticipating a life project. You can build on this idea and envision the form it could take.*
- *Olivia, in your last oral presentation, you mentioned that you hope to participate in Cégeps en spectacle next year and make it to the finals. This is a great example of striking a balance between your music and your studies. Developing your musical talent is a great example of a personal project. You can keep this idea in mind while you anticipate your life project.*

In sum, posture can be characterized as a way to approach teaching an ACGC item, both cognitively (e.g. remaining mindful of signs, clues, evidence) and linguistically (e.g. translating observations into words to help students take a step back to see things more clearly). In the context of career guidance, it is necessary to seize opportune moments in the classroom to introduce or apply the ACGC and draw the students’ attention to manifestations of elements targeted by the ACGC using contextualized examples of things the students are saying or doing. The benefit of this posture is that it is rooted in action: it does not require detailed planning and feedback only takes a few seconds. It requires ACGC instructors to intervene on the action itself as well as *in the heat of the action*. These interventions are carried out on the spur of the moment and speak to the students’ reality. To achieve the desired effects of this type of teaching posture for ACGC, it is necessary to make regular and frequent interventions and provide constructive feedback for students.

Integration and metacognition first, then recording of information

To record meaningful information related to the ACGC, students must first take the time to integrate what they have learned. During integration, students “objectivize their experience, draw conclusions, identify rules and principles, discover personal meaning, broaden their repertoire of attitudes, skills and knowledge, gain confidence and become able to reinvest what they have learned in another learning situation” (Legendre 2005, 321-323) [*Translation*]. In other words, it is a phase during which students learn to learn.

According to Gagné, Leblanc and Rousseau (2008), to develop students’ metacognitive skills, the tasks they will do must give voice to their inner discourse. The authors consider that “[t]he quality of their mental management is proportionate to the richness of their inner discourse” (79) [*Translation*]. To promote self-questioning, ACGC instructors could ask a few questions and encourage students to put their thoughts in their own words, while trying to be as explicit as possible.

Here are a few examples:

- Before starting on this task, take a few seconds to consider what is going on in your head, what you are saying to yourself (your thoughts) and what this is bringing up for you (e.g. feelings or reactions).
- What perceptions or attitudes are at the forefront right now? What impact does this have on your sense of competence?
- How can you remedy the situation?
- What could help you learn (e.g. remembering the steps you took that helped you succeed last time)?
- How are you considering approaching this task?
- How will you go about selecting the resources you will need?
- What will help you persevere while you work?
- At the end of the task, what will help you take stock of what you learned?

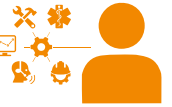
It is therefore not so much the act of recording information that is critical in learning an ACGC item, but rather the process of integrating and activating one’s inner discourse. Recording information is an optional step, but it nonetheless facilitates the process by providing a concrete way for both students and ACGC instructors to observe the students’ mental management. It provides a window on their inner discourse and allows them to take a step back to be objective. Asking students to transpose and explain what they have learned (strategy *develop*)—by means of a poster, an illustration or a text—is a way to promote inner discourse and metacognition, all while keeping evidence of what has been learned. In this context, the content and the process are more important than the final product.

3.3.1 Table of ACGC for Secondary Cycle One

The table below presents the six items of compulsory content for Secondary Cycle One. Each item has a guidance-related theme or key concept, as well as an expected student learning outcome. The expected student learning outcome includes a learning strategy and a descriptor of the expected behaviour/learning. The expected student learning outcome is an observable indicator that:

- specifies what should result from the knowledge that students acquire regarding an ACGC item
- explains how to approach the content
- is used to choose, plan and adjust activities and actions (interventions with students)
- specifies what students will be able to do after learning this content
- provides school personnel with an indicator to observe whether or not the students have learned this content

Learning Related to Academic and Career Guidance Content (ACGC)

AREAS		SECONDARY CYCLE ONE	
 SELF-KNOWLEDGE (three aspects)	PERSONAL	SENSE OF SELF-EFFICACY (SSE) Select examples where his/her attitudes, behaviours or perceptions contribute to maintaining a sense of personal competency	
	SOCIAL	FIELDS OF INTEREST Develop a portrait of what does or does not interest him/her inside or outside school	
	EDUCATIONAL	ACADEMIC SUCCESS Develop a description of the academic and personal strengths that contribute to his/her academic success	
 KNOWLEDGE OF THE WORLD OF SCHOOL		QUÉBEC SCHOOL SYSTEM Compare the differences and similarities between the different paths to qualification in the education system	
		PREPARATION FOR ACADEMIC CHOICES IN SECONDARY CYCLE TWO Anticipate choices for Secondary Cycle Two based on his/her fields of interest and academic aptitudes	
 KNOWLEDGE OF THE WORLD OF WORK		ACADEMIC PREFERENCES IN RELATION TO THE JOB MARKET Select occupations that match his/her academic preferences	

ACADEMIC AND CAREER GUIDANCE CONTENT
FOR SECONDARY CYCLE ONE

AREA 1: SELF-KNOWLEDGE (PERSONAL SELF)



ACGC

SENSE OF SELF-EFFICACY (SSE)

Select examples where his/her attitudes, behaviours or perceptions contribute to maintaining a sense of personal competency

In sum, students learn:

- that their perception surrounding their student duties generates beliefs
- that their beliefs translate into a sense of self-efficacy at school
- that the sense of self-efficacy has an impact on their educational and career paths
- that they have the power to influence their feeling of competence at school
- to recognize examples of what helps them maintain their feeling of competence at school

From elementary to secondary school

At school, young people are called on to exercise what certain authors call *student duties*. This social role attributed to the student was addressed in an ACGC item for elementary school under the theme STUDENT DUTIES AND WORK METHODS. Students in Elementary Cycle Three were given the opportunity to compare the work methods and duties of students with those observed in the world of work, to make parallels and to draw conclusions.

In the pursuit of self-knowledge, Secondary Cycle One students will consider their attitudes, behaviours and perceptions within their role as learners, the impact these have on their beliefs and how these influence their sense of self-efficacy

Intention of this ACGC item

In continuation of the ACGC covered in elementary school, the ACGC for Secondary Cycle One provides secondary students with opportunities to develop a deeper understanding of one aspect of the *personal self*.⁶ First, students learn about SSE. They discover that to maintain a feeling of competence as learners, their **attitudes**,⁷ **behaviours**⁸ or **perceptions**⁹ condition and influence their beliefs, which undoubtedly have an impact on their personal, school and work lives.

The aim is for students to be able to self-observe so they can build an inventory of examples of attitudes, behaviours or perceptions that influence their beliefs, and to become aware of their power to act on them. The learning strategy to select will help them to choose which examples contribute to maintaining their SSE (selection criterion). Providing adolescents with another opportunity to know themselves better gives them tools to take action on their beliefs and, in turn, on their attitudes, their behaviours or their perceptions with respect to their SSE as learners. This power to take action also contributes to creating better conditions for success in school

⁶ Even though the sense of self-efficacy is personal to everyone (personal self), it is important to mention that the ACGC indirectly impacts certain aspects of the social self. Given that “[h]uman functioning is rooted in social systems” (Bandura, in Pajares and Urdan, eds. 2006, 5), the author points out that humans are also social beings who are highly interdependent with one another.

⁷ Attitude: How emotions influence behaviours, for example, “the tendency to react favourably or unfavourably to an object” (Dupont and al. 1979) [Translation].

⁸ Behaviour: The visible side of cognitive activity, for example: actions, reactions (Raynal and Rieunier 2012).

⁹ Perception: The process of receiving and interpreting sensory stimuli (Raynal and Rieunier 2012).

For example, when Mathilda takes the time to ask questions to make sure she understands a task before starting, she gets the details she needs to realize she has a better grasp of what is being asked of her. The teacher helps her realize that this example of a behaviour is beneficial to her, because it helps her know what she has to do. This reassures her, bolsters her confidence in her ability to successfully complete the task as well as increases her belief in her competence to do it. She realizes that her internal dialogue also determines the attitude that she adopts when approaching the task.

Definition of SSE

SSE is a concept from the *social cognitive theory* proposed by Albert Bandura. In the literature, the terms *self-efficacy*, *self-efficacy beliefs*, *perceived efficacy* and *perceived competence* are interchangeable when designating the sense of self-efficacy (Bouffard and al. 2005; Bandura and al. 2009).

Even though this ACGC falls under the area of self-knowledge, it is important to note that SSE is not a personality trait (Blanchard 2008). In fact, “an individual’s SSE does not pertain to the number of aptitudes a person possesses, but to what he or she believes himself or herself capable of accomplishing in a variety of situations” (Lecomte 2004/5, 60) [Translation]. It refers to “a person’s **belief** in his or her ability to plan and carry out the actions required to attain set objectives and obtain the results sought in the performance of a task” (Bouffard 2011) [Translation]. This belief allows people to invest themselves and “successfully complete a task, a learning experience, a challenge, a change, which motivates them to take action and do everything they need to meet their objective” (Pelletier, cited in Bandura and al. 2009, 5) [Translation].

The reason for this content

SSE is pivotal to the way students exercise their role. SSE is the common thread for all the other ACGC taught in Secondary Cycle One, as its influence can have repercussions on several aspects, such as:

- **Academic success (ACGC: educational self)**

Research recognizes SSE as a strong predictor of student performance (François 2009) and as a key contributor to student motivation, which, in turn, has a decisive impact on **academic success** (Bouffard and al. 2005). The content for SSE and ACADEMIC SUCCESS is closely interconnected.

- **Motivation and engagement in school**

At school, SSE has an impact on the motivation of students and on their ability to mobilize the cognitive resources as well as the courses of action required to meet given situational demands (Wood and Bandura 1989, in François 2009).

SSE also influences self-regulation and the pursuit of goals. In fact, “individuals tend to engage in situations in which they anticipate success and avoid situations where they think there is a risk of failure” (Blanchard 2008, 10) [Translation]. From an academic point of view, this can have repercussions on student motivation and level of engagement with respect to the subject-specific tasks in which they have experienced little success and on the resulting **level of interest or disinterest**. The SSE is therefore also connected with the ACGC theme FIELDS OF INTEREST.

- **Academic and career guidance**

In addition to having repercussions on academic results and motivation, the SSE contributes significantly in career planning (Bandura 2007). Whether in terms of the students’ aspirations, interests or prospects for the future, the SSE has an impact on the choices students will or will not make. The impact of the SSE is all the more important when the time comes for students to make decisions about their future (Nota and al. 2008). This capacity to make decisions implies that students have sufficient confidence in their abilities as well as the belief that they will be able to properly carry out all the activities involved in their future (Nota and al. 2008).

Moreover, when considering the students' prior results and referring to their intellectual potential as measured by standardized tools, "the SSE is a better predictor of the students' choice of program of study and career" (Marsh and Yeung 1997b; Pajares and Miller 1994; Lent, Lopez and Bieschke 1991; in Galand and Vanlede 2004/5, 3) [*Translation*]. Indeed, the greater the students' feeling of competence with respect to their learning, the "higher [their] perceived efficacy to fulfill educational requirements and occupational roles, the wider the career options they seriously consider pursuing" (Bandura, in Pajares and Urdan, eds. 2006, 12-13). This underlies Bandura's claims (2007) that self-efficacy beliefs regulate career aspirations.

In addition, educational interventions on SSE have a greater impact when they occur earlier in the lives of students—in other words, before the students' interests and aspirations have stabilized. Earlier interventions also help prevent certain types of choices from being prematurely discarded (Lent 2008), since human beings tend to base their choices on successful experiences. In the continuum of ACGC, these considerations explain the presence of SSE in Secondary Cycle One.

- **Student empowerment**

One of the three major aims of the QEP is to empower students. In the same spirit, the intention of this ACGC is to help students realize that an SSE is one of the ways they can empower themselves to learn. In fact, Bandura claims that the SSE can be an antidote to the feelings of powerlessness that can make people passive when confronting challenges in life (Bandura 2007).

- **Other effects of the SSE**

The self-efficacy beliefs of individuals influence their conduct, the amount of energy they invest in their efforts, their level of perseverance in the face of difficulty and failure, their resilience to adversity, their optimism or pessimism, their stress levels and feelings of depression resulting from environmental impediments, and their degree of success (Bandura 2007). It is even preferable to have a slightly inflated SSE rather than the other way around, as it fuels self-confidence and spurs individuals to make optimal use of their capabilities (Lent 2008).

Connections with the other ACGC

A strong sense of self-efficacy promotes a high degree of motivation, of **academic success** and the development of intrinsic **interests** regarding school subjects (Bandura and Schunk 1981; Relich and al. 1986; Schunk 1984a; in Bandura 2007). As such, SSE has a direct influence on the ACGC themes ACADEMIC SUCCESS and FIELDS OF INTEREST. The SSE is therefore also addressed in these two ACGC items in area 1 (self-knowledge).

Dynamics of the SSE

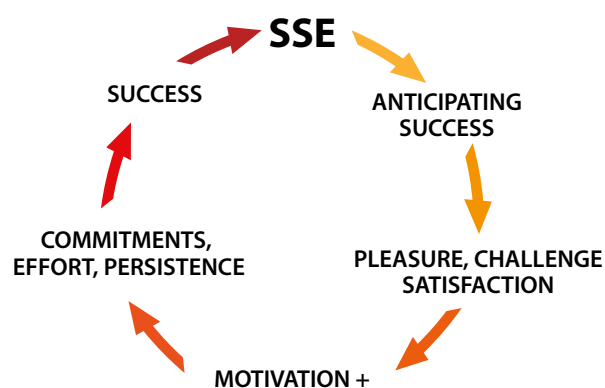
When students experience success in a subject area, it increases their feeling of competence in this subject and makes them want to repeat the experience. On the contrary, when students experience failure, their sense of self-efficacy decreases, and they will consequently try to avoid similar challenges. "The stronger the students' perceived efficacy to manage their own learning, the higher their aspirations and accomplishments" (Bandura, in Pajares and Urdan, eds. 2006, 11). That said, one must remember that if success motivates individuals, then, on the flip side, can the idea of failure discourage individuals (Bandura 1997, 2003, in Capron 2010)?

The example of Karim and Alexis helps to illustrate the dynamics of the SSE. In class, Karim's internal discourse is: "Algebra problems, no problem! I'm good at algebra, this is going to be fun!" while Alexis reacts by saying "Oh no, not algebra again! I'm not good at it, I don't understand anything." These two students have adopted different postures from the very outset. They each approach the task with a different mindset. Karim has a strong SSE with respect to algebra. Before he even begins the activity, he is confident and believes that he can successfully do the exercises. Alexis, on the other hand, has a weak SSE with regard to mathematics. He approaches his task by telling himself that he is not good at algebra, that he does not understand it. Because of these beliefs, he has a defeatist attitude before even starting. In both cases, the students, because of their respective beliefs, exhibit attitudes that reflect a different dynamic with regard to their feeling of competence.

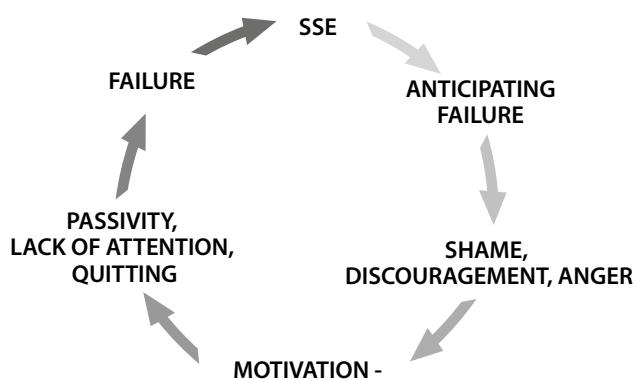
Karim approaches the task by imagining himself performing it successfully. He views the exercise as a pleasant challenge that will be both satisfying and motivating, taking the steps he needs in order to succeed, and comes away with a strong SSE. Alexis imagines himself failing before he even starts and the prospect of failure discourages and demotivates him. To avoid failure, he tends to be passive; he puts off the task, and, if and when he does start it, it takes only minor setbacks for him to abandon it. As he anticipated, he comes away from the exercise with a feeling of failure. This will obviously not help him to increase his SSE (see the diagram *Dynamics of the SSE* below).

Dynamics of the SSE

DYNAMICS OF A **STRONG** SSE



DYNAMICS OF A **WEAK** SSE



Inspired by: http://www.crevalle.org/upload/File/2011-12/CREVALE_2010-11_TBouffard.PDF

The situation can be summarized as follows: "People with a strong SSE will tend to invest themselves in taking action to the extent that they are convinced of their ability to succeed. They will also tend to persevere if they encounter a problem. And because they persevere, they will necessarily have a better chance at succeeding, which will positively reinforce and increase the strength of their SSE in the subject area in question" (Raynal and Rieunier 1997, 447) [Translation].

People with a weak SSE tend to avoid taking actions that appear too difficult. They also tend to give up quickly if they are thrown into something and if they encounter a problem. Consequently, they will have less and less confidence, and their SSE will decrease. The students' level of confidence when faced with a task "determines in part the way they will face this task and the level of performance they will achieve" (Galand and Vanlede 2004/5, 2) [Translation].

One or more SSE?

Because the sense of self-efficacy results in context-driven beliefs that can vary (Lent 2008), from subject to subject or from one specific content item to another, these beliefs are dynamic, malleable and may change over time. It is therefore important to remember that each person can experience not one, but rather SEVERAL feelings of competence. However, although it is possible to have SSEs, a student who succeeds in most subject areas may also develop a generalized feeling of competency with respect to his or her student duties (Bong 2001; Marsh 1990; cited in Galand and Vanlede, 2004-2005, p. 3). In other words, this student has a more global academic SSE.

Given the variable nature of the SSE, a student may have distinctive beliefs at school. He or she may feel competent in the subject area of science and technology, but feel less competent in French or the arts. According to Galand and Vanlede (2004/5), distinctive beliefs are more easily influenced by educational interventions than global beliefs. It is therefore more relevant to target the SSE in individual subjects, rather than seek to increase a student's global academic SSE.

For example, a Secondary II student may feel competent and very effective at searching for academic and career information online. She has a high SSE with respect to this task. And yet, the same student may feel more or less competent if she is asked to program an application that would help her peers understand how to find the same information online. Her current state of knowledge in IT may likely yield a weak SSE. However, over time, it is possible that this student could acquire the knowledge she needs to eventually overcome this challenge. Her SSE would therefore change over time.

Do not confuse SSE with self-esteem

It is important not to confuse SSE with self-esteem, as there are a number of distinctions that separate the two concepts. See Appendix A for more information.

Examples of intervention strategies

A theme as rich as the SSE can by itself serve as a source of inspiration and become an effective lever for guiding the daily interventions of the school team. As such, ACGC instructors who want to dedicate more time to this theme than what is generally spent on the other ACGC are free to do so.

The following text proposes a number of intervention strategies for school staff who are looking for hands-on ideas to raise student awareness about SSE and to act upon the conditions that foster a stronger SSE. These strategies are meant to guide general interventions. Appendix B is meant as a complement to explore the learning and guidance aspects of this subject in greater depth. The appendix lays out the theory underlying four sources of the SSE and provides a series of intervention strategies proposed by authors who worked on the topic.

1. Discover the concept of SSE

It is highly likely that Secondary Cycle One students are not familiar with the concept of SSE. In order to approach this ACGC with them, here are a few suggestions that fall under the category of appropriating the concept:

- Plan a way to help adolescents learn about SSE and understand how the SSE is nurtured and how they can exercise their power to improve it (Nota and al. 2008).
- Insist on the fact that students have the power to determine how they interpret their internal discourse, because the SSE is “the engine that drives the train of their life” (Pajares, in Pajares and Urdan, eds. 2006, 361).

- Encourage observation in order to help the students identify the different areas¹⁰ in which they have self-efficacy beliefs, i.e. by school subject (Nota and al. 2008). Self-efficacy beliefs can go beyond the school subjects and include the students' ability to cooperate, use effective work methods, etc.
- Help students to know themselves better by becoming aware of the way their attitudes, behaviours or perceptions influence and account for—or not—their feelings of competence in school and give examples.
- Ask students to make an inventory of examples of attitudes, behaviours or perceptions that positively influence their beliefs in their ability to exercise their student duties.

2. Plan breaks for self-reflection

Educational interventions aim to help students become aware, in the heat of the action (i.e. a concrete context), of the types of attitudes, behaviours or perceptions that surface when presented with a task. The goal: gain awareness, find examples and make an inventory of them. What internal dialogue is taking place when students are faced with a challenge and how does this self-talk influence their beliefs? What is the impact on their SSE?

For example, when Fred sets short-term objectives, invests the necessary effort and achieves his goal, he is proud of himself. He realizes that these examples of attitudes and behaviours contribute to his feeling of competence, which has an impact on his success. He becomes increasingly aware that his inner discourse influences his academic results, and that he can exercise control over his inner discourse.

- Before starting a task, remind students about the importance of taking a moment to plan how they will go about the task in order to succeed. What attitude, behaviour or perception will give them the confidence they need to complete the task? An example of a behaviour could be to break the task down into steps and to set a short-term goal for each step, so that the student can experience success and feel pride. This is one way to work up to the more difficult parts of the task and avoid an “all or nothing” mentality.
- Schedule time in class to encourage students to question themselves and engage in self-reflection. This will help students to apply reflective practices and metacognitive strategies to their attitudes, behaviours or perceptions with regard to a given task and the impact on their SSE. Select examples of effective practices that can cultivate students' SSE.

Planning breaks for self-reflection encourages students to regularly monitor their inner discourse when faced with completing a task and learning subject-specific content, and to determine the effects of this inner discourse on their attitudes, behaviours or perceptions. It also encourages students to investigate what helps them approach a task with a stronger sense of self-efficacy. Make an inventory of examples.

3. Ask questions

Imagine a scenario where a teacher tells the class that, in carrying out the next task, students will have to use visual arts terminology such as *colours in transmitted light, including intensity* and contrast to convey a message (Progression of Learning, Secondary Cycle One), or where the mathematics teacher asks the students to determine the *measures of angles using the properties of vertically opposite angles*.

In both cases, after the subject-specific task is announced, the teacher asks the students to take a moment before starting their work to determine where they stand in relation to the task (supposing that they have already covered the content on the SSE). Asking questions facilitates student reflection and helps them become aware of their beliefs.

¹⁰ Note: Distinctive beliefs are more easily impacted by educational interventions than global beliefs. It is therefore more relevant to target the SSE in individual subjects, rather than seek to increase a student's global academic SSE.

Few Examples of Questions:¹¹

To continue familiarizing yourself with the SSE and learn how to maintain or improve it, take a few minutes to ask yourself:

- *Generally, what is your attitude (emotion) with respect to this subject?*
- *What perception (of success or failure) do you have at this moment with respect to the task?*
- *What are you saying to yourself when you envision starting this task?*
- *What impact does this inner discourse have on your attitude, behaviour or perception right now, when faced with this task?*
- *Depending on your inner discourse, how would you describe your belief in your ability to complete this task?*
- *What behaviours could you adopt to be able to complete this task?*
- *What is in your power to control at this moment to increase your sense of being able to successfully complete this task?*
- *What would help you to increase your SSE and to complete this task?*
- *What are different examples of attitudes, behaviours or perceptions that usually help you to believe that you are able to successfully complete a task?*

4. Learn to self-regulate

When Mathilda shows up for her examination telling herself that it will be difficult, that she is afraid of forgetting what she studied, and that this will have repercussions on her future, self-doubt takes over. She becomes anxious and is worried her memory will fail her. Her inner discourse gives rise to overwhelming emotions that decrease her belief in her ability to succeed. In these types of situations, it is in the students' interest to take a step back so they can be objective, downplay the situation and self-regulate.

- Help students become aware of the cognitive processes involved in controlling negative emotions (thoughts) and in the decision-making process. Realize that attitudes, behaviours or perceptions reinforce or undercut beliefs in one's ability to successfully complete a task.
- Leverage a bank of suggestions to help students master certain negative emotional states of mind. (How can I stop feeling so defeatist when faced with a task?)

One step further

Appendix C proposes pedagogical strategies to put in practice in the classroom in order to support students in developing a feeling of competence.

In closing

Remember that the proposed intervention strategies are in fact different ways of bringing students to understand the concept of SSE and to empower them to select examples of attitudes, behaviours or perceptions that will help them maintain a feeling of competence at school, as "the choices that people make about the activities in which they will engage, and their effort and persistence at these activities, entail consideration of outcome as well as self-efficacy beliefs" (Lent and Brown, in Pajares and Urdan, eds. 2006, 204).

¹¹ The questions selected as appropriate may vary according to group. Some questions will have a greater impact if they are answered individually, whereas others should be addressed to the entire group, as the answers may be helpful for others.

ACADEMIC AND CAREER GUIDANCE CONTENT FOR SECONDARY CYCLE ONE

AREA 1: SELF-KNOWLEDGE (PERSONAL SELF)



ACGC FIELDS OF INTEREST

Develop a portrait of what does or does not interest him/her inside or outside school

In sum, students learn that:

- interests evolve over time
- different interests can fall under the heading of occupational fields of interest
- in terms of career guidance in general, it is also useful to know what does not interest them (area 2, world of school)
- interests are, among other things, influenced by the sense of self-efficacy
- a portrait of interests and disinterests contributes to self-knowledge (area 1)

From elementary to secondary school

The concept of interest is fundamental in career planning. Because the ACGC is designed to take into account the students' general needs by initiating an exploratory phase, students in Elementary Cycle Three who covered the ACGC theme INTERESTS AND APTITUDES integrated their learning by producing a description of themselves in terms of interests and aptitudes. This allowed students to familiarize themselves with the word *interest* and the expression *fields of interest*. Students then integrated this knowledge by producing a portrait of themselves in terms of interests and aptitudes.

Secondary Cycle One is an opportune time to question, build on and enrich this self-portrait. Presented in a continuum with the content covered in elementary school, this ACGC encourages students to pay closer attention to their interests and disinterests in order to explore in greater depth and apply the concept of fields of interest.

Intention of this ACGC item

A publication exploring the psychology of interests states that "interests encompass both choices and things that are appealing to you as well as aversions and things you reject" (Dupont and al. 1979, 14) [Translation] and that interests come into play in the world of school, the world of leisure as well as in all other spheres in an individual's life. Note that these last aspects are included in the expected student learning outcome of the ACGC when it is mentioned that the student develops *a portrait of what does or does not interest him/her*, not only inside school, but also outside school.

The intention of the ACGC is therefore not only to emphasize the things that students find stimulating, motivating, interesting or inspiring, but also to help students become more aware of things that generate the opposite response, i.e. little or no interest both inside and outside school. Indeed, it has been observed that when young people anticipate or consider their future career prospects, they sometimes find it easier to say what they do not want, as opposed to what they want. In this respect, the literature points out that knowing what really interests us and what interests us less or not at all are equally important. This flip side is evidenced in the following comment: practices "that would encourage students to only identify preferences would steer them toward a complacent, unsustainable future ..." (Pelletier, in Bandura and al. 2009, 5) [Translation].

As such, this ACGC aims to help students improve their self-knowledge by identifying what interests them, in addition to what interests them less or not at all, in school (e.g. subjects, specific content in a given subject, school life activities) or outside school (e.g. activities offered in the community, hobbies). Students should be reminded that this portrait may change, as interests evolve over time. Indeed, now that students are in Secondary Cycle One, they can probably identify the interests that have come and gone since the beginning of elementary school. Furthermore, for students who have difficulty identifying specific interests, it may be more helpful to consider broader fields of interest to open up different avenues.

While exploring this ACGC, students will strive to record information on their interests or fields of interest and deepen their understanding of them. They will learn to group these interests and disinterests by using a classification system that emphasizes common elements, in order to eventually categorize interests into fields of interest. This exercise will help them develop a better understanding of their interests, which they will use to develop an increasingly detailed portrait of themselves and improve their self-knowledge. In addition, by drawing on the cognitive strategies associated with the theme of the ACGC (expected student learning outcome), students will *develop*, that is, they will process the new information to use their own words to make connections with what they already know in order to create a self-portrait (interests and disinterests). Developing is one way for learners to be mindful of what they have retained and what the acquired learning has contributed to their self-knowledge.

Definition of interests and fields of interest

When embarking on the process of academic and career planning, interests may be defined as personal tendencies that “result from the interaction between a person and specific content” (Hidi and Baird 1986; Krapp 2000; Renninger and Woznias 1985; Schiefele and al. 1983, in Gros and Wach, 2013, 112) [*Translation*]. More specifically, interests “correspond to relatively stable or sustainable tendencies or dispositions (the development of which appears to be associated with one’s self-image); oriented toward different types of objects or, more specifically, different types of activities or experiences that take place in a given cultural context, these tendencies also seem to be conditioned by pressures, strongly or weakly felt, that define gender roles” (Dupont and al. 1979, 11) [*Translation*].

One or many fields of interest are linked with each and every trade and occupation (Emploi Québec, 2018).¹²

The reason for this content

The QEP emphasizes the importance of students developing their self-knowledge. In secondary school, it is crucial that students develop a greater awareness of who they are and what they can do: “In order to fulfill their potential and make career choices that correspond to their interests and aptitudes, people have to know themselves well and be willing to explore their abilities” (MEQ 2003, 48).

Given the importance of the concept of interests in career planning, students must begin to recognize their interests in Secondary Cycle One. Even though career-related interests change over time, these nonetheless play a role in career choice and contribute to self-knowledge. In fact, self-knowledge is of particular importance when the time comes to consider academic and career choices. However, note that, at this stage, students do not have to make any firm choices regarding careers since they are in a phase of exploration where they set out to question, discover and better understand who they are, what options are available to them and what fuels (or not) their interests.

Regarding the ongoing development of occupational interests, the literature indicates that these tend to stabilize over time; in fact, for many people, interests may be fairly stable at the end of adolescence or in early adulthood (Lent 2008). The same applies to fields of interest, since, toward the end of adolescence, the “general interests (e.g. in art, science, social, or mechanical activities) tend to become fairly stable” (Brown and Lent, in Pajares and Urdan, eds. 2006, 206). Consequently, Secondary Cycle One is an opportune period for students to acquire basic concepts in career planning—and exploring fields of interest is part of this.

12 http://www.emploi.quebec.gouv.qc.ca/fileadmin/fichiers/pdf/Publications/00_Bien-se-connaître.pdf.

Occupational interests help to improve self-knowledge, as they are, to a certain extent, the result of one's projected social identity. Social identity, in turn, is influenced by the distinct group one belongs to, such as the family or the network with which young people and their friends and family associate, etc. (Perdrix and al. 2012). This becomes particularly clear when considering the impact that social influence can have on the careers of members of certain families. For instance, when a mother or father is an electrician, teacher or entrepreneur, it is not unusual for their children to follow in the same footsteps.

Liens avec les autres COSP

The interests students cultivate are influenced by their **feeling of competence**. In fact, the SSE intermediates between capabilities and interests (Lent 2008). If students believe they have the necessary skills to complete a task (strong SSE), they will be more likely to invest themselves, develop a more lasting interest and seek to repeat similar experiences (see the *Dynamics of the SSE*). In other words: "As adolescents develop interest in an activity, they are likely to develop goals for sustaining or increasing their involvement in it. Further activity involvement leads to subsequent mastery or failure experiences which, in turn, help to revise self-efficacy, outcome expectations, and, ultimately, **interests** within an ongoing feedback loop" (Brown and Lent, in Pajares and Urdan, eds. 2006, 206).

Examples of intervention strategies

1. Cultivate the interests of students by supporting their SSE

At school, the greatest predictor of student interest for one or more subjects is perceived competence, or the SSE—a variable associated with self image and perceived competence (Cosnefroy 2007).

The stronger the SSE for academic learning, "the wider the range of career options they seriously consider, the greater their interest in them ..." (Bandura, in Pajares and Urdan, eds. 2006, 13). In other words, students who experience success in a subject have a greater chance of developing an interest for that subject. But when students doubt their self-efficacy and experience failure in a subject, their SSE weakens and they risk having much less interest in the subject. The following are some examples of actions that could be taken to foster success and cultivate student interest in a subject:

- Ask students to rate their level of interest (low, average, high) for the subject or the task at hand.
- Explain that a person's preferred subjects are often those for which his or her SSE is the strongest (make connections and apply the previous ACGC).
- Propose stimulating tasks that have a clear, attainable goal (task breakdown).
- Take a moment at the end of each task to highlight that the student was able to achieve the goal.
- Ask students to provide information that demonstrates any change in interest in the subject.

2. Focus on particularly sensitive subject areas: mathematics and the sciences

Several programs that lead to careers in science and technology require the acquisition of competencies in mathematics. Some authors contend that "experiencing success, particularly in mathematics and the sciences, is the most important source of the sense of self-efficacy" (Fouad and al. 2002; Lent 2008; Schunk 1991; in Cosnefroy 2007, 3) [*Translation*]. If a student has a weak feeling of competence in this subject, it is highly likely that he or she will not develop much interest in it. Consequently, with respect to academic and career development, students who do not believe in their self-efficacy for mastering basic concepts in mathematics and the sciences are probably not aware that they are influencing their future prospects. Indeed, people rapidly eliminate entire occupational categories based on their self-efficacy beliefs, regardless of the benefits that might be derived from these occupations (Bandura 2007). It is therefore advisable to make students aware of this reality.

- Help students identify their level of interest in this subject area.
- Explain the effects of the SSE on the cultivation of interests.
- Ask students to rate their level of interest for each subject in the subject area.

- Plan concerted actions with the main partners of the school team to sensitize students to the impact of their interests or disinterests for this subject area.

3. Help students develop metacognitive and reflective practices

It is very challenging for adolescents to reflect on themselves, ask questions about the way they learn, and self-observe in order to regulate their actions and develop their sense of empowerment. Learning to question themselves, particularly with respect to their interests and disinterests, is often key to appropriating more abstract content and improving self-knowledge. In order to develop this reflex, students need help and role models. Some students—especially those with a weak SSE—also need support to understand that they might be more competent than they think..

- Intervene in authentic contexts

Question students on their level of interest when they are preparing to engage in concrete tasks in school subjects; at lunch time, when they have chosen to engage (or not) in a student life activity; after school, regarding the ways they lead their lives inside and outside school. These are but a few concrete examples where asking students questions about their interests has a very high impact on them.

