



IMPLEMENTATION GUIDE

OF COMPULSORY ACADEMIC AND CAREER GUIDANCE CONTENT (ACGC)

IN ELEMENTARY 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 elementary 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 intended for 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 Elementary Cycle Three and proposes tools to support the collaborative teams in each of the elementary schools implementing the ACGC.

The third section is intended for administrators. It presents the support model promoted by the Ministère, the introduction of the ACGC in Elementary Cycle Three and the conditions for its 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 addition to this guide, a **telecollaboration platform (VIBE)** is made available to the school system at <https://cosp.education.gouv.qc.ca>.

This platform offers several tools for the school system, such as educational material and reference tools to facilitate the implementation of the content.

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_IFTFforDellTechnologies_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 only).

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 August 15, 2017, the Ministère announced its decision to make guidance content compulsory for all students in Québec, given the following:

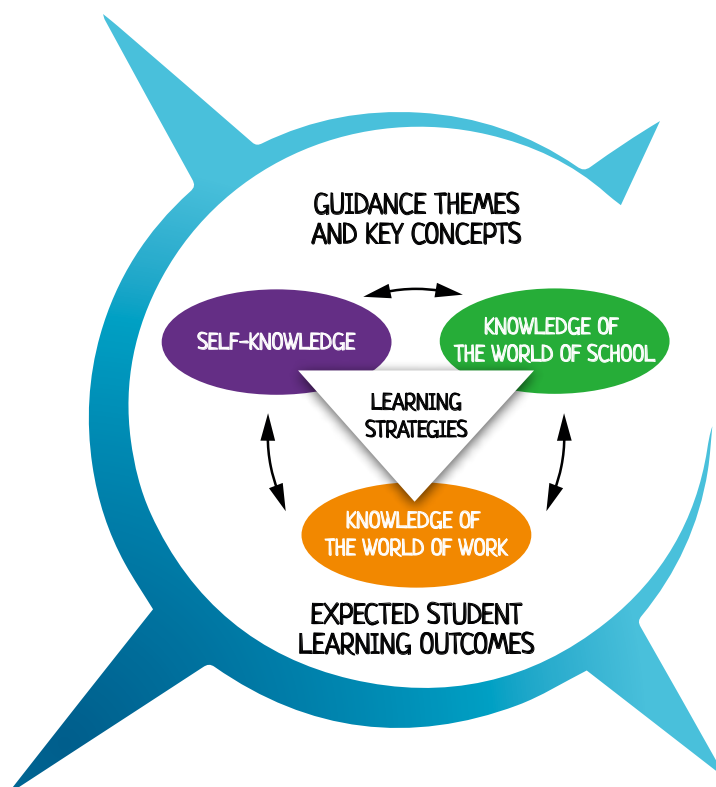
- The threefold mission of schools is to provide instruction, to socialize and to provide qualifications.
- Academic and career guidance is a necessary part of providing students with qualifications.
- Early interventions that teach students basic concepts better prepare them to make academic and career choices.
- All students have general guidance needs.
- Elementary Cycle Three students are ready to start 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

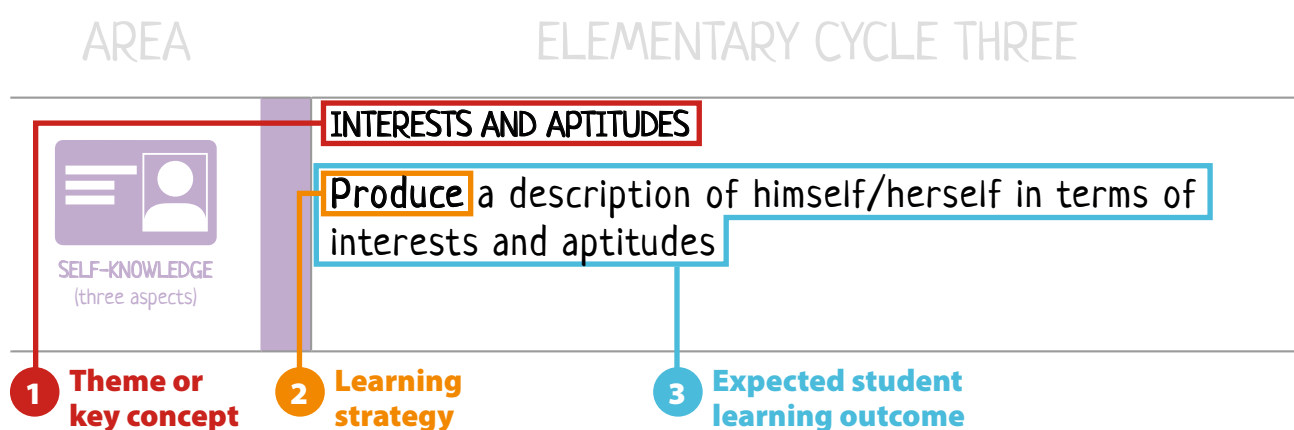
ACGC			ELEMENTARY CYCLE THREE	SECONDARY CYCLE ONE	SECONDARY CYCLE TWO	
					Beginning of cycle (Secondary III)	End of cycle (Secondary IV and V)
 SELF-KNOWLEDGE (three aspects)	PERSONAL	INTERESTS AND APTITUDES Produce a description of himself/herself in terms of interests and aptitudes	SENSE OF SELF-EFFICACY (SSE) Select examples where his/her attitudes, behaviours or perceptions contribute to maintaining a sense of personal competency	SOCIAL	FIELDS OF INTEREST Develop a portrait of what does or does not interest him/her inside or outside school	DRAFT OF PERSONAL PROFILE Develop a draft of a personal profile based on his/her interests, aptitudes, aspirations and values
	SOCIAL	SOCIAL INFLUENCES Select examples where his/her attitudes, behaviour or values are influenced by others, and examples where he/she influences others	STUDENT DUTIES AND WORK METHODS Compare the work methods and duties of a student with those observed in the world of work			
	EDUCATIONAL	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	LIFE PROJECT Anticipate the process involved in producing a draft of one or more future projects (personal, career or community)
	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	KNOWLEDGE OF THE WORLD OF WORK	KNOWLEDGE 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 elementary school
- activities to explore different occupations
- activities to prepare students for the transition from elementary to secondary school
- an educational project with an entrepreneurial nature
- visits to companies or local businesses

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 the 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.).