Types of questions to fuel reflection on interests

- *On a scale, what is my level of interest (low, average, high) for a task, a subject, etc.?*
- *How can I describe my attitude, behaviour or perception when I am interested in a task?*
- *How can I describe my attitude, behaviour or perception when I am not very interested in a task?*
- *What tools do I have to help me overcome challenges when I have no or little interest in the matter?*
- *What classroom activities (concepts, contexts, etc.) am I interested and do I feel competent in?*
- *What is my level of interest for tasks in mathematics? For tasks in the sciences?*
- *How do I plan to collect the information I need to develop a portrait of what does or does not interest me inside and outside school?*
- *What did I learn today about my fields of interest?*

- Regularly encouraging young people to take a step back and question their level of interest for given tasks, themes, subjects, activities, etc., allows them to become more aware of their academic tendencies.
- Interventions that encourage students “to shed a different, more in-depth light on the interdependence of their interests, context and learning experiences in the construction of the sense of self-efficacy” (Loisy and Carosin 2017, 75) [Translation] are completely in line with the ACGC.

4. Keep evidence to transform the abstract into something concrete

When students keep evidence of their reflection, in this case of the ACGC, their interests and their fields of interest, they externalize their inner discourse. They translate the abstract into words, images, etc. They transfer what is going through their mind and bring it from the inside to the outside. This is one way for students to exercise greater control over their lives, as it allows them to take a step back and see things more clearly. When such evidence spans a significant period of time, students have the means to observe their progress. Evidence is also “a source of information that can serve to validate learning” (Hadji 2012, 213) [*Translation*].

Students’ increased awareness and their observations over a given period are helpful in defining fields of interest more clearly. Students are then in a better position to develop a profile of what truly interests them as individuals and what does so less, or not at all, inside and outside school.

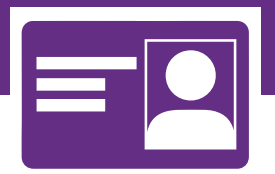
- Encourage students to record their observations, self-observations, realizations about their interests, etc.
- Steer students toward different ways of recording evidence about their interests (e.g. writing information in their agenda, a journal or a digital folder).
- Regularly remind students of the importance of keeping evidence of what they are learning about self-knowledge, their fields of interest, etc.

In closing

To develop their self-knowledge, students must remain mindful of their experiences in school, which provide them with numerous opportunities to question themselves about their interests and fields of interest. Indeed, “the greater the interest they have..., the better they prepare themselves educationally for different occupational careers, and the greater their staying power in challenging career pursuits” (Bandura, in Pajares and Urdan, eds. 2006, 13).

ACADEMIC AND CAREER GUIDANCE CONTENT
FOR SECONDARY CYCLE ONE

AREA 1: SELF-KNOWLEDGE (EDUCATIONAL SELF)



ACGC ACADEMIC SUCCESS

Develop a description of the academic and personal strengths that contribute to his/her academic success

In sum, students learn:

- that some strengths foster academic success
- that they have power over their ability to succeed
- to recognize the academic and personal strengths they can rely on to succeed
- that academic success influences academic and career choices

From elementary to secondary school

The ACGC introduced Elementary Cycle Three students to the *academic self* and the *world of work* (see: *STUDENT DUTIES AND WORK METHODS: compare the work methods and duties of a student with those observed in the world of work*). By making parallels between the two, children learned that the role of student is also a social role that has a place in Québec society. Every morning, just like workers, students have to go to their place of work—school—to learn and perform their *student duties*. And, just like workers, they have to develop work methods to successfully carry out those duties. With this ACGC, students learned to view work methods as strengths that foster academic success.

In Secondary Cycle One, academic success is at the heart of the ACGC. It reminds adolescents about the importance of their student duties. This important social role “allows children and adolescents to have their identity recognized” (Rousseau, in DeBlois 2005, 153) [*Translation*]. Students working toward a Secondary School Diploma (SSD) have the next five years to exercise their student duties. They must reflect on the strengths they can draw on to successfully complete their secondary school studies, as well as continue preparing for academic and career choices.

Intention of this ACGC item

This ACGC is intended to give back to students the central role they must play to act upon their success. Indeed, the literature confirms that the leading contributing factors to academic success are found within students themselves (DeBlois 2005). As such, this ACGC is also meant to make students aware of the personal and school-related strengths that help them learn.

Whether these strengths are **school-related factors** (e.g. having good student-teacher relationships, feeling that one is accepted by one's group or class, or participating in extracurricular activities) or **personal factors** (e.g. the sense of self-efficacy, finding it easy to socialize or being able to rely on effective problem-solving strategies), students come to realize how these strengths help them succeed. Once students have acquired sufficient understanding about the concepts of strengths and their effects on success, they learn to use the cognitive strategy *to develop* to process information regarding the strengths that contribute to academic success. Students can then describe, in their own words, the strengths that help them to maintain or improve their academic success. Given that the students' academic results may have an impact on their academic experiences later on, it is important to remind them that these experiences will, in turn, eventually influence their academic and career choices.

Academic success and educational success

The literature sometimes refers to the concept of *academic success*, and at other times, educational success. However, the authors agree that educational success¹³ has a broader definition than academic success.

A definition of academic success¹⁴

Academic success is defined as “the successful completion of an academic path for which the student meets the requirements of a program of study established by the Minister and earns credits for certification purposes. Academic performance and diplomas, certificates and attestations of study are indicators of student success” (MEES 2016, 6).

However, there is one drawback to tying academic success with student academic performance and results. Indeed, “this definition of academic success does not do justice to everything else young people have successfully learned nor to the work of the teachers” (Lapointe and Sirois 2011, 2) [*Translation*]. However, academic success, by its very definition, belongs to the realm of school (Lapointe 2009). It “specifically and exclusively refers to the schools’ mission to educate and to the different types of learning acquired by students” (Lapointe and Sirois 2011, 2) [*Translation*].

Academic success in the context of the ACGC

Since academic results and grades are considered “the key to the student’s personal, social and occupational future” (Laferrière and al. 2011, 167) [*Translation*] and since the concept of educational success is not specific to or the exclusive domain of the school (Lapointe 2006), academic success—the theme of this ACGC—primarily refers to the academic results of students in the subjects taught at school.

However, given that this ACGC is applicable to the field of guidance, and more particularly to the area of self-knowledge, success is understood not only within the context of the students’ grades in the different subjects, but also within the broader context of personal potential and development (academic self). In this sense, the notion of academic success spills over slightly into the notion of educational success. For example, as students begin the academic and career exploration process, this ACGC encourages them to view themselves with a **global perspective** so they can become aware of their **personal and academic** strengths. “In order to fulfill their potential and make career choices that correspond to their interests and aptitudes, people have to know themselves well and be willing to explore their abilities” (MEQ 2003, 48), since “it is often through their successes and failures that students develop an image of themselves and of what they can—or cannot—aspire to” (MEQ 2003, 48).

The reason for this content

Children transition to adolescence at about the same time they start secondary school—an overlap that risks introducing instability into their lives. This context of vulnerability can negatively affect the academic results of adolescents as well as decrease their interest in school subjects—two elements that can threaten academic success. In these conditions, it is important to mitigate this risk so that adolescents can fully assume their role of student. In addition, making students aware of the importance of taking action to improve their academic results and drawing on all their strengths to succeed also has a positive impact on their academic and career choices. It goes without saying that “such academic success, and the dreams nurtured by it, may be intimately related to students’ later occupational options” (Brown and Lent, in Pajares and Urdan, eds. 2006, 203).

¹³ Appendix D offers further clarifications regarding the differences between academic success and educational success.

¹⁴ The concept of academic success “refers first to a social construct grounded in a given culture in a specific context. Academic success is therefore relative and subjective” (Lapointe and Sirois 2011, 2) [*Translation*].

Bouffard offers yet another argument in favour of teaching this ACGC in Secondary Cycle One. Her work concludes that “from Secondary I until the end of secondary school, the measurement of perceived competence predicts academic performance [including academic results] three times better than mental skills” (Caza 2018) [Translation]. It is therefore important to intervene early, both in terms of students’ academic and career path.

Other authors also report that people “develop an interest in a field or career not only based on their skills (Strong 1943), but also based on their belief in their ability to effectively use these skills” (Bandura 1997; Barak 1981; in Grégoire and al. 2000, 99) [Translation].

Connections with the other ACGC

Cosnefroy (2007) indicates that **success sustains interest**, while reinforcing the student’s **feeling of competence**. In fact, the evaluation of the SSE of 10- to 15-year-old students shows that “their belief in their ability to regulate their own learning and master different school subjects affects their level of motivation and academic success” (Lieury and Fenouillet 2013, 73) [Translation]. It moreover appears that “the relationship between the sense of self-efficacy and performance or perseverance is firmly established among learners of all ages” (Galand and Vanlede 2004/5, 3) [Translation].

In sum, supporting students in acquiring a sense of self-efficacy at school promotes their success, allows them to consider future career prospects and makes learning meaningful. As such, this ACGC is connected to and has an impact on the two prior ACGC items, which explored the themes FIELDS OF INTEREST and SENSE OF SELF-EFFICACY (SSE).

The context of students starting secondary school

Adolescence is an important transition period. The start of secondary school coincides with a challenging period in the lives of adolescents, one that exacerbates their vulnerabilities and calls on their adaptive capabilities. In addition to being in a transitional phase with regard to their own development, they also have to contend with the effects of academic changes that require them to gradually adapt to their new physical, social and human environments. The literature calls the transition from elementary to secondary school “the key factor influencing student retention” (Chouinard and Desbiens 2009, in MELS 2012). The literature also states that “a number of researchers have observed the following effects among young people [entering secondary school], to varying degrees” (MELS 2012):

- severed social ties (the most harmful effect)
- greater isolation
- a greater level of **performance anxiety**
- a **decline in academic performance** (or academic results)
- **loss of interest** in school subjects
- less positive attitudes toward school and teachers
- decreased confidence in their ability to succeed in school

“While for most students the negative effects are minor and soon wear off, some experience more serious difficulties: problems arise in one or more subjects and appear to persist” (Anderson and al. 2000, in MELS 2012, 4). “For these students, the transition has a definite impact on their motivation and commitment at school and, by extension, on their academic success and perseverance” (MELS 2012, 4). Given that students starting secondary school may see a decline in their academic results, which, in turn, impacts their academic success, this ACGC will have a more significant impact if it is implemented in Secondary I, a key year in the transition from elementary to secondary school.

Protective strengths

In scientific jargon, the expression *protective factors* conveys the meaning of *strength* used in the wording of the ACGC. They are factors that help young people successfully carry out their student duties.

In addition to academic and family factors, eight personal factors have been identified by researchers (see table below) and are presented as protective factors in *Ensuring a Smooth Transition From Elementary to Secondary School* (MELS 2012). Among these, the **sense of self-efficacy** (ACGC for Secondary Cycle One) has been recognized as a strong predictor of student success (Lieury and Fenouillet 2013) and as an important strength (Lecomte 2004/5) that contributes to academic success. In this context, it appears to be one of the major strengths that supports students in engaging in their studies.

Examples of Protective Factors During the Transition to Secondary School

Academic

- Good relationships with teachers (the most important protective factor)
- Availability of someone to count on at stressful times
- Sense of belonging
- Participation in extracurricular activities

Personal

- Positive self-esteem
- Physical appearance
- **Perceived self-efficacy**
- Ability to socialize/good social skills
- Ability to thrive and overcome adversity (resilience)
- Proficiency in languages and mathematics
- Interest in school subjects
- Effective problem-solving strategies

Source: Chouinard and Desbiens (2009); Vaatz-Laaroussi (2009), in MELS 2012, 5.

Examples of intervention strategies

As students begin the career planning process, achieving their potential represents a meaningful strategy to ensure that they will mobilize the strengths that will help them succeed. “In order to take active responsibility for their development, they need to adopt a realistic and persevering attitude and develop the habit of self-evaluation, which will serve them well in the life-long learning that lies ahead... The development of this capacity for self-evaluation allows them to recognize how much progress they have made and the improvements they still need to make” (MEQ 2003, 48-49). By becoming aware of these strengths, students equip themselves with everything they need to take action as the author of their own success.

Indeed, achieving their potential is a powerful approach that allows students to find ways to improve or maintain their academic and educational success, and to equip themselves to invest in laying the groundwork for a personal, career or civic project for their future. The following examples, inspired by the QEP, demonstrate how students can achieve their potential:

- Regularly adopt a reflective posture to analyze their learner profile, their interests, their strengths, their assets or areas for improvement.
- Develop the habit of self-evaluation.
- Evaluate their self-efficacy for thinking, learning and working in order to be able to self-regulate and make adjustments. In this respect, the QEP, Secondary Cycle One, states that “self-knowledge is particularly important in a context requiring regular assessment of one’s personal or occupational development and ways of pursuing it” (MEQ 2003, 48).
- Progressively take ownership of their success and recognize the competencies and talents they have developed through their many experiences.
- Leverage the strengths that contribute to ensuring their success and to developing their self-efficacy in school.

An extensive Québec study, which took place from 2007 to 2013, brought together a team of researchers around the project ERES (Évaluation du renouveau à l’enseignement secondaire, or evaluation of the education reform for secondary school). One of the outcomes of this research was the identification of some evidence-based practices that influence success.

Eccles and de Roeser (2009 and 2011, in Cyrenne and al. 2014) observed a number of practices in classrooms that, according to a broad consensus among the scientific community, contribute to student success. In the context of the ACGC, these practices have been proposed as sample intervention strategies.

These practices:¹⁵

- take into account the **students’ individual differences**, e.g. their knowledge, fields of interest and learning styles
- use questioning to foster **active construction of knowledge**
- allow students to **receive regular feedback from the teacher**
- rely on **formative evaluation**
- use **academic tasks that are considered rewarding** and important outside of the classroom and even outside of the school, and that are also consistent with the student’s academic goals and objectives
- call on students to **mobilize their cognitive and affective resources**
- are personally **meaningful** and pose **new cognitive challenges**
- are used by teachers to **promote student mastery-oriented goals and expectations**
- are carried out in a learning context or in the context of proposed situations that correspond to the student’s fields of interest, skill level and psychological needs
- use interesting, meaningful materials that appropriately challenge students

In sum, the work resulting from the ERES project suggests that “a teacher who establishes connections with students, encourages them to participate in class, asks them questions and provides feedback on their learning contributes to their educational success” (Cyrenne and al. 2014, 20 21) [*Translation*].

¹⁵ Practices drawn from Cyrenne and al., 2014, 21.

Other authors agree: “The class atmosphere and student-teacher interactions have an impact on both academic success and student engagement in academic activities” (Pierce 1994, 55, in Fortin and al. in DeBlois 2005) [*Translation*]. Indeed, “the quality of the pedagogical relationship is closely tied to young people’s sense of success or failure—both in elementary school and secondary school—and, consequently, to their self-appreciation and appreciation of school” (DeBlois 2005, 155) [*Translation*].

In order for tasks to support a culture that promotes success, they must exhibit “a reasonable and appropriately calibrated degree of difficulty” (Pelletier, in Bandura and al. 2009, 6) [*Translation*]. “Students experience greater success when they perceive that others have high expectations of them and when they are encouraged to achieve the objectives related to these expectations” (DeBlois 2005, 43) [*Translation*].

In closing

Students, by learning about strengths and their impact on success, become aware of the factors that can contribute to their own academic success. They use the learning strategy to *develop* in order to gain a better understanding of strengths and how to apply them, and to describe the ones they should draw on repeatedly over time. This personalized understanding helps students to be empowered and to keep in mind the ways they can achieve their potential and contribute to their academic and educational success.

ACADEMIC AND CAREER GUIDANCE CONTENT
FOR SECONDARY CYCLE ONE

AREA 2: KNOWLEDGE OF THE WORLD OF SCHOOL



ACGC QUÉBEC SCHOOL SYSTEM

Compare the differences and similarities between the different paths to qualification in the education system

In sum, students learn:

- basic knowledge about the Québec school system
- that there are various paths to qualification offered in the school system
- that constructing a broad overview of the different levels of schooling helps them plan for their future
- that the various paths have certain similarities and differences (e.g. duration, admission requirements), etc.
- to compare the differences and similarities between the different paths to qualification in the Québec education system

From elementary to secondary school

In elementary school, the ACGC that explores knowledge of the world of school focuses on the characteristics of secondary school. Students are asked to compare the main differences and similarities between elementary school and secondary school, using their knowledge of the former to build their knowledge of the latter. Young people discover secondary school through different angles: the physical environment, a typical day, the subjects, etc. By comparing their discoveries with what they already know about elementary school, students realize that although there are differences between the two, there are also similarities. The comparison serves to portray secondary school not as an entirely new experience, but rather as an experience that offers elements of continuity side by side with some new features. This perspective is reassuring for students and helps reduce some of the anxious feelings that may arise during the transition from elementary to secondary school.

Now that they are in Secondary Cycle One, it is important for adolescents to achieve a better understanding of the school system through which they are expected to progress. This content is particularly relevant at this juncture, because they will already have to start making decisions about their schooling by Secondary Cycle Two. The importance of understanding the different paths to qualification will therefore be applied in the short term.

Intention of this ACGC item

Even though this content is first and foremost an introduction to the different paths offered in the Québec school system, this incursion into the world of school (area 2 of the ACGC continuum) familiarizes students with the different paths to qualification in Québec. At this stage, the goal is not to steer students toward a choice of career or educational path. Rather, this ACGC is intended to help them reflect on paths that could potentially meet their needs based on their current and future level of engagement and aspirations.

As such, the intention of this ACGC is to give students a basic knowledge of the entire school system (preschool, elementary education, secondary education [including vocational training], college education and university education) so that they can be familiar enough with the building blocks of education to begin to define their career aspirations and to plan for the future.

To accomplish this, two conditions are key. Students must be accompanied by school staff, who will know how to give them the appropriate support and to guide their exploration of the school system. In order for students to build upon their knowledge, they need accurate information. This knowledge will help students to draw conclusions, but, more importantly, to compare the differences and similarities that characterize the paths to qualification.

Definition of the Québec school system

The Québec school system could be defined as an organizational structure that harmonizes the different paths to qualification leading to a certificate or diploma. These paths to qualification help students orient their studies or open the doors to the job market.

The reason for this content

The document Making Dreams Come True states that one of the main objectives of academic and career information and counselling is “[t]o give students opportunities to discover various educational paths in order to help them broaden their potential career choices” (MEQ 2002, 19). By Secondary Cycle One, it is important that students obtain an overview of the different educational paths available to them. This allows them to nurture their aspirations and to consider, in an informed manner, the next steps in their academic path.

Career aspirations both help students anticipate their academic path and have an impact on student engagement. They nurture young people’s dreams of becoming what they want to be. From a developmental point of view, they also lift students from the “here and now” by opening up new horizons that prompt students to look further, consider the possible futures before them and project themselves into those futures. “Across the literature, occupational aspiration is recognized as a factor of student perseverance” (Janosz 2000, in Rousseau 2009, 45) [Translation].

Connections with the other ACGC

This ACGC is related to the ACGC theme PREPARATION FOR ACADEMIC CHOICES IN SECONDARY CYCLE TWO. In fact, students who compare the differences and similarities of the different paths to qualification in the school system will be better informed when anticipating choices for Secondary Cycle Two. This ACGC on the school system therefore contributes to acquiring the ACGC on preparing for academic choices in Secondary Cycle Two.

Examples of intervention strategies

Here are a few intervention strategies to support students in learning about the organizational structure of the school system and the paths to qualification:

1. Responsibility sharing

Guidance counsellors have the necessary expertise and master the subtleties of academic and career information. A thorough guidance process requires “first, the expertise of information and counselling professionals and, then, measures to decompartmentalize the practices of these professionals and teachers” (MEQ 2002, 17).

As for teachers, they have the necessary expertise in teaching and the learning process. They know the students in their classes better than anyone. They spend time with their students on a regular basis, answer their questions, watch them progress and have a more significant connection with them than most other school staff.

Both areas of expertise are needed to ensure the relevance and accuracy of the information the students will have to process for this ACGC. Indeed, collaboration is a best practice. In their guidance-oriented approach, Ferre and Quiesse mention that “the mission of teachers also includes teaching students to process information, programs of study, socio-economic environments, and career choices; to develop strategies; and to envisage what impact they would like to have on society” (2002, 12) [Translation]. It is in this spirit that, as part of the BAL Career Planning and Entrepreneurship, “teachers get involved by integrating guidance activities into the curriculum in order to encourage students to reflect. Teachers, due to their proximity to students, are key actors in their lives, and help them develop subject-specific, cross-curricular as well as occupational competencies” (Canzittu and Demeuse 2017, 74) [Translation].

2. Less information, more integration

Students have many opportunities to obtain information from sources in their immediate environment (e.g. family, media, open-house days, books and articles on different educational paths and careers). “In creating connections between the sources, allowing **comparisons** and encouraging discussion, students are helped to integrate information on the guidance-oriented approach” (Ferre and Quiesse 2002, 35-36) [*Translation*]. Helping students appropriate, compare and find meaning in information is one way to promote its integration.

However, there is such a thing as too much information. When students are questioned about how they view the guidance approach, the most common critique is that “all the information on educational and vocational options is more ‘disorienting’ than orienting: they think there is so much information—complex, abstract information—that they struggle to make sense of it” (Floor 2013, 4) [*Translation*]. For the information to be meaningful and to enlighten rather than confuse students, students should not be given large quantities of information on educational options or trades and occupations (MEQ, 2002). Information must be measured. That said, students can always be provided with additional sources of academic and vocational information.

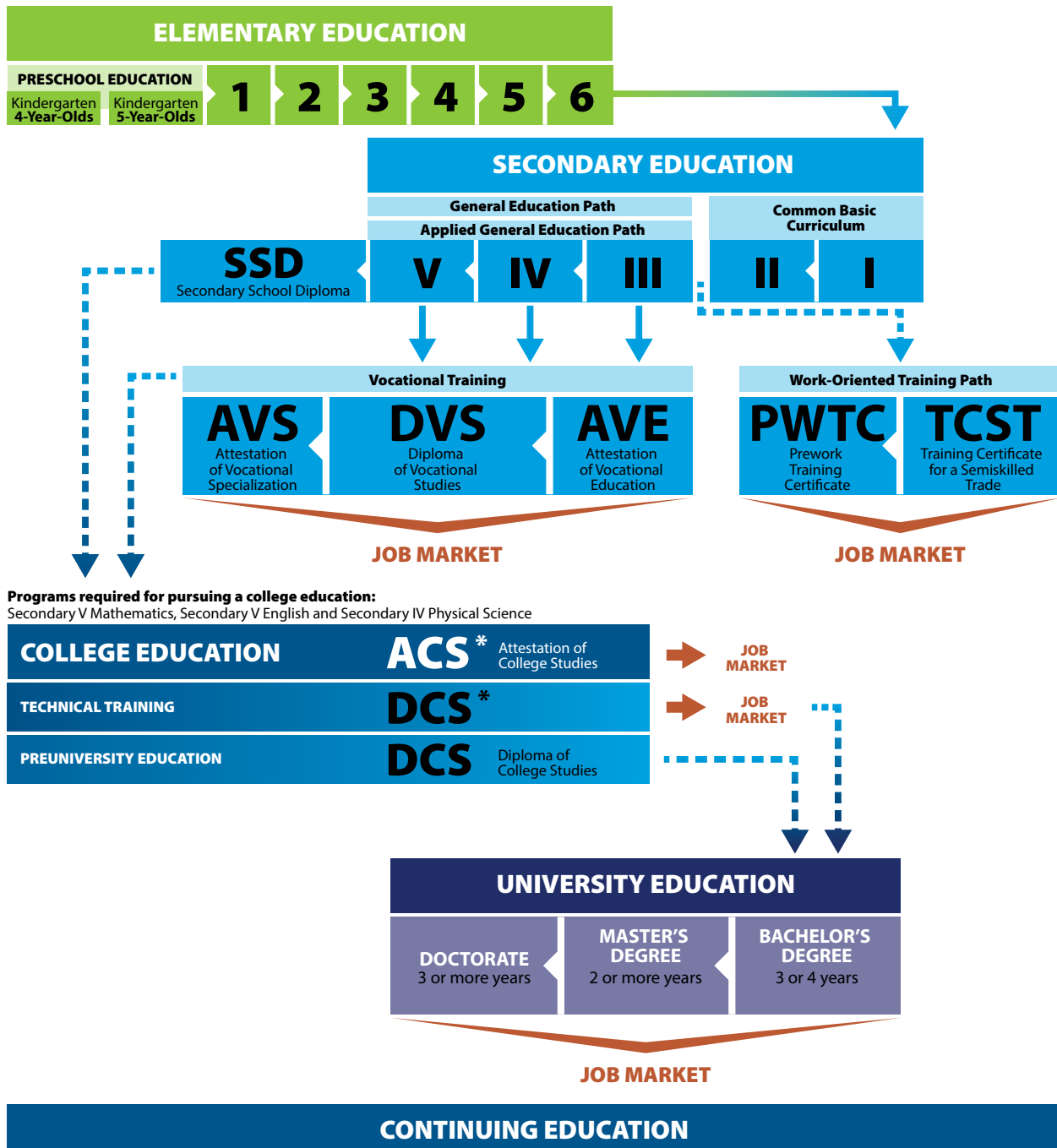
The time devoted to grasping the subtle differences between the paths to qualification and to understanding the different options available may vary by group in an effort to take individual student needs into account. In this context, it is important to allow the students’ needs to dictate the time spent on this ACGC. In other words, there will be different expectations for a group of students in a regular academic program than for a group of 12- to 15-year-old students with moderate to severe intellectual disabilities and for whom the CASP Education Program (Competency-Based Approach to Social Participation) applies.

3. Visual representations

To help students develop an overview of their school system, it can prove very useful to illustrate it using images (e.g. tables, diagrams, posters). Research has shown that “visual representations of the school system play a pivotal role” among students (Pelletier 2001, 249) [*Translation*]. Indeed, these images allow students to view the school system as a whole.

The school system offers a variety of tools to illustrate the school system. The following image, for example, is a simple diagram that provides an overview of the Québec school system. It includes the different paths of secondary education, college and university education (see arrows). When students see the school system illustrated in this way, it is easier for them to envisage it and ask questions about the characteristics of the different paths to qualification.

Québec Education Program¹⁶



Source: Gouvernement du Québec, 2008

¹⁶ Guidance professionals have access to numerous sources of information to illustrate the school system. They often have tools on hand to assist student understanding. Some guidance professionals have even created their own tools to better reflect regional circumstances.

4. Questions

Asking questions is one way to encourage students to explore and compare the similarities and differences between the paths to qualification in the school system. Indeed, “people’s ability to get informed is grounded in their ability to question themselves” (Ferre and Quiesse 2002, 34) [*Translation*]. The very act of asking questions arouses curiosity. It is a stimulating activity and encourages students to engage in **active cognition**.

Questions first and foremost target concrete elements that structure and guide the use of information. It is important to remind students that they need to record any information they think is relevant for making comparisons so they can then demonstrate that they have met the expected student learning outcome for this ACGC.

Here are a few sample questions that are designed to help students structure their search for information:

- *What are the admission requirements for college? Vocational training? University?*
- *What are the similarities and differences between the admission requirements? What sets them apart?*
- *What diploma or qualification can you obtain after successfully completing vocational training or a college or university program of study?*
- *What requirements must be met to obtain these qualifications or diplomas (duration of training, admission requirements, etc.)?*
- *What are the similarities and differences between [two types of diplomas]?*
- *Based on what you have learned, what conclusions can you draw after making comparisons between... and...?*

Regardless of how ACGC instructors choose to proceed, in order for students to retain the guidance content they have learned, they must be able to use the strategy *to compare*. They need to learn this strategy in order to appropriate information at a cognitive level. This strategy is a cognitive tool that allows them to know, and then understand, how each path to qualification is different from the others.

In closing

By the end of this ACGC, students will be able to demonstrate that they have sufficient knowledge to distinguish between the various paths to qualification offered by the school system. They will be able to identify and then compare their similarities and differences. In addition to allowing them to grasp the requirements associated with each of these paths, this content gives them an opportunity to begin thinking about their options as they plan their futures. This process represents the next challenge in store for students, since, in the short term, they will be called on to anticipate their academic choices for Secondary Cycle Two.

ACADEMIC AND CAREER GUIDANCE CONTENT FOR SECONDARY CYCLE ONE

AREA 2: KNOWLEDGE OF THE WORLD OF SCHOOL



ACGC

PREPARATION FOR ACADEMIC CHOICES IN SECONDARY CYCLE TWO

Anticipate choices for Secondary Cycle Two based on his/her fields of interests and academic aptitudes

In sum, students learn that:

- the choices available in Secondary Cycle Two (academic path, course options, elective subjects) depend on the opportunities offered by their school service center and school board
- there are criteria in place that determine possible choices (e.g. academic results, specific learning)
- they can use their fields of interest and academic aptitudes to anticipate choices

From elementary to secondary school

Interests and aptitudes were addressed in one of the six ACGC items in Elementary Cycle Three. Students learned to understand these concepts and construct their meaning in a context of career planning. As part of this process, students had to take steps to improve their self-knowledge by attempting to produce a description of themselves in terms of interests and aptitudes.

The concept of interests is revisited in Secondary Cycle One, but takes on a broader meaning. Indeed, the ACGC theme FIELDS OF INTEREST takes not only interests into account, but also disinterests. Placing the focus on the broader sense of fields of interest helps students to better prepare for the academic choices they will have to make in Secondary Cycle Two and to begin to plan out their educational path.

Intention of this ACGC item

The reform of the Québec Education Program resulted in a greater diversity of paths in Secondary Cycle Two. “[This concern for diversification] is shown in the possibility students have to choose from among different paths and by the creation of bridges that allow some mobility from path to path” (MELS 2007, 3). Students discover these possibilities in Secondary Cycle One. It is also during this time that they are helped to make choices in preparation for Secondary Cycle Two among the different options offered by their school service center and school board.

With this ACGC, students acquire knowledge of the world of school by exploring the options available to them in Secondary Cycle Two. The aim here is to support students as they pursue their educational path and to provide them with the help they need to prepare for it. Depending on what is offered in their school service center or school board, adolescents learn to distinguish between the different paths in Secondary Cycle Two, i.e. between the *General Education Path*, the *Applied General Education Path* (MELS 2007) and the *Work-Oriented Training Path* (WOTP) (MELS 2008), the third including Training for a Semiskilled Trade (TST) and Prework Training (PT). Students also explore the various choices offered in Secondary Cycle Two, such as elective subjects that will allow them to head toward a path that meets their needs, the mathematics options, an arts course from a choice of four arts programs or the choice of a WOTP practicum. In short, students explore the world of school in Secondary Cycle Two by building on what they have learned about their fields of interest and by taking their aptitudes into consideration.

At the end of this ACGC, students will be able to show that they can anticipate the choices available to them, are aware of what these choices involve and feel capable of explaining them by relating them to their interests and aptitudes. The purpose of this preparation work is to allow students to engage in the necessary reflection and self-awareness to make decisions. This is an opportunity to help them to develop the skills they need to make observations and juggle the different elements involved in decision making in order to have realistic data to inform their anticipation of the next steps in their path.

Definition

The theme of this ACGC, PREPARATION FOR ACADEMIC CHOICES IN SECONDARY CYCLE TWO, does not intend to place students on any definite career path. Rather, the preparation for academic choices is synonymous with *learning to make choices* (Canzittu and Demeuse 2017). It is used as a pretext for students to learn how to make a decision from start to finish, and then take a step back to understand what influenced it. This exercise in making a choice is also an opportunity to receive support in this process and to recognize that some knowledge is needed to anticipate future prospects (in this case: knowledge of their interests and aptitudes, consideration of their academic results, and knowledge about the options that are available to them). With these tools in hand, students will be better equipped to make choices when the time comes—choices that will have a much larger impact on their career paths.

The reason for this content

When discussing the preparation of choices based on the students' fields of interest and academic aptitudes, it is worthwhile to view the concept of choice through the lens of the theory of Ginzberg and al. (1951, in Canzittu and Demeuse 2017). Ginzberg and al. explain that the tentative phase of occupational choice (from 11 to 17 years old) is divided into four stages: interest, capacity, values and, finally, transition. "People will base their career choice first on their interests, followed by their capacities, their values, and, finally, factors anchored in their reality" (Canzittu and Demeuse 2017, 30) [Translation]. In this ACGC, students' choices in anticipation of Secondary Cycle Two are based on their interests, aptitudes and capacities—in other words, their choices are grounded in the first two stages of development mentioned by the authors and correspond with the age of students in Secondary Cycle One.

By preparing students for choices in Secondary Cycle Two, this ACGC represents an opportunity for them to practise making choices, plan for the future and anticipate their choices for Secondary Cycle Two. "To orient themselves in life and deal with contexts of instability and increasing complexity requires that young people learn to make choices, in order to be able to set a course and find their way" (Canzittu and Demeuse 2017, 10) [Translation].

Remember that this ACGC is not meant to replace the organizational framework used to place students transitioning from Secondary Cycle One to Secondary Cycle Two. However, this content does provide a framework that gives meaning to the process. Indeed, "together with the procedures to place students, the school's organizational structure constitutes frameworks in which students progressively learn to question themselves about

their future careers" (Picard and Masdonati 2012, 42) [Translation]. This ACGC can be incorporated into the broader process of choosing courses in Secondary II. It allows students to acquire meaningful learning by being actively involved in the process. As such, this ACGC assumes its full meaning when used with Secondary II students.

Connections with the other ACGC

This content has connections with the ACGC that deals with the theme FIELDS OF INTEREST. One facet of the expected student learning outcome for this ACGC makes a direct reference to interests (expected outcome: anticipate choices for Secondary Cycle Two based on his/her fields of interests and academic aptitudes). The notion of aptitudes or ability in turn is related to the ACGC theme ACADEMIC SUCCESS as well as SENSE OF SELF-EFFICACY. In other words, there are connections with the first three ACGC items that fall under the area of self-knowledge, thus providing a good opportunity to point out to students that self-knowledge and knowledge of the world of school go hand in hand.

Examples of intervention strategies

Here are a few intervention strategies to support students as they prepare to make choices for Secondary Cycle Two:

1. Properly timed interventions

Given that students anticipate their choices for Secondary Cycle Two based on their fields of interest and academic aptitudes (see the expected student learning outcome for the ACGC), it is best if this content is covered after the ACGC on fields of interests and the one on academic success. This sequence promotes meaning-making and provides the foundation for helping students anticipate. It will also make it easier for them to make connections and to use the portrait they drew up of their interests and disinterests inside and outside school, as well as what they learned about their strengths. This ACGC has the most potential when it is covered in an authentic context, that is, during moments when students are doing activities relating to their transition to Secondary Cycle Two. Therefore, this ACGC could figure prominently in the school's ACGC implementation plan in the second year of Secondary Cycle One.

2. Support for the transition

The transition to Secondary Cycle Two is sometimes accompanied by different realizations not only for students, but also for their parents. This is often a turning point at which some people experience a form of grieving, especially when it becomes apparent that their academic results will not allow them to follow a regular path in Secondary III. It is important to take this into account, and support from professionals may be particularly helpful for some students and their parents.

When students are offered support in these circumstances, it can influence their level of motivation for pursuing their educational path. "The way students experience guidance appears to be a predictive factor for motivation" (Brasselet and Guerrien 2010, in Louvet and Duret 2017, 266) [*Translation*]. Students who do not perceive any use in choosing a path or who have the impression that making choices will not help them achieve their goals have a greater need for support. When they feel they have to commit to a path that they did not choose themselves, the choice of path is regarded as an obligation from which there is no escape. It may become necessary to intervene at this point to help adolescents to make sense of the situation and consider other possible avenues.

Young people who agree to go down a path they would not necessarily have chosen experience disappointment. Despite this, when they are able to accept certain facts that reflect their reality, they can become more motivated. Even though this is a matter of extrinsic motivation, Louvet and Duret (2017) state that this is the form of extrinsic motivation that has the greatest impact. In other words, even if the students' motivation comes from external factors, if they are able to accept the outcome of their "pseudo-choice," they are able to reclaim a sense of control over their future and, therefore, a certain degree of motivation. When students are able to maintain their academic engagement and understand the relevance of the imposed choice, they experience greater motivation. "In fact, the simple fact of feeling free to make their own academic and career choices as 15 year olds can predict student motivation for school activities in the following year" (Louvet and Duret 2017, 266) [*Translation*].

3. Teamwork

The world of school and preparation for academic choices in Secondary Cycle Two include a component that is specific to guidance. In order for students to develop sufficient understanding to make an informed decision, they must have precise, accurate information. In this context, collaboration with the guidance counsellor is recommended.

Moreover, since the choices made in Secondary Cycle Two necessarily have an administrative component, it follows that the process bears all the more fruit when school staff work together on the issue and consult one another regarding the types of intervention to carry out.

4. Anticipation: a metacognitive learning strategy

All the ACGC items include wording that refers to a learning strategy so students will know how to process the information. Up until this point, for all the ACGC covered in elementary school or Secondary Cycle One, the strategies included in the expected outcome of the ACGC were strategies of a cognitive nature. Here, for the first time, students use the metacognitive strategy *to anticipate*.

When leveraging interventions that are designed to prepare students to make a career choice, it is important to help them “operationalize—that is, to use precise words when stating the problems they encounter, the objectives they are pursuing as well as the solutions they are considering in order to compare options and plan appropriate actions to make the best possible choice” (Nota and al. 2008, 10) [*Translation*]. By anticipating, students can create mental representations that allow them to envision and imagine situations in the future.

Anticipating requires that students have enough data to project themselves into the future and picture themselves in different possible future scenarios. To anticipate choices for Secondary Cycle Two, students must be aware of the choices offered in their school or immediate environment, as well as the conditions for accessing these choices. By way of preparation, the students form hypotheses that take into account their fields of interest, aptitudes and capacities. They also consider the requirements associated with various possible choices, identify the resources they need to make these choices, etc.

Anticipating may make students realize that the range of options that had been available to them has changed, for instance, due to insufficient academic results or because the option in mathematics that corresponds best to their interests and aptitudes is no longer being offered. In sum, anticipating means making hypotheses about possible choices that take reality into account and that, according to the circumstances at play, are most appropriate for the situation.

Contextualized school projects and learning situations can facilitate anticipation and give students an opportunity to project themselves into a path in a more realistic way. For example, to help them identify the differences between the science options, students could participate in workshops or lab assignments that explore the attributes of the two different programs of study. These applied tasks speak for themselves. They are a huge boon to students trying to find arguments to determine which program is better suited to them, or to anticipate and ask which program is more likely to help them stay motivated in the next year.

In closing

This ACGC encourages students to play an active role in their transition to Secondary Cycle Two (e.g. choosing mathematics and science options, choosing an elective subject that will suit them in Secondary Cycle Two [whether in Secondary III, IV or V], choosing practicums as part of the WOTP). The act of identifying options, compiling realistic arguments, revisiting prior knowledge and acquiring new knowledge regarding their self-portrait and the options available to them are all situations that allow adolescents to anticipate and actively engage in the choice-making process. This engagement also contributes to student motivation and student perseverance.

ACADEMIC AND CAREER GUIDANCE CONTENT FOR SECONDARY CYCLE ONE

AREA 3: KNOWLEDGE OF THE WORLD OF WORK



ACGC

ACADEMIC PREFERENCES IN RELATION TO THE JOB MARKET

Select occupations that match his/her academic preferences

In sum, students learn:

- to recognize their preferences in relation to the different school subjects
- that these preferences can be found in the world of work (trades or occupations)
- to make connections between their academic preferences and the options offered by the world of work
- to select occupations that match their academic preferences

From elementary to secondary school

In Elementary Cycle Three, students explored the world of work through the lens of the occupations of people in their community (members of their family, neighbours, significant adults). In order to further their knowledge on the subject, each student had to choose at least two people in their lives and develop a description of their occupation.

In secondary school, this ACGC first encourages students to think about their preferences in school, in terms of school subjects, subject content, extracurricular activities, etc. (refer to area 1: self-knowledge and area 2: knowledge of the world of school). Using these preferences as a springboard, students then consider the world of work (see area 3) to verify if their preferences are reflected in the trades and occupations available on the job market.

Intention of this ACGC item

This ACGC is designed to help each student understand why he or she favours certain school subjects, activities, tasks, etc., in school, and realize how these preferences can be transposed into the world of work. Students come to realize that the things they are drawn to the most or the least in school can help guide their career planning.

Section 23 of the Basic school regulation¹⁷ specifies the nine compulsory subjects that students must take in the first cycle of secondary school. Each subject has its own particular characteristics (e.g. number of credits) and specific learning content, develops its own field of knowledge and competencies, and elicits various student interests and aptitudes. Whether we are considering the hands-on student who seeks to use tools and materials, the student who demonstrates the curiosity required to observe the results of a science project, the creative student who appreciates the space and freedom for expression offered by the arts, or the student who is fond of history and seeks to get to the bottom of facts or events, each of these examples refers to personality traits and skills that appeal or do not appeal to the student and that correspond to specific trades and occupations.

Not all subjects and not all content within the same subject are equally pleasing to all students. In fact, it has often been observed that a student will appreciate or prefer some aspects of a subject more than others. For example, Alex realizes that his academic preferences have certain points in common, namely, contexts that require **working with others, exercising leadership**, being able to **move about in class** and performing **different tasks** at the same time, and all these make him feel much more motivated. Kim, on the other hand, clearly prefers things that are associated with **reflection** and **problem solving** and require **precision**. In both cases, these valuable observations will prove useful when the time comes to explore the world of work.

¹⁷ Basic school regulation, CQLR, c I-13.3, r. 8 (September 2018): <http://legisquebec.gouv.qc.ca/en/showdoc/cr/I-13.3,%20r.%208>.

In addition to the subjects it offers, the school provides students with other opportunities to discover their skills, preferences and talents. Consider the different kinds of groups that are formed in school (e.g. football teams, chess clubs); the activities offered during lunch break (e.g. working in student radio, volunteer work at the school library, drama rehearsals); the projects that involve student entrepreneurship, etc. These are all meaningful contexts in which students can draw conclusions, learn to identify their preferences and acquire the benchmarks that will eventually be useful in choosing an academic or career path.

Using this ACGC, students learn to identify their academic preferences (the criterion that will be of help in selecting) and assess what characterizes them (e.g. what they have in common, what the motives, reasons or explanations are that make them preferable to other options). Based on this criterion, students will select, in the world of work, the trades and occupations that have aspects in common with their academic preferences. This exploration will broaden the range of trades and occupations known by the students, while calling on them to draw on their self-knowledge.

At the end of this ACGC, students will be able to make connections between their academic preferences and the world of work. They will thus be in a position to select those trades or occupations that correspond to their preferences.

Definition

Academic preferences refer to the aspects that students are drawn to and appreciate in school. Preferences can refer to aspects both inside or outside the classroom (e.g. school subjects, student radio).

The expression *job market* refers to situations in which the job occupied by a worker is called something other than his or her professional title. For example, a person can occupy the function of politician on the job market even though he or she trained to be a lawyer or journalist. The concept of *job market* reflects this diversity. It also reflects the reality where a person can have completed one or more training programs yet carry out other functions. Take, for example, Canadian David Saint-Jacques:¹⁸ Despite his educational background and experience, he does not earn his living as an engineer or doctor—rather, on the job market, he carries out the tasks of an astronaut.

The reason for this content

In the context of academic and career guidance, the question “*What do you want to be when you grow up?*” is universal and sometimes a cause for concern. Children become engrossed with this question very early on. For instance, their interest in the world of work can be observed when they assume different occupational roles in play. “[F]rom a very young age, children imagine their future and the occupation they will practise. This preoccupation is an integral part of identity building. Their first years in school are critical links in the guidance process” (Canzittu and Demeuse 2017, 68) [Translation]. It is therefore important to support students in their efforts to appropriate criteria that will guide their exploration of possible career choices and academic preferences.

Having expanded their awareness regarding their academic preferences, students will be better informed as they begin exploring their possible career choices. This clarification of their preferences serves as a useful **criterion** with which to begin exploring the world of work. Indeed, it becomes a reference point that will guide students and allow them to use the learning strategy *to select*, since among the vast array of trades and occupations explored, students have one specific goal: to discover the trades and occupations that correspond to their preferences.

This ACGC prepares students for career development, since “associating their preferred school subjects with occupations in different sectors in the world of work” (Canzittu and Demeuse 2017, 62) [Translation] is one of the skills associated with career development that students must acquire in Secondary Cycle One.

18 <http://www.asc-csa.gc.ca/eng/astronauts/canadian/active/bio-david-saint-jacques.asp>.

Connections with the other ACGC

This ACGC is related to self-knowledge, since preferences or inclinations are personal in nature. It is possible for several students to have similar interests and preferences. It is also possible for this not to be the case. For example, among the arts programs, one student may prefer visual arts over dance, despite having little interest in the arts subjects in general.

Examples of intervention strategies

Here are a few examples of intervention strategies that can support students in discovering their academic preferences and making connections with the world of work:

1. Macro or micro: distinguishing the whole from its parts

The school subjects provide students with a window through which they can establish and clarify their career preferences. Interventions that ask students to break down a subject into its parts could prove very informative for them, and keep them from “throwing the baby out with the bathwater.” Each subject contains different concepts, characteristics and tasks to complete, and students can experience different levels of preference within a single subject. Asking students to situate these preferences on a simple rating scale (the green, yellow and red of a traffic light) could help them distinguish the whole from its parts.

Take, for instance, a subject like English Language Arts. There is a large diversity of tasks, which can elicit more or less enthusiasm. One student may enjoy reading and understanding the meaning of a text, but have an aversion for tasks that require her to summarize a text she has read or require her to apply grammar rules. It is very useful for students to situate their preferences for the different tasks in the subject in order to take a step back and put them into perspective. Very often, students find a number of aspects of the subject they enjoy and only a few aspects they do not like.

Students can regularly practise situating their level of preference in each subject, or they can do this exercise for only certain subjects that have a common thread or that are of sufficient scope to elicit a range of reactions. This could, for example, take the shape of a student-led interdisciplinary project involving science and mathematics courses. Concrete contexts that require students to use specific skills could prompt them to situate themselves more clearly with respect to their academic preferences. Afterwards, it will be easier for them to match their favourite school tasks with similar tasks—or tasks that require the same skills, interests and aptitudes—in the world of work. Students will therefore be able to not only select the trades and occupations that stem from their preferences, but also recognize the utility of learning concepts in school such as soft skills, know-how, etc., which they can in turn leverage to develop the knowledge and competencies they will be able to use to find their place and integrate more easily into the world of work.

2. Meaning-making

Very often, students are heard questioning the use of what they are learning in class: *What’s the point of learning that? When will I ever use that in real life? How will that help me? I don’t see where I would ever use that.* This search for meaning is explored by certain authors: “Given the time spent studying the subjects and the importance of evaluating what was learned in these subjects, it is important to ask how these subjects will be useful in the context of the students’ future occupational activity” (Ferre and Quiesse 2002, 25) [Translation]. This is an invitation to make connections between the knowledge acquired, Career Planning and Entrepreneurship (BAL) and the ACGC. Indeed, this represents one way to make connections between the world of school and the world of work, and to realize that one contributes to the other and vice versa.

The need for meaning expressed by students also relates to the question of the usefulness of what they are learning. “Young people should develop the reflex of making connections between the immediate universe where they live and the more distant universe where they will carry out occupational activities. This gives more power and more meaning to their actions today, and prepares them for tomorrow” (Ferre and Quiesse 2002, 56) [Translation].

Selecting trades or occupations that match their academic preferences makes it easier for students to create connections between what they learn in school and their occupational future that is taking shape. This connection anchors the sense of learning in the “here and now” and allows adolescents to have a much more concrete knowledge of trades and occupations. “Regardless of the student’s perceived success in the subject in question, this ‘decentring’ in relation to the subject has a positive transformative effect on motivation. It therefore appears to be useful for building bridges between subjects and career choices” (Ferre and Quiesse 2002, 26-27) [*Translation*]. In order to build these bridges, here are a few ideas:

- “Teachers integrate activities into their classes that help students make **connections** between the subjects taught and different trades and occupations, between school and work life” (Canzittu and Demeuse 2017, 72 [*Translation*]).
- As a team (e.g. the teacher and guidance counsellor), determine opportune moments to make connections during projects in class. Students, when they are in the heat of the action and focused on a project, are engaged, overcome challenges and observe actions that make it easier for them to grasp the applications of what is taught in class and used on the job.
- Take advantage of authentic tasks, such as a robotics project, to question students. In this example, students manipulate the material to build and program their robot. These are real conditions that can be exploited to illustrate the potential connections between what is learned in class and the tasks that people carry out on the job market. Students are consequently prompted to think about the specific features of the tasks and the skills they must use. They are also asked to gauge their level of preference (e.g. low, average, high).
- Teach the ACGC to students. According to the didactic system developed by Ouvrier-Bonnaz (2008), there are three approaches that can be used to teach the ACGC to students: the **information** approach, the **comprehension** approach and the **knowledge construction** approach.
 - **Information approach**
The author explains that ACGC instructors could plan career days where workers are invited to come speak to the class and explain their occupation. In this scenario, guests are invited to present the main elements of information that describe the work they and their colleagues do. Guests also explain how their interests, aptitudes and preferences led them to this job.
 - **Comprehension approach**
Students could be asked to solve a problem or answer questions using texts describing real occupations on the job market. In this scenario, students, using the provided texts, have to extrapolate the aptitudes, interests and preferences of workers that are implied in the descriptions of trades and occupations.
 - **Knowledge construction approach**
Students could be asked to isolate the elements of a situation to apply what they learned to other situations. For example, based on a series of scenarios relating to how people used their preferences to make career choices, adolescents select the information that applies to them. They then use this information in conjunction with their criterion of preference to explore career choices.

In the context of the ACGC, it is important to remember that all three approaches must be accompanied by complementary steps designed to equip students to achieve the expected student learning outcome provided in the wording of the ACGC item.

3. Association of academic preferences with the world of work using external resources

With a better knowledge of their preferences in mind, students can begin exploring the world of work. Ouvrier-Bonnaz (2008) explains that conceptualization allows students to discover trades and occupations. Indeed, in order for students to get an idea of a trade, they must first conceptualize the trade using concrete elements, such as the tasks or actions that are associated with practising that trade. Here are a few ideas to help structure career exploration:

- A team, in collaboration with the guidance counsellor, may produce documents that make connections between each subject and different trades and occupations, categorized by area of professional activity. Students select documents that correspond to the preferences they have identified.
- Before students make their selection, a directory of websites, links, guides, etc., may be provided to them to deepen their understanding of the description of a trade or occupation that has caught their attention with concrete elements that need to be verified and associated with their preferences.
- The guidance counsellor is invited to speak to the class, answer student questions and encourage students to consult the monographs describing the special features of the selected trades and occupations.

These examples help students search for accurate information and prevent students from developing stereotypical, incorrect or incomplete notions of the trades and occupations.

In closing

This ACGC covers knowledge of the world of work to give students the opportunity to do more than explore different trades and occupations. The students are also able to explore trades and occupations from their standpoint as individuals and through the lens of personal preferences, so that students realize that they may find an equivalent of their academic preferences on the job market. This can help students discover options that suit their aspirations and give meaning to their learning as well as to their academic and career plan.

Finally, note that, as with the other ACGC items, there are many ways students can learn this ACGC. It is up to the school teams to find ways to integrate the ACGC into the curriculum, ongoing projects and existing structures.

APPENDIX A

DIFFERENCE BETWEEN **SENSE OF SELF-EFFICACY (SSE)** AND **SELF-ESTEEM**

SSE

As mentioned, SSE is anchored in the **concept of beliefs**—specifically, beliefs in one’s capacities (self-efficacy). In school, self-efficacy brings students to believe they have the competence to complete a task, take on a challenge or attain a goal. To a certain extent, this belief stems from a self-evaluation of one’s skills or personal aptitudes. People’s feeling of competence is grounded in their perception that they believe they have what it takes to overcome the challenge they are facing.

SELF-ESTEEM

Self-esteem is a **feeling** a person has about his or her **personal worth** (Vandelle 2017). This feeling results from a sort of overall evaluation that people make of themselves, leading them to attribute to themselves some form of personal worth (Bandura 2007) that reflects their strengths and limitations (Duclos 2010). This dimension of personality is fluid—it can vary over time. Indeed, self-esteem “can be more or less high, more or less stable, and it needs to be regularly fueled” (Lelord and André 2002, 26) [Translation]. It is considered an indicator of psychological well-being (Vandelle 2017). “Having healthy self-esteem means having a positive, realistic image of oneself” (Direction de la santé publique de la Montérégie 2015, 5) [Translation]. In sum, self-esteem “corresponds to the more or less favourable feeling, consideration and respect that people have toward themselves, the feeling of their own worth as a person” (Rosenberg 1979, in Faurie and al. 2016, 8) [Translation].

SSE AND SELF-ESTEEM

People can have a high self-esteem in general, yet have a low SSE if they perceive themselves to not be competent in a specific area. For example, an adolescent may feel completely incompetent when it comes to repairing the motor on his moped, but it will not affect his self-esteem. Here, the young person’s lack of competence in mechanics does not affect him, since it is not tied to his sense of personal worth. However, another student may excel in all his school subjects but not derive any self-satisfaction or pride from his achievements. His SSE is high with respect to academic challenges, but, after talking to him, it becomes clear he has low self-esteem, which is connected to negative personal experiences and recollections dating back to elementary school that have tainted the worth he attributes to himself as a person.

In sum, “the need for esteem refers to the way people think of themselves more generally, whereas the sense of self-efficacy is more specific to a person’s competence in a given area” (Lieury and Fenouillet 2013, 66) [Translation]. Self-esteem does not affect a person’s goals or performance (Mone, Baker and Jeffries 1995, in Bandura 2007). However, this does not mean that good self-esteem will yield strong performance (Bandura 2007).

Summary of distinctions between SSE and self-esteem

SSE

- Self-awareness specific to a given subject or area
- Refers to skills, aptitudes or competencies required to overcome a specific challenge
- Anchored in the concept of beliefs

SELF-ESTEEM

- Overall self-awareness (dimension of personality)
- Indicator of psychological well-being (self-image)
- Anchored in a person’s sense of worth

APPENDIX B

SENSE OF SELF-EFFICACY (SSE): TAKING THINGS ONE STEP FURTHER

This section is intended to complement the intervention strategies proposed in the first part of the pedagogical intentions that explain the theme of the ACGC regarding SSE. It provides additional theory to explore in greater depth the sources that influence the SSE and provides additional intervention strategies. Many of these strategies are presented for the first time, whereas others were already presented in the first part, but are now categorized in one of the four sources of the SSE.

INTRODUCTION

Bandura (1997) identified four types of experiences that most people have likely had. These different experiences shed light on the origins of the SSE, how it is built and what influences it. The following text summarizes the author's ideas, completing them with occasional references from other authors.

FOUR SOURCES OF SSE AND INTERVENTION STRATEGIES FOR ACHIEVING SELF-EFFICACY BELIEFS

- 1. Mastery experiences**
- 2. Observational learning or modelling (vicarious experiences)**
- 3. Verbal or social persuasion**
- 4. Satisfying emotional and physiological states**

Each of these sources, described below, are accompanied by examples of intervention strategies. When reviewing each source, it is important to keep the ACGC in mind and to encourage students to select examples of attitudes, behaviours or perceptions that contribute to their SSE (expected student learning outcome). When students are given time to pause in order to reflect, they will have the opportunity to note the information they will eventually need to select examples that contribute to maintaining their SSE.

1) MASTERY EXPERIENCES

In the words of students: *I am successful in what I do.*

The number of wins or successes accumulated through prior personal achievements, experiences or academic performance contributes to a person's sense of self-efficacy—although this does not erase the impact of a few brushes with failure. Indeed, self-efficacy is constructed through various situations of success, depending on the demands of the moment. It contributes to maintaining the student's belief that he or she will be able to confront other situations in the future. This form of experience has the greatest potential to impact the SSE (Lent 2008).

The most convincing experiences of self-efficacy for students are those where they take action, i.e. when they are faced with tasks they control, manage and organize. When they are in action, learners can tap into the source that best provides information on their efficacy (Capron 2010). Entrepreneurial pedagogy is one type of context where students have latitude to successfully start and finish a project.

Research has also demonstrated that the sense of self-efficacy increases when the goal is perceived to be within reach (Bandura and Schunk 1981, in Lieury and Fenouillet 2013; Galand and Vanlede 2004/5). Since people can forget things quickly, a short-term goal—as opposed to a longer term goal—promotes a better comparison with one's own standards (Lieury and Fenouillet 2013) and is therefore more likely to equip students to derive a better gauge of their performance.

Examples of intervention strategies

To set students up to experience success, it is advisable to:

- Plan tasks that are neither too easy nor too difficult, and that are broken down in several parts or steps.
- Set a moderate, achievable challenge, i.e. within the student's zone of proximal development (ZPD).
- Plan a challenge that can be achieved in a short period of time. This gives students a better perception of their self-efficacy, since the result is close to the action.
- Ensure that students understand the task and are able to learn (competency development) rather than focus on the result.
- Set a specific objective and a clear, quantifiable goal for each task. (e.g. Today, to check your understanding of the concept [name the concept], you will be asked to apply the concept in five exercises. You will have 10 minutes to do this. You will know you succeeded if [name the expected outcome], etc.)
- Provide regular feedback during the task. Encourage the students' efforts and recognize their gradual progress.
- Make sure students are aware when they successfully complete each step.
- Encourage students to reward themselves (positive reinforcement) when they experience success.

2) OBSERVATIONAL LEARNING OR MODELLING (VICARIOUS EXPERIENCES)

In the words of students: *I improve and learn by observing models.*

It is possible to build or maintain a sense of self-efficacy by observing carefully chosen models. One of the benefits of observational learning is the possibility of seeing models in action. Models provide an example to follow. Indeed, “YES examples” (i.e. competent peers or other persons of reference) set a benchmark for students from which they can learn. When adolescents reproduce and imitate what they have observed other people model, it opens up new horizons and helps them add attitudes or behaviours to their repertoire of internal resources, which may contribute to increasing their sense of self-efficacy. Students may also be motivated when they see a peer they perceive to have similar or even lesser capability succeed with a task. They will think, *If he can do it, so can I!* (Raynal and Rieunier 1997). This is another form of peer modelling.

Students can also compare their own performance with that of peers with whom they share certain similarities. Indeed, “the level of a peer’s perceived competence serves to partially reflect the learners’ own level of performance in relation to the rest of the class” (Rogers, Smith and Colemans 1978; Marger and Eikeland 1997, in Galand and Vanlede 2004/5, 7) [Translation]. However, this effect can be conflicting for students with poor academic results: although, on a positive note, it can help guide student progress, it can also threaten their perceived self-efficacy (Blaton and al. 1999, in Galand and Vanlede 2004/5). To offset this negative effect, teachers must remain vigilant when selecting teaching practices in order to minimize the number of students who could perceive themselves to be below average. With this in mind, note that the pedagogical practice of co-operative learning has been shown to have positive impacts on the SSE of all students, including the weakest ones (Crahay 2000; Thousand and al. 1996; in Galand and Vanlede 2004/5).

Examples of intervention strategies

- Demonstrate effective modelling practices. Adults who openly acknowledge their slip-ups and mistakes demonstrate that these can be overcome, that even authority figures can make mistakes, and that making mistakes is human.
- Choose models in the students’ environment.
- Promote practices that can turn into opportunities for peer observation (e.g. oral presentations, sketches, role playing).
- Help students choose someone in their immediate environment who could serve as a model in a specific context (e.g. an inspiring peer from class).
- Encourage students to identify what they need to observe in others.
- Teach the knowledge and strategies observed in a “model” in order to support students in their efforts to effectively process the information to be learned and explain how these strategies can allow them to complete the task (Bouffard 2011).
- Encourage students to develop reflective practices and ask questions. (e.g. How can I develop the aptitudes that I have observed in others and that would help me feel effective?)
- Give different types of feedback that reflect the different types of student motivation (intrinsic and extrinsic motivation).

3) VERBAL OR SOCIAL PERSUASION

In the words of students: *I have the support of people who believe in me.*

“The verbal and nonverbal judgments of others can play a critical role in the development of a young person’s self-confidence, and these judgments often become the self-talk that youngsters repeat in their own heads further down the road” (Pajares, in Pajares and Urdan, eds. 2006, 349).

Receiving verbal feedback from someone held in high esteem has an impact. Indeed, this type of feedback expresses confidence in the other person’s competence (Capron 2010). For students, this feedback is a testament of faith in them, i.e. *that person thinks I have what it takes to succeed*. In specific cases, this feedback provides indicators that serve to make students aware of what they are doing correctly or incorrectly in a given school task. In other cases, feedback can serve as an evaluation and take the form of constructive criticism, encouragement or advice. When a person close to the student gives genuine advice, it acts as positive reinforcement.

Feedback can also be non-verbal. Sometimes, educators provide feedback to students without even being aware of it. This can be in the way they look at or address students, or whether or not they call on students when, for instance, they raise their hand in class. Non-verbal feedback also includes the type of class groups that are created (e.g. strong students together), the responsibilities that are assigned to students, etc.

“Developing new competencies and gradually validating them through feedback on competency mastery is the combination that has proven itself to have a positive impact on students with strong doubts about their abilities” (Galand and Vanlede 2004/5, 9) [*Translation*].

Examples of intervention strategies

- Have high expectations of students and support students in their efforts to achieve these expectations.
- Encourage students to set goals.
- Model practices that demonstrate how to complete the task.
- Plan tasks that will allow students to experience success and frequently highlight that achievement.
- Provide feedback that illustrates the connection between the results obtained and the student’s effort to complete the task.
- Praise what is praiseworthy. Positive persuasion must not turn into unfounded compliments. It must be honest, appropriate and based on merit.
- Pay attention to the student by creating opportunities for one-on-one interactions.
- Provide students with feedback on their efforts, perseverance and competency development.
- Make sure feedback includes comments on the students’ strengths and weaknesses and suggest possibilities for improvement: “feedback that highlights a shortcoming or something negative can nonetheless maintain the student’s sense of self-efficacy if this feedback is specific, respectful, does not attribute blame to external factors and is accompanied by recommendations” (Baron 1988, in Galant and Vanlede 2004/5, 9) [*Translation*].
- Focus on the students’ gains rather than their errors, or help students learn from their mistakes and encourage them to leverage this to improve their self-efficacy.
- Help students identify ways to improve their self-efficacy.
- Help students recognize positive reinforcement when they receive it.
- Enable students to identify the different ways others support them, or encourage them to ask themselves what type of support or persuasion they need. How can they recognize and be mindful of the forms of support, depending on the context?
- Ask students how they can use the learning they have mastered as a source of their own positive reinforcement.
- Teach learning strategies that will help students process the information to be learned.

4) SATISFYING EMOTIONAL AND PHYSIOLOGICAL STATES

In the words of students: *My body is telling me something!*

Task-related anxiety decreases the sense of self-efficacy and hinders the level of success achieved (Lent 2008). To explain the effects of this source, Capron (2010) revisits Bandura's example of the actor who is nervous before going on stage. These nerves, which fade once the play begins, are a normal reaction. They do not keep the artist from delivering a strong performance, nor do they impact her sense of self-efficacy as an actor. It is possible to become self-aware of these types of reactions when we do a self-evaluation of our competencies, strengths and weaknesses, as well as our capacity to transcend them.

Although there are few studies on this source of the SSE, we observe that students who have high self-efficacy beliefs are able to resolve problems or overcome the challenge at hand without experiencing paralyzing stress levels. "When a person has an exaggerated physiological reaction, he or she may become unable to accomplish something they would have been perfectly capable of doing had they not experienced these physiological manifestations of stress" (Raynal and Rieunier 1997) [*Translation*].

For a number of students, examinations are situations that often give rise to a plethora of physiological and emotional responses that can impact their self-efficacy beliefs. For instance, some students may get sweaty hands in response to the stress (tolerable or intolerable) associated with evaluation, other students may suffer from fatigue caused by lack of sleep and come to class ill prepared, and others still may be uncharacteristically moody, impatient or intolerant of their peers and the teacher, etc. These physiological and emotional states indispose students and weaken their sense of self-efficacy.

Examples of intervention strategies

- Create a safe, respectful classroom environment (Capron 2010).
- Encourage students to take a few minutes before a test or examination to remind themselves of the strengths they can draw on for the task at hand.
- Encourage students to put the task into perspective and downplay the consequences.
- Help students read their emotions, decode their reactions and become mindful of their inner dialogue.
- Help students learn to manage their self-talk in order to better manage stress.
- Teach students breathing techniques or remind them of the importance of relaxation exercises in helping them stay as calm as possible.
- Remind students that they also have an SSE in areas that go beyond the school curriculum (e.g. communication, co-operation, leadership).

IN CLOSING

Educational interventions that prompt students to adopt a metacognitive perspective on their feeling or feelings of competence will prove enlightening. The reflex to adopt this metacognitive perspective is promoted through frequent, sustained interventions that encourage students to question and observe themselves. This self-observation helps students become more fully aware of the attitudes, behaviours and perceptions that help them to maintain a positive SSE. It also helps them to learn this ACGC item.

Implications for Parents and Teachers

In a spirit of consistency, the following list was drawn from an article written by Frank Pajares (in Pajares and Urdan, eds. 2006, 339-367), in which he proposes specific intervention strategies that teachers and parents can implement. Note that some of these intervention strategies have already been covered briefly above. In these cases, the meaning might be better appreciated when worded differently.

- **Provide instrumental rather than executive help**

Instrumental help is a basic form of help. It can be compared to teaching someone to fish so they never go hungry. Indeed, “[i]nstrumental help consists of providing just enough information to enable young people to succeed on their own” (Pajares, in Pajares and Urdan, eds. 2006, 358). Executive help, on the other hand, consists in giving the solution to a problem—in other words, handing out the fish. Although well-meaning, adults offering executive help *do things for others*, creating a relationship of dependence. “[S]elf-efficacy is unlikely to be affected by success brought about by having had the solution provided” (Pajares, in Pajares and Urdan, eds. 2006, 358). Moreover, it can be quite relevant to show adolescents how to help their peers by modelling instrumental help.

- **Emphasize skill development rather than self-enhancement**

The author suggests that teachers propose tasks that are in the students’ zone of proximal development (ZPD). In other words, teachers should plan a task with a level of difficulty that is within the reach of students so that they may *get a taste of success*. “Academic work should be hard enough that it energizes, not so hard that it paralyzes... Young people themselves know that successful completion of challenging tasks is self-rewarding and energizing, whereas completion of simple tasks brings little satisfaction” (Pajares, in Pajares and Urdan, eds. 2006, 344-345).

- **Ensure that students’ interpretations are adaptive**

The student’s judgment and opinion of their own performance will impact his or her SSE. However, at times failure is inevitable. Some even say failure is the price of success. It is important to consider failure or errors as an opportunity for learning. “Self-efficacy cannot provide the skills required to succeed, but it can provide the effort and persistence required to obtain those skills and use them effectively” (Pajares, in Pajares and Urdan, eds. 2006, 345).

- **Foster competence and confidence**

“[P]ay as much attention to young people’s self-efficacy beliefs as to actual competence, for research findings have demonstrated that the beliefs are better predictors of motivation and future academic choices and career decisions than are factors such as preparation, knowledge, competence, or interest” (Pajares, in Pajares and Urdan, eds. 2006, 353).

- **Challenge underconfidence**

“In school, many students have difficulty not because they are incapable of performing successfully but because they are incapable of believing that they can perform successfully” (Pajares, in Pajares and Urdan, eds. 2006, 353). Adults can impact the SSE of young people by helping them uncover the false beliefs or inaccurate judgments they hold about themselves. To challenge underconfidence, the best thing to do is to propose a concrete task designed to ensure that students experience success.

- **Ask young people about their self-efficacy**

Asking young people about their self-efficacy can provide a window into their motivation, behaviours and future choices. “[I]n many cases, young people avoid particular academic routes, career opportunities, and life paths because they lack the confidence in their capability rather than because they lack competence or capability” (Pajares, in Pajares and Urdan, eds. 2006, 354). Often, the lack of self-confidence and the low SSE of young people “is due to an inaccurate understanding of what skills a task or activity demands. In such cases, young people can be helped to better understand what abilities and skills a course of action will actually require” (Pajares, in Pajares and Urdan, eds. 2006, 355).

- **Help young people maintain adaptive self-efficacy**

Be careful when wanting to make young people more *realistic* with respect to their strengths and challenges, as this might have an unintended negative impact on their SSE. The author affirms that “the most functional self-efficacy judgments are those that slightly exceed what an individual can actually accomplish, for this overestimation serves to increase effort and persistence” (Pajares, in Pajares and Urdan, eds. 2006, 355). Interventions should be designed to “make young people more familiar with their own internal mental structures without lowering confidence, optimism, drive, and passion” (Pajares, in Pajares and Urdan, eds. 2006, 356). Indeed, in the spirit of this line of thought, the author asks: “If our reach cannot exceed our grasp, what is a heaven for?” (Pajares, in Pajares and Urdan, eds. 2006, 356).