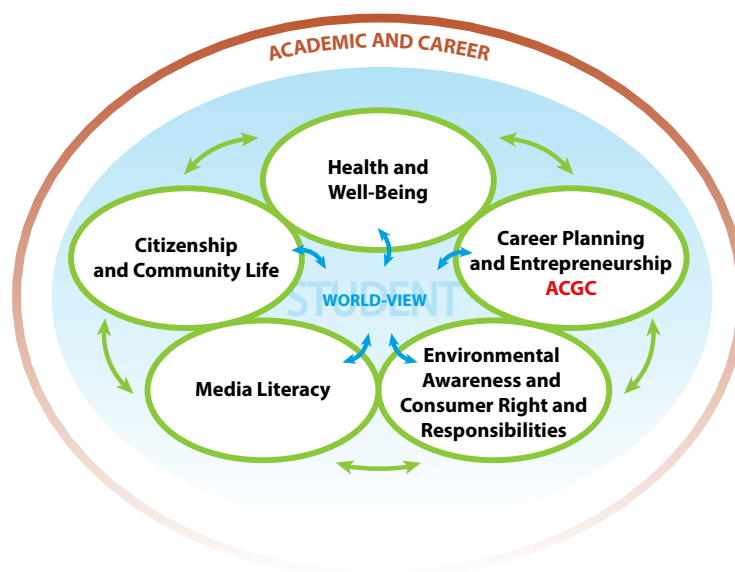
⁴ Note that the broad area of learning Career Planning and Entrepreneurship is called Personal and Career Planning in Elementary Cycle Three and Secondary Cycle One, but that for consistency purposes, the wording from Secondary Cycle Two will be used throughout all both implementation guides.

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 Career Guidance



Source: Image inspired from the QEP, Elementary Education (MEQ 2006, 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).

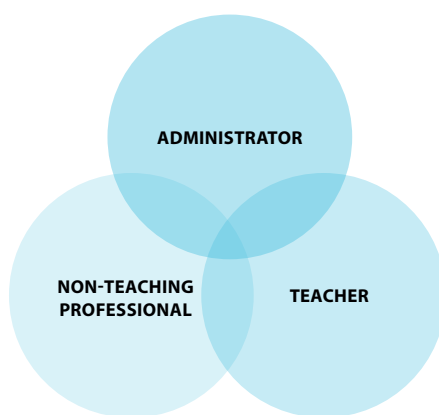
Distinctions Between the Guidance-Oriented Approach to Learning (GOAL) and ACGC

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**

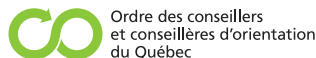
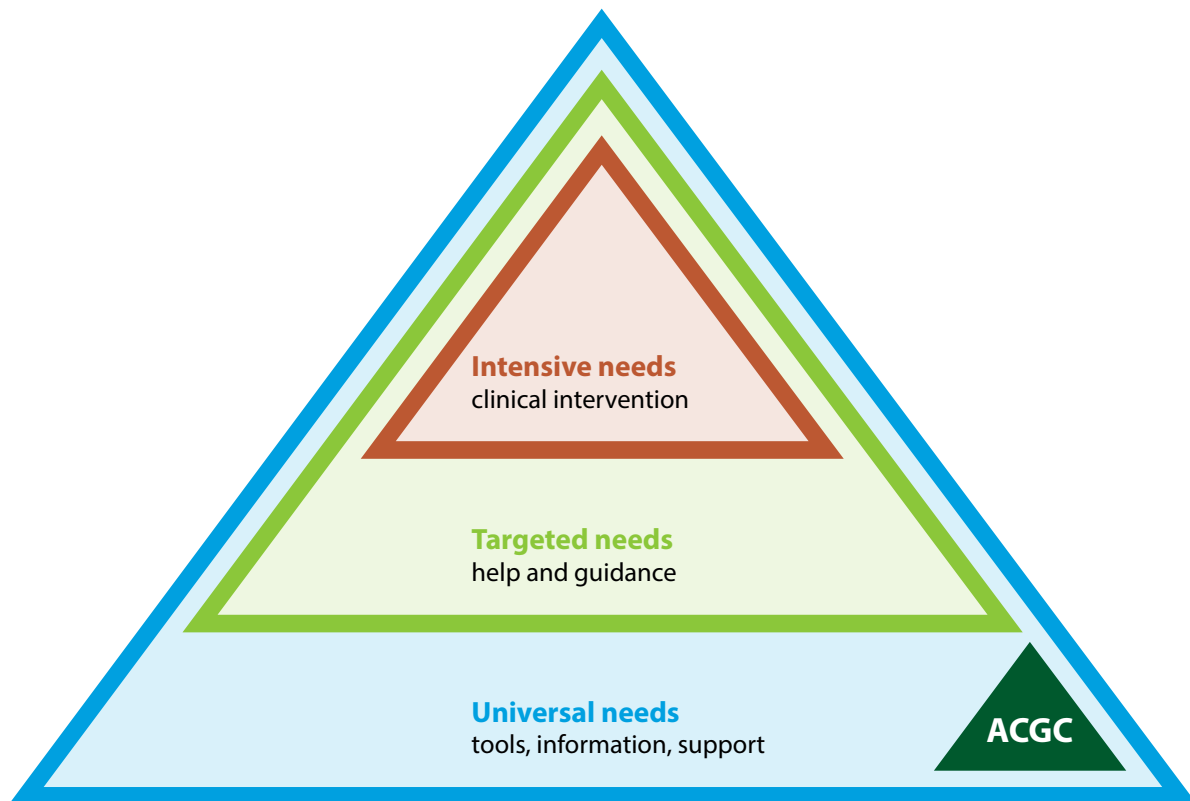
As experts on learning, teachers have a special relationship with the students they teach on a daily basis. Of all the members of the collaborative team, teachers know the students best. Teachers can draw on their meaningful relationship with the students to help them learn the ACGC items.

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 Elementary Cycle Three 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

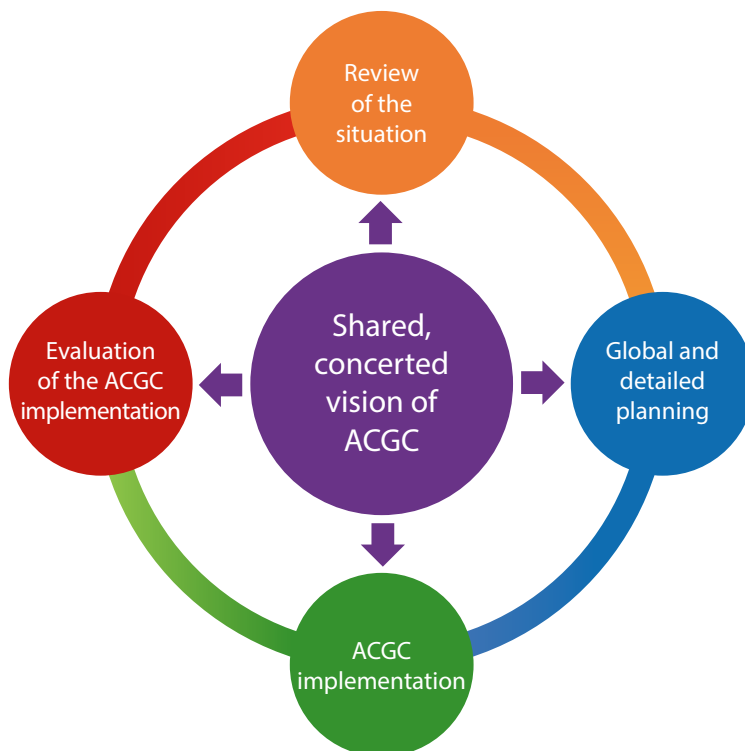


1 INTRODUCTION

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 Elementary Cycle Three. This section also proposes tools to assist the collaborative teams in each of the elementary 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 page 29 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 page 29.)

☐ 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, STRENGTHS IN THE PROCESS OF TRANSITION and CHARACTERISTICS OF SECONDARY SCHOOL are two ACGC items that are likely to meet the needs of a greater number of students if they are presented at the end of Elementary Cycle Three rather than at the beginning. However, in a school where activities to facilitate the transition to secondary school get under way right at the beginning of Elementary Cycle Three and continue over two years, these ACGC items 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 English Language Arts is also useful for getting to know themselves, for preparing their transition to a higher level of education, for becoming familiar with secondary school, etc. (See the learning situation *Secondary School, What's up with that?*, available on the VIBE platform.) 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 child'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 (e.g. organizing, verifying 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 for learning.

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 **interest** and to **examples** of the way these manifest themselves in daily life.*” The interests and the examples are 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 coherence and 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 STUDENT DUTIES AND WORK METHODS: *Compare the work methods and duties of a student with those observed in the world of work*, students are informed that they will compare school and the world or work, but, throughout the activity, no tasks are planned that ask the students to compare information in order to find differences and similarities between school and the world of work.
- There is little or no direct alignment between the strategy named and the tasks assigned to students. For example, for the ACGC item 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*, a list of strengths is provided to students, the ACGC instructor explains the strengths that require additional clarification, and asks students to choose one and make a poster illustrating the strength, which will be displayed in class. In this situation, the students are not necessarily conscious of the reasons they chose their personal strength. As such, they have not engaged in selection, since the cognitive activity of selection presupposes that students chose this strength based on criteria that correspond, in this case, to their personal characteristics. Had they used these criteria, students would have had the necessary tools to make a conscious selection, from all the available information, of the strengths that corresponded to their personal characteristics.
- 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. When the adult then questions students based on the assumption that they drew on these strategies during the activity, the adult will find that students can only provide vague answers.

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 prepare students for the transition from elementary to secondary school and to help them feel less stressed about the unknown, the ACGC instructor could explain that one way to approach this transition is through comparison. Students are told that to compare is a strategy that can be used in different contexts, and they are taught this strategy, as needed. Students are informed that they will be asked to apply this strategy to certain tasks to prepare for secondary school. The ACGC instructor summarizes by explaining that comparing is what we do mentally to more clearly understand two situations, two people, two contexts, etc., and that this strategy can be used to make good decisions. In the example of transitioning to another level of instruction, activities that provide information on secondary school are planned in such a way as to be able to make comparisons with elementary school. Students will be tasked with comparing what they learn about secondary school with what they already know about elementary school. During the activity, it will be explained to students that this strategy can help them distinguish what they know (familiar territory) from what they do not know (unfamiliar territory), and help them become aware that, contrary to their earlier impressions, not everything will be new in their next school. This will help them put their transition to secondary school into perspective and, for many students, help them feel less uncomfortable about the unknown.

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 STUDENT DUTIES AND WORK METHODS: *Compare the work methods and duties of a student with those observed in the world of work*, the task must enable students to know and understand what is meant by *student duties* and *work methods*. In so doing, students will be able to consider the ESLO, which is to **compare** school and the world of work. In the example provided in Table 1, the students make a list of similarities and differences between school and the world of work in terms of duties and work methods. This exercise helps students create a more accurate representation of the world of work, as well as gain awareness of their role in school.