- **Make self-regulatory practices automatic and habitual**

Self-regulatory practices are practices that students can use, regardless of task, activity or situation. Generally speaking, these are practices that promote stronger self-efficacy beliefs, and, as such, interventions should strive to make them automatic and habitual for students.

Some of these practices include (Zimmerman 1999, in Pajares, in Pajares and Urdan, eds. 2006, 356):

- Finishing homework assignments by deadlines.
- Being able to concentrate on school subjects.
- Taking useful notes of class instruction.
- Being able to use the library for information for class assignments.
- Effectively planning schoolwork.
- Being able to remember information presented in class and in textbooks.
- Arranging a place to study at home without distractions.
- Being able to motivate oneself to do schoolwork.
- Participating in class discussions.

- **Set short-term rather than long-term goals**

Long-term goals are essential in life; however, breaking down a task into parts or steps is beneficial for student motivation in school. Because short-term (or proximal) goals are more quickly attainable, they also have the benefit of raising self-efficacy. “Not only do they make a task appear more manageable, but the more frequent feedback can convey a sense of mastery” (Pajares, in Pajares and Urdan, eds. 2006, 357). In other words, students will be better positioned to assess the impact of their actions and obtain proof of their growing expertise.

- **Create opportunities for self-efficacy beliefs to generalize**

“[B]eliefs acquired as a result of one set of experiences can influence new experiences [so that] strong self-efficacy maximizes the chances of success in related activities” (Pajares, in Pajares and Urdan, eds. 2006, 358-359). For example, students who have developed the ability to write texts will tell themselves they are also able to write poems.

- **Emphasize a mastery goal orientation**

This consists in encouraging students to want to develop their knowledge; to grant importance to effort; and to consider errors as normal, occasionally inevitable, and a learning opportunity (see the elementary ACGC implementation guide, the ACGC theme STRENGTHS IN THE PROCESS OF TRANSITION. Table 3: *Three protective factors to foster the transition from elementary to secondary school presents examples of internal locus of control*).

APPENDIX C

PEDAGOGICAL STRATEGIES THAT CONTRIBUTE TO BUILDING STUDENT SSE

The following examples can be adapted to most learning contexts involving young people and are associated with pedagogical actions:

- Set clear, stimulating and attainable goals, for instance, with respect to a task to be carried out or a challenge to be overcome (Bouffard 2011). Students' SSE is more likely to be high if they are assigned a task that is accompanied by a specific objective, a clear timeframe and a short-term goal, as opposed to a situation with a long-term goal. The short-term goal has a greater impact because it makes it easier to compare students' performance against their personal standards (Lieuury and Fenouillet, 2013). See the table below:
 - **Short-term goal**
From Monday to Thursday, you will have three in-class reading periods to read the first two chapters of the novel and answer questions 6 to 10. This assignment will be due Friday afternoon.
 - **Long-term goal**
This term, you will be responsible for reading all the novels on this list. You will be asked to answer reading comprehension questions and submit a reading summary by the end of the term.
- Teach knowledge and strategies that students lack, or that students use poorly or in the wrong context (Bouffard 2011). For example, equip students to process the information to be retained as part of the course and understand the relevant strategies that will enable them to carry out the task. Note that all the ACGC has the advantage of being formulated in a way that calls on students to use at least one cognitive or metacognitive strategy. These learning strategies are useful for students by helping them know how to approach the task of processing information and achieving a goal. In the context of the ACGC, the learning strategies are well-suited to help students learn concepts in academic and career guidance.
- Give feedback that relates results to efforts, and focus on positive achievements rather than mistakes and on the development of intelligence and skills (Bouffard 2011).
- Ensure that the students are aware of their behaviours and attitudes in the face of obstacles (Bouffard 2011). Bouffard explains that people who approach a task with the belief that they will never be able to do it or who doubt in their power to succeed, who tell themselves that they will not be able to perform the task—essentially, any person with this type of inner discourse—has a high risk of failure (see the diagram *Dynamics of the SSE*).
- Ask the students to keep a log to facilitate critical reflection on themselves, their attitudes and their intrapersonal development, i.e. their inner resources (Bouffard 2011). The simple act of keeping records provides tangible proof to students of their progress, and assures them that their knowledge and skills are evolving and that they are progressing successfully. It seems that “the techniques that are intended to explain the knowledge, know-how and skills of a person and to record them in a portfolio help to reinforce the SSE” (Blanchard 2009, 413) [Translation].
- Reassure students that they have the support of adults. This acknowledges students as persons in their own right who are worthy of care and attention, who are capable of learning and who have their rightful place among others. While presenting this strategy, Bandura (2009) stresses the importance of considering young people as “capable” individuals and of making sure they know that they are capable.
- “The sense of self-efficacy is a key element in building an effective and happy personality; the pedagogue may contribute to building this personality by organizing teaching/learning situations that set children up for frequent success and positive reinforcement (pedagogy of success)” (Raynal and Rieunier 1997, 447) [Translation].

For more information

- Interview with Thérèse Bouffard, UQAM, *La clé de la motivation scolaire*:
<https://www.youtube.com/watch?v=FsXtXkBJzIA> (in French only)
- Thérèse Bouffard's PowerPoint presentation used to develop this ACGC:
http://www.crevale.org/upload/File/2011-12/CREVALE_2010-11_TBouffard.PDF (in French only)
- Sheet no. 10 in *Réunir, réussir*:
http://www.reseaeussitemontreal.ca/w-pcontent/uploads/2015/08/Fiche10_Motivation_engagement.pdf
(in French only)

APPENDIX D

DEFINITION OF EDUCATIONAL SUCCESS

The concept of educational success encompasses academic success (Laferrière and al. 2011), and goes above and beyond graduation and qualification. Educational success “consider[s] the achievement of the individual’s full potential at the intellectual, affective, social and physical levels. Educational success includes the learning of values, attitudes and responsibilities that will make the student a responsible citizen, prepared to play an active role in the workplace, the community and society” (MEES 2016, 6).

The Policy on *Educational Success*, which strives to see all students achieve their full potential,¹⁹ broadens the scope of success that young people can experience. The advantage of educational success is that it goes beyond the three major vectors of the mission of Québec schools: to provide instruction (academic knowledge), to socialize (social skills) and to provide qualifications (preparation for socio-vocational insertion). Educational success also includes “other fundamental learning achieved by students, for instance, in connection with developing their identity as citizens or making an informed decision to go down a specific career path—learning which can be achieved both inside and outside school” (Lapointe and Sirois 2011, 2) [*Translation*]. It includes the attitudes, behaviours and values young people learn that help them adapt to their environment. Educational success also refers to success experienced in the context of a child’s education (Lapointe and Sirois 2011). Educational success therefore extends beyond the world of school.

¹⁹ <https://securise.education.gouv.qc.ca/en/policy-on-educational-success>.

3.3.2 TABLE OF ACGC AND ACGC PLANNING FOR SECONDARY CYCLE TWO

When consulting the list of ACGC items for Secondary Cycle Two, readers will notice that some of these items follow a natural sequence. For instance, before covering the theme OCCUPATIONAL PREFERENCES AND PERSONAL PROFILE in Secondary III, it is only logical that the students first complete DRAFT OF PERSONAL PROFILE. In this sense, certain ACGC items provide the foundation to prepare students for another ACGC item. The subheading entitled connections with the other ACGC items in Secondary Cycle Two provides the relevant information for each ACGC item in Secondary Cycle Two. Note, however, that schools may choose to modify the order in which they cover the ACGC items based on their specific situations and practices.

Academic and Career Guidance Content (ACGC)

AREAS		SECONDARY CYCLE TWO	
		Beginning of cycle (Secondary III)	End of cycle (Secondary IV and V)
 SELF-KNOWLEDGE (three aspects)	PERSONAL	DRAFT OF PERSONAL PROFILE Develop a draft of a personal profile based on his/her interests, aptitudes, aspirations and values	REVIEW OF PERSONAL PROFILE Organize what he/she has learned about himself/herself in order to review and adjust the personal profile as needed
	SOCIAL		
	EDUCATIONAL		LIFE PROJECT Anticipate the process involved in producing a draft of one or more future projects (personal, career or community)
 KNOWLEDGE OF THE WORLD OF SCHOOL		IMPACT OF CHOICES ON EDUCATIONAL PATH Anticipate how personal and academic choices influence the pursuit of his/her studies	PREPARATION FOR POST-SECONDARY TRANSITION Self-regulate in order to prepare for post-secondary transition
 KNOWLEDGE OF THE WORLD OF WORK		OCCUPATIONAL PREFERENCES AND PERSONAL PROFILE Select occupational preferences that correspond to his/her personal profile	PERSONAL PERCEPTIONS AND THE REALITY OF THE WORLD OF WORK Verify personal perceptions regarding the reality and requirements of the world of work

SECONDARY III (BEGINNING OF CYCLE)

ACADEMIC AND CAREER GUIDANCE CONTENT
FOR SECONDARY CYCLE TWO (BEGINNING OF CYCLE)

AREA 1: SELF-KNOWLEDGE (PERSONAL, SOCIAL AND EDUCATIONAL SELF)



ACGC

DRAFT OF PERSONAL PROFILE

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

In sum, students learn that:

- self-knowledge is a lifelong process
- elements such as interests, aptitudes, aspirations and values are useful for drafting their personal profile
- good self-knowledge is needed to envision future projects
- integrating what they learn about themselves into a profile helps them define their identity

From Secondary Cycle One to Secondary Cycle Two

In Secondary Cycle One, three of the six compulsory ACGC items focused on self-knowledge. Students learned about the **SENSE OF SELF-EFFICACY (SSE)**, and appropriated the concept by selecting examples of attitudes, perceptions and behaviours that contributed to maintaining their SSE. Then, in a general way, they considered their interests, as well as the things that did not interest them, or interested them very little, in terms of schooling and extracurricular activities. This allowed students to group together what they discovered and to give these discoveries meaning in light of the ACGC item **FIELDS OF INTEREST**. The third ACGC item helped students learn that they could develop personal and academic strengths that could contribute to their **ACADEMIC SUCCESS**. The learning content covered with these ACGC items allowed students to shed light on their personal profiles.

At the beginning of Secondary Cycle Two, students *select* information from what they know about themselves to then leverage the learning strategy *develop* associated with this ACGC item in order to integrate what they have learned up to now. By drawing conclusions on this information, they are able to find meaning and develop a draft of a personal profile that describes them.

Intention of this ACGC item

In the context of the ACGC for Secondary Cycle Two and building on the learning covered in Secondary Cycle One, this content provides students with an opportunity to begin compiling everything they have learned so far about themselves. For the first time, students are asked to take inventory of and *select* several aspects that characterize them, including their interests and aptitudes, and then to take stock of their aspirations and values.

The objective is for students to begin to identify key characteristics that will help them start a draft of their personal profile. Students will be encouraged to draw on the learning strategy *develop* to assist with this undertaking. *To develop* means that students compile information (their interests, aptitudes, aspirations, values) to then identify elements that are meaningful for them. For instance, students can make connections between different elements, explain in what way the connections demonstrate how they perceive themselves, or illustrate these connections through examples. See 3.4 for more information on the learning strategy *develop*.

Defining the concept of personal profile

If, in class, students are asked who can answer the question, “What is a Facebook profile?”, it is highly likely that most of them will raise their hands. If they are asked to explain what a Facebook profile is, they will probably answer that Facebook profiles include information about a person or information describing the person.

In the context of the ACGC, the concept of profile can be understood as the sum of the elements that characterize a person (Villers 2004). Remember that interests, aptitudes, aspirations and values are some of the core elements that have been addressed in the continuum of compulsory ACGC until now. These are the elements that serve as reference points for students so they can develop a personal profile. Students may also choose to include more elements in their personal profile.

The reason for this content

At the beginning of Secondary Cycle Two, students are fast approaching the moment when they will have to make some career choices. As such, to prepare for and *anticipate* their future, they need basic knowledge. To help them situate some of this knowledge, the BAL Career Planning and Entrepreneurship encourages educational stakeholders to expose students to situations that promote “the recognition of [their] talents, strengths, interests and personal and career aspirations” and to foster their “awareness of the connection between [their] self-knowledge and plans for the future” (MELS 2007, 7). In this spirit, some authors have stressed the importance of students questioning “their interests, their values, their personality (e.g. perseverance, sense of initiative, patience), their aptitudes, etc.” (Cournoyer and Lachance 2014, 35) [*Translation*]. Students must have sufficient self-knowledge to be empowered to make informed decisions before steering themselves toward an occupation or field of interest (MELS 2013).

When students are asked to develop a draft of their personal profile, they are given the opportunity to appreciate what they know, what they do not know and what they need to know, since “they need to know who they are before looking at the possibilities open to them and finally making their educational and career choices” (MEQ 2002, 20).

This preparatory exercise will be useful to students engaged in career planning, as guidance “constitutes an extension of their identity; it is much more than the outcome of a decision they need to take because they have to either pursue their studies or work” (Bégin and al. 2000, 22-23) [*Translation*]. In addition, the draft of the personal profile will provide students with a springboard for beginning a cycle that will lead to qualification and during which they will take several important steps toward their occupational future.

From a developmental point of view, adolescence is also a period during which young people feel the need to build a more coherent image and representation of themselves, namely by “integrating different aspects of their personality, past experiences and projects for the future” (Masdonati and al. 2016, 178) [*Translation*]. In this light, this ACGC item increases student awareness of the beginning of this identity integration process by having them develop a draft of their personal profile.

Connections with the other ACGC items in Secondary Cycle Two

This ACGC item provides a common thread for several other content items. This is because in guidance, it is important to start from the self when pursuing a career path and, eventually, when making the decisions that will steer the future.

This ACGC item will be reinvested in Secondary III in the theme **OCCUPATIONAL PREFERENCES AND PERSONAL PROFILE** and in the content planned for the end of Cycle Two, **REVIEW OF PERSONAL PROFILE**.

Examples of intervention strategies

The actions described below are meant to serve as examples that illustrate different ways of contextualizing the ACGC in the classroom.

1. Drawing on prior knowledge

It can be useful to help students reactivate their prior knowledge relating to their interests, aptitudes, aspirations and values. Specifically, this prepares students by helping them remember knowledge they will need to draw on moving forward. Similarly, asking students to reapply the learning strategy *develop* by having them formulate a definition of an aspiration, a value, etc., will also help them prepare.

2. Subject-specific programs (infusion)

Infusing ACGC into a subject is a best practice. In some contexts, it is possible to meaningfully anchor the ACGC in one subject rather than another. Remember, however, that if the school prefers an infusion-based approach, it must be sure that all Secondary III students have the opportunity to learn the planned ACGC. In other words, it is important to remain vigilant if infusion is used in an optional program. For example, the content may be contextualized in English Language Arts by working on a production that targets reflective texts.²⁰ The teacher can ask students, while they are writing a text that presents the draft of their personal profile, to remain mindful of one of the following: focus on ideas/experiences/qualities that are selected and synthesized; and evidence from own experience including personal, global and/or textual examples.

In English as a Second Language, students can produce a report by using the main elements of self-knowledge to describe how preparing the draft of their profile helped them learn more about themselves.

3. Using evidence of learning or visual representations

In order to help students draft their personal profile, the adult can suggest that they make an inventory of all the elements that characterize them, *select* the ones that are most relevant, and then compile everything in a graph or visual representation (e.g. image, drawing, table, diagram, poster or concept map). The final product will help students take a step back and appreciate what they have learned. This represents concrete evidence of how the strategy *develop* can help them visualize a draft of their profile, which in turn contributes to integrating elements of self-knowledge to their identity.

4. Other actions

- Ask students to reapply the strategy *develop* to explain what the exercise of preparing a draft of their personal profile helped them learn.
- To build on this activity, collaborate with guidance professionals and ask students to add depth to their profile by using a tool (e.g. Holland's typology) to group together different aspects of their personality.
- In collaboration with the students, ask parents to complete the personal profile of their child (e.g. following a discussion).

²⁰ Progression of Learning at the Secondary Level, English Language Arts: B. Reflective Texts; 2. Structures, Features, Codes and Conventions of Reflective Texts, page 14, http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PDA_PFEQ_english-language-arts-secondaire_2010_EN.pdf.

In closing

Concepts related to self-knowledge are often abstract. This ACGC item, which asks students to develop a draft of their personal profile, is a concrete exercise that allows students to become aware of what they know about themselves. The knowledge that will be particularly useful for drafting a personal profile is the knowledge that students have already covered during the ACGC, including knowledge on their interests, aptitudes, aspirations and values. Students who can enrich their profile with other elements are encouraged to do so. However, if students find the exercise difficult because they do not have enough information, the focus of the exercise should be shifted to helping them become aware of areas to explore.

The learning strategy *develop* will help students deal with the information, in the sense that they will appropriate concepts, understand them, make connections with what they already know and translate everything into their own words. For example, students who develop and construct a definition of “aptitude” or “value” have a greater awareness and can observe which ones apply to them. At the same time, students who use this cognitive strategy are better able to process information and understand it with a view to drafting their personal profile.

ACADEMIC AND CAREER GUIDANCE CONTENT
FOR SECONDARY CYCLE TWO (BEGINNING OF CYCLE)

AREA 2: KNOWLEDGE OF THE WORLD OF SCHOOL



ACGC

IMPACT OF CHOICES ON EDUCATIONAL PATH

Anticipate how personal and academic choices influence the pursuit of his/her studies

In sum, students learn that:

- Cycle Two provides them with a number of opportunities to make personal and academic choices
- choices can have impacts (positive or negative) on the pursuit of their studies
- making hypotheses about possible choices will allow them to anticipate possible impacts
- anticipating the consequences of their decisions will help them make informed choices

From Secondary Cycle One to Secondary Cycle Two

In Secondary Cycle One, the ACGC item with the theme **QUÉBEC SCHOOL SYSTEM** allowed students to *compare* the different paths to qualification in the Québec education system. With the theme **PREPARATION FOR ACADEMIC CHOICES IN SECONDARY CYCLE TWO**, students prepared for the transition to Cycle Two by becoming aware of academic choices and *anticipating* choices available to them based on their fields of interests and aptitudes.

Intention of this ACGC item

At the beginning of Secondary Cycle Two, the ACGC gives adolescents the opportunity to more explicitly understand their personal or academic choices and possibilities for pursuing their educational paths. The metacognitive strategy *anticipate* prompts students to look ahead into the future to predict how their personal and academic choices may affect them, their future and the pursuit of their studies. They are called on to think about the consequences of their choices, and, by association, of the decisions they make every day. Students are encouraged to consider the effects of their decisions not only in the short term, but also in the medium and long term. Note that when students are asked to anticipate the impact of their choices, they must also consider personal choices. See 3.4 for more information on the learning strategy *anticipate*.

Definition of the concept of choice

Falling under Area 2, Knowledge of the world of school, the theme of this ACGC item focuses on the concept of choice and the impacts of choices. What does making choices imply for Secondary III students? What types of choices are they making?

Remember that adolescents are called on to make choices, and sometimes not make choices, in their everyday lives. Not making a choice can translate into a form of passive choice or choice by default.

Some of these choices are of a personal nature, whereas others are academic. Among these choices, some have little impact on the pursuit of studies, whereas others can have impacts that can lead to satisfaction or regret down the road. This content refers to the generally understood meaning of the word choice, i.e. *the action of choosing, deciding something*, where *deciding* is understood as “the action of choosing between different options, based on a hierarchy of reference points, and in a situation prompting that action” (Cournoyer 2008, 64) [Translation].

In this ACGC item, the concept of choice is synonymous with deciding, whereas the concept of impacts is synonymous with consequences. “According to Blesson (2001), decision involves engagement, responsibility and obligation” (Cournoyer 2008, 65) [Translation]. In other words, making personal and academic choices and anticipating the possible consequences of these choices on their studies is a way to “shape the future using an action in the present” (Cournoyer 2008, 66) [Translation]. It is important for students to understand that the concept of impacts can refer to both positive and negative effects.

The learning strategy associated with this ACGC item leads students to *anticipate*, that is, to take a step back from the present in order to predict or envision the possible consequences of their personal and academic decisions and choices on their future educational path. Decisions can have short, medium- and long-term impacts. This ACGC item deals specifically with these types of choices.

The reason for this content

Adolescence is often viewed as a period during which the present, the “here and now” and immediate outcomes hold a prominent place. Anticipating their future is neither an everyday nor a natural reflex for young people. For example, many school staff members have observed this among adolescents in Secondary V as they approach the end of February. Every year, “a significant portion of students wait for March 1st to loom within sight before beginning to think seriously about the decisions they need to make for their future” (Cournoyer and Lachance 2014, 118) [Translation]. According to these authors, “it appears it would be relevant to take action to enhance young people’s sense of empowerment over the ‘here and now’ by teaching them autonomy (of decisions made about their career and all other aspects of their lives)” (118) [Translation]. This seems all the more important given that “the construction of career choices is part of identity building in adolescence” (Lannegrand-Willems 2012, 316) [Translation].

For many adolescents, learning to predict and anticipate, even if only in the context of the ACGC, is useful for deciding which direction they want to embark upon in the pursuit of their personal, academic and career paths. Decisions that will impact studies “require the decision-maker to have sufficient self-knowledge and knowledge of the world to effectively prioritize personal preferences” (Cournoyer 2008, 64) [Translation].

For example, in terms of academic choices, Secondary III students can make a choice about the Mathematics option they wish to pursue in the following school year, depending on the options offered by their school. This choice will influence their academic options in both Secondary IV and V. To help students make informed decisions, the school should encourage them to think about the consequences of their choices in the short term, as well as in the medium and long term. For example, students will need to know that choosing a Mathematics option that is more scientific in nature (e.g. *Science* option) will require them to invest themselves more seriously in mathematics and will call on their interest in research and science. Students must be aware of the requirements of the chosen option and of the fact that it may be a prerequisite for certain college-level programs of study. Academic choices also refer to the decision to pursue studies in vocational training or college, or to enter the labour market.

In terms of personal choices, students, despite being the ones in charge of making these decisions, may not have yet developed the reflex to consider the impact of these choices on their academic life and educational path. Spending time on homework or other assignments, studying at home, working late hours at a part-time job during the school year, attending study sessions for certain subjects to catch up on content or consolidate learning—these are all decisions that can have positive or negative impacts on the direction of their educational path.

Connections with the other ACGC items in Secondary Cycle Two

In-depth self-knowledge and sufficient information should be at the foundation of any decisions made that will impact educational paths. Consequently, the theme of the ACGC item **DRAFT OF PERSONAL PROFILE** is related to this content.

Gaining awareness of the consequences of choices helps young people adopt a reflective posture and puts things into perspective. The decisions taken by students and the resulting consequences could be reinvested at the end of Secondary Cycle Two in the ACGC item that encourages them to anticipate a **LIFE PROJECT**.

Moreover, the choices made by students and the impacts of these choices will play into the theme of the ACGC item that comes at the end of Secondary Cycle Two, **PREPARATION FOR POST-SECONDARY TRANSITION**.

Examples of intervention strategies

Given that the choices affect the students themselves and that students are more or less conscious of the reasons behind these choices, interventions that foster student reflection and introspection are considered impactful. For example:

1. Consider the steps involved in making a choice

To arrive at a choice and confirm it with an informed decision, students must have had the opportunity to process information in full knowledge of the cause. These interventions are useful when they help students realize that before making choices, they need to do their homework. For example, before making a decision that will impact the pursuit of their studies, and to create conditions that will allow students to anticipate these impacts, students must:

- collect sufficient information on the context that requires them to make a decision (qualitative and quantitative)
- set criteria to steer the research and select relevant information (sample evaluation criterion: I am looking for information that corresponds to my personal profile, and therefore my interests, aptitudes, aspirations and values)
- adopt other criteria to help them anticipate impacts
- reflect on what is most appropriate given their circumstances

Making a decision from among a possibility of choices “also involves taking action after analyzing all the possibilities and all the... personal, social and family-related consequences. It also involves using appropriate strategies, exercising critical judgments, taking any opportunity to learn more about oneself and developing the confidence needed to take responsibility for one’s choices” (MEES 2018, 17).

2. Consolidate self-knowledge

Members of a school team who frequently encourage students to acquire, enrich and consolidate self-knowledge that relates to elements that will guide their decision-making process and their ability to evaluate the impacts are helping students prepare for their personal and career paths. This information becomes key when the time comes to consider choices and make decisions.

In order to consider the impacts of their choices on their personal and educational paths, students must first be aware that they have the power to act and assume their role (internal locus of control) in order to steer their schooling. The following point provides examples that apply to students who have to choose the subjects they will take in the following year.

3. Impact of academic choices

In Secondary III, students are asked to choose subject options for Secondary IV and V. Whether they are making a choice about a Mathematics option (CST, TS, S),²¹ a Science option (ST, AST, EST, SE)²² or an elective, these choices will impact their future educational path. During this important period of their lives, when students are accompanied by significant people in their lives, such as their Mathematics teacher, guidance counsellors and parents, the outcome is sure to be positive.

21 CST: Cultural, Social and Technical option; TS: Technical and Scientific option; S: Science option

22 ST: Science and Technology; AST: Applied Science and Technology; EST: Environmental Science and Technology; SE: Science and the Environment

Furthermore, in order to anticipate the consequences of the choices they will make, young people must have specific information on the following:

- programs of study that are available to them (course descriptions, including requirements, content, objectives and aims)
- the requirements and prerequisites for post-secondary education programs
- the different possible paths
- knowledge on their interests, aptitudes, aspirations and values

By being able to tap into this information, students will be better informed to anticipate their academic and career futures and make decisions that are in line with their goals. Of course, these decisions are not irreversible; thanks to the different bridges and integration programs, students always have the possibility of retaking a course or steering themselves in another direction at the end of secondary school.

4. Impacts of personal choices

Impacts of choices made by students, when they are positive, generally give rise to a feeling of satisfaction. However, when the impacts are negative, they can influence students' educational paths. For instance, if students have priorities other than school, they may not put in the time and effort needed to succeed in school, and they may not realize the impact of their choices on their studies at the time.

However, these impacts may close certain doors for them, and preclude them, for example, from accessing programs that require higher marks than those they obtained. This could also leave students in a vulnerable position for more demanding end-of-cycle courses, including the compulsory subjects required to graduate.

Furthermore, students who are content with the minimum pass mark (60%) must realize that they are limiting their options for the future, especially if their attitudes and choices do not correspond to their potential. Even if they manage to catch up, some consequences, such as modifying or extending their studies, risk changing their life project. If, instead, students decide to commit and invest themselves in their studies upon becoming aware of the impacts of their choices, they can walk through doors that correspond more closely to their potential. In sum, this content helps the school to activate student perseverance by helping students understand how the choices they make today shape their future.

In closing

This ACGC encourages students to temporarily step away from the here and now so they can look ahead to the future. By drawing on the metacognitive strategy *anticipate*, students can imagine different scenarios and anticipate their positive or negative impacts before making a decision that could influence their educational path.

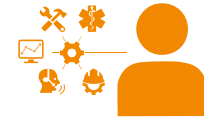
To anticipate, that is, to be able to imagine the future and see themselves in it, students need information. According to Christian Bégin (personal communication, 2018), without knowledge, there are futures that the student cannot anticipate.²³ It is assumed that students who use this strategy have already collected information from a variety of sources and can therefore produce different scenarios that stem from choices, while specifying the advantages, disadvantages and impacts of these scenarios on their studies. Specifically, they must be able to situate the impacts of these scenarios over time (e.g. *What would be the consequences on my current situation? What might the consequences be on my situation next year? What doors does this choice open or close in terms of post-secondary education?*).

The metacognitive strategy *anticipate* also has an adaptive component, as it helps make the future feel more familiar. In other words, it allows students to imagine what actions they could take right now to ensure that they have relevant and realistic options in front of them, or to avoid making choices that they have not thought through.

23 The interviews with Mr. Bégin, professor at Université du Québec à Montréal (UQAM), took place during collaborative meetings with the Ministère's ACGC team.

ACADEMIC AND CAREER GUIDANCE CONTENT
FOR SECONDARY CYCLE TWO (BEGINNING OF CYCLE)

AREA 3: KNOWLEDGE OF THE WORLD OF WORK



ACGC

OCCUPATIONAL PREFERENCES AND PERSONAL PROFILE

Select occupational preferences that correspond to his/her profile

In sum, students learn that:

- good self-knowledge is critical when beginning the career planning process
- the world of work offers numerous possibilities that are aligned with a diversity of personal profiles
- some personal profiles correspond better to certain trades and occupations than others
- cross-referencing their personal preferences with their personal profile can help them see their future more clearly

From Secondary Cycle One to Secondary Cycle Two

In Secondary Cycle One, students explored **ACADEMIC PREFERENCES IN RELATION TO THE JOB MARKET** to guide their career exploration. This allowed students to realize that their personal preferences could translate into trades and occupations that exist on the labour market. Students were then in a position to select some of these trades and occupations.

In Secondary Cycle Two, the content leads students to gain awareness of the importance of using themselves and their profile as a starting point to guide their career exploration and select preferences. As such, the content **DRAFT OF PERSONAL PROFILE** is a prerequisite for this ACGC item.

Intention of this ACGC item

As part of the ACGC covered in Secondary Cycle Two, and in continuity with the content covered in Secondary Cycle One, this ACGC item leads students to take an informed look at the world of work through the lens of their self-knowledge. The cognitive strategy *select* serves to guide student reflection or exploration. Given the meaning of the content, students must learn to base their selection criterion on their personal profile (see the theme of ACGC item **DRAFT OF PERSONAL PROFILE²⁴**), and in so doing, be able to *select* at least two occupational preferences. In other words, the objective is to establish a link between themselves and their occupational preferences.

The occupational preferences retained may be general (e.g. One of my preferences is the field of management) or more specific (e.g. *My preferences lean toward accounting or administration, because I would like to become the sales director for my parents' business*).

At this stage, the selection of preferences is a pretext for getting adolescents to develop the reflex to think about the possibilities of the world of work, using themselves as a starting point. The goal is not to have students make a career choice, but rather to give them a general idea about how to go about *selecting* a few preferences (general or specific) by referring to what they know about themselves.

24 The personal profile is a draft of an integrated image of the self that compiles interests, aptitudes, aspirations and values.

Also note that the intention of this content is not to validate student knowledge on a specific sector, trade or occupation, nor is it meant to substitute a guidance process undertaken with the support of guidance professionals. Rather, this content is designed to draw attention to the description of the expected student learning outcome (ESLO), while assuming that students are able to *select occupational preferences that correspond to their personal profile* (selection criterion) and to account for them. In this respect, the content focuses on how relevant the link is between the students and their occupational preferences. This means that students are able to explain how the selected preferences suit them. See 3.4 for more information on the learning strategy *select*.

Definition of the concept of preference

In everyday life, the concept of preference is often used as a synonym for that of *interest*. In order to set them apart, note that the concept of preference implies a relationship, i.e. considering A in relation to B. Students may prefer one thing over another without necessarily having any interest in either. For instance, Laurent prefers skiing over snowshoeing, but is not really interested in winter sports. Annie, however, is drawn to winter and summer sports alike. She has a marked interest in sports in general, and does not really have a preference. She loves them all!

In the ACGC, the concept of preference is used to expand the students' horizons and keep them from finding themselves at an impasse. For instance, students who claim to have no interests may begin their reflection by using their preferences as a starting point. The nuance between the two concepts is laid out in the table below.

Difference between the concepts of interest and preference

Occupational preference	Occupational interest
Predominant appeal of a sector, trade or occupation, over others. (concept of relationship)	A more or less strong personal disposition or tendency that is expressed about a sector, trade or occupation. (concept of intensity)
Example: Bruce is not particularly drawn to the field of languages. However, after consulting monographs, he says he prefers translation over journalism.	Example: Milan is very interested in the sciences, and it shows on his report card. He would like to work in a laboratory, whether in relation to human health or animal health, so long as there is an aspect of research involved.

The reason for this content

This ACGC item translates the spirit of the BAL Career Planning and Entrepreneurship, as it encourages meaning-making by fostering the emergence of connections between self-knowledge and life projects. It introduces the importance of considering life projects related to fields of interest and aptitudes, and aligning occupational preferences with the personal profile. This represents a way of bringing together "representations of the self with representations of the socio-occupational environment" (Ouvrier-Bonnaz 2008, 273) [*Translation*].

Connections with the other ACGC items in Secondary Cycle Two

Even though the content is situated in Area 3, Knowledge of the world of work, it sheds light on the importance of approaching academic and career planning through the lens of self-knowledge. In this sense, it is closely related to the content associated with the theme **DRAFT OF PERSONAL PROFILE**. In order to remain coherent with the continuum of content, this ACGC item becomes fully meaningful only if it is covered after students have developed the draft of their personal profile, as students will have to use this profile as a criterion for *selecting* preferences.

Additionally, this ACGC item can only be leveraged once students have been called on to *anticipate* the impact of the choices they will have to make as part of the theme **IMPACT OF CHOICES ON EDUCATIONAL PATH**. Only then will students have the necessary information on hand to make connections between their occupational preferences and the choices they are considering.

Examples of intervention strategies

In Secondary III, students are entering a critical period of their studies. Even if they are still a few years away from completing Secondary Cycle Two, many students have already found or are considering finding a part-time job, whereas others are dreaming of finishing their studies so they can practise their trade or occupation. In other words, they are drawn to the labour market.

1. Reflection and self-questioning

To select occupational preferences, students must question themselves and be able to refer to the draft of their personal profile. Here are a few examples of questions that students can ask themselves to fuel their reflection:

Students can question themselves on their personal profile:

- What, in my profile (interests, aptitudes, aspirations and values), is most important for me?
- When I think of the world of work, what elements from my profile can I rely on to guide me and serve as criteria for selecting some occupational preferences?
- What kind of employment am I looking for? What job would let me best use my talents?
- If you asked people who know me well what kind of job they see me doing, what would they say?

Students can question themselves on their preferences:

- If I had to choose what kind of job I would like to have right now, what preferences would come to mind?
- If there were no constraints and I could do whatever job I wanted, what would I choose?
- Are my ideas general (e.g. a preferred occupational sector) or specific (e.g. one or more trades)?
- If you asked people who know me well to talk about my preferences, what would they say? What sector do they see me in? Why?
- If I were to make a list of my occupational preferences, which one would come out on top? How are my preferences linked to my profile?