Table 1: Student Duties and Work Methods

<i>Compare the work methods and duties of a student with those observed in the world of work</i>				
	SCHOOL	WORLD OF WORK	S	D
EXIGENCES	Be present every day	Respect the work schedule, be present	X	
	Do your homework	Do your work, your tasks	X	
	Ask for your parents' signature (homework)	Do not need your parents		X
	Participate in a group activity			X
	Acquire tools for learning	Take additional training courses	X	
	Be polite and respectful	Cultivate good relationships with others	X	
MÉTHODE DE TRAVAIL	Organize your material	Be responsible for your work tools	X	
	Take notes in class and for homework (planner)			X
	Keep things in their place	Organize your files, put away your tools	X	
	Review the test before submitting it			X
	Study before an exam (time)	Manage your time according to priorities	X	
	Ask questions, understand the task	Consult your supervisor for clarification	X	

* Legend S: similarities; D: differences

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 such as the example provided in the previous criterion 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 29, there is an example of a grid that ACGC instructors or the collaborative team might use to record their observations on the various factors conducive to achieving the ESLO for the majority of students. 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. **The objective is not to evaluate students or the ACGC instructors.**

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:

Elementary Cycle Three *[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 ELEMENTARY CYCLE THREE

This section describes and clarifies each of the six ACGC items for Elementary Cycle Three. 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 Elementary Cycle Three

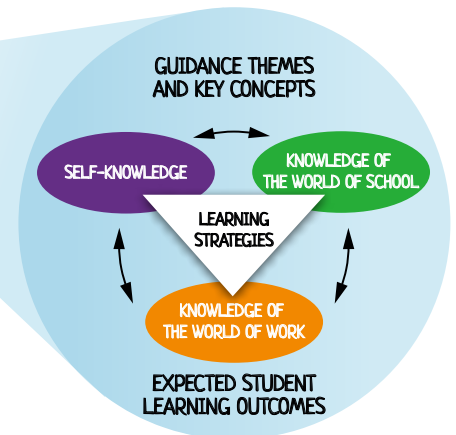
The learning content for academic and career guidance was selected based on:

- 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 **STUDENT DUTIES AND WORK METHODS**: *Compare the work methods and duties of a student with those observed in the world of work*. Before being able to compare school with the world of work, students must first clearly understand the requirements and work methods associated with being a student. To help students learn this ACGC, school staff adopt a posture that allows students to be cognitively aware of the requirements and different work methods they are exposed to. By being mindful of the pedagogical intention of the ACGC in order to guide student learning, the school staff will observe the manifestations of the ACGC as they occur. They will then verbalize what they have observed in order to draw the students’ attention to the concrete manifestation of a work method, which will then allow them to begin to understand. This verbal posture enables students to make connections between the ACGC and their actions. For instance, the teacher might say:

- *Nathan, I’ve noticed that you have good organizational skills. You take the time to make a list of key words before starting a task. This is an **excellent work method for students**.*
- *Noah, I see that you’ve just looked something up in the dictionary, which is something you regularly do to help you write. This is an effective technique and **work method** that can improve your **student skills**. It also helps you meet the **requirements** of writing well in English.*
- *Valerie, your question led me to provide clarifications, which helps you and the others to understand. Asking questions before starting a task is an excellent way to determine the **requirements** for the task and the **work methods** that will be most useful to you. Students must develop this behaviour in order to learn.*

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 Elementary Cycle Three

The table below presents the six items of compulsory content for Elementary Cycle Three. 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		ELEMENTARY CYCLE THREE	
 SELF-KNOWLEDGE (three aspects)	PERSONAL	INTERESTS AND APTITUDES Produce a description of himself/herself in terms of interests and aptitudes	
	SOCIAL	SOCIAL INFLUENCES Select examples where his/her attitudes, behaviour or values are influenced by others, and examples where he/she influences others	
	EDUCATIONAL	STUDENT DUTIES AND WORK METHODS Compare the work methods and duties of a student with those observed in the world of work ASTRENGTHS IN THE PROCESS OF TRANSITION Select various personal characteristics that will be useful in preparing for the transition from elementary school to secondary school	
 KNOWLEDGE OF THE WORLD OF SCHOOL		CHARACTERISTICS OF SECONDARY SCHOOL Compare the main differences and similarities between elementary school and secondary school	
 KNOWLEDGE OF THE WORLD OF WORK		OCCUPATIONS OF PEOPLE IN HIS/HER COMMUNITY Develop a description of the occupations of people in his/her community	

ACADEMIC AND CAREER GUIDANCE CONTENT FOR ELEMENTARY CYCLE THREE

AREA 1: SELF-KNOWLEDGE (PERSONAL SELF)



ACGC

INTERESTS AND APTITUDES

Produce a description of himself/herself in terms of interests and aptitudes

In sum, students learn:

- the meaning of the words *interest* and *aptitude*
- which interests and aptitudes the ACGC instructor has observed them demonstrate in class
- to observe the manifestations of interests and aptitudes
- to recognize some of their personal interests and aptitudes
- to describe themselves in terms of their personal interests and aptitudes (ESLO)

The reason for this content

Before choosing a career path, people often go through a process of career planning (Bujold and Gingras 2000), that is, a series of steps that lead them to explore, get informed and consider options for the future, to focus on those that appear more feasible so as to make a decision, and finally, to take action to execute this decision. In elementary school, students are at the beginning of this process. With this ACGC item, Elementary Cycle Three students begin an exploration phase of two basic concepts in academic and career guidance, those of **interests** and **aptitudes**.

Students learn the meaning of words

Students will be led to construct meaning for the words *interests* and *aptitudes*, which will come in useful throughout their academic and career planning process. The content covered in this ACGC item will help students understand enough of these two terms that they will be able to recognize, in the course of their everyday lives, some of their interests and aptitudes.

An example in English Language Arts

When integrating an ACGC item in a subject (infusionn⁶ it is worthwhile to introduce the concepts of interests and aptitudes through the **meaning of words** (cf. English Language Arts Progression of Learning, Conventions of Written and Media Language, A. Understanding the Conventions of Written Language, 2. Usage Conventions (agreement and word choice), c. Selects words that convey the intended meaning and create a picture in the reader's mind, http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PDA_PFEQ_English-language-arts-primaire_2009_EN.pdf). In so doing, the teacher can aim for students to achieve a basic understanding of these words so they can become meaningful during an introduction to academic and career planning, while working on the learning content related to the subject of English Language Arts.

⁶ For examples of the infusion of career guidance themes into the disciplines, see the work of Brochu and Gagnon (2010).

Observing manifestations of interests and aptitudes

Once the concepts of interests and aptitudes have been explained, the next step is for students to **recognize how these can be manifested**. When teachers use words to describe their observations of facts or behaviours that demonstrate the students' interests and aptitudes, they are highlighting the connections between the two. For example, when the teacher says, *William, I noticed that when you're working in a team, you often show aptitudes for leadership such as when you [description of behaviour observed] or when you act like [description of behaviour observed]*. *Jeremy, I observed that you become very interested when we start talking about insects, because you [description of behaviour observed]*. **Modelling** promotes the consolidation of student understanding.

The teaching posture: name the students' aptitudes and interests

The interventions presented in the examples above relate primarily to the teaching posture used in ACGC rather than a learning situation, strictly speaking (see section on "Posture" in the Introduction). The posture that promotes student learning for this ACGC item consists, for the teacher, in building on manifestations of interests and aptitudes as they arise in class. Teachers can then explain how they observed the manifestation and translate this observation into words that make these concepts explicit for students and increase student awareness of them. This exercise is repeated regularly and frequently. Students are then challenged to sharpen their own observation skills so they become able to recognize manifestations of interests and aptitudes in their daily lives. Not only do these interventions make it possible to regularly reinvest the concepts of interests and aptitudes, they also promote student learning as they are carried out in the spur of the moment and speak to the students' reality.

Students recognize their own interests and aptitudes

By formulating regular feedback in various classroom situations, as described above, teachers help students nuance their understanding of words and their meanings. Children are encouraged to regularly take a moment to observe themselves and engage in an inner discourse by questioning their reaction, their level of interest and their aptitude for the task at hand. By carrying out this exercise repeatedly over time, students improve their self-knowledge and realize that interests and aptitudes can vary and are specific to each person. In this way, the learning continues throughout the school year through the infusion of the ACGC item in subject-specific activities and/or through feedback that keeps the ACGC in the back of their minds, and through the reflective posture that is fostered in students to help them develop their inner discourse and metacognitive skills.

Students describe themselves in terms of interests and aptitudes

When they will be asked to **produce a description of themselves in terms of their interests and aptitudes**, students will be able to reinvest their reflection, inner discourses and observations on interests and aptitudes. Students will be able to give a series of examples from their everyday lives that illustrate the two concepts covered by this ACGC item. For example, students will be able to describe themselves in terms of their interests: *I realize that I am very interested in the sciences, and I can see that when [examples of manifestations]*. Students might also be able to describe facts that relate to their aptitudes: *I have physical aptitudes such as [examples of aptitudes], so I'm really good at sports when [examples of facts]*.

ACADEMIC AND CAREER GUIDANCE CONTENT FOR ELEMENTARY CYCLE THREE

AREA 1: SELF-KNOWLEDGE (SOCIAL SELF)



ACGC

SOCIAL INFLUENCES

Select examples where his/her attitudes, behaviour or values are influenced by others, and examples where he/she influences others

In sum, students learn:

- that they are influenced by others and by the groups to which they belong
- that they also have influence over others
- to become aware that they can improve their self-knowledge from contact with others
- that they are subject to positive and negative influences
- to discover in class, with their teacher's help, how students are influenced by other people

The reason for this content

Socializing students is one of the missions of Québec schools. On this point, several authors agree that a critical period for the socialization of children takes place between the ages of 8 and 12 (a period that corresponds to Elementary Cycle Three) and that school is “an explicitly socializing institution” (Gayet 1998, 16) [Translation].

As part of the area of self-knowledge, and more specifically knowledge of the social self, this ACGC item plays a fundamental role in the student's construction of identity. Developmentally speaking, the social self is built through interactions with others. Children in elementary school are at the confluence of three types of influence: the family, the teacher-student relationship and the peer group. Their identity “is built at the convergence point of these relational networks” (ibid) [Translation]. It is also known that “vocational development depends on the student's personal and social development, and that the two influence each other” (Noiseux, cited in Pelletier and al. 1984, 324) [Translation].

Students must become aware of social influences

In the Québec Education Program (QEP), the concept of social influence is in fact present in Competency 7, *To construct his/her identity*. The text that describes this competency's key feature To be open to his/her surroundings underscores that it is important for students “to realize that other people's opinion influence[s] [their] reactions” (MEQ 2001b, 33). Children's construction of their identity can be influenced, to a certain extent, by how others view them.

The social identity of students is determined by the groups to which they belong

First, what is social identity? According to Raynal and Rieunier, “social identity is that way in which individuals perceives themselves as belonging to a group of persons with particular characteristics” (Raynal and Rieunier 2012, 261) [Translation]. For elementary school children, for example, this can consist in saying: *I am part of the --- family; I am a student at --- School; I play soccer in the --- League; I am on the crossing guard team for the --- area.* In reference to Tajfel and Turner,⁷ Raynal and Rieunier add that “to feel good about themselves, individuals need to be able to tap into a positive social identity as a member of a group” (ibid). This sense of belonging to a social group in turn has an influence on the person, as that person tends to adopt the group’s values and behaviours. Given that children in elementary school, similarly to adolescents, live according to malleable values, which “are rarely subject to a truly established structuring” (Pronovost 2007, 4) [Translation], they can be influenced by several environments, including school.

Social influence: learning about oneself through contact with others

The pedagogical intention of this ACGC item is to introduce the concept of social influence on students so that they become aware that they also learn about themselves through their contact with others. The fact of being surrounded by different groups of people has an impact on all of us. Whether classroom peers, other students in the school, family members or people in the community, the people who gravitate around our life contexts exert an influence on us. Conversely, we also exert an influence on them. Although this influence is not always perceived, it is nonetheless exercised, and contributes to our sense of belonging and to our identity. Consequently, “although individuals are, clearly, the fruit of their physiological development, they are shaped just as strongly by their social environment” (Raynal and Rieunier 2012, 261) [Translation].

Positive and negative influences

It is important to realize that some influences are positive, and others can be negative. To learn more about who we are and what we want to become, we have to make choices. To make informed decisions, it is important to be aware of these different influences.