Students can question themselves on how their personal profile and their preferences match up:

- How can I explain how my personal profile and the occupational preferences that I selected match up?
- If I had to present my occupational preferences to people in my life, what arguments would I use to explain why these preferences suit me?

2. Integration of learning

Because infusion has been recognized as a best practice, teachers who use this content to contextualize subject-specific learning are helping students find meaning in what they are doing in class. For example, teachers could contextualize the ACGC by explaining the importance of asking themselves questions and using themselves as a starting point when considering their future and their career opportunities. Then, to prepare students to write a text in which they will have to demonstrate how their occupational preferences and their personal profile match up, teachers could provide sample questions (see intervention strategy above).

In closing

This ACGC item introduces the importance of students using themselves as a starting point when considering their future. It encourages students to look at the world of work through the lens of their own characteristics (reinvestment of personal profile) to then *select* some occupational preferences.

The strategy *select* serves to guide the students' reflection and exploration. By referring to their personal profile (selection criterion), students can select occupational preferences that correspond to their profile. This ACGC item does not ask students to make a definitive occupational choice. Rather, it aims to help students understand the importance of using themselves as a yardstick for selecting preferences and steering themselves more meaningfully into the world of work.

Remember that in Secondary III, students generally need to continue exploring the world of work, ideally with the support of guidance professionals.

SECONDARY IV AND V (END OF CYCLE)

ACADEMIC AND CAREER GUIDANCE CONTENT FOR SECONDARY CYCLE TWO (END OF CYCLE)

AREA 1: SELF-KNOWLEDGE (PERSONAL, SOCIAL AND EDUCATIONAL SELF)



ACGC

REVIEW OF PERSONAL PROFILE

Organize what he/she has learned about himself/herself in order to review and adjust the personal profile as needed

In sum, students learn that:

- organizing their self-knowledge allows them to consolidate and integrate this information into a personal profile
- a well-documented and precise personal profile helps to define their identity
- identity building can be leveraged to support academic and career planning
- this review is only one step in the lifelong journey of learning about themselves

From Secondary Cycle One to Secondary Cycle Two

In Secondary Cycle One, the content items allowed students to expand their self-knowledge by turning their attention to the **SENSE OF SELF-EFFICACY (SSE)**. They also *developed* a portrait of what they were interested in and less interested in, based on their **FIELDS OF INTEREST**. In addition, students were asked to consider the strengths that empowered them to pursue their **ACADEMIC SUCCESS**. In Secondary III, students started to *develop* a draft of their **PERSONAL PROFILE** based on their interests, aptitudes, aspirations and values.

With this ACGC item, students are now called on to review their personal profile. The strategy *organize* will help them group together the meaningful things they learned about themselves in a coherent whole, as well as revisit their interests, aptitudes, aspirations and values. This review will help them set goals and identify reference points, which can in turn help them steer their career planning.

Intention of this ACGC item

As part of the academic and career guidance content covered in Secondary Cycle Two, and in continuity with the content covered in Secondary Cycle One, this ACGC item provides students with the opportunity to reinvest the theme of the Secondary III ACGC item **DRAFT OF PERSONAL PROFILE**. Students build on this ACGC item to push their reflection a little further by considering the sum of what they know about themselves when conducting this review. This review will be useful for specifying their profile, taking a step back, achieving a clearer vision of themselves and creating a foundation that will eventually serve to steer them toward a particular academic or career path that aligns with the characteristics of their profile.

In order to review what they have learned about themselves, students will have to *organize* their findings. Drawing on the cognitive strategy *organize* allows students to consider the sum of their self-knowledge in order to compile and arrange it in a way to make connections and consolidate their identity. See 3.4 for more information on the learning strategy *organize*.

Definition of the concept of reviewing a personal profile

Generally speaking, in the literature, the concept of review refers to the operation of taking stock of the past in order to define the current situation. At the end of the cycle, the theme of the ACGC item **REVIEW OF PERSONAL PROFILE** asks students to take stock of their self-knowledge. This ACGC item contains two objectives that define the steps of the review: 1) take some time to step back and consider the road already travelled to make some observations; and 2) use these observations to look ahead and prepare for their future.²⁵

The reason for this content

The end of Secondary Cycle Two is an opportune time to consolidate and integrate learning, in terms of both school subjects and career planning. In the context of the ACGC, it is understood that the review focuses on learning related to self-knowledge. It is an opportunity for students to integrate what they have learned and observe the outcome of their personal and career exploration.

This review serves to give students a better understanding of themselves, and also provides a pretext to encourage them to better define their personal, social and educational identity. In this regard, a number of authors have stated that identity building is a developmental strength that contributes “to the positive development of young adults” (Lannegrand-Willems 2012, 315) [*Translation*], whereas others mention that “in industrialized countries, building a vocational and occupational identity is a core building block of the development of identity among adolescents” (Lannegrand-Willems 2012, 316). There are also connections to be made with guidance, since “vocational choice is the expression of a person’s personality, motivation, knowledge and aptitudes” (Bégin and al. 2000, 27-28) [*Translation*].

Additionally, theories on vocational development underscore the importance of starting from the self (identity, concept of self, image of self) and using this self as a springboard for career planning. In other words, “career planning involves building and clarifying one’s identity and translating it in vocational terms” (Bégin and al. 2000, 38) [*Translation*]. Since, unfortunately, students all too frequently develop an interest in career planning only when faced with a type of ultimatum (i.e. admission deadlines for programs of study), reviewing their personal profile is a helpful tool to prepare for their post-secondary transition.

Connections with the other ACGC items in Secondary Cycle Two

This ACGC item builds on the theme of **DRAFT OF PERSONAL PROFILE** covered in Secondary III. With this new ACGC item, students apply what they have already started and update what they know and have learned about their identity. The review is another tool they can use to look ahead in a more targeted way in the ACGC item that deals with **LIFE PROJECT**. The review also serves to reactivate students’ memory so they can draw on useful elements when they get to the theme **PREPARATION FOR POST-SECONDARY TRANSITION**.

²⁵ These objectives have been inspired by Claude Lemoine (2014) and the Association paritaire pour l’emploi et la formation (APEF) and the Association des fonds sociaux fédéraux et bicommunautaires (FEBI) (n.d.).

Examples of intervention strategies

Before reviewing their personal profile, students should be reminded to refer to the draft of the personal profile they began as part of the ACGC in Secondary III.

1. Showcase learning

A physical support to transform the abstract into something concrete can help students become more cognizant of the progress they have made and take a step back before they review their personal profile. Confronting all the information they have accumulated about themselves (e.g. using notes, comments or images) and organizing this information in a format that is meaningful to them will make this process more accessible for students, because it provides them with something they can observe.

Because the review is **personal**, students should be encouraged to organize their review in the format of their choice, which will allow them to be creative and express their identity. Brainstorming different format possibilities could help students find a format that suits them best and avoid situations where students feel at a loss for ideas.

2. Here are a few suggestions to meet the needs of students and encourage them to use what they have learned as part of this ACGC item:

- Remind students to make connections between the information they can use to organize their review and what their parents or other significant adults know about them. These connections could enrich the organization of their profile.
- Encourage students to apply their review to their ongoing career planning process.
- Encourage students to use their review to prepare for a meeting with a school guidance professional.
- Remind students about the relevance of the review when preparing their life project and their post-secondary transition.

In closing

When conducting their review using the strategy *organize*, students compile their characteristics into a coherent whole. Organizing what they have learned about themselves prompts students to take a step back and realize that their occupational identity is not only taking shape, but that it can help them make their choices and commit more seriously to a career path that reflects who they are. This review also gives them a foundation from which to anticipate their life project and prepare for their post-secondary transition.

ACADEMIC AND CAREER GUIDANCE CONTENT
FOR SECONDARY CYCLE TWO (END OF CYCLE)

AREA 1: SELF-KNOWLEDGE (PERSONAL, SOCIAL AND EDUCATIONAL SELF)



ACGC LIFE PROJECT

Anticipate the process involved in producing a draft of one or more future projects (personal, career or community)

In sum, students learn that:

- having a life project can empower them to take action in their life
- this project helps them define the place they would like to hold in society after secondary school
- it is important to envision different possibilities before committing to their life project
- at this time, they are primarily being asked to take the first step toward drafting a life project

From Secondary Cycle One to Secondary Cycle Two

In Secondary Cycle One, students covered three content items to advance their self-knowledge. First, the ACGC item **FIELDS OF INTEREST** allowed students to *develop* a portrait of themselves. Then, the **SENSE OF SELF-EFFICACY (SSE)** allowed students to select examples of attitudes, behaviours or perceptions that contributed to maintaining their sense of personal competency in school. Finally, the third ACGC item, which hinged on research-backed strengths, provided students with avenues to *develop* a description of factors that empowered them to pursue their **ACADEMIC SUCCESS**.

At the beginning of Secondary Cycle Two, the **DRAFT OF PERSONAL PROFILE** allowed students to *develop* a self-portrait using the self-knowledge they acquired on their interests, aptitudes, aspirations and values. At the end of Secondary Cycle Two, students will integrate their self-knowledge into their **REVIEW OF PERSONAL PROFILE**, which has them compile and then *organize* the concepts acquired via the three aspects of self-knowledge (personal, social and educational self) covered in the prior ACGC items. Students are then asked to draw on this review and use it as inspiration when *anticipating* the process involved in producing a draft of a **LIFE PROJECT**.

For students, anticipating the process involved in producing a draft of a life project involves attempting to look ahead into the future in order to imagine, based on what they know about themselves, what the future might hold for them, and what could help them commit to a project that gives their life meaning.

Intention of this ACGC item

In the fields of guidance and psychology, the most commonly accepted understanding of the concept of project relates to the idea of undertaking a specific quest (Young and Valach 2006)—in other words, initiating action that involves commitment toward an objective that is anchored in time and space.

As part of the academic and career guidance content covered in Secondary Cycle Two, and in continuity with the content covered in Secondary Cycle One, this ACGC item provides students with an opportunity to look ahead into the future, to question themselves and to anticipate the broad outlines of a future project that they would like to commit to in order to take action on a trajectory they want to pursue in life. In other words, the intention of this ACGC item is to prompt students to formulate ideas and imagine different scenarios of what they would like to do, and then to select the most plausible scenario in order to choose a direction in life once they have completed secondary school. Students then translate their thoughts into a draft of a personal, career or community project. Some authors

underscore that even though students are only at the phase of anticipation, it is important to encourage them to think about the decisions they will have to make in life once they have completed Secondary Cycle Two (Counoyer and Lachance, 2014).

Remember, however, that “it is not always possible to anticipate the future through the lens of a detailed project ...” (Counoyer 2008, 61) [*Translation*]. Therefore, the concept of draft must be emphasized. Two elements—the learning strategy *anticipate* and the observable indicator (expected student learning outcome, or ESLO)—of this content, that is, a *draft of one or more future projects*, clearly indicate that this ACGC item is meant to introduce the concept of project. The intention of this ACGC item is to help adolescents begin to grasp the importance of mobilizing a sense of empowerment in order to anticipate a project that will influence their future, and then begin to reflect on this. See 3.4 for more information on the learning strategy *anticipate*.

Definition of the concept of project

In school, students are familiar with the concept of project. Think, for instance, of all the different class projects students have completed since elementary school and the pedagogical approach known as *project-based learning*. This concept is also present in the Québec Education Program (QEP) for secondary school, in particular in two optional programs offered in Secondary Cycle Two: *Personal Orientation Project* (POP) and *Integrative Project* (IP). This concept is also frequently used in several fields, including that of guidance: “Nowadays, career guidance is increasingly thought of in terms of projects” (Counoyer 2008, 55) [*Translation*].

Far from settling things once and for all, the project is defined as “an intention, an aspiration of what you want to be and how you want to act, a trajectory of straight lines and detours, continuities and ruptures, failures and successes, a multitude of influences, whether personal, collective or environmental, of intentional and random strategies, of opportunities to seize (Hassounet and Rafik 2010, 164) [*Translation*]. It “includes action, direction, intentionality, and an objective set in time and space” (Young and Valach 2006, 2) [*Translation*]. It is “both a way to organize our past experiences (retrospection) and a way to anticipate upcoming experiences (prospection)” (Young and Valach 2006, 5) [*Translation*]. It “involves being open to new horizons in which to plant the seeds of future actions” (Counoyer 2008, 66) [*Translation*] and contributes to meaning-making.

During this ACGC item, the student’s future project is often at an embryonic phase, as it “takes shape, becomes modified and adapts to the student’s desires and changes in environment” (Loisy and Carosin 2017, 62) [*Translation*]. Even if the life project does not contain every element that defines a project, it is normal—even desirable—for students on the cusp of graduation to be able to begin reflecting about their future. Projects contribute to defining a lifestyle that corresponds to one’s values and ambitions. According to certain authors, projects also contribute to informing the students’ intentionality, that is, to helping them become aware of what they want to do in life in order to give meaning to that life (Glée 2009).

Life project: three types

There are three different types of life projects: the personal project, the career project and the community project. The relevance of anticipating a career project toward the end of secondary school may seem to speak for itself, but it is important to consider the reality of all students. It is possible that some students may not be planning to pursue their studies immediately after secondary school, or that they are unable to come up with a specific, well-defined career plan at this moment in their lives. These students, in this light, are therefore encouraged to anticipate a more personal or community-oriented life project. The following characterizes the three different types of projects:

- **The personal project**

A project is considered personal insofar as it reflects the person’s perspective and is anchored in information that is meaningful for that person (Loisy and Carosin 2017). This type of project can help students achieve more balanced self-knowledge, and provides insight into their way of seeing life (Little and Chambers 2000).

As part of this ACGC item, the personal project is based on actions that are taken with a view to helping students thrive. Some authors consider this type of project as an identity project (Young and Valach 2006). Among other things, personal projects allow students to fulfill their potential (e.g. the young athlete who trains to improve her performance), to find answers to their questions (e.g. a student who wants to understand a phenomenon and spends time researching the topic to create content on his website on this subject), or to understand themselves better (e.g. an adolescent who wants to learn to control her impulsivity by practising martial arts). This is a useful type of project for students to dive into their identity and learn more about themselves.

• The career project

A career project is “a dynamic process that is constructed through the confluence of the actor’s past, present and future. It incorporates actions, a representation of processes, as well as obstacles and timelines for achieving the identified goal. The project is concrete and gives meaning to learning” (Marcoux-Moisan 2015, 30) [Translation]. Consequently, “the project is not a choice made at any given moment, but rather a developmental process that takes place over a lifetime, made up of different stages and periods” (Glée 2009, 410) [Translation]. In other words, it is usually a marathon rather than a sprint.

That said, adolescents often do not have the necessary reference points to clearly imagine the future. Their ideas may be interspersed with “maybes” and “possibly.” In this respect, Beaucher and Dumas (2008) estimate that only about 20% of students at the end of secondary school are able to adopt a realistic career project. Instead, most students will have career aspirations that are expressed as a dream of theirs or a fragmented intention for the future (Beaucher 2006). Career aspirations “incorporate the same dimensions as the concept of project. What sets the two apart is the degree of precision—or absence—of one or more dimensions (representations of the imagined occupation, of the self, of the steps to take to achieve the goal) and of the occupational goal” (Beaucher and Dumas 2008, 622) [Translation]. Aspirations remain valid if they contribute to students’ career planning and give meaning to their learning (Beaucher 2001, 2006; Beaucher and Dumas 2008).

Anticipating a career project and recording some of the broad outlines of that project creates an opportunity to find answers to questions, think of new questions, expand one’s vision of the self and the world of work (MELS 2007), and look to the future. The objective is to prompt students to advance their planning and to work with them, regardless of where they are starting from, to help them make progress (Beaucher 2006). “Students who have occupational goals are more motivated to pursue their studies, especially when the learning content creates connections with trades and occupations” (MELS 2013, 18). In sum, the important thing is for students to consider a career project, even if by simply anticipating the broad outlines of this project. At this stage, being able to consider a project, even in general terms, allows students to be in active career planning mode, to give themselves goals, even small ones, and to create a foundation to eventually be able to take more directed action. Forcing students to specify a project at this time could cause a paralyzing level of anxiety.

• The community project

Subscribing to the same philosophy as the BAL Citizenship and Community Life, which offers students a framework that is conducive to respecting the principles of citizenship and democracy, the community project shifts focus from “me” to “we.” It encourages students to commit to something that is bigger than themselves. Young people who invest themselves in a community project become the authors and agents of social change.

A number of authors have mentioned that “there are many ways adolescents exercise citizenship, ways that do not necessarily fit into the four walls of institutions but nonetheless advance their academic, career and political planning progress” (Fourchard and al. 2017, 43) [Translation]. At school, “the active involvement of students in making decisions that concern them, their knowledge of organizations that help citizens and workers, the collective resolution of problems through discussion and negotiation, debates on questions bearing on various issues, and decision-making in a spirit of solidarity and in respect of individual and collective rights—these are all situations where students are called on to exercise their citizenship” (MELS 2007, 13) [Translation], which can in turn be reflected in the draft of a project.

The table below provides examples of the three types of life projects that students can pursue in Secondary Cycle Two.

Examples of life projects

Personal project	Career project	Community project
Leaving the family home to pursue studies in another region	Taking over the family business and making it grow	Volunteering at the youth centre
Registering for courses outside school to learn how to play a musical instrument	Being admitted into a university program with limited enrolment	Participating in riverbank clean-up and maintenance efforts near home
Learning Spanish for future travel plans	Getting a part-time job to validate occupational choice	Getting an internship with an environmentally or socially oriented organization

The reason for this content

Student empowerment, one of the three major aims of the QEP, can be translated as “the ability to appropriately draw on the sum of their academic knowledge as well as experiences, skills, attitudes, fields of interests or even external resources such as their peers, their teachers, complementary services personnel, community experts or any other source of information” (MELS 2007, 9) [Translation].

“A study from Larose and Roy (1996) identifies eight events that most concern students finishing secondary school, and challenges associated with academic guidance top that list” (Demers 2012, 4) [Translation]. Remember that most students at the end of secondary school “do not have a clear career project at the time of transitioning from secondary school to CEGEP” (Cournoyer and Lachance 2014, 8) [Translation]. Based on the QEP aim to develop student empowerment, this ACGC item encourages students to take their futures into their own hands and channel their energy and their actions toward a goal that will have a structuring effect on their lives (Young and Valach 2006). The life project makes adolescents more aware of the resources in their environments and their potential, while simultaneously encouraging them to develop themselves and give meaning to what they are learning and the progress they are making (Loisy and Carosin 2017). In the long term, young people must define their futures. In the short term, defining a career project that suits them is a key motivational factor when embarking upon college and university studies or vocational training.

There are other lenses through which to explain the reason for offering a content item that prompts students to adopt a life project:

- In keeping with the educational aim of the BAL Career Planning and Entrepreneurship, this content aims to “encourage students to adopt and carry out projects meant to help them achieve self-fulfillment and integrate into society” (MELS 2007, 7) [Translation]. More specifically, the goal is for students to “develop an awareness of the connections between their self-knowledge and their future projects; visualize the different roles they will occupy; and explore future projects in connection with their fields of interest and aptitudes” (MELS 2007, 8) [Translation].
- During adolescence, young people strive to carve out a place for themselves in the system they live in. They need to be recognized as an integral part of society (Loisy and Carosin 2017). Building a life project represents a way for them to affirm their contribution. The project is part of the students’ path and mobilizes them to build their life (Savickas and al. 2009). It is a form of ritual that shapes adolescents’ passage into adulthood.
- “[T]he school has a role to play in accompanying students with their guidance project, because once students have set goals, they might approach certain school subjects or parts of a subject differently than before; things they had seen as being of little use before they had defined their project may now inspire them to pay more attention to this learning, at least to the learning that is associated with their project” (Loisy and Carosin 2017, 83) [Translation]. Note that “students who do not have specific aspirations or ideas for tracing broad outlines of a school or career project are at a greater risk of changing programs of study after secondary school and of dropping out of school” (Réunir Réussir, 2013, Sheet 11, np) [Translation]. The act of anticipating a life project engages young people. In fact, “career objectives or long-term goals can only emerge once they have committed to projects” (Young and Valach 2006, 11) [Translation].

Connections with the other ACGC items in Secondary Cycle Two

Anticipating a life project requires self-knowledge. This ACGC item has connections with the ACGC item **REVIEW OF PERSONAL PROFILE**. Students use this representation of themselves to guide them and to transpose this identity in a draft of a life project.

This ACGC item can also provide students with useful avenues for approaching the item **PREPARATION FOR POST-SECONDARY TRANSITION**. When students have a better idea of what is waiting for them after secondary school (i.e. once they have anticipated the draft of a life project), they are ready to begin reflecting on this upcoming transition.

Examples of intervention strategies

In order to successfully anticipate the broad outlines of a life project, students need to be accompanied (Loisy and Carosin 2017). When accompanying students, Guichard and Huteau (2007) and Loisy and Carosin (2017) posit that three aspects are key:

1. **Encouraging student autonomy**
2. **Considering students as actors in their projects**
3. **Providing students with some space to act autonomously with respect to the intentions and goals they are pursuing.**

Here are a series of intervention strategies for accompanying a group of students as they anticipate a life project:

- Help students specify what they want to do, what they want to accomplish or how their ambitions can be stoked in a meaningful project. In other words, “[d]evelop an attitude that is conducive to constructing projects that include intentionalities,²⁶ directions, objectives anchored in time and space, and actions” (Loisy and Carosin 2017, 64) [Translation].
- Encourage students to choose (preferably realistic) goals and think about concrete ways to take action to achieve these goals.
- Highlight successes and the connections to make with their sense of self-efficacy (SSE). The contexts in which they experience success could help inspire a life project.
- Remind students that connections between their favourite subjects and their aspirations can help guide them as they anticipate their life project.
- Encourage students to ask questions about anticipating the process involved in producing a draft of a life project, for instance: *What actions do I have to take to see my project through? How will I do this? How should I start? What resources, organizations or people can I consult to guide me? Do I need to take official documents into consideration to make progress with my project? Do I have to do this within a specific timeline (e.g. Do I have to deal with deadlines)?* Regardless of the type of project, it is possible to anticipate several common aspects (e.g. budget, travel and networking) and to help students arrive at a more realistic project.
- Allow students the leeway to choose the format they will use to present their project.
- Ask students to set short-, medium- and long-term learning goals in specific school subjects. Among other things, this will help show them that the knowledge they acquire and the competencies they develop provide them with know-how and the ability to act, as well as serve to identify situations that help them realize they can take action over their lives. Knowing how to set goals, being clear on the knowledge and competencies being targeted, and adopting proactive behaviours are useful strategies that can be reinvested when anticipating a life project.

26 See the table Cultivating Student Intentionality below.

Let's revisit the first point in the series of examples above, i.e. the one where authors insist on the importance of developing an attitude that is conducive to constructing projects that include intentionalities. Intentionalities could be understood here as a desire to move forward, a sense of empowerment that is manifested as proactivity, the students' ability to be aware of the motives driving their actions, the objectives they pursue... essentially, their ability to create a representation of where they want to go. The table below proposes a few examples of questions that can be used to cultivate student intentionality.

Cultivating student intentionality

Questions that prompt students to "give meaning to their lives, define a lifestyle that corresponds to their values and aspirations" (Glée 2009, 410) [Translation]

Examples of questions:

- Which subject area or subject are you most comfortable with at school? What does this lead you to think about your future?
- Which project corresponds to what you want to do in life? What are your goals? What would you like to accomplish?
- What would allow you to thrive? What do you need to do to get there?
- What do the people who know you well and have a positive influence on you (parents, acquaintances, friends, etc.)²⁷ picture you doing?
- Who can support you in your efforts to envision your project? What do you need from them?
- Where do you see yourself in 10 years, 20 years? What do you see yourself accomplishing?
- Do you want to pursue your studies or enter the labour market? What are you looking for in making this decision?
- If you are considering pursuing your studies or entering the labour market, what are your options?
- What criteria do you think should guide you in your efforts to produce a draft of your life project?
- What is your Plan A? Can you think of a Plan B?

²⁷ "Young people who enjoy the most success in college are those who can count on their social network to both support their school project and respect their need for autonomy" (Laferrière and al. 2011, 171) [Translation]. "Building a network of resource persons provides [students] with a concrete form a support for when they encounter obstacles to their project" (Loisy and Carosin 2017, 80) [Translation].

Complementary strategies

- Reactivate the students' prior knowledge on the concept of projects. Remind students that they have completed numerous class projects since they started school—even teamwork in different courses counts. Referring to concrete experiences and the useful competencies that arose from these experiences will help students produce the draft of their life project.
- Explore the strategy of involving the students' parents, as parents are important allies in the development of their child's occupational aspirations.

Pay special attention to students who are not able to make any progress whatsoever in finding a project to explore. In these cases, it is possible that their needs go well beyond the scope of universal needs, and may rather fall under targeted or intensive needs. It is important to remind these adolescents that they can receive support and guidance from professionals. With the student's consent, preventive action may be taken by making a recommendation or a referral to the school's complementary services.

If students have difficulty *selecting* a project, they should be encouraged instead to anticipate the things they find most interesting and that reflect their priorities. It may also be necessary to help them understand that one type of project can be a complementary building block for other types of projects. For example, a student may say: *Next year, I want to continue studying Tourism Techniques (career project). I am concentrating on anticipating this project, but, at the same time, and because this will be useful for my studies, I am also thinking about enrolling in a French, Second Language course to improve my French (personal project). In the longer term, I want to get involved in a humanitarian project, which will help me better define my career project (community project).* In this example, the three types of projects coexist and have a number of points in common.

In closing

This ACGC item invites students to look ahead into the future, and to draw the broad outlines of a life project that also provides them with an objective for the future. It encourages students to exercise their power to act and channel their energy into a meaningful project that carves out a place for them in society and empowers them to take charge of their life.

It is important to remember that the concept of life project is understood in a broad sense, and that in Secondary Cycle Two, it is mainly a question of producing a draft.

The draft of the project can take one of three directions:

- Pursuing self-fulfilment (personal project)
- Clarifying their career orientation (career project)
- Committing to something that is bigger than themselves (community project)

Students who are actively anticipating a career project are encouraged to participate in this exercise even if, for the moment, the draft of the project should be based on their occupational aspirations. Aspirations have the benefit of serving as a springboard for further reflection, which will become better defined in time.

ACADEMIC AND CAREER GUIDANCE CONTENT
FOR SECONDARY CYCLE TWO (END OF CYCLE)

AREA 2: KNOWLEDGE OF THE WORLD OF SCHOOL



ACGC

PREPARATION FOR POST-SECONDARY TRANSITION

Self-regulate in order to prepare for post-secondary transition

In sum, students learn that:

- a transition is a bridge to another phase in life
- completing secondary school brings them one step closer to adulthood
- this upcoming transition may give rise to questions about who they want to be
- they have a role to play in preparing for this transition and adapting to what lies ahead (self-regulation)
- careful preparation is an excellent way to reduce stress

From Secondary Cycle One to Secondary Cycle Two

In Secondary Cycle One, the ACGC item **PREPARATION FOR ACADEMIC CHOICES IN SECONDARY CYCLE TWO** helped students learn about the choices offered in their environment and anticipate the choices they would make based on their fields of interest and aptitudes.

This time, the guidance content shifts focus to the fact that students are nearing the end of their secondary studies and entering another phase of their life. This ACGC item empowers students by encouraging them to consider how they will approach this transition and prepare for it.

Intention of this ACGC item

For adolescents, the transition from secondary school to another context in life “simultaneously represents an end and a beginning” (CSE 2010, 28). They will soon turn the page on secondary school and look toward a new future that they will need to define. Since the benefits of effective transitions are documented in the literature, it is recommended that students prepare for this change so they can properly steer themselves into the future that is opening up before them.

From an academic point of view, this transition can take different shapes, such as “pursuing post-secondary studies; registering for vocational training; applying for a transfer to adult education (16-year-olds); considering entry into the labour market” (MEES and CTREQ 2018, 37) [*Translation*]. Students are in a place in life where they have to make decisions about their future and, consequently, prepare for this transition, which is the goal of this ACGC item. The strategy *self-regulate* will support students in their analysis and help them determine the changes they can make so as to be better prepared to move forward. See 3.4 for more information on the learning strategy *self-regulate*.

Definition of the concept of transition

A document on school transitions from early childhood to adulthood defines school transitions as “a period of time during which children gradually adjust to their new social, physical and human environment” (Legendre, 2005, in MEES and CTREQ 2018, 6) [*Translation*]. Additionally, “the Québec education system includes several formal school transitions between early childhood and adulthood” (MEES and CTREQ 2018, 6) [*Translation*]. This particular transition involves students reaching the end of their secondary studies and leaving the school to move on to another phase in their life. To prepare for this transition, students must ask themselves what they plan to do next.

This ACGC item is meant to include all options and can focus on the transition from secondary school to:

- vocational training
- the pursuit of studies at the college level
- integration into the labour market
- any other personal or community project that could help guide the adolescent outside the world of school

The metacognitive strategy *self-regulate*²⁸ encourages students to practise introspection. Self-observing, a key step in *self-regulation*, will provide students with reference points to help them become aware of their knowledge, perceptions and views of what is waiting for them after secondary school. For example, students can ask themselves:

- How do I usually approach transitions?
- How do I imagine the upcoming transitions? What do I know about them?
- How do I picture my future next year?
- How will I verify my knowledge, perceptions and views of what lies in store, so that I can self-regulate?
- What do I need to adjust to make sure this next transition helps me adapt to the new situation?
- At this moment, what do I think I will do next year?
- What will I do to adapt to this “new life”?

The reason for this content

Transition periods are pivotal moments in life and many young people find them difficult to manage (ABEE 2004). The most important aspect of the post-secondary transition for students is the way they prepare for it and make decisions that will give direction to their future (ABEE 2004). Because it brings about changes to their environments, this school transition challenges their values, the meaning they give their work and their relationships with others. Authors have also affirmed that this transition represents “a period during which students are suspended between two worlds” (Jacques 2015, 15) [*Translation*].

Moreover, when referring to the end of secondary school, the pursuit of their studies and the approaching transition, a number of young people think of a passage to college or vocational studies. This transition may also be a source of stress and anxiety for all youths (MEES and CTREQ 2018). The transition may have an emotional component, involving, for instance, moving out of the family home. In terms of school, students may need to manage new realities, such as longer classes and a new pace of work. Not knowing the unwritten rules and the requirements that govern college may also destabilize youths. Additionally, there may be several new sources of stress, such as those related to organizing their studies; managing their time and workload; and dealing with the faster pace of learning, a learning structure that requires greater autonomy, and a fractured social network (CSE 2009). Some authors also underscore that “[i]n this context, and even though they often go undetected, symptoms of depression may be felt by a number of youths during the secondary-college transition” (MEES and CTREQ 2018, 38) [*Translation*].

Indeed, “the transition from secondary school to college can be experienced as a shock for students who are ill-prepared for the requirements of college” (Paradis 2000, 18) [*Translation*]. To explain this response, some authors have described the transition as losing one’s psychosocial anchor (Jacques 2015). In other words, students lose their grounding. They must deal with a change in status, i.e. exchanging the status of secondary student with that of a person who studies in CEGEP or enters the labour market. Moreover, in its brief to the Minister, the Conseil supérieur de l’éducation (CSE) recommends to “start preparing students for college as of Secondary Cycle Two” (CSE 2010, 23). By looking to and anticipating the future in relation to the present and by consciously considering the approaching transition, students are prompted to conduct a self-analysis of the situation. This “capacity for self-analysis appears to be an important factor associated with the emergence of adaptive behaviours” (Paradis 2000, 21) [*Translation*]. Self-analysis, being in and of itself an adaptive behaviour, helps students *self-regulate* their thoughts, perceptions, emotions, etc., and therefore create new reference points for making adjustments that are more closely aligned with

28 An example of an intervention that promotes self-regulation in students is presented under the heading Examples of intervention strategies.

an objective reality. This preparation allows students to appropriate this passage and lessen the distortions between their perceptions and reality.

Connections with the other ACGC items in Secondary Cycle Two

At the end of secondary school, students “bring with them an accumulated body of knowledge, an attitude toward school, and study habits shaped by a given cultural context. This becomes their capital, similar to the knowledge acquired during their time as students” (CSE 2010, 4). The transition from that status of secondary student to something else requires young people to draw on different aspects of their self-knowledge. The theme of the ACGC item **REVIEW OF PERSONAL PROFILE** helps students think about the personal resources they can use to envision this bridge to another phase in their life. In this sense, the connections between this content item and **PREPARATION FOR POST-SECONDARY TRANSITION** may help enrich student reflection.

The coming transition is also linked to the process involved in producing a draft of a **LIFE PROJECT**. The learning strategy associated with this ACGC item requires the student to anticipate their future and to wonder what they would like to aim for once secondary school is over. Anticipating a life project provides the student with points of reference that are advantageous. Indeed, because the student has an idea of where they would like to head, they are not empty-handed when they take on the theme of the content item **PREPARATION FOR POST-SECONDARY TRANSITION**.

Examples of intervention strategies

Although not all secondary school graduates will pursue their studies as part of this transition, the transition to college studies is well documented in the literature, as evidenced by the following intervention strategies:

1. Know the academic requirements²⁹

The first semester at college “marks the end of secondary school, but also represents the beginning of adulthood, with greater freedom from parental authority. Yet even after arriving at college, students remain in a transitional phase... where they are expected to adopt behaviours related to college and adult life” (CSE 2010, 20). In a similar way, Paradis (2000) describes youths arriving at college from secondary school like “young adults in the making who, upon their arrival, have not yet developed all the necessary behaviours to integrate into post-secondary studies” (32) [*Translation*].

According to the CSE, secondary students must be aware of the requirements associated with attending college. For some students, “study habits developed during secondary school may be insufficient to succeed in college studies” (CSE 2010, 22). Key interventions include those designed to help students achieve a better grasp and understanding of what is waiting for them in college. This can, for example, take the shape of college preparation workshops (how to study, prepare for exams, manage time, etc.), discussions with college instructors before the start of the term, or a project where college students are invited to share their experience with this transition. Additionally, “measures such as career-exploration programs (mobile caravan on vocational and STEM studies, job shadowing, integration of information on careers in other subjects, etc.) can help students” (MEES and CTREQ 2018, 40) [*Translation*].