Using children’s literature and characters to illustrate social influence

As part of an infusion approach, this ACGC item could be introduced when developing the competency *To read and listen to literary, popular and information-based texts*, using children’s literature. There are many books in which the characters are influenced by others, or in which they have an influence on others (see the *Québec Reading Connection* and *Constellations* websites). Reading can be used to illustrate what is meant by social influences. Afterwards, students can be asked to think about concrete examples where their parents, friends or sports team have influenced them, and concrete examples where they, in turn, have influenced others.

⁷ Tajfel and Turner 1986, cited in Jacques-Philippe Leyens and Jean-Léon Beauvois. 1997. *L’ère de la cognition*. Grenoble, Presses universitaires de Grenoble: 139-143 (in French only).

The ACGC instructor seizes opportunities to show students what influence they have or are subject to

The instructor can adopt a teaching posture to help students gain awareness of the concept of social influence and have a structuring effect on their identity. For example, the instructor can make the following observations:

- Kim's great confidence in the team had an influence on team spirit, and this helped the team move back up in the overall rankings.
- Since Lea began training with a different peer group during circus practice, she has been more diligent in her work. When asked about the change, Lea realized that belonging to this group has had a positive impact on her.
- His answers to questions and observations have made Jeremy realize that he is more attentive now that his desk is no longer next to his friend Steve's.
- Samuel is generally quiet in class and does not speak more than he has to. However, it was brought to his attention that during lunchtime activities in the gym, he is more vocal and gives good advice to his team members to improve the game. He realized that he can have an influence on others.

Observable facts, whether drawn from examples in the news or in class, help students learn this ACGC item.

With regards to the ESLO, students who have integrated the learning for this ACGC item are able to select examples of social influences that they have on others and that others have on them. By providing examples of these two forms of influence, the students' reflection on social influences develops their self-knowledge.

ACADEMIC AND CAREER GUIDANCE CONTENT
FOR ELEMENTARY CYCLE THREE

AREA 1: SELF-KNOWLEDGE (EDUCATIONAL SELF)



ACGC

STUDENT DUTIES AND WORK METHODS

Compare the work methods and duties of a student with those observed in the world of work

In sum, students learn that:

- being a student is a child's social role
- self-knowledge also includes understanding their student duties
- work methods are part of the requirements of being a student
- the world of school resembles the world of work (similar requirements and work methods)
- the personal skills developed as a student have connections to academic and career guidance

Why develop the educational self?

In continuity with the social self, which is built through interactions with others, it is important to remember that “to exist, we depend on others in an even more fundamental way: we need others to recognize our identity, our usefulness, our right to be who we are and to do what we do. For children and adolescents, these forms of existence stem largely from their **role as student** (i.e. student duties)” (Perrenoud 2004, 13) [*Translation*]. Student duties play a very important part in the development of children's identity in Elementary Cycle Three, if only because they spend most of their day at school. Not only do students learn academic subject matter at school, which appears obvious, but they also learn sets of behaviours that contribute to making them who they are as students (educational self) and as people (personal self).

Student duties: the child's social role

The learning content covered in this ACGC item will allow students to realize that as school-aged children, being at school is their daily occupation; in the language of the world of work, it is their job. This is the place that they occupy in society. In this respect, Bélanger and Farmer (2004) present student duties as a metaphor that refers to the child's socialization process, which takes place at school.

What are student duties?

For several authors, the role and responsibilities of students (student duties) consist, generally speaking, in developing the skills required to succeed in school (Kershner and Pointon, 2000). The know-how required of students is defined as the capacity to “interpret the school rules and obligations and make good use of classroom interactions” (Fellouzis 1993, 213) [*Translation*]. The main fundamental instrument for exercising student duties is communication: indeed, students must learn to communicate “to acquire knowledge, to cultivate relationships with others. This is the instrument of their identity” (La Borderie 1991, 71) [*Translation*]. In summary, “the student's job is to learn to understand...” (ibid, 151) [*Translation*]. It is an occupation “that consists in learning, involving its own techniques, methods, activities, economic and social rationale, responsibility” (ibid, 11) [*Translation*]. As with all occupational duties, student duties come with their share of requirements and work methods.

Work methods: a gateway to assuming student duties

For students, one concrete way of understanding and fulfilling the requirements of student duties involves developing work methods. In elementary school, in the context of self-knowledge and academic planning, “the need to lay the foundations of their identities requires that information and counselling be oriented toward the development of self-esteem... and the acquisition of **work methods and habits** that will be useful to them, first as **students** and later as workers” (MEQ 2002, 21).

The first chapters of the QEP remind us that one of the essential cross-curricular competencies to be developed throughout the students’ schooling is methodological in nature. The cross-curricular competency *To adopt effective work methods* is taught at all levels, from kindergarten and elementary school to secondary school.

Developing work methods in school: an example

To exercise student duties every day and feel competent, it is to the students’ advantage to become aware of **their own** work methods.⁸ To that end, before they begin a task, they are asked to take a few minutes to think of the primary work method they will use and the reasons for this choice. At the end of the task, students are asked to consider the result and assess the effectiveness of their work method. Students who have deemed their work method to be effective share their approach with the group.

In order for students to expand their personal repertoires, the group makes a list of different work methods that students have used in a given situation. If needed, the ACGC instructor can add other work methods deemed relevant. The list becomes a bank that students can refer to regularly. By being encouraged to refer to this list of work methods, students are prompted to become aware of their own methods and make conclusions (e.g. which methods are effective, somewhat effective, or ineffective). To take this further, students can challenge themselves by testing one or two new work methods. They can determine which methods are genuinely effective for them, and identify what they should improve or develop. The students are led to see the link between the use of effective work methods and the benefits these methods bring to performing student duties.

The requirements of student duties and a parallel with the world of work

The BAL Career Planning and Entrepreneurship in elementary school underscores the importance of developing, among students, a vision of the “**requirements of the world of work** compared with those of **being a student**” (MEQ 2001b, 45). This links the three aspects of the ACGC and its ESLO, namely, student duties, work methods and the world of work (the third area of knowledge of the ACGC continuum). As explained in this BAL, it consists in helping students “make connections between learning in school (knowledge, skills, attitudes), different occupations and the requirements of the world of work” (MEQ 2001a, 6) [*Translation*].

Connections between the requirements of student duties and those of the world of work

In guidance, whether at the elementary or secondary school level, there is constant interaction between the self, the world of school and the world of work. Each of the three areas of knowledge, at one time or another, exerts influence on the other two. The content of this ACGC item illustrates that connections exist between the requirements of student duties and the requirements of the world of work. The goal is to help students build a representation of the world of work based on what they know best: being a student.

The importance of taking requirements and work methods into account characterizes both the role of the student and the reality of a worker. To keep their jobs, workers must also comply with requirements and make use of work methods. The complementarity of school and work should also be further integrated and made explicit for students (MELS 2009; Abrami and al. 2008). One of the key characteristics of drop-out prevention and school perseverance programs is that they establish “clear links between school and the competencies required of the

⁸ For more information, read about the cross-curricular competency *To adopt effective work methods* in the QEP (MEQ 2001b, 26-27).

workforce" (MELS 2009, 11) [*Translation*]. This ACGC item helps students realize that there are similarities between what they are learning at school in order to carry out their "job" of student and what they will need for the world of work. For example, the training framework developed by the Government of Canada (2017) in collaboration with businesses lists the skills and know-how that workers need to fully participate in the labour market. Here are some that are similar to the skills that students also need:

- **Technological skills** – Ability to use software applications and online communication tools judiciously as part of one's duties.
- **Reading and writing skills** – Understanding, processing and communicating information effectively.
- **Oral communication in mother tongue** (and sometimes in a second language) according to acceptable standards, which is highly useful and necessary in many sectors of activity.
- **Mathematics skills** – Analyzing digital data, thinking in quantitative terms.
- **Working with others** – Essential skill from many points of view; employees are active as members of a team, they communicate with the other members of their team, and sometimes exercise leadership.
- **Reasoning, critical thinking, analysis** – These skills apply to many different situations where personal judgment is required.
- **Continuous learning** – Desire to learn through self-study, specialization and upgrading. (Therrien 2017)

Similarities between requirements of the world of school and the world of work

In a learning context, the requirements of student duties are compared with duties associated with the world of work. Students realize that there are a number of similarities between themselves and workers. In addition to the competencies listed above and needing to commit to being present every day, both students and workers must carry out assigned tasks, assume responsibilities, respect rules of conduct, develop or use work methods, use interpersonal and communication skills and need to co-operate with others. These different requirements help students make parallels between the world of school and the world of work as well as begin to imagine or anticipate what it is like to be in the labour market.

In sum, this ACGC item offers students an opportunity to enhance their self-knowledge by shedding light on the role and place they occupy in their everyday lives. Exercising their student duties provides children with a social identity and allows them to cope with the associated requirements, and develop a set of behaviours, including work methods, over time. In addition to helping students maintain a sense of self-efficacy, this set of behaviours will eventually help them integrate more easily into the world of work.

This ACGC item on self-knowledge also segues into the third area of knowledge: the world of work. This ACGC item helps children approach the world of work by making a comparison between the requirements and the work methods associated with student duties and those involved in the world of work. Even though these are two different worlds, at the end of this learning process, children are able to make parallels and to explain the similarities between the requirements of school and those of the world of work.

ACADEMIC AND CAREER GUIDANCE CONTENT FOR ELEMENTARY CYCLE THREE

AREA 1: SELF-KNOWLEDGE (EDUCATIONAL SELF)



ACGC

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

In sum, students learn that:

- it is possible to manage the stress associated with transitioning from elementary school to secondary school
- strengths can facilitate this transition
- personal characteristics can become strengths

The reason for this content

Research has shown that the transition from elementary to secondary school is a critical shift for students (MELS 2009). This transition is even more critical given that “it occurs at a time when the child is experiencing major physiological and psychological changes” (MELS 2007a, 12). What’s more, children’s sense of self-efficacy is particularly fragile during transitions (Bouffard and al. 2005). Transitions are a source of anxiety and draw on the ability to adapt. Indeed, the transition to secondary school “requires young people to adapt to new academic and social realities and changes in procedures and the way things work: changes in pedagogy, in evaluation methods and the subjects taught, a new network of friends, new relationships with teachers, a new school, a new schedule, new rules of conduct” (Desrosiers and al. 2016, 1) [Translation].

From a psychosocial adjustment perspective, studies indicate that all students are affected by the transition from elementary to secondary school, since “few differences can be attributed to the student’s socio-economic background when it comes to psychosocial adjustment during the transition to secondary school” (Desrosiers and al. 2016, 15) [Translation]. This transition also creates anxiety in students. This “anxiety is usually centred around questions concerning relationships with peers, school requirements and relationships with teachers” (Université Laval 2008) [Translation].

Preparing for the transition:⁹ the student-teacher relationship

The student-teacher relationship is an element that facilitates the transition from elementary to secondary school. According to Fredriksen and Rhodes (2004), support from a teacher helps reduce the stress associated with this transition and the student’s risks of experiencing problems adapting. These authors observed that when students perceive their relationship with their teacher as positive, they tend to adapt better, socially and emotionally, to the transition.

⁹ Several studies in the field of education highlight the importance of transitions for preadolescents, who must overcome multiple challenges during the transition from elementary to secondary school. Research has found that smooth transitions are a contributing factor to academic success and student perseverance (MELS 2012).

Protective factors in transition situations: three variables at play

Researchers generally use the expression *protective factors* to designate strengths that foster students' capacity to make a smooth transition to secondary school. These factors arise from three types of variables: individual, school and environmental variables.

In the context of the ACGC, and more specifically the items in the area of self-knowledge, the focus is placed on personal variables. According to studies, two personal variables have a great deal of potential for fostering academic resilience during transitions: the **sense of internal control** and the **sense of self-efficacy**. "These two variables correspond to people's impression of being able to influence their environment through their actions rather than being subject to its effects. They are major components of motivation" (Larose and al. 2007, np) [*Translation*]. Among other protective factors that have a positive impact on the transition from elementary to secondary school, the following two should also be considered:

- efforts made to develop strong skills in the core subjects (reading, writing, mathematics)
- social skills and positive relationships with peers (e.g. social skills, collaboration, co-operation) (Larose and al. 2007)

Personal characteristics as strengths: an example

This ACGC item enables students to learn to recognize their personal characteristics and, in so doing, enhance their self-knowledge. Better self-knowledge can help students prepare for the transition by having them draw on their strengths. The challenge for students lies in naming strengths, identifying their own strengths or the ones they would like to cultivate, and determining which strengths will be useful during the transition.