²⁹ Note: The literature on post-secondary transitions includes much research on the transition from secondary school to college, as evidenced by the bibliographical references cited in the pedagogical intentions for Secondary Cycle Two. Note that some of the principles recorded in the literature also apply to the transition to vocational training.

The following exercise provides students with a few factors to consider when preparing for transition to college. It also includes a sample table that can be handed out to students for them to record the steps they have taken and the results they have obtained.

Suggested steps:

1. Students are first invited to take stock of their vision, thoughts and perceptions of some of the aspects involved in preparing for the transition (self-observe). Examples of factors to take into consideration are listed in the table below.
2. To self-regulate during the preparation process, students must do research to *verify* if the information they have is valid (find information). The table below proposes some examples of factors to take into consideration.
3. Students then take a step back to *compare* the information that they recorded in the two columns of the table.
4. Students then conduct an analysis of the information to make observations.
5. Finally, students ask themselves: *Now, what can—or should—I do to better prepare for this transition (self-regulate)?*

Sample activity

PREPARATION FOR POST-SECONDARY TRANSITION TOWARD... (check one of the following boxes)

☐ Vocational training ☐ College ☐ Work

- To prepare for this transition, write down what you know about the factors to consider in the “My perceptions” column.
- After verification, write down what you learned in the “Reality” column.
- In the boxes at the bottom of the table, write down your observations and the adjustments you made to your perceptions.

MY PERCEPTIONS VS REALITY

FACTORS TO CONSIDER³⁰	<i>My perceptions: what I know ...</i>	<i>Reality: what I learned ...</i>
Management of free time, schedule		
Work habits		
Peer group		
Effort and perseverance		
Quantity of work		
Organization and time management		
Studies, homework and exams		
My findings ...	I made the following adjustments to my perceptions to better prepare for this transition	

³⁰ The list of factors to consider may vary based on the type of transition that students must prepare for.

According to Paradis (2000), it may also be useful to plan interventions that draw the students' attention to factors such as time management, focus and concentration, memory, stress management in exam situations, study strategies, motivation and guidance.

Other factors may also weigh in and prompt students to review how they are preparing. Consider, for instance, emotional variables such as:

- needing to move to pursue their studies, or, alternately, choosing a career project that allows them to stay at home, but that does not satisfy their aspirations
- concern caused by tuition fees and other costs associated with pursuing their studies
- parental influence on decisions
- prejudices or stereotypes surrounding certain types of training
- a sense of insecurity about their ability to succeed in a post-secondary education program of study
- significantly limited enrolment quota for a program of study (MELS 2007)

2. Use the strategy self-regulate

To help students *self-regulate* to prepare for the post-secondary transition, pedagogical interventions should encourage them to question themselves about the needs they think they will have in this new life situation, and to become aware of those needs (self-observe). Once they know their needs, students can determine how they will take these into consideration. Is it a question of calming their fears by validating their knowledge or their expectations (self-adjust) or obtaining accurate and timely information by *verifying* this information with reliable sources to get a true portrait of the situation (find information)? These are but a few examples of questions that can prompt students to review what they are doing or what they should be doing differently to better prepare for the transition.

Note that whenever self-regulation is at play, the metacognitive action **self-observe** is key. *Self-regulation* refers to something specific, determined, that relates to the self. As such, self-observation is the first essential step to take to ensure the strategy takes root. To begin this self-reflection process, students must first ask themselves how they view this transition—what their perceptions are. They could also ask themselves, among other things, why they are being asked to prepare for this transition, and what they will need. Self-observation will relate to their thoughts on this passage (which represents a lot of unknowns), to what this means for them, and to the actions they will need to take to get a better idea of this transition and how to prepare for it.

Afterwards, there are two main actions that can help them question themselves on how to approach this transition and what they already know, what they need to know, what they think about it, etc.: **find information** and **self-adjust**.

To determine if their perceptions stand up to a reality check, students must find information ideally by consulting more than one source. Based on the information they will find, they can alter their perceptions if need be. In other words, it is highly likely that in light of this information, students may have to make adjustments to some of their impressions or to how they had imagined things.

The table below offers a few sample questions that can have students use the strategy *self-regulate*. The questions are categorized into the three different cognitive actions that can help adolescents use this strategy.

Examples of questions to promote the use of the metacognitive strategy **SELF-REGULATE**

• Self-observe

- *What does the upcoming transition bring up for you (e.g. reactions, impressions, perceptions and emotions)?*
- *What have you done up to now to prepare for this transition?*
- *How would you describe your level of preparation for this transition?*
- *What makes you say that? How did you arrive at this conclusion?*
- *What do you see as positive in your preparation for this transition? What are your concerns and fears?*
- *Where did these ideas come from?*

• Find information

- *What are your impressions about this transition based on?*
- *What are your perceptions based on?*
- *How can you verify if you have an adequate approach to prepare for this transition?*
- *What do you need to find more information and be better prepared?*
- *How can you verify if you have the right information on hand to make sure you have a smooth transition?*

• Self-adjust

- *How does this new information impact your perceptions of the upcoming transition?*
- *Now that you can verify certain things, what are your impressions of your level of preparation?*
- *What have you reviewed in light of the new information?*
- *What have you learned?*
- *What will you do to better prepare and self-regulate for this transition?*

Autonomy is also an important internal resource to develop or reinforce. In fact, “[d]eveloping autonomy helps all students succeed academically in secondary school and persevere when passing from one sector to another, or to a higher level of school. There are authors who insist on the importance of self-regulated learning, which they claim is strongly correlated to academic success” (MEES and CTREQ 2018, 39) [Translation].

In addition to autonomy, “some researchers have studied the importance of developing social competencies throughout secondary school in order to foster academic success and, eventually, the social and vocational integration of youths” (MEES and CTREQ 2018, 41) [Translation]. One way to develop autonomy in students is, for example, to give them the leeway to decide how they would like to present an assignment or report.

3. Guidance, sources of support and pairing

Accompanying young people in periods of transition “is crucial, regardless of their needs” (MEES and CTREQ 2018, 40) [Translation]. Whether this support materializes as taking preventive actions, making the bridge between secondary school and college or vocational training, or encouraging students to find information, it represents one way to mitigate stress. “The sooner students can get informed and feel reassured about what is waiting for them in college, the lower their stress levels and the greater their chances of adapting smoothly to college studies” (Larose and Roy 1996, 109) [Translation].

The literature also states that “young people who enjoy the most success in college are those who can count on their social network to both support their school project and respect their need for autonomy” (Laferrière and al. 2011, 171) [Translation]. Additionally, “there are multiple and diverse forms of support during this transition. Generally speaking, parents are highly present, although this is less often the case in families with a lower socio-economic status. Support from outside the family, i.e. among friends, is also very present. Overall, young people often report the great significance of the support they receive from their social environment” (MEES and CTREQ 2018, 40) [Translation]. Moreover, “students who are engaged in a process to plan this transition and who are supported in this process by both their parents and different professionals in a context of intersectoral collaboration have a better chance of finding employment at the end of their studies” (MEES and CTREQ 2018, 41) [Translation].

Although parental support is considered an external variable in relation to the school, the fact remains that with this ACGC item, the school community is called on to support students in their efforts to plan the approaching transition: “Responsibility sharing, quality relationships and collaboration between stakeholders all represent winning practices, regardless of the situation and needs of the students. In the case of youths with special needs, successful transitions hinge on proper planning, a continuum of services and coordination between stakeholders in education, health and social services, employment and the community” (MEES and CTREQ 2018, 40) [Translation]. The approach of the *Zenétudes* program (Marcotte and al. 2016), which was designed in Québec, specifically aims to prepare students for the transition to college.

Finally, one more tool to help secondary students achieve some distance so they can *self-regulate* while preparing their transition to college is to pair them with college students (CSE, 2010). Discussions on the career projects of students finishing secondary school and the academic habits adopted by CEGEP students to achieve success can create opportunities to self-regulate. The same approach can be applied to vocational training.

In closing

The post-secondary transition being prepared by students is often taken for granted. However, given that adolescents have been in the same academic space for several years, this transition is sure to take young people out of their comfort zones and routines. As these adolescents are also on the cusp of adulthood, they are exposed to a certain amount of stress due to their approaching change in status.

By questioning themselves, engaging in self-observation, and talking about the imminent change—in other words, by preparing for this transition—students can manage the uncertainty before them. Students may feel in the dark about certain things, which can cause concern. However, once students identify these areas, they can equip themselves to shed light on the situation. The learning strategy *self-regulate* encourages students to reconsider their vision of the transition under a new light, to find information, and then to use their power to take action to verify their perceptions in order to adjust them as needed.

ACADEMIC AND CAREER GUIDANCE CONTENT
FOR SECONDARY CYCLE TWO (END OF CYCLE)

AREA 3: KNOWLEDGE OF THE WORLD OF WORK



ACGC

PERSONAL PERCEPTIONS AND THE REALITY OF THE WORLD OF WORK

Verify personal perceptions regarding the reality and requirements of the world of work

In sum, students learn that:

- personal perceptions are representations that are grounded in objective and subjective data
- different personal perceptions can arise from a single reality
- different opinions can be explained by the nature of our personal perceptions
- it is important to verify personal perceptions and base them, as much as possible, on facts

From Secondary Cycle One to Secondary Cycle Two

In Secondary Cycle One, the theme of the ACGC item **ACADEMIC PREFERENCES IN RELATION TO THE JOB MARKET** helped students discover how their academic preferences could be transposed and adapted to the world of work.

At the end of Secondary Cycle Two, students revisit the world of work through the lens of their personal perceptions in order to *verify* whether or not these are in line with the reality and requirements of the world of work.

Intention of this ACGC item

In recent years, Québec has seen “young people, as of adolescence, begin dividing their time between studies and work, or ‘small jobs.’ As a result, they enter the world of work at a young age” (Bourdon and Vultur 2007, 72) [Translation]. Youths “often see these jobs not only as a source of income, but also a type of socialization that is missing from school” (Bourdon and Vultur 2007, 73) [Translation]. The circumstances surrounding these small jobs often redefine adolescents’ relationship with work (Bourdon and Vultur 2007). This work experience also leads youths to “learn firsthand about constraints” and, subsequently, to become aware of certain aspects of the world of work, at their own expense (Bourdon and Vultur 2007, 74) [Translation].

As part of the academic and career guidance covered in Secondary Cycle Two, and in continuity with the content covered in Secondary Cycle One, this ACGC item provides students with an opportunity to update their personal perceptions about the world of work, which they can then *verify*. To *verify* their personal perceptions, students must draw on a learning strategy that will help them make sure the perceptions they have cultivated in relation to the world of work are valid—i.e. well founded—because they meet criteria such as accuracy, precision or objectivity. See 3.4 for more information on the learning strategy *verify*.

Definition of the concept of personal perceptions

Our perceptions are built using information that is accessible to us via sensorial stimuli. For example, a student who is listening to his brother talk about something that happened at work has access to both explicit and implicit information. In addition to learning details that stem from facts (e.g. the specific efforts and sequence required to complete a task), he can also tap into feelings and emotions that he has perceived in the tone of voice, strength of message or choice of words used by his brother. He will apply this information to construct a representation of the meaning he gives to work. Based on what he has perceived, he will say whether his brother’s job seems interesting. A perception is therefore a “[m]ental representation of an objective or image” (OQLF 2001) [Translation].

Moreover, “the main representations that influence behaviours relating to career planning can be qualified as social, as they bear on social objects, they are built through social interactions, they serve a social function. The main representations that influence processes relating to career planning are the social sphere, training and occupations” (Guichard and Huteau 2006, cited in Labbé and Gachassin 2012, 87) [Translation].

The reason for this content

The BAL Career Planning and Entrepreneurship helps students learn about the world of work, social roles, trades and occupations. Students who in turn approach their future by asking questions about the world of work can pursue this quest in a personally meaningful way because “work is central to identity building, across all generations” (Georis 2001, 2) [Translation]. Indeed, work continues to be “a major form of social integration in society, fostering sociability within individuals” (Triomphe, Vial and Lab jeunes ASTREES 2015, 9) [Translation]. Social identity also influences an individual’s personal perception of work (Boudrenghien and al. 2009). As such, it follows that when students question their perceptions of the world of work, this is another way of them getting to know themselves.

Generally speaking, an easy and accessible way to learn about the world of work is through information. However, “[d]espite the strong diversity of sources of information young people can access to plan their careers, it remains that student knowledge about an occupation or training path is often vague and incomplete. In fact, sometimes, what young people think they know does not correspond in any way to reality” (Labbé and Gachassin 2012, 102) [Translation]. As such, Labbé and Gachassin stress that there is often a gap between a personal perception and the reality of the world of work. It is therefore important for “students, at this critical juncture in their lives, to have a clear representation of the characteristics of the [trade] they are considering, before taking any concrete steps in that direction” (Negura and Samson 2008, cited in Labbé and Gachassin 2012, 92) [Translation]. This highlights why the ACGC item encourages students to draw on their competency to exploit information.

Youths have been observed to “communicate among themselves about their vocational future and exchange information about the labour market. They also receive information from adults in their lives: parents, teachers or other people they can refer to... In other words, youths are swimming in a pool of information that contributes to the construction of their vision of the world of work” (Negura and Samson 2008, cited in Labbé and Gachassin 2012, 87) [Translation]. Numerous young people will “make choices based on the information, knowledge, opinions and beliefs they have acquired and developed within the context of their communities” (Labbé and Gachassin 2012, 86) [Translation].

Since the idea students form of work is based on personal perceptions that give rise to representations, it is important for students to verify whether these perceptions are founded, as “unequal access to information as well as stereotypes (on gender, among other things) continue to determine the career choices students make, even though we would like these choices to be made on a more equitable basis to ensure equal opportunities for all” (Labbé and Gachassin 2012, 102) [Translation]. Additionally, “[o]nce we realize the impact of subjective experiences on the resulting objective consequences, the importance of being able to work with young students to help them position themselves in the world of work becomes particularly acute” (Boudrenghien and al. 2009, 1-2) [Translation]. Going beyond personal perceptions and verifying them is also an opportunity to develop judgment.

This ACGC item is further relevant because it aims to support young people in their efforts to prepare for their future. Many studies demonstrate that “poor knowledge of the realities of the world of work and possible academic, training and career options [could] lead to an absence of plans for the future, loss of motivation for studies, and, ultimately, failure and dropping out of school” (Beaucher and Dumas 2008, 610) [Translation].

Connections with the other ACGC items in Secondary Cycle Two

At the beginning of Secondary Cycle Two, the ACGC item **OCCUPATIONAL PREFERENCES AND PERSONAL PROFILE** encouraged students to make connections between self-knowledge and knowledge of the world of work. Students explored the world of work to select occupational preferences that corresponded to their personal profile.

This ACGC item encourages students to consider the world of work while drawing their attention to their social identity. It is highly likely that students will find inspiration in the ACGC item **REVIEW OF PERSONAL PROFILE**. The content **PERSONAL PERCEPTIONS AND THE REALITY OF THE WORLD OF WORK** may also give rise to questions about the ACGC items covering the theme of **PREPARATION FOR POST-SECONDARY TRANSITION** or **LIFE PROJECT**.

Examples of intervention strategies

The following are a few examples of how to approach personal perceptions and the reality of the world of work in a way that encourages students to verify the foundations for their perceptions.

1. Take stock of personal perceptions, then verify them

This exercise has students take stock of their personal perceptions about the world of work, then select sources of information to *verify* those perceptions. Students will begin by *producing* a list of perceptions that reflect their representation of the world of work and describe them.

The table below was inspired by a document that lists several themes of interest to young people that were identified following a survey designed to record their opinions relating to the world of work (Triomphe, Vial and Lab jeunes ASTREES 2015). Specifically, the table proposes examples of themes that are likely to generate perceptions that will need to be *verified*.

Examples of themes for verifying personal perceptions and the reality of the world of work

Access to the world of work	Working conditions	Meaning given to work
Unions	Job security	Professional development
Occupational health and safety	Employment insurance (welfare)	Work schedule
Boss/employee relations	Learning on the job	Salary (income taxes and deductions)
Relationships with colleagues (e.g. new guard/old guard)	Work-life balance	Atypical work (e.g. employees/freelancers, telework and self-employment)

Afterwards, students can transcribe their personal perceptions in relation to the chosen themes and proceed to a verification (see sample table below). The strategy *verify* relies on the quality of information (reliable sources) and the coherence of sources (several sources that provide the same type of information). The table on the following page can be used to *organize* information. It is in turn followed by another table that proposes questions that will prompt students to apply the learning strategy *verify*.

In addition to consulting recognized sources (e.g. a list of references and tools, such as guides or websites, provided by guidance professionals), students can also *verify* their personal perceptions by doing an internship in a workplace, finding a mentor or being paired with a worker (job shadowing). The school team responsible for choosing solutions should seek out the expertise of guidance professionals and plan the process in collaboration with them.

Personal perceptions and the reality of the world of work

Verify personal perceptions regarding the reality and requirements of the world of work

- Write down your personal perceptions about the chosen theme in the left column. After using the learning strategy VERIFY,
- Write down what you learned in the centre column. Be sure to record the sources of information you consulted in the right column. Then, write down your findings at the bottom of the table.

MY PERSONAL PERCEPTIONS AND THE REALITY			
WORLD OF WORK	<i>My personal perceptions, or what I know about this</i>	<i>My discoveries, or what I learned about this</i>	<i>My sources</i>
E.g. Job security			

My findings ...

Examples of questions to prompt the use of the cognitive strategy **VERIFY**

- What comes to mind when you think about the world of work?
- What do you know about the reality of the world of work with respect to job security? (See other theme ideas in the table above.)
- What are your personal perceptions about the world of work and its requirements?
- How did you arrive at this answer? What are your personal perceptions based on?
- How will you proceed in order to verify if your personal perceptions about the world of work are true?
- What criteria will help you verify if your personal perceptions are accurate?
- Now that you have verified your personal perceptions, what do you know?
- How has this changed your personal perceptions?

2. Financial Education program³¹ and infusion

The compulsory Secondary V program, Financial Education, provides a relevant context for infusing guidance content. This program aims to help students develop critical judgment in managing their personal finances and the self-confidence needed for financial well-being. In other words, students are called on to exercise sound judgment, make informed choices and adopt responsible behaviours. Generally speaking, these aims correspond to the aims of the ACGC. In fact, the compulsory content is designed to prepare students to be proactive in their academic and career planning and foster the development of behaviours that will allow them to use their judgment when they decide to take action, for instance, in pursuing a project for the future or during their post-secondary transition.

The competency *Takes a position on a financial issue* from the Financial Education program requires students to select an option. According to this program, “to select one of a number of options [is] to make a choice” (MEES 2018, 7). To take a position, students must be able to *verify* the facts on which to base themselves. Two of the three financial issues of the program of study—**entering the workforce** and **pursuing an education**³²—are particularly relevant for this ACGC item. In both cases, the learning context is conducive to addressing both the ACGC and the program competency, making infusion possible.

There are other connections to be made between the ACGC item **PERSONAL PERCEPTIONS AND THE REALITY OF THE WORLD OF WORK** and the key features of the competency *Takes a position on a financial issue*. For example, the key feature “Assesses the situation” requires students to draw on their personal perceptions, similarly to the ACGC item. Once the situation is assessed, students are required to examine the different options, and the cognitive strategy *verify*, associated with this ACGC item, can also apply.

In closing

As the world of work remains an unknown for many students, this ACGC item helps students become aware of their personal perceptions about work, and then *verify* them.

The part of the ACGC item that refers to the cognitive strategy *verify* encourages students to go beyond their personal perceptions and test them against the reality observed in the world of work. To *verify* their personal perceptions, students must first be able to recognize their own personal perceptions about the world of work (reality and requirements), to be able to place them in relation to facts, validated observations, etc., and then to adjust the ideas they have cultivated about the world of work.

31 Resources on the Financial Education program are available on the websites of LEARN (<https://www.learnquebec.ca/finedu>) and MEES (<http://www.education.gouv.qc.ca/en/teachers/quebec-education-program/secondary/social-sciences/financial-education>). The École branchée also presents a clip (in French) that provides an overview of the Financial Education program as well as the social sciences resources designed by the Service national du RÉCIT and other partners at <https://ecolebranchee.com/developper-de-bons-reflexes-avec-le-cours-deducation-financiere>.

32 “Pursuing an education may involve post-secondary studies as well as vocational or on-the-job training. There are a variety of employment options. The students’ decision-making process must be based not only on their aspirations, but also on their interests and abilities. Since not all jobs provide the same financial conditions, a greater understanding of the labour market is likely to lead to better decisions” (MEES 2018, 17).

3.4 TAXONOMY OF LEARNING STRATEGIES

This document is an excerpt from the article “Les stratégies d’apprentissage: un cadre de référence simplifié” [learning strategies: a simplified reference framework] (Bégin 2008), which proposes 12 generic learning strategies that can be applied in any context. Each ESLO is associated with a strategy drawn from this taxonomy. The article can be consulted in full at <https://www.erudit.org/fr/revues/rse/2008-v34-n1-rse2410/018989ar.pdf> (in French only).

Learning strategy: A definition

“In a school setting, a learning strategy is **a set of metacognitive or cognitive actions** used in a learning situation in which students perform a task or learning activity for the purpose of carrying out operations on knowledge according to specific objectives” (Bégin 2008, 53) [*Translation*].

Table 1: Taxonomy of metagognitive strategies

STRATEGIES	Actions, techniques or procedures
Anticipate: Trying to predict or to envision knowledge, procedures, actions or situations that might come up or that would be useful in tasks or situations. To anticipate is also to foresee the resources required under certain conditions or in situations that may arise.	• Identify prior learning that may be useful in relation to future conditions or situations • Consider requirements or needs in terms of future possibilities • Imagine possible future situations or events • Plan • Hypothesize
Self-regulate: Observing one’s mechanisms and general approach in order to make adjustments to behaviours and knowledge related to tasks and ways of doing things. Self-regulating makes it possible to adapt by making the most effective and impactful use of personal and environmental resources. This involves improving or adapting situations and events and implementing a continuous adjustment process based on prior learning and available resources.	• Self-observe: Become aware of the mechanisms, procedures and knowledge used and the situations or tasks involved • Control: Progressively analyze the characteristics and value of activities in light of the requirements, the selection of measures put in place and the results obtained • Make a judgment: Associate the targeted objectives with the perceived effectiveness of the resources or the accuracy of metacognitive knowledge used in the selection of resources • Self-adjust: Adjust resources or metacognitive knowledge based on the results or conditions observed with respect to the expectations or objectives • Find information: Based on one’s needs, requirements and objectives, gather or search for information with respect to the tasks, situations and conditions for using knowledge

Table 2: Taxonomy of cognitive processing strategies

STRATEGIES	Actions, techniques or procedures
Select: Using different means and according to predetermined or spontaneous criteria, researching and identifying relevant or useful information.	• Note • Underline • Highlight • Circle • Write • Say, etc.
Repeat: Frequently going over or reproducing information using the same action or procedure or a combination of different actions or procedures.	• Repeat several times out loud • Repeat several times in your mind • Rewrite several times • Reread several times • Review, etc.
Deconstruct: Breaking down the whole into parts, separating elements with common characteristics or that form a complete unit from the whole.	• Separate into small parts • Identify components, characteristics • Break down or identify in multiple steps or procedures, etc.
Compare: Looking for elements or characteristics that establish connections or relationships between items of information.	• Look for differences • Look for resemblances and similarities • Look for relationships of size (larger, smaller, equal) • Look for relative importance • Look for order or sequence, etc.
Develop: Reformulating or transforming information so that its main characteristics or components are reflected or expressed in different ways.	• Paraphrase • Formulate examples • Make analogies, etc.
Organize: Construct a body of information or knowledge based on a set of characteristics or an arrangement that makes it possible to identify or enhance the semantic value or meaning.	• Create or apply a mnemonic • Create schemas • Create diagrams or tables • Group by characteristics • Group by class or group, etc.

Table 3: Taxonomy of cognitive executive strategies

STRATEGIES	Actions, techniques or procedures
Evaluate*: Casting a critical view on knowledge in order to make a choice or determine the accuracy or value.	• Determine the value of elements • Compare reports • Estimate • Identify the relative importance, etc.
Verify: Ensuring the quality or the coherence of the information or knowledge produced based on external criteria or requirements.	• Identify the characteristics or attributes of available information or knowledge • Confirm the presence or absence of elements targeted in connection with the objectives or selected criteria, etc.
Produce: Externalizing or concretely expressing the knowledge deemed to be relevant.	• Write • Say out loud • Draw, etc.
Translate (popularize): Transforming knowledge into another form, with the objective of making it more explicit or better adapted to the situation or of clarifying the meaning based on the context.	• Transform into their complementary form (numbers into words or vice versa, symbols into words, etc.) • Reformulate in a single form by making the knowledge more explicit or more symbolic • Adjust the production based on the selected criteria
* The cognitive executive strategy <i>evaluate</i> is different from the action <i>Make a judgment</i> that stems from the strategy <i>self-regulate</i>, as the former strategy is not geared toward achieving a better understanding of the learner's own cognitive processes, nor of how he or she operates. Instead, the action is intended to estimate or determine value or relationships that are situated outside the learner and what he or she knows.	

3.4.1 THE LEARNING STRATEGIES ASSOCIATED WITH THE ACGC FOR SECONDARY

Note that this text was developed for all secondary cycles with the collaboration of Christian Bégin (2018).

This text specifies, clarifies and provides examples of the learning strategies used for the ACGC for secondary. The learning strategy is an integral part of each ACGC item (theme, strategy, description of what is expected of the student), and is therefore compulsory in the same right as the descriptor of the expected student learning outcome (ESLO). The strategies give students an active role in the construction of their knowledge to make sure they are cognitively engaged. They give the students additional tools to make academic and career choices, which can be reinvested in different learning contexts to encourage educational success. **These strategies are therefore very useful in both learning and academic and career guidance.**

Five strategies used for the ACGC in secondary are cognitive strategies that foster the acquisition of different types of knowledge. *Developing, comparing, selecting* and *organizing* are cognitive processing strategies; in other words, they are used to process information for the purpose of understanding and then storing it in memory. *Verifying* is a cognitive executive strategy. Execution strategies are drawn on to “use and apply existing knowledge in situations involving production and performance” (Bégin 2008, 60) [Translation]. Finally, *anticipating* and *self-regulating* are metacognitive strategies, which pertain to “the student’s awareness of their own cognitive processes and their knowledge of tasks and situations that elicit cognitive activity” (Bégin 2008, 55) [Translation].

It is interesting to note that “in education, interest in learning strategies increased with the idea of competencies; indeed, strategies are considered to be among the resources that learners must draw on in exercising their competencies” (Bégin 2008, 47) [Translation]. Using strategies in the context of the ACGC contributes to the development of student competencies in career planning, which will, in turn, help students mobilize the resources they need to gain new, lasting knowledge of academic and career information.

Helping students learn strategies to prompt cognitive activity

Consider the following scenario, where students are assigned a task for which they will need to use a given learning strategy. The ACGC instructor first introduces the task, leads a discussion to clarify the task (reactivation of prior knowledge), and has a Q&A with students. The instructor models the strategy, as needed. At this point, according to Bégin (personal communication, 2018), it is important to plan a **break for self-reflection** before beginning the task so that all students, individually, may question and position themselves with respect to what is being asked of them. This personal space encourages students to draw on their inner resources and **fosters their cognitive engagement**. This break also allows ACGC instructors to observe how students approach the task (e.g. what do students understand and what remains unclear about the task). In order for students to learn, it is important that adults give them space to play an active role—in other words, students have to do the work themselves. Bégin says that the instructors’ important work takes place during the task planning phase. Afterwards, they must give students the room they need to take action, and their role shifts to providing support to students and helping them mobilize resources that will help them complete the task, while taking care **to avoid “doing the work for them.”**

The principle is the same for all strategies: first, it is useful to remind students of prior knowledge to activate what they know. Then, the time students spend in self-reflection awakens cognitive activity. According to Bégin, this time is critical if everyone is to achieve the same level of learning in career planning. Afterwards, the students can come together as a group, which enhances and enriches their understanding and adequately equips them for the task at hand. This way, students will have a better grasp of what they know, what they learned, and what they need to learn.

Students who enrich their repertoire of learning strategies are by the same measure gaining tools that can be applied in different learning contexts. For instance, when faced with the need to identify programs of study that correspond to their needs, students will find the strategy *select* to be useful.

In this context, “students, in the process of building and developing their career plans, will contextualize their learning and put in place cognitive and metacognitive strategies that are likely to increase their autonomy” (Canzittu and Demeuse 2017, 60) [*Translation*].

The learning strategies included in the ACGC

The continuum of the ACGC is spread out over a period of seven years in elementary and secondary school. During this period, the guidance content draws on eight different learning strategies. The table below illustrates their distribution in the ACGC continuum.

Table 4: Distribution of learning strategies in the ACGC Continuum

LEARNING STRATEGIES	Elementary (Cycle Three)	Secondary Cycle One (Sec. I and II)	Secondary Cycle Two	
			Beginning of cycle (Sec. III)	End of cycle (Sec. IV and V)
Produce	X			
Select	X	X	X	
Compare	X	X		
Develop	X	X	X	
Anticipate		X	X	X
Organize				X
Self-regulate				X
Verify				X

Legend: Blue: cognitive executive strategy; green: cognitive processing strategy; orange: metacognitive strategy

Summary of the Four Learning Strategies Used in Secondary Cycle One ACGC

ANTICIPATE	DEVELOP
Definition: Trying to predict or to envision knowledge, procedures, actions or situations that might come up or that would be useful in tasks or situations. To anticipate is also to foresee the resources required under certain conditions or in situations that may arise. Examples of actions, techniques or procedures: identify prior learning that may be useful in relation to future conditions or situations; consider requirements or needs in terms of future possibilities; imagine possible future situations or events; plan; hypothesize. <i>Anticipating</i> is a metacognitive strategy. It suggests the necessity of using already acquired knowledge in order to predict or imagine what comes next. For example, when showing students the cover of a novel and asking them to imagine, based on the title and image, what the book is about, they are asked to draw on the strategy “to anticipate.” In the ACGC item asking students to anticipate their choices for Secondary Cycle Two based on their fields of interest and academic aptitudes, the cognitive challenge is to project themselves into the future and be able to envision, among the different possibilities open to them, the choices that would be the most suitable for them. To that end, students need to build on elements they already know. In this example, it supposes that students already have some knowledge of their interests, academic aptitudes and the options that are open to them. By grounding themselves in this knowledge, they will then be able to anticipate scenarios of possible choices. <i>Anticipating</i> requires that students have prior knowledge. If students have little knowledge on a subject, it is important to remedy the situation before asking them to anticipate. “Without the requisite knowledge, there are futures I cannot anticipate” (Bégin 2018)18 [Translation].³³	Definition: Reformulating or transforming information so that its main characteristics or components are reflected or expressed in different ways. Examples of actions, techniques or procedures: paraphrase, formulate examples and make analogies. <i>Developing</i> is a cognitive processing strategy. In this context, developing deviates from the common-sense use of the term, i.e. of going into greater detail, or saying more about, a particular subject. This strategy is, rather, a cognitive operation that is useful for processing information, i.e. it enables students to develop their ideas by transforming information so that they can better understand it and make it their own. It gives meaning to new knowledge by allowing learners to reformulate it in their own terms and to make connections between it and what they already know. When students use their own words to explain what they understood from reading a text about a trade, or what they took from a classroom presentation on a trade given by a worker in the field, they are engaged in the process of developing. Students’ grasp of this strategy can be observed through their reformulation of what they understood. For example, when students develop a profile of their interests and disinterests, they must first be able to understand these two aspects. To show their understanding, they then create a profile of their fields of interests using examples that illustrate the things that interest them and those that interest them less or not at all. The resulting profile can take various forms. When students express what they know about their interests and disinterests and attempt to make them more explicit by making analogies or taking examples from daily life, or by using images, a poster or characters, they are using the strategy “to develop.”

33 BÉGIN, 2018: Interview with the professor during collaborative meetings with the Ministry’s ACGC team.

COMPARE	SELECT
Definition: Looking for elements or characteristics that establish connections or relationships between items of information. Examples of actions, techniques or procedures: look for differences, resemblances or similarities, relationships of size (larger, smaller, equal, etc.), relative importance, order or sequence, etc. Comparing allows students to acquire new knowledge while making connections between the characteristics of the elements under comparison, be they shared or different. To compare, it is necessary to consider at least two distinct elements. These elements must be concrete, and the goal of the comparison—what students are asked to compare—must be clear or made clear to students. Students who are called upon to explain the differences and similarities among the various paths to qualification that are available in the school system must first have enough information on these paths. This information must be clear for students to be able to compare the paths. Students must also understand the purpose of each path, or they risk focusing on elements of form and missing the similarities or differences. If students are given too much information to process, they may have trouble making sense of it. To help students apply the strategy, it is important to specify the aspects to compare, especially if there is much information to process. Students could be asked, for example, to compare the types of training, their duration, the admission requirements, etc.	Definition: Researching and identifying relevant or useful information, using different means and according to predetermined or spontaneous criteria. Examples of actions, techniques or procedures: note, underline, highlight, circle, write, say, tell, etc. while using a criterion. Selecting is a cognitive processing strategy. It is important to keep two points in mind when using this strategy. First, selecting is possible when students have a set of similar elements at their disposal (e.g. trades). Second, selecting presupposes that the concept of criterion is taken into account (e.g. what matches their academic preferences). Selecting has a very specific meaning: to methodologically choose elements from a set, based on precise criteria.³⁴ For example, when students are asked to select from a list of trades those that meet the criteria of their academic preferences, students who like the sciences will be expected to select trades that reflect this preference. To that end, students must first identify their academic preferences and what they appreciate less or not at all in order to be able to recognize the trades or occupations that correspond to what they like. Students who are unable to use the strategy “to select” probably have too vague an understanding of the criterion or criteria to apply, or of the elements on which to apply the criterion. For instance, the trades and occupations and their connections with their preferences might not make enough sense for them, and they may not yet be able to properly represent them.

³⁴ Office québécois de la langue française, website, accessed January 9, 2018.

Beginning of the Secondary Cycle Two: Three Learning Strategies Included in the ACGC

DEVELOP (cognitive processing strategy)	ANTICIPATE (metacognitive strategy)
Definition: Reformulating or transforming information so that its main characteristics or components are reflected or expressed in different ways. Examples of actions, techniques or procedures: paraphrase, formulate examples and make analogies (Bégin 2008). <i>Developing</i> is a cognitive processing strategy. In this context, <i>developing</i> deviates from the common-sense use of the term, i.e. of going into greater detail, or saying more about, a particular subject. This strategy is, rather, a cognitive operation that is useful for assimilating information. It gives meaning to new knowledge by allowing learners to reformulate it in their own terms and to make connections between it and what they already know (Brown and al. 2016). In other words, this strategy enables students to cultivate their ideas by transforming information. Because it prompts students to express this information in their own words, it also enables students to make this information their own so they can understand it and more easily store it in memory. In the ACGC item DRAFT OF PERSONAL PROFILE, the strategy helps students understand what a personal profile is and what it comprises. <i>Developing the draft of a personal profile</i> requires that students compile their self-knowledge to then build on it, transform it and integrate it into a whole. By making connections between their interests, aptitudes, aspirations and values, they are creating meaning. The task of developing a personal profile prompts students to create a draft of a more integrated image of themselves. Students can illustrate the connections they make using examples or analogies or by explaining how the exercise of creating the draft of their personal profile has helped them to improve their self-knowledge. In this sense, <i>developing</i> is not synonymous with <i>summarizing</i>. Rather, it is a strategy that provides students with new reference points that they can leverage to cultivate a new representation of themselves as it begins to take shape in a personal profile.	Definition: Trying to predict or to envision knowledge, procedures, actions or situations that might come up or that would be useful in tasks or situations. To anticipate is also to foresee the resources required under certain conditions or in situations that may arise. Examples of actions, techniques or procedures: identify prior learning that may be useful in relation to future conditions or situations; consider requirements or needs in terms of future possibilities; imagine possible future situations or events; plan; hypothesize (Bégin 2008). <i>Anticipating</i> is a metacognitive strategy. It suggests the necessity of using already acquired knowledge in order to predict or imagine what comes next. The ACGC item IMPACT OF CHOICES ON EDUCATIONAL PATH requires that students anticipate the consequences, positive or negative, of their personal and academic choices as they relate to the pursuit of their studies. In order to <i>anticipate</i>, students must build on elements they already know. For example, with respect to academic choices, schools make sure that students know about the options that are available to them as they progress through their studies. Students can in turn use this knowledge to try and determine which options apply to them and to anticipate the impact of choosing those options on their studies. <i>Anticipating</i> the consequences of personal choices requires that students reflect on the decisions they make by trying to predict the possible impacts of these decisions on their studies. If students have little knowledge of the possible choices, it is important to remedy the situation before asking them to anticipate. "Without the requisite knowledge, there are futures I cannot anticipate" (Bégin, personal communication, 2018) [<i>Translation</i>].³⁵

35 The interviews with Christian Bégin, professor at Université du Québec à Montréal (UQAM), took place during meetings with the Ministère's ACGC team.

SELECT ***(cognitive processing strategy)***

Definition:

Researching and identifying relevant or useful information, using different means and according to predetermined or spontaneous criteria. Examples of actions, techniques or procedures: note, underline, highlight, circle, write, say, tell, etc. while using a criterion (Bégin 2008).

Selecting is a cognitive processing strategy. It is important to keep two points in mind when using this strategy. First, selecting is possible when students have a set of similar elements at their disposal (e.g. a series of occupational preferences). Second, *selecting* presupposes that the concept of criterion is taken into account (e.g. a series of occupational preferences that correspond to one's personal profile). *Selecting* has a more specific meaning than choosing. *Selecting* means to methodologically choose elements from a set, based on precise criteria (OQLF 2019).

As part of the ACGC item **OCCUPATIONAL PREFERENCES AND PERSONAL PROFILE**, the main selection criterion is the personal profile. When developing this profile, students can also select elements that are more important for them. For example, if students realize that values such as respect and justice are fundamental for them, they can use them as criteria for specifying their occupational preferences.

Selecting is a highly useful strategy in career planning, as it can help students exploit a vast quantity of available academic and career information or to choose, in a methodological way and when the time comes to make these choices, a program of study that suits their personal profile.

End of the Secondary Cycle Two: Four Learning Strategies Included in the ACGC

ORGANIZE (cognitive processing strategy)	ANTICIPATE (metacognitive strategy)
Definition: Construct a body of information or knowledge based on a set of characteristics or an arrangement that makes it possible to identify or enhance the semantic value or meaning. Examples of actions, techniques or procedures: create or apply a mnemonic; create schemas; create diagrams or tables; group by characteristics; group by class or group, etc. (Bégin 2008). <i>Organizing</i> is a cognitive processing strategy. It operates on existing knowledge. In the ACGC item REVIEW OF PERSONAL PROFILE, it is used to inject order in the body of information accumulated on self-knowledge so that students can build a comprehensive understanding and review of their personal profile. Organizing elements of information helps students make associations between these elements and create a whole. This strategy allows students to take things further, as “the whole is greater than the sum of its parts” (Aristotle). Organizing helps to anchor information in memory, which makes it easier to learn knowledge. <i>Organizing</i> can take different forms. For example, students can create categories to compile the information they have on trades in the construction or environmental industries. Students can also take stock of their different areas of interest by integrating them in a schema. With the ACGC item REVIEW OF PERSONAL PROFILE, students are prompted to identify the knowledge they have learned about themselves. Afterwards, students are asked to group their knowledge by category, for example, according to their interests, aptitudes, aspirations and values. The exercise helps students to review their personal profile to clarify certain aspects. Students could also illustrate their review by choosing a form that reflects the way their knowledge is organized (e.g. schema, concept map, table).	Definition: Trying to predict or to envision knowledge, procedures, actions or situations that might come up or that would be useful in tasks or situations. To anticipate is also to foresee the resources required under certain conditions or in situations that may arise. Examples of actions, techniques or procedures: identify prior learning that may be useful in relation to future conditions or situations; consider requirements or needs in terms of future possibilities; imagine possible future situations or events; plan; hypothesize (Bégin 2008). Anticipating is a metacognitive strategy. It suggests the necessity of using already acquired knowledge in order to predict or imagine what comes next. The ACGC item LIFE PROJECT requires that students anticipate the process involved in producing a draft of one or more future projects (personal, career or community). Anticipating requires that students have prior knowledge. Consequently, schools must ensure that students know about each of the three types of projects described in this ACGC item. Using this knowledge, students can then try to predict the type of life project that interests them and make a draft. In other words, students must first become aware of what characterizes each type of project. Then, students <i>select</i> the type of project that applies to their situation and anticipate the broad outlines of the future project they are considering undertaking after they leave secondary school. If students have little knowledge on the possible choices, it is important to remedy the situation before asking them to anticipate. “Without the requisite knowledge, there are futures I cannot anticipate” (Bégin, personal communication, 2018) [<i>Translation</i>].³⁶

³⁶ The interviews with Christian Bégin, professor at Université du Québec à Montréal (UQAM), took place during meetings with the Ministère's ACGC team.

SELF-REGULATE (metacognitive strategy)	VERIFY (cognitive executive strategy)
Definition: Observing one's mechanisms and general approach in order to make adjustments to behaviours and knowledge related to tasks and ways of doing things. Self-regulating makes it possible to adapt by making the most effective and impactful use of personal and environmental resources. This involves improving or adapting situations and events and implementing a continuous adjustment process based on prior learning and available resources. Examples of actions, techniques or procedures: self-observe, control, make a judgment, self-adjust and find information (Bégin 2008). One of the ACGC items covered at the end of Secondary Cycle Two is PREPARATION FOR POST-SECONDARY TRANSITION, which requires students to self-regulate in order to prepare for this transition. In this context, the focus is placed on three essential actions: self-observe, find information and self-adjust. Self-observe: This first action is essential and is also a prerequisite for the other two actions. It is impossible to self-regulate without first undergoing self-observation. To self-observe is to look at yourself in order to become aware of your thoughts, your knowledge and your ways of doing things. For example, students must start by asking themselves: <i>How do I imagine this transition? What have I done so far to prepare for it?</i> Find information: To prepare for the transition, students need information. Finding information entails engaging in data collection to shed light on grey areas that could have a negative impact on preparation. Students are therefore encouraged to be proactive and make sure that the information they collect is accurate, reliable and as complete as possible, and that it can guide them as they prepare for the transition and self-adjust. Self-adjust: Self-observation allowed students to create a portrait of what they knew and what they needed to know to prepare for the transition and self-regulate. Once students have acquired the information, how can they use it to guide them as they self-adjust to prepare for the transition? For students, this consists in adjusting their knowledge and asking themselves what knowledge can help them prepare for the transition. In the context of the ACGC, self-regulating prompts students to consider, in an informed way, their view on the transition and on the relevant information they have, and then to exercise their power to act to verify the information with a view to making adjustments.	Definition: Ensuring the quality or the coherence of information or knowledge produced based on external criteria or requirements. Examples of actions, techniques or procedures: identify the characteristics or attributes of available information or knowledge; confirm the presence or absence of elements targeted in connection with the objectives or selected criteria, etc. (Bégin 2008). "Verifying represents an executive strategy whose objective is to ensure the quality or the presence of the information or knowledge based on predetermined criteria" (Bégin 2003, 115) [<i>Translation</i>]. With the ACGC item PERSONAL PERCEPTIONS AND THE REALITY OF THE WORLD OF WORK, students are asked to verify their personal perceptions regarding the reality and requirements of the world of work. First, students take stock of what they know about the world of work and their personal perceptions in that regard (strategy <i>produce</i>) to build a foundation. Then, students are encouraged to question the accuracy of their information: <i>In what way are your personal perceptions about the world of work reliable, grounded in fact? How can you verify them to make sure they accurately represent reality?</i> The answers provided by students will help them make observations to in turn guide their research (e.g. using reliable websites and monographs that describe the context of the world of work as well as related conditions and requirements). <i>Verifying</i> is accomplished by applying a criterion (which conveys the reality and the requirements of the world of work) to information (e.g. perceptions). Consequently, to use the strategy <i>verify</i>, students must know what needs to be verified. The instructions given to students must clearly illustrate how students can verify their personal perceptions, for example, by using elements that will help them see if their perceptions are accurate or not.

(This document was inspired by the meetings between the Ministère's ACGC team and professor Christian Bégin from Université du Québec à Montréal [UQAM], which took place in 2018.)

3.5 EXAMPLE OF A LEARNING SITUATION FOR AN ACGC ITEM

This document proposes an example of a planning synthesis used for a learning situation on one of the six compulsory ACGC items in Secondary Cycle One. This learning situation was developed by a team (non-teaching professionals and teachers from the school service centers and school boards), in partnership with the Ministère. This school service center and school board has graciously shared the fruits of its labour, and the contribution is greatly appreciated. Other examples can also be found on the VIBE platform at <https://cosp.education.gouv.qc.ca>.

ACGC Pedagogical Planning Synthesis: Example

WIND-POWERED CAR

Secondary Cycle One (Secondary I)

Summary of the teacher's guide created by the CSS des Découvreurs and the CSS de la Côte-du-Sud and adapted by the CSS de Portneuf

STUDENTS' NEEDS	AREA OF KNOWLEDGE	ACGC
As part of the reflection process, students must identify their academic preferences in order to be able to make academic choices throughout secondary school and eventually make a career choice. By discovering different occupations associated with the subjects, students will be able to consider the different possibilities open to them. The realization that the trades and occupations are associated with several subjects will also make learning more meaningful for students.	Knowledge of the world of work	ACADEMIC PREFERENCES IN RELATION TO THE JOB MARKET: *select occupations that match his/her academic preferences
PEDAGOGICAL APPROACH		RESOURCES
Subject-specific content: Science and Technology (C-1) In addition to giving students the opportunity to understand a scientific phenomenon by examining a technological situation, this learning situation enables them to identify their academic preferences in a specific context, fuelling their thought process by having them perform various tasks. They will also discover a variety of occupations related to these tasks and to the subject areas studied at school. Preparation phase: When presenting the learning situation, students will be informed that they will be asked to identify their academic preferences and discover different trades and occupations. The ACGC item and the learning strategy that students will need to apply will also be presented and explained. Realization* phase: To understand how air in motion can act on an object, students will design and build a wind-powered vehicle. Once the vehicle is completed, students will be given three tries to improve their vehicle to achieve the best possible performance. The student booklet includes the constraints, the list of materials and the steps to follow. In this booklet, after each step involving the design, building and testing of the vehicle: - Students will be given time to reflect on their academic preferences by considering the different tasks they completed and determining the degree of preference associated with each task. - Once a degree of preference has been assigned to each task, students will have the opportunity to discover the trades and occupations that are associated with both the subjects and the tasks. In this descriptive list, students will be asked to select those that pique their curiosity and speak to their preferences in order to explore them further. If the teacher has not already done so, he or she can then introduce students to the REPÈRES website (www.reperes.qc.ca). Integration phase: In closing, students will be asked to reflect on what they have learned from the sciences that apply to the ACGC item and the learning strategy.		Teacher's guide Student booklet NOTE: The student booklet is designed to be printed 2 pages per sheet, and can be printed on both sides Reference: www.reperes.qc.ca

* Definition of the cognitive strategy: Select: Researching and identifying relevant or useful information, using different means and according to predetermined or spontaneous criteria.

** Note that this phase can also be referred to as the "performance phase."

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SECTION 3

SECTION 3

FRAMEWORK AND TOOLS
FOR ADMINISTRATORS

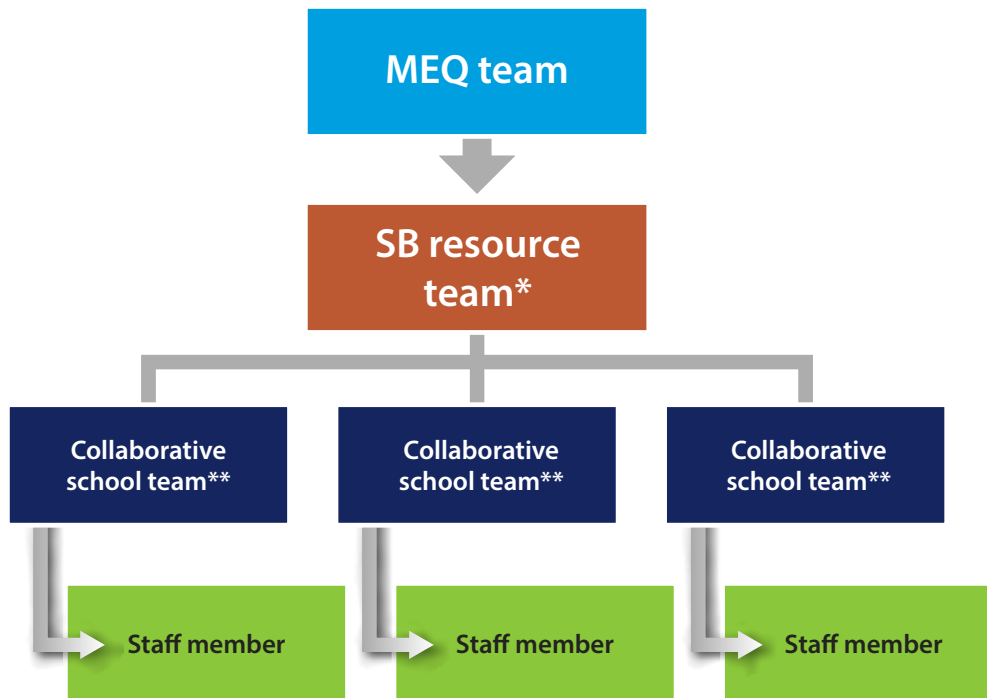
1 PREAMBLE

This section proposes actions that school service centers and school boards can take to implement the academic and career guidance content (ACGC) for students in secondary school. These actions were taken from a reference document for implementing the ACGC that was field tested during Phase 2 of the pilot project. They will help educational services administrators and school administrators develop their own ACGC implementation plan that reflects the context of their respective school boards and school service centers.

This section details the type of support the Ministère can offer the resource persons in school service centers and school boards and the representatives of private school associations. The ACGC implementation framework for secondary is also presented, as well as some of the conditions for successful implementation. Finally, the five steps of the ACGC implementation framework—a shared, concerted vision; a review of the situation; global and detailed planning; ACGC implementation and evaluation of the ACGC implementation—are explained in greater detail.

2 MINISTÈRE DE L'ÉDUCATION (MEQ) SUPPORT TO SCHOOL SERVICE CENTERS AND SCHOOL BOARDS

Support Structure - School Service Centers and School Boards

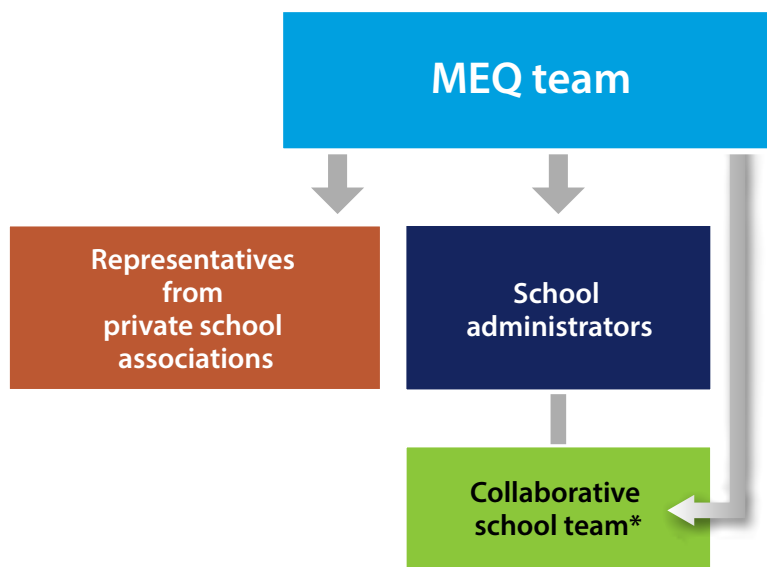


* **SB resource team** : Educational services administrator, non-teaching professionals or other staff members

** **Collaborative school team** : Principal or vice-principal, non-teaching professionals, teachers or other staff members

3 MINISTÈRE DE L'ÉDUCATION (MEQ) SUPPORT TO PRIVATE SCHOOLS

Support Structure - Private Schools



* **Collaboration school team** : Principal or vice-principal, non-teaching professionals, teachers or other staff members

4 GRADUAL IMPLEMENTATION OF ACGC ITEMS IN SECONDARY

<i>Learning Content In Academic and career Guidance</i>					
SCHOOL CYCLE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Elementary Cycle Three	Gradual implementation of compulsory ACGC determined by the Minister*				
Secondary Cycle One		Gradual implementation of compulsory ACGC determined by the Minister			
Secondary Cycle Two			Gradual implementation of compulsory ACGC determined by the Minister		

Source: MEES, juin 2019.

EDUCATION ACT (EA)

The following are a few sections from the Education Act that concern ACGC implementation:

- Section 461: The Minister may, in the broad areas of learning established by the Minister, prescribe activities or content to be integrated into the educational services provided to students....
 - Under the same section, the Minister also made academic and career guidance content compulsory. This content falls under the broad areas of learning and must be part of the educational services provided to students (MEES 2017a, 3).
- Section 85: The governing board is also responsible for approving the conditions and procedures proposed by the principal for integrating, into the educational services provided to the students, the activities or content prescribed by the Minister in the broad areas of learning.
- Section 89: Proposals under sections 84, 87 and 88 shall be developed in collaboration with the school staff; proposals under sections 85 and 86 shall be developed in collaboration with the teachers.
 - The collaboration procedure shall be established by the persons concerned at general meetings called for that purpose by the principal or, failing that, shall be determined by the principal.

Note: For more information on the interpretation of these provisions, please consult the secretary general of your school service center or school board.

5 CONDITIONS FOR SUCCESSFUL ACGC IMPLEMENTATION

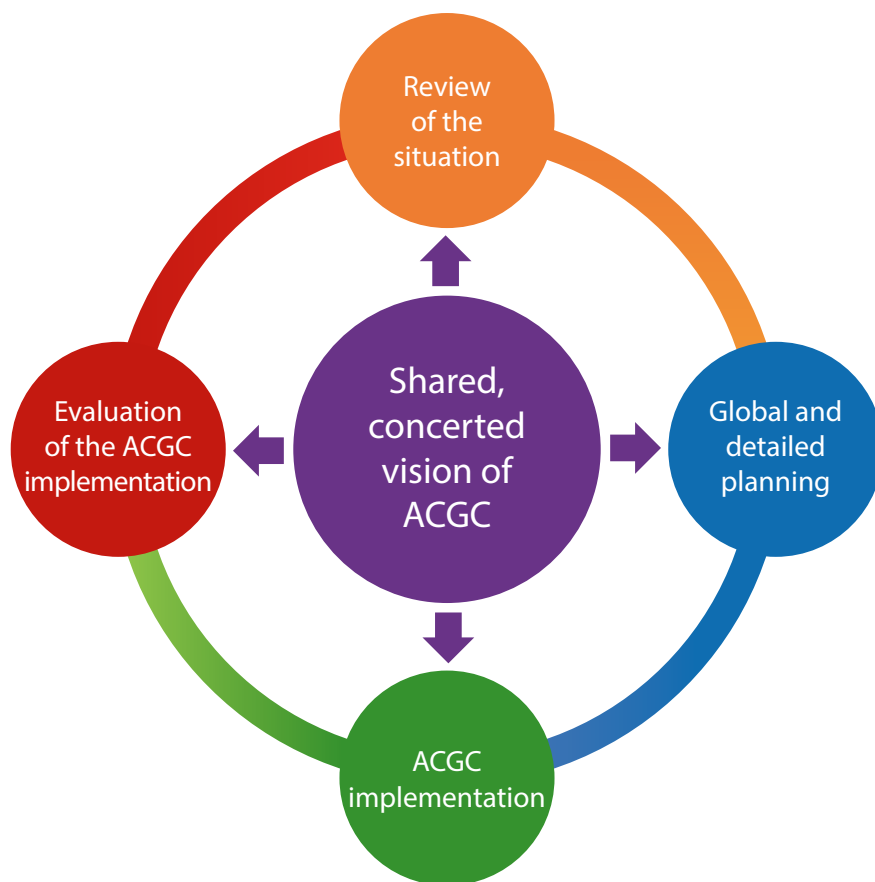
The diagram below presents conditions for the successful implementation of the ACGC:

- Administrative leadership facilitates communication, mobilization and ACGC implementation.
- Support for resource persons (e.g. guidance professionals, education consultants or other staff members) who are assisting the collaborative team makes it possible to keep up-to-date with the implementation.
- The integration of the ACGC into subject-specific content makes learning meaningful for students.
- The development of ACGC planning and follow-up mechanisms facilitates ACGC implementation.



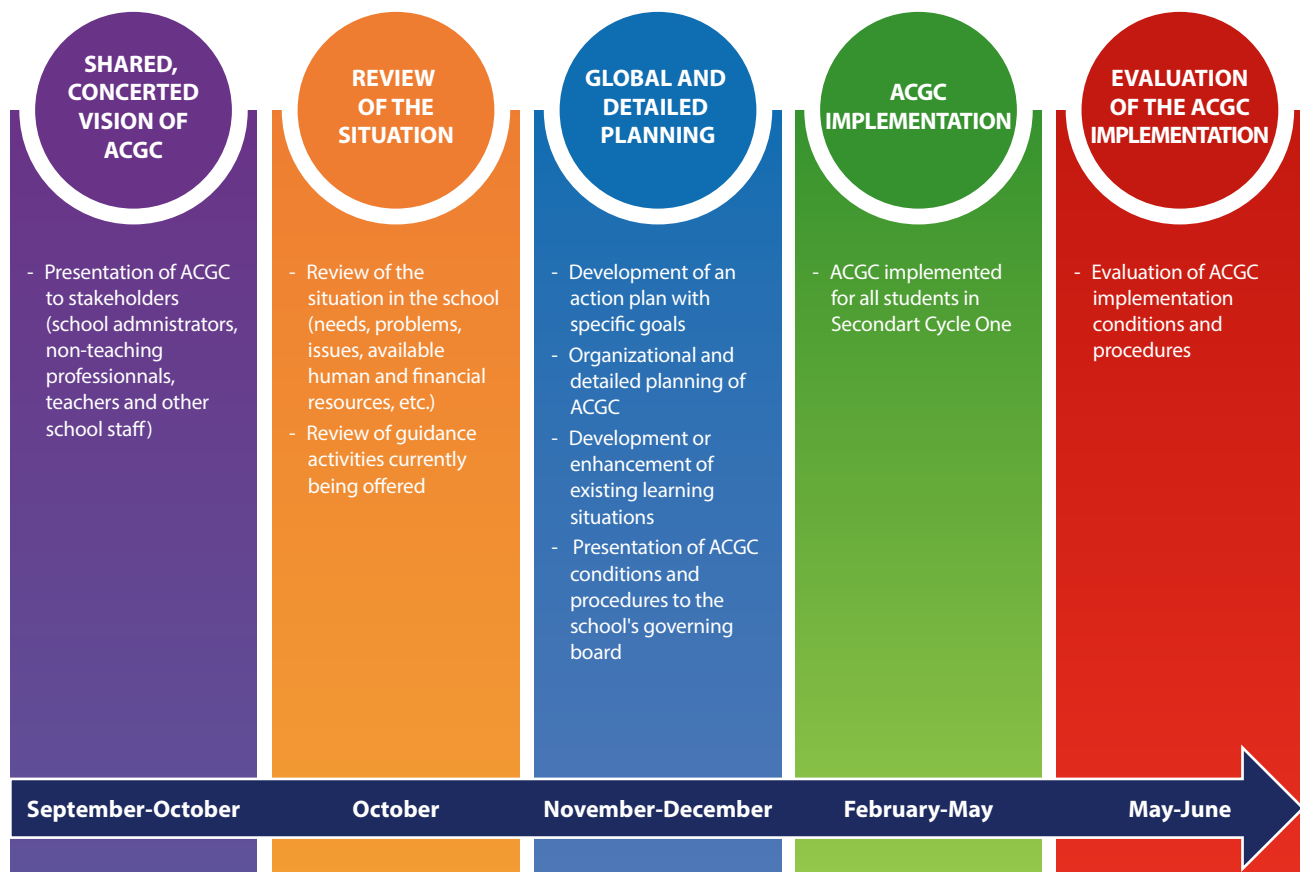
6 PROPOSED FRAME OF REFERENCE FOR ACGC IMPLEMENTATION

The diagram below presents actions that can be taken to equip school service centers and school boards for ACGC implementation. The steps proposed can be adapted to their specific environments.



Source: Inspired by the theoretical model of Hulley and Dier (2005, 137-153).

Proposed Approach to ACGC Implementation for Secondary Students



Source: MEES, October 2018.

6.1 PROPOSED STEPS TO PREPARE FOR ACGC IMPLEMENTATION IN SECONDARY

Educational services administrators	Administrators of each secondary school
1. Put in place a resource team in school service center and school board (SB) (educational services administrators, guidance professionals, education consultants or other school service center or SB staff). 2. Schedule moments during the school year for the school service center's or the SB's resource team to work on developing a shared, concerted vision of the ACGC among the stakeholders and monitor the implementation of the ACGC. 3. Define the roles and responsibilities of members of the resource team (see Appendix A). 4. Plan the timeline for ACGC implementation in the SB: a. presentation of ACGC items and their context to stakeholders b. support mechanisms in place for the schools' collaborative teams c. follow-up mechanisms d. evaluation of ACGC implementation conditions and procedures with school administrators and projections for the next year 5. Plan to attend the meetings held by the Ministère.	1. Put in place a collaborative team (principals or vice-principals, guidance professionals, education consultants, teachers or other school staff). 2. Schedule moments during the school year for the school's collaborative team to work on developing a shared, concerted vision of the ACGC amongst themselves and monitor the implementation of the ACGC. 3. Define the roles and responsibilities of the members of the collaborative team (see Appendix B). 4. Plan the timeline for ACGC implementation in the school: a. presentation of ACGC items and their context to stakeholders b. support mechanisms in place for ACGC instructors (e.g. the creation of a community of practice, CoP)³⁷ c. follow-up mechanisms d. evaluation of ACGC implementation conditions and procedures with stakeholders and projections for the next year 5. Plan to attend the meetings held by the school service center's or the SB's resource team.

Note: These steps are meant as **examples** to guide educational services administrators and school administrations in implementing the ACGC. They are proposals and must be adapted to the context of specific school service centers and school boards.

³⁷ "The community of practice (CoP) is a group of persons who come together to share with and learn from one another, in person or virtually, on an ongoing basis, in the medium or long term.... The members of a CoP share a common interest in an area of knowledge or about a professional practice, and are motivated by a desire and a need to share problems, knowledge, experiences, models, tools and good practices." (CTREQ 2017, 11) [Translation].

6.2 PROPOSED STRATEGIES TO DEVELOP A SHARED, CONCERTED VISION OF THE ACGC

This step allows stakeholders (teachers, non-teaching professionals and administrators) to develop a shared, concerted vision of the ACGC through collaboration. It is instrumental in mobilizing stakeholders to implement the ACGC.

Educational services administrators	Administrators of each secondary school
1. Present the ACGC items and their context to: – school administrators – guidance professionals or subject-specific education consultants – other staff participating in ACGC implementation in school service center and school board	1. Present the ACGC items and their context to: – the collaborative team: guidance professionals, education consultants, other staff members, including the teachers involved
Educational services administrators and school administrators	
Contextualization strategies that promote a shared, concerted vision of the ACGC	
Ministère's objective for ACGC implementation	Offer a coherent, structured and concerted approach for covering a continuum of content over seven years in order to help students develop strategies that will better equip them to make academic and career choices over the course of their lives. This approach consists in assisting students with their career planning starting in Elementary Cycle Three and up until the end of secondary school.
Background: from the guidance-oriented approach to ACGC implementation	The guidance-oriented approach to learning (GOAL) was put in place by the Ministère in the early 2000s. The ACGC items are intended to enhance the guidance services offered to students and meet some of their general guidance needs. They were defined by the Ministère and field tested as part of a pilot project (2014-2017). For more information on the differences between the ACGC and GOAL, see the diagram on page 15.
Presentation of the ACGC items for Secondary Cycles	The Minister determined the six compulsory ACGC items for Secondary Cycle One and seven for Secondary Cycle Two. Each content item focuses on a guidance theme or key concept and an expected student learning outcome (ESLO). The ESLO is an observable indicator used to verify whether students have achieved the targeted learning. The ACGC items are presented in a continuum that is divided into three areas of knowledge: self-knowledge (personal self, social self and educational self), knowledge of the world of school and knowledge of the world of work. For more information, see the table of the Secondary Cycles ACGC items on page 11.
Integration of the ACGC into the Québec Education Program	The ACGC is covered as part of the broad area of learning Career Planning and Entrepreneurship, which has the educational aim "[t]o enable students to undertake and complete projects that develop their potential and help them integrate into society" (MEQ 2006, 45). It also falls under the threefold mission of schools to provide instruction, to socialize and to provide qualifications.

Contextualization strategies that promote a shared, concerted vision of the ACGC (cont.)**Connections between student perseverance, academic success and academic and career guidance**

Research has shown the following:

- Refining occupational choices has a positive influence on student perseverance and success in school (MELS 2009).
- Sufficient self-knowledge empowers students to identify their values, competencies and personality traits and, eventually, to steer themselves in the direction of an occupation or field of interest (MELS 2013).
- Students who pursue their occupational goals are more motivated in school (Marcoux-Moisan and al. 2010).
- Schools must adopt an approach that is more geared toward career planning in order to increase student motivation when students enter secondary school (Chouinard 2005).
- One practice that is considered effective for fostering student engagement is meeting students' guidance needs by addressing certain guidance concerns through teaching and learning activities (MELS 2013).

Conditions for successful implementation

- Integrating the ACGC into subject-specific content makes learning meaningful for students.
- A collaborative approach to planning ACGC implementation (collaboration among administrators, non-teaching professionals and teachers) creates shared responsibility.
- In 2016-2017, close to half of school service centers and school boards mentioned that using the organizational structures in place for the transition from elementary to secondary school was a winning strategy to enhance activities so as to incorporate ACGC items.

Action to promote the development of a shared, concerted vision of the ACGC**Educational services administrators
(with the resource team)**

- Encourage discussion among members regarding their perceptions of the ACGC in order to validate their understanding.
- Adjust and clarify notions associated with the ACGC.

**School administrators
(with the collaborative team)**

Note: These strategies are meant as **examples** to guide educational services administrators and school administrations in implementing the ACGC. They are proposals and must be adapted to the context of specific school service centers and school boards.

6.3 PROPOSED STRATEGIES FOR CONDUCTING A REVIEW OF THE SITUATION IN SCHOOLS

Before initiating organizational-level planning to implement the ACGC in the school service center or school board, it is useful to create a portrait of the situation in the schools by taking an inventory of existing activities, determining the available human and financial resources, targeting the issues and identifying conditions to promote the successful implementation of the ACGC. According to the Ministère (2018b, 4), “the benefits of conducting a joint analysis with the stakeholders concerned include identifying shared concerns, obtaining a more accurate portrait of the situation... mobilizing stakeholders and giving them the possibility to contribute to the decision-making process.” [Translation]

Educational services administrators	Administrators of each secondary school
1. Determine the school service center's or the SB's human and financial resources for assisting schools with ACGC implementation (school service center's or SB's resource person): – Determine the percentage of the resource person's job that will be dedicated to assisting schools with ACGC implementation. – Create a budget for supporting secondary schools.	1. Determine the school's human and financial resources for implementing the ACGC: – Determine the percentage of the resource person's job that will be dedicated to supporting ACGC instructors with ACGC implementation. – Plan moments to support the ACGC instructors (e.g. pedagogical days, tasks recognized in their workload, free periods or release from regular duties).
2. Determine the school service center's or the SB's priorities and use them to steer ACGC implementation. Examples: – connections between the ACGC and the transition from elementary to secondary school – connections between the ACGC and the language of instruction (e.g. competencies in reading and writing in secondary) – other possible connections: connections between the ACGC and some of the objectives, broad areas of intervention, challenges and orientations in the <i>Policy on Educational Success</i> (MEES 2017b)	2. Determine the school's priorities and use them to steer ACGC implementation. Examples: – connections between the ACGC and the transition from elementary to secondary school – connections between the ACGC and the language of instruction (e.g. competencies in reading and writing in secondary) – other possible connections: connections between the ACGC and some of the objectives, broad areas of intervention, challenges and orientations in the <i>Policy on Educational Success</i> (MEES 2017b)
3. Make an inventory of existing activities in the school service center or the SB (e.g. if adopting a centralized ACGC implementation model). – Discuss existing school service center or SB practices in connection with the priorities identified (e.g. meeting subject-specific education consultants to make an inventory of existing activities that could be enhanced for ACGC items).	3. Make an inventory of existing activities in the school. – Discuss existing school practices in connection with the priorities identified (e.g. during ACGC committee meetings with teachers, ACGC instructors, the guidance counsellor and the vice-principal, make an inventory of the school's existing activities that could be enhanced for ACGC items).
4. Review the school service center or the SB situation with respect to ACGC implementation (see Appendix C, <i>Review of the situation in preparation for ACGC implementation</i>).	4. Review the school's situation with respect to ACGC implementation (see Appendix C, <i>Review of the situation in preparation for ACGC implementation</i>).