For example, the ACGC instructor will lead a discussion on change and ways of dealing with it. Starting from a list of strengths (protective factors) grouped into categories (see Table 2), the instructor will first ask each student to name the strengths they already have or would like to develop. Then, each student will be asked to select a few strengths and explain why these factors are likely to assist them during the transition from elementary to secondary school:

- *Ludovic says that he is resourceful and talks to everyone. He also says that he thinks his athletic ability will come in handy because he intends to sign up for the football team at his next school. He is not afraid of getting lost in secondary school, but if it happens, he won't be shy to ask for help from people around him. What's more, because he plays sports, he already has friends who attend secondary school. That said, he would like to learn to become more organized, because, he says, laughing, managing his locker in secondary school might be difficult.*
- *Daphne says that she likes going to school and learning and that her ability to work hard will help her do well in secondary school. She attended some cultural activities at the secondary school, she has a good sense of direction and she already knows where to find some of the rooms, such as the cafeteria, the media room, etc. She is still worried, though, because most of her friends will go to a different secondary school, and it is hard for her to make new friends.*

Table 2: Examples of Personal Strengths

- | | |
|----------------------------------|--------------------------------|
| • Resourcefulness | • Openness to others |
| • Sociability | • Interest in school |
| • Team spirit (athletic ability) | • Sense of direction in school |
| • Self-confidence | • Organizational skills |

Examples of protective factors that support the transition from elementary to secondary school

Table 3 develops the three main protective factors by providing examples of strengths and personal characteristics that students can develop to make the transition from elementary to secondary school easier.

Table 3: Three Protective Factors to Foster the Transition from Elementary to Secondary School

<i>Internal locus of control¹⁰</i> <i>or mastery focus</i>	<i>Sense of self-efficacy¹¹</i> <i>or sense of personal competency</i>	<i>Social skills</i> <i>(attitudes and behaviours)</i>
• Sets mastery-oriented goals¹² (i.e. wants to understand what to do to improve personal skills, focuses on effort rather than performance) • Assumes responsibility for personal choices • Associates outcomes with actions • Seeks to understand personal errors in order to improve • Develops learning strategies (Bégin 2008) • Finds personal motivation for actions (intrinsic motivation)	• Is engaged in studies • Sets clear and achievable goals • Values hard work to achieve a goal • Recognizes and is proud of personal successes • Adopts and develops good work methods • Keeps a logbook to take a step back from what is going well and what is not going well	• Maintains a good relationship with the teacher (e.g. is not afraid to ask questions in order to understand the subject matter and develop skills) • Talks with peers and adults • Collaborates and co-operates with peers • Maintains friendships • Participates in extra-curricular activities

10 See the definition of locus of control: <http://www.psychomedia.qc.ca/lexique/definition/locus-de-contrôle> (in French).

11 A high sense of self-efficacy can make students believe that “they will be able to successfully deal with the many changes associated with the transition to secondary school” (Denoncourt and al. 2004, 85) [Translation]. See <http://www.psychomedia.qc.ca/lexique/definition/auto-efficacité> or Blanchard (2009) for a definition of the sense of self-efficacy.

12 “Students who pursue mastery-oriented goals value the learning process, seek to become more knowledgeable, place a great deal of importance on effort and consider mistakes as a normal part of the learning process. By pursuing these goals, students engage in self-regulatory processes such as study planning, making connections between old and new knowledge, self-evaluating their work, etc.” (Denoncourt and al. 2004, 75) [Translation].

ACADEMIC AND CAREER GUIDANCE CONTENT
FOR ELEMENTARY CYCLE THREE

AREA 2: KNOWLEDGE OF THE WORLD OF SCHOOL



ACGC

CHARACTERISTICS OF SECONDARY SCHOOL

Compare the main differences and similarities between elementary school and secondary school

In sum, students learn that:

- they can use their knowledge of elementary school (familiar territory) to adjust to secondary school (unfamiliar territory)
- not everything about secondary school is different
- secondary school shares certain similarities with elementary school
- secondary school has advantages over elementary school

The context of change

Students in Elementary Cycle Three have been in the elementary school environment for many years. Over time, most have become increasingly familiar and comfortable with this level of education. At this point in their lives, it is a known entity. As they near the end of the cycle, however, secondary school looms closer. The oldest and biggest kids in the school start to become aware that they will lose this status. Next year, they will be the little kids at secondary school. For many students, this is cause for concern.

Disarming perceptions

A person's expectations and beliefs influence how they perceive events (Brockner 1982). Indeed, "some theories on stress and coping¹³ state that students' expectations of secondary school can influence how they will adapt to their new environment at the time of transition. This means that events are stressful insofar as they are perceived as being dangerous or threatening (Denoncourt and al. 2004, 73) [*Translation*].

The reason for this content

Denoncourt and al. (2004) studied the experiences of students at the end of Elementary Cycle Three and their reactions to the impending transition to secondary school. It would seem that "the stress caused by certain events perceived as negative can be reduced if the individual is encouraged to see them in a positive way" (Denoncourt and al. 2004, 73) [*Translation*]. Fiske and Taylor (1984) agree, stating that "thinking about an event in a positive way can improve an individual's ability to adapt. Thus, maintaining positive expectations and seeing the entry into secondary school as desirable can facilitate the transition, while, conversely, dreading and perceiving this change in a negative way can lead to a poor adaptation" (Denoncourt and al. 2004, 73) [*Translation*].

Supporting the student's transition

The aim of this ACGC item is for the student to become familiar with the world of school. It considers that many students at the end of Elementary Cycle Three need guidance and support to manage the changes