Note: These strategies are meant as **examples** to guide educational services administrators and school administrations in implementing the ACGC. They are proposals and must be adapted to the context of specific school service centers and school boards.

6.4 PROPOSED STRATEGIES FOR ENSURING GLOBAL AND DETAILED ACGC PLANNING

This critical step consists in ensuring the global and detailed planning of all the activities that will be carried out in the school. Planning also serves to determine the actions to take to implement ACGC items, based on the contexts of the school and community. According to the Ministère (2018c, 4), “with planning, it is possible to establish an action plan, backed by a detailed timeline and describing the actions, methods and strategies to put in place to achieve the objectives... This plan must specify who must do what, when and how” [*Translation*]. Several other examples of global and detailed planning are appended to this document.

Educational services administrators	Administrators of each secondary school
1. Define an implementation model or a combination of models that are adapted to the school service center's or the SB's context (see Appendix D, <i>A few examples of implementation or support models: Points for consideration when developing global planning</i>).	1. Define an implementation model that takes into account the school service center's or the SB's model that is adapted to the school's context (see Appendix D, <i>A few examples of implementation or support models: Points for consideration when developing global planning</i>).
2. Develop global planning of ACGC implementation for the entire school service center or SB (if the school service center or the SB has adopted a centralized implementation model) (see Appendix E, <i>Examples of global and detailed planning grids</i> and Appendix F, <i>Checklist for managing ACGC implementation: ideas for further reflection</i>).	2. Develop global planning of ACGC implementation for the school (see Appendix E, <i>Examples of global and detailed planning grids</i> and Appendix F, <i>Checklist for managing ACGC implementation: ideas for further reflection</i>).
3. Develop detailed planning with defined objectives, in collaboration with members of the resource team.	3. Develop detailed planning with defined objectives, in collaboration with members of the collaborative team.
4. Plan support mechanisms for the stakeholders concerned (information meetings, training, ACGC planning, etc.).	4. Plan support mechanisms for the stakeholders concerned (information meetings, training, ACGC planning, etc.).
5. Create a consultation meeting calendar to follow up with the relevant stakeholders.	5. Create a consultation meeting calendar to follow up with the relevant stakeholders.
6. Schedule time to follow up with school administrations regarding the presentation of the ACGC to the governing board (s. 85 of the <i>Education Act</i>).	6. Present the planning for the ACGC to the governing board (s. 85 of the <i>Education Act</i>).

Note: These strategies are meant as **examples** to guide educational services administrators and school administrations in implementing the ACGC. They are proposals and must be adapted to the context of specific school service centers and school boards.

6.5 PROPOSED STRATEGIES FOR ACGC IMPLEMENTATION

The global and detailed planning (organizational and pedagogical) developed for schools can be updated as the ACGC items are being implemented. The process of implementation also provides a good opportunity to validate planning and activities covering the ACGC items, and to make adjustments to how things are done. According to the Ministère (2018d, 4), “Implementation entails operationalizing the planned actions and monitoring results, based on the stakeholders’ respective roles and responsibilities. Implementation gives stakeholders a sense of awareness of and control over their actions and choice of measures to take, in light of the results to be achieved. Follow-up incorporates the functions of regulation, support and assistance for agents of change” [*Translation*].

Educational services administrators	Administrators of each secondary school
1. Ensure that all secondary schools implement the ACGC. 2. Follow up on the implementation with stakeholders (e.g. school administrators, resource team professionals) and make adjustments, as applicable. Follow up on ACGC implementation using a survey or by consulting school administrations (see Appendix G, <i>Follow-up of ACGC implementation: ideas for further reflection</i> and Appendix H, <i>Template of action plan to follow up on ACGC implementation</i>).	1. Ensure that the stakeholders implement the ACGC. 2. Follow up on the implementation with the stakeholders concerned (e.g. vice-principal, teachers, non-teaching professionals or other staff) and make adjustments, as applicable (see Appendix G, <i>Follow-up of ACGC implementation: ideas for further reflection</i> and Appendix H, <i>Template of action plan to follow up on ACGC implementation</i>).

Note: These strategies are meant as **examples** to guide educational services administrators and school administrations in implementing the ACGC. They are proposals and must be adapted to the context of specific school service centers and school boards.

6.6 PROPOSED STRATEGIES FOR EVALUATING ACGC IMPLEMENTATION

Evaluating the implementation of the ACGC is a critical step in making improvements, if applicable, which can be incorporated into the planning for the following year. According to the Ministère (2018e, 4), “evaluation is an opportunity to get a portrait of the implementation... the results of implementation and any potential gaps between anticipated and actual results. There are a number of key elements to be evaluated, such as the effectiveness of the actions taken, the control and coordination mechanisms put in place and the attainment of objectives... Note that this final step in the process is also the first step in the new implementation cycle for analysis. In other words, the evaluation assists stakeholders with subsequent planning and execution, creating a seamless loop of actions to manage” [Translation].

Educational services administrators	Administrators of each secondary school
1. Prepare a summary of the actions carried out as part of ACGC implementation, with the help of school administrators and the resource team (see Appendix I, <i>Evaluation of ACGC implementation: an example</i>).	1. Prepare a summary of the actions carried out as part of ACGC implementation, with the help of stakeholders (e.g. teachers, non-teaching professionals or other staff) (see Appendix I, <i>Evaluation of ACGC implementation: an example</i>). The summary will be used to consolidate the steps taken and identify areas for improvement at the school for the following year.
2. Once the summary is completed, prepare, in collaboration with the schools' administrators, the projections for the next phase of ACGC implementation in light of the issues, conditions for successful implementation and challenges encountered (see Appendix J, <i>Projections for next year's ACGC implementation: ideas for further reflection</i>).	2. Once the summary is completed, prepare, in collaboration with the stakeholders involved at the school level, the projections for the next phase of the ACGC implementation in light of the issues, conditions for successful implementation and challenges encountered (see Appendix J, <i>Projections for next year's ACGC implementation: ideas for further reflection</i>).

Note: These strategies are meant as **examples** to guide educational services administrators and school administrations in implementing the ACGC. They are proposals and must be adapted to the context of specific school service centers and school boards.

APPENDIX A

ROLE AND CONTRIBUTION OF THE SCHOOL SERVICE CENTER'S AND SCHOOL BOARD'S RESOURCE TEAM: AN EXAMPLE³⁸

STAKEHOLDER		ROLE AND CONTRIBUTION
RESOURCE TEAM	Educational services administrator	- Creates a team responsible for ACGC implementation. - Appoints someone on the resource team to be responsible for the ACGC file for the school service center or the SB. - Appoints a person to follow up with the Ministère. - Attends the in-person meeting and the online meetings (VIA) led by the Ministère. - Assists and supports the school service center's or the SB's resource team. - Distributes information to the school service center's or the SB's school administrators. - Shares information with the team of guidance professionals. - Supervises implementation in all school service center or SB schools and puts in place conditions to promote successful ACGC implementation.
	Guidance professional	- Attends the meetings led by the Ministère. - Identifies the needs of the school service center or school board, in collaboration with administrators and ACGC instructors. - Collaborates in ACGC planning, suggests ways of doing things, proposes tools, etc. - Collaborates with the education consultant to plan training and support workshops for the school team. - Assumes an advisory role by supporting the resource team and school team responsible for ACGC implementation.
	Education consultant	- Attends the meetings led by the Ministère. - Prepares the information and training meetings for the school team and school service center or the SB to support ACGC implementation in schools, in collaboration with the guidance professional. - Supports the school team responsible for ACGC implementation. - Supports ACGC instructors with the development or enhancement of instructional materials.

³⁸ This table presents different types of possible actions to help the resource team define the role and contribution of each stakeholder. These actions may be adapted to the context of specific school service centers and school boards.

APPENDIX B

ROLE AND CONTRIBUTION OF THE SCHOOL'S COLLABORATIVE TEAM: AN EXAMPLE³⁹

STAKEHOLDER		ROLE AND CONTRIBUTION
COLLABORATIVE TEAM	Principal or vice-principal implementing the ACGC	- Participates in the training and support workshops organized by the school service center's or the SB's resource team. - Creates a collaborative team to prepare for ACGC implementation. This team consists of an administrator, a non-teaching professional (guidance professional, education consultant, etc.) and ACGC instructor(s). - Defines everyone's role and contribution, in collaboration with members of the collaborative team. - Presents the ACGC to stakeholders and sets aside discussion time to build a shared, concerted vision. - Develops, with members of the collaborative team, a review of the situation (school profile, human and financial resources, inventory of existing activities). - Develops, with the collaborative team, an ACGC plan for all students. - Collaborates with the school service center's or the SB's resource team. - Presents the planning to the governing board. - Ensures follow-up of ACGC implementation.
	Non-teaching professional (guidance professional, education consultant, etc.)	- Identifies the needs in the school and of the targeted students, in collaboration with the administration and ACGC instructors. - Collaborates in ACGC planning and the review of the situation, proposes tools, etc. - Assumes an advisory role in the collaborative team. - Plans training and support workshops for the teachers concerned and implements follow-up mechanisms. - Collaborates with teachers and other staff to develop or enhance instructional materials.
	Teacher	- Participates in the choice of ACGC items and the methods of teaching them in order to meet the students' general guidance needs. - Collaborates with the non-teaching professional (guidance professional, education consultant, etc.) and the administration to review the situation in the school as well as the planning and follow-up of ACGC implementation. - Makes connections between the ACGC and subject-specific content (infusion). - Teaches the ACGC items and helps students appropriate the content so they can achieve the expected student learning outcomes. - Observes student learning on the selected content and gives students feedback during the activity. - Continuously adjusts and regulates personal teaching practices as they relate to the ACGC.

³⁹ This table presents different types of possible actions to help the resource team define the role and contribution of each stakeholder. These actions may be adapted to the context of specific school service centers and school boards.

APPENDIX C

REVIEW OF THE SITUATION IN PREPARATION FOR ACGC IMPLEMENTATION

TAKE STOCK OF THE SITUATION ⁴⁰		
Initial situation - Chronology of main related events	Values recognized in the organization	Stakeholders
Concerns and expectations of stakeholders	Strengths of the organization	Weaknesses of the organization
Issues and risks faced by the organization		

Causes	Consequences
Desired result	Gap between the initial situation and the desired result
In order to...	
... and knowing that...	
... the desired situation to:	

⁴⁰ Québec. Ministère de l'Éducation et de l'Enseignement supérieur (MÉES). 2018. *Pour une gestion décentralisée réussie. De la commission scolaire vers l'établissement. Outils d'analyse et de prise de décision.* http://www.education.gouv.qc.ca/index.php?id=4351&L=5&tx_news_pi1%5Bnews%5D=4314&cHash=10eb6ac98a9881f68458ecfd3e39c67.

APPENDIX D

A FEW EXAMPLES OF IMPLEMENTATION OR SUPPORT MODELS: POINTS FOR CONSIDERATION WHEN DEVELOPING GLOBAL PLANNING

SAMPLE IMPLEMENTATION OR SUPPORT MODEL		ADVANTAGES	DISADVANTAGES
Centralized support model led by non-teaching professionals	Centralized support model led by non-teaching professionals (education consultant, guidance professionals or other school staff)	- For the school service center or the SB: ACGC instructors receive support from non-teaching professionals (education consultant, guidance counsellors, academic and career information counsellor or other school staff) for ACGC implementation. - Provides centralized support to a greater number of schools.	Resource persons must receive training to be able to provide support to ACGC instructors in schools.
Centralized implementation model tied to the elementary-secondary transition	Implementation model tied to student transition to secondary school Transition from elementary to secondary school: student learning (ACGC) for Elementary Cycle Three and Secondary Cycle One	- Provides all schools with turnkey materials. - Ensures the consistency of activities or learning situations for students and makes it possible to spend approximately three hours per ACGC item (based on the estimate resulting from the pilot project's field testing). - Creates a long-term and consistent structure for ACGC planning and implementation. - Collaborative approach of teachers, guidance professionals or education consultants or other school staff. - Research confirms the importance of transitions (transitions and student perseverance).	- Requires buy-in from all stakeholders (administrators, non-teaching professionals and ACGC instructors). - Because the model is more centralized, there is less flexibility. - Some teachers or non-teaching professionals may have hesitations about using turnkey activities or learning situations for their students.

SAMPLE IMPLEMENTATION OR SUPPORT MODEL		ADVANTAGES	DISADVANTAGES
Centralized implementation model tied to literacy or numeracy	Centralized model with a focus on activities or learning situations that have a connection with literacy or numeracy Develop instructional materials that teach the ACGC items in English Language Arts (e.g. reading strategies, content-specific learning) or in Mathematics for all students.	• Model reflects school priorities (connection with the vision and values of the Policy on Educational Success)⁴¹. • Aligns with teachers' pedagogical planning. • Potential for collaboration between education consultants or guidance counsellors or other school staff to enhance or develop learning situations. • Possibility of building on existing practices and focusing on school priorities. • Model is compatible with recommended practices for schools in disadvantaged areas. • Reading and mathematics competencies are instrumental to the success and perseverance of students from disadvantaged areas⁴².	• Model geared toward specific subjects (English Language Arts and Mathematics) and away from other subjects.

Note: The samples of implementation models presented in the table are not meant to be exhaustive. Other models could be created for ACGC implementation. Note, for example, a decentralized implementation model where ACGC instructors get involved on a volunteer basis, or a hybrid implementation model (centralized/decentralized) that offers centralized training to all ACGC instructors and allows schools to choose the conditions and procedures for ACGC implementation based on their specific contexts. Each of these models comes with its share of advantages and disadvantages, which must be analyzed by the stakeholders concerned in order to choose a model that is best suited to their respective environments.

41 Québec. Ministère de l'Éducation et de l'Enseignement supérieur (MEES). 2017. *Policy on Educational Success. A Love of Learning, A Chance to Succeed*. Québec. <https://securise.education.gouv.qc.ca/en/policy-on-educational-success>.
http://www.education.gouv.qc.ca/fileadmin/site_web/documents/PSG/politiques_orientations/tableau-synoptique_politique-reussite.pdf

42 Québec. Ministère de l'Éducation et de l'Enseignement supérieur (MEES). 2013. *La Stratégie d'intervention Agir Autrement: contrer les écarts de réussite entre les milieux défavorisés et ceux qui sont plus favorisés*. http://www.education.gouv.qc.ca/fileadmin/site_web/documents/dpse/adaptation_serv_compl/AgirAutrement_ContrerEcartReussite_Feuillet_f.pdf (in French only).

APPENDIX E

EXAMPLES OF GLOBAL AND DETAILED PLANNING GRIDS

Example 1 of a Memory aid for Global and Detailed Planning⁴³

Global ACGC planning at secondary school: _____

School year: _____

	<i>DISTRIBUTION OF CONTENT TO THE ENTIRE SCHOOL TEAM</i>	<i>TRAINING FOR IMPLEMENTATION TEAM</i>	<i>GLOBAL PLANNING: WHO, WHAT, WHEN, HOW</i>	<i>PRESENTATION OF PLANNING TO THE GOVERNING BOARD</i>	<i>DETAILED PLANNING</i>	<i>IMPLEMENTATION IN THE CLASSROOM</i>	<i>POST- IMPLEMENTATION REVIEW</i>
USEFUL DOCUMENTS							
DEADLINE							
PERSON RESPONSIBLE							
STEPS INVOLVED							
 DONE Comments	☐	☐	☐	☐	☐	☐	☐

⁴³ This memory aid will help you plan the various ways the ACGC items could be gradually implemented in your school(s). The review of the situation in your school service center or school board may be helpful for planning purposes. For more information on other planning grid models, consult the tools available on the VIBE platform: <https://cosp.education.gouv.qc.ca>.

Example 2 of a Global and Detailed Planning Grid

Annual planning for teaching the ACGC at secondary school⁴⁴: _____

School year: _____

TASKS AND PERSON RESPONSIBLE	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
1.										
2.										
3.										
4.										
5.										

Examples of tasks for ACGC implementation in a school service center or school board:

Distribute the ACGC items to the stakeholders concerned (administrators, teachers, non-teaching professionals and other school staff).

Hold a work session to clarify the role and contribution of the different stakeholders (education consultants, guidance counsellors, academic and career information counsellors, teachers, administrators and other school or school service center or SB staff).

Review the situation in the school or school service center or SB (portrait of the school or school service center SB, human and financial resources, conditions for successful implementation, issues, etc.).

Develop an action plan with the school or school service center or SB team (targeted objectives and short-, medium- and long-term timeline).

Present the planning to the governing board.

Meet with teachers and give them time either as part of their workload or as a release from some of their duties.

Hold planning meetings with ACGC instructors and resource persons during pedagogical days, free periods, etc.

Organize a post-implementation review with ACGC instructors to review how the activities went in class.

Present a summary report of ACGC implementation to the school's stakeholders.

Source: Éric Morissette. Fall 2014. *Planification en administration scolaire: planification tactique et opérationnelle*, ETA-6947. Université de Montréal.

⁴⁴ Enter the tasks (see examples below the grid) as well as the name of the person responsible for the task, then check when these tasks will be carried out during the year.

Example 3 of a Global Planning Grid

Global ACGC planning* at secondary school⁴⁵: _____

School year: _____

	<i>Secondary I</i>	<i>Secondary II</i>	<i>Secondary III</i>	<i>Secondary IV</i>	<i>Secondary V</i>
AREA 1 Self-knowledge					
AREA 2 Knowledge of the world of school					
AREA 3 Knowledge of the world of work					

⁴⁵ Source: Document based on a model used by the Commission scolaire des Affluents (2015-2016). This model gives an overview of the activities or learning situations carried out with the school's Secondary Cycle One students. The activities or learning situations can be entered next to the relevant area of knowledge (self-knowledge, knowledge of the world of school, knowledge of the world of work) for the six ACGC items that are compulsory for Secondary Cycle One.

Example 4 of a Global Planning Grid

Global ACGC planning at secondary school⁴⁶: _____

School year: _____

		<i>Aug.-Sept.</i>	<i>October</i>	<i>November</i>	<i>December</i>	<i>January</i>	<i>February</i>	<i>March</i>	<i>April</i>	<i>May</i>	<i>June</i>
Secondary Cycle One	Secondary I										
	Secondary II										
	Secondary III										
	Secondary IV										
	Secondary V										

⁴⁶ Source: Commission scolaire des Affluents, 2016. This annual planning grid is useful in educational contexts where a centralized model will be used and where an overall view of all the ACGC experienced by the students is desired. Record the name of the activity or learning situation in the appropriate space(s) for the time(s) of the school year the ACGC will be undertaken by the students.

Example 5 of a Global and Detailed Planning Grid

ACGC planning at secondary school⁴⁷: _____

School year: _____

<i>Activity or learning situation</i>	<i>Summary</i>	<i>ACGC item</i>	<i>Subject and number of periods</i>	<i>Person responsible</i>	<i>Collaborators</i>	<i>Timeline</i>

⁴⁷ Source: Table régionale de l'approche orientante Laval-Laurentides-Lanaudière (AO-LLL) (2016). This detailed planning grid gives both an overview and a breakdown of the activities or learning situations covered in class. It provides information on the targeted ACGC items and the subjects, the people responsible for the items, the collaborators, as well as a timeline.

APPENDIX F

CHECKLIST FOR MANAGING ACGC IMPLEMENTATION: IDEAS FOR FURTHER REFLECTION

DETERMINE THE SEQUENCE OF THE ACTIONS FOR MANAGING ACGC IMPLEMENTATION ⁴⁸	DONE			TIMELINE	NOTES OR COMMENTS
	Yes	No	To do		
1. Establish an operating schedule in connection with the five phases of ACGC implementation (shared, concerted vision; review of the situation; global and detailed planning; ACGC implementation; and evaluation of the ACGC implementation).	☐	☐	☐		
2. Determine the communication channels for ACGC implementation (e.g. information distributed by email, during consultation sessions, on the school board or school service center's portal, through various tools [ACGC VIBE platform, the Ministère's Implementation Guide, the Ministère's video, "Introduction aux COSP," PowerPoint presentation, leaflet], etc.).	☐	☐	☐		
3. Plan to provide training and support to the stakeholders involved in ACGC implementation, and assign human and financial resources, if applicable.	☐	☐	☐		
4. Schedule follow-ups on the implementation ⁴⁹ (e.g. at certain key moments during the school year: December, between March and May).	☐	☐	☐		
5. Determine follow-up mechanisms for ACGC implementation (e.g. during meetings for school administrators, CoP meetings, phone conversations or consultation meetings, by email, etc.).	☐	☐	☐		
6. Schedule follow-ups with the stakeholders responsible for presenting the ACGC implementation conditions and procedures to the governing board.	☐	☐	☐		
7. Determine the key moment(s) for evaluating the implementation of the ACGC. Plan when to share success stories of ACGC implementation with stakeholders (e.g. in May or June, after the ACGC items have been covered with students).	☐	☐	☐		
8. Determine the methods that will be used to evaluate ACGC implementation (e.g. through a survey for school administrators, during meetings with school administrators, during consultation meetings, by consulting the ACGC planning documents provided by administrators, by telephone meetings or email, etc.).	☐	☐	☐		

48 Source: Québec. Ministère de l'Éducation et de l'Enseignement supérieur (MÉES). 2018. *Pour une gestion décentralisée réussie. De la commission scolaire vers l'établissement*. Fascicule 3: Orienter—amorcer. Québec, 8. http://www.education.gouv.qc.ca/index.php?id=4351&L=5&tx_news_pi1%5Bnews%5D=4314&Hash=10eb6ac98a9881f68458ecfd3e39c67 (in French only).

49 See Appendix G, *Follow-up of ACGC implementation: ideas for further reflection*.

APPENDIX G

FOLLOW-UP OF ACGC IMPLEMENTATION: IDEAS FOR FURTHER REFLECTION⁵⁰

PREPARING FOR ACGC IMPLEMENTATION (NOVEMBER TO DECEMBER)	NOTES OR COMMENTS
1. What was the collaborative team's experience with the ACGC planning process (observations, challenges, conditions for successful implementation, areas for improvement, etc.)?	
2. Which ACGC items were targeted for this cycle?	
3. Who will cover the ACGC items with students for the cycle?	
4. When will the ACGC items be covered with students?	
5. When will the follow-up meetings for ACGC implementation be held with the stakeholders concerned?	
6. What were the takeaways from presenting the ACGC conditions and procedures to the governing board (observations, challenges, conditions for successful implementation, areas for improvement, etc.)? What tools were used?	
7. How is stakeholder support being provided (observations, challenges, conditions for successful implementation, areas for improvement, etc.)?	
IMPLEMENTING THE ACGC (FEBRUARY TO MAY)	NOTES OR COMMENTS
1. How is ACGC implementation playing out for students (observations, challenges, conditions for successful implementation, areas for improvement, etc.)?	
2. What were the most effective support mechanisms offered to the ACGC instructors (training, planning meetings, creation of a CoP, etc.)?	
3. How did the training and support offered to the stakeholders meet their needs?	
4. What were the takeaways from the training and support offered to stakeholders (success stories, challenges, possible areas for improvement and conditions for successful implementation to reproduce for next year)?	
5. What were the takeaways from the stakeholders' implementation of the ACGC items with students (success stories, challenges, possible areas for improvement and conditions for successful implementation to reproduce for next year)?	

⁵⁰ This document is meant as an example only. It may prove useful in developing a survey for school administrators designed to guide the educational services administrator's follow-up of ACGC implementation. The school administration can also send such a survey to the members of the school team. This document must be adapted to the context of specific school service centers and school boards.

Follow-up of ACGC implementation:* proposed actions for supporting stakeholders ⁵¹	DONE			NOTES OR COMMENTS
	Yes	No	To do	
1. Provide differentiated support to stakeholders affected by the change (support from the SB's educational services resource team to the school administrations; support from the school administration to the school staff).	☐	☐	☐	
2. Make sure that stakeholders receive adequate support (e.g. human, material and financial resources), and introduce corrective measures as needed.	☐	☐	☐	
3. Ask questions, listen, be attentive and provide support to stakeholders.	☐	☐	☐	
4. Support stakeholders in evaluating their contribution and adjusting their actions.	☐	☐	☐	
5. Provide the stakeholders involved with feedback on implementation.	☐	☐	☐	
6. Establish the levels and measures of support—pedagogical, administrative and financial—to provide to stakeholders.	☐	☐	☐	
7. Regularly update the roles and responsibilities of each stakeholder.	☐	☐	☐	
8. Regularly update what is expected of stakeholders and communicate it to them.	☐	☐	☐	
9. Give feedback and recognize the contribution of each stakeholder.	☐	☐	☐	
10. Evaluate and recognize the progress made in terms of individual and collective competency development.	☐	☐	☐	

51 Source: Québec. Ministère de l'Éducation et de l'Enseignement supérieur (MÉES). 2018. *Pour une gestion décentralisée réussie. De la commission scolaire vers l'établissement*. Fascicule 6: Orienter—réaliser. Québec, 6. http://www.education.gouv.qc.ca/index.php?id=4351&L=5&tx_news_pi1%5Bnews%5D=4314&cHash=10eb6ac98a9881f68458ecfd3e39c67 (in French only).

APPENDIX H

TEMPLATE OF ACTION PLAN TO FOLLOW UP ON ACGC IMPLEMENTATION

Detailed Planning for ACGC Implementation⁵²

Secondary school: _____

School year: _____

	1st objective			2nd objective			3rd objective		
OBJECTIVES	Develop a shared, concerted vision of the ACGC for Secondary Cycle One with members of the school team			Cover the "ABC" learning situation with four groups of students from Secondary Cycle One.					
METHODS USED	Training and support through a Community of Practice (CoP)			Support for special education teachers and targeted stakeholders (CoP)					
SHORT-TERM TIMELINE (Month)	November 1: Half-day training session offered to all stakeholders involved			November 1: Presentation of the ACGC items to all stakeholders and the learning situation to 4 teachers and 2 non-teaching professionals					
MEDIUM-TERM TIMELINE (Month)	Between February and May: Activity carried out in class and targeted follow-up by the guidance counsellor			Between February and end of March: Use of the learning situation in class (follow-up meetings with CoP)					
LONG-TERM TIMELINE (Month)	May: Post-implementation review on the initiatives carried out in class and planning for next year			End of April: Post-implementation review on the activity with the teachers and other stakeholders concerned and preparation for next year (CoP post-implementation review)					
STAKEHOLDERS⁵³ • Administrators • Teachers • Guidance professionals • Education consultants • Other school staff	5 teachers from Secondary Cycle One - education consultant - guidance counsellor - vice-principal responsible for ACGC file			4 special education teachers - education consultant - guidance counsellor - vice-principal responsible for ACGC file					
OBJECTIVES ACHIEVED Was the objective achieved by the end of the school year (May-June)?	yes	+ or -	no	yes	+ or -	no	yes	+ or -	no
	☐	☐	☐	☐	☐	☐	☐	☐	☐
JUSTIFICATION What worked well and what did not work as well? What could be improved for next year?									

⁵² Source: Based on an action plan template produced by the Commission scolaire des Affluents (2015-2016). This document is an **example** of an action plan with SMART objectives (specific, measurable, achievable, relevant, time-bound) that could be pursued in your school service center or school board, in collaboration with the relevant stakeholders (administrators, non teaching professionals, teachers). It can also be adapted to the realities of your school. It allows administrators to follow up on the different initiatives carried out to implement the ACGC.

⁵³ In the corresponding box, enter the names of the stakeholders involved in pursuing the objective identified.

Detailed Planning for ACGC Implementation⁵⁴

Secondary school: _____

School year: _____

	1st objective			2nd objective			3rd objective		
OBJECTIVES									
METHODS USED									
SHORT-TERM TIMELINE (Month)									
MEDIUM-TERM TIMELINE (Month)									
LONG-TERM TIMELINE (Month)									
STAKEHOLDERS⁵⁵ • Administrators • Teachers • Guidance professionals • Education consultants • Other school staff									
OBJECTIVES ACHIEVED Was the objective achieved by the end of the school year (May-June)?	yes	+ or -	no	yes	+ or -	no	yes	+ or -	non
	☐	☐	☐	☐	☐	☐	☐	☐	☐
JUSTIFICATION What worked well and what did not work as well? What could be improved for next year?									

⁵⁴ Source: Based on a document produced by the Commission scolaire des Affluents (2016). This document is a planning template that can be completed in your school service center or school board with the stakeholders involved (administrators, non-teaching professionals and teachers). It can also be adapted to the realities of your school. It allows administrators to follow up on the different initiatives carried out to implement the ACGC.

⁵⁵ In the corresponding box, enter the names of the stakeholders involved in pursuing the objective identified.

TEMPLATE – ACTION PLAN AND FOLLOW-UP ON CHANGE⁵⁶

Example of a Planning Template

Initial Situation: _____

Nature of Change: _____

General Objective, Indicator and Target: _____

		1st objective	2nd objective	3rd objective
SPECIFIC OBJECTIVES, INDICATORS AND TARGETS				
ACTIONS				
PERSON IN CHARGE				
TIMELINE				
RESOURCES				
BUDGET				
TRAINING AND SUPPORT FOR STAKEHOLDERS				
EXPECTED OUTCOMES				
FOLLOW-UP	MEASURES			
	FREQUENCY			
	ADJUSTMENTS			

56 Source: Inspired by Québec. Ministère de l'Éducation et de l'Enseignement supérieur (MÉES). 2018. *Pour une gestion décentralisée réussie. De la commission scolaire vers l'établissement*. Québec. http://www.education.gouv.qc.ca/index.php?id=4351&L=5&tx_news_pi1%5Bnews%5D=4314&cHash=10eb6ac98a9881f68458ecfd3e39c67 (in French only).

Inspired by Ministère de l'Immigration, de la Diversité et de l'Inclusion and HEC Montréal's Groupe de recherche sur les organismes à but non lucratif, communautaires ou culturels. 2014. *Exemple de canevas d'un plan d'action – La certification des organismes communautaires partenaires du ministère de l'Immigration, de la Diversité et de l'Inclusion*. Québec.

APPENDIX I

EVALUATION OF ACGC IMPLEMENTATION: AN EXAMPLE⁵⁷

AVENUES FOR REFLECTION: EVALUATING ACGC IMPLEMENTATION (MAY-JUNE)⁵⁸	NOTES OR COMMENTS
1. How have the support mechanisms met the needs of stakeholders (challenges encountered, conditions for successful implementation, areas for improvement)? What support mechanisms would need to be improved to properly and effectively meet their needs?	
2. Which new stakeholders might need support in order to execute the new tasks associated with ACGC implementation?	
3. What did people learn about ACGC implementation?	
4. What do people need to learn in order to move forward with ACGC implementation?	
5. What do people need to do in order to move forward with ACGC implementation?	
6. Which research-backed resources does our institution provide to stakeholders to promote professional development related to ACGC?	
7. Which actions could mitigate some of the undesired effects of change?	
8. How does our institution provide its staff with opportunities for training and learning in terms of implementing this change?	
9. How did stakeholders react to ACGC implementation?	
10. What impact did the strategies used have on achieving the ACGC implementation targets?	
11. What were the main factors that contributed to or hindered the successful implementation of the ACGC?	
12. How did the actions taken meet the needs of the school service center or school board?	
13. How did the actions taken meet student needs?	
14. What challenges can you anticipate with respect to ACGC implementation and what are some possible solutions?	

⁵⁷ ACGC implementation can be evaluated once the students have covered all the scheduled ACGC items for their cycle. It is recommended that the post-implementation review be completed in May or June. These questions are examples only, and must be adapted to the context of each school service center or school board. The proposed timeline for evaluating ACGC implementation must also be adapted to the needs of each school service center or school board.

⁵⁸ Source: Inspired by Québec. Ministère de l'Éducation et de l'Enseignement supérieur (MEES). 2018. *Pour une gestion décentralisée réussie. De la commission scolaire vers l'établissement. Fascicule 6: Orienter—réaliser*. Québec, 6. http://www.education.gouv.qc.ca/index.php?id=4351&L=5&tx_news_pi1%5Bnews%5D=4314&cHash=10eb6ac98a9881f68458ecfd3e39c67 (in French only).

APPENDIX J

PROJECTIONS FOR NEXT YEAR'S ACGC IMPLEMENTATION: IDEAS FOR FURTHER REFLECTION

PROJECTIONS: MAKING ADJUSTMENTS⁵⁹ FOLLOWING THE ACGC POST-IMPLEMENTATION REVIEW: TYPES OF POSSIBLE ACTIONS

- ☐ Plan changes.
- ☐ Plan institutional-level strategies for readjustments.
- ☐ Make an inventory of the factors that promoted or hindered change.
- ☐ Use the results observed as the starting point for subsequent planning.
- ☐ Confirm the next steps of the process in a spirit of continuous improvement.
- ☐ Learn from the mistakes made, both individually and collectively, with a view to making progress and innovating.
- ☐ Other courses of action: _____
- ☐ Other courses of action: _____
- ☐ Other courses of action: _____

PROJECTIONS: AVENUES FOR REFLECTION BEFORE MOVING FORWARD WITH ACGC IMPLEMENTATION

At this stage, what do we need to continue our ACGC implementation?

Which actions do we need to do differently?

⁵⁹ Source: Québec. Ministère de l'Éducation et de l'Enseignement supérieur (MÉES). 2018. *Pour une gestion décentralisée réussie. De la commission scolaire vers l'établissement. Fascicule 7: Orienter—évaluer*. Québec, 5. http://www.education.gouv.qc.ca/index.php?id=4351&L=5&tx_news_pi1%5Bnews%5D=4314&cHash=10eb6ac98a9881f68458ecfd3e39c67 (in French only).

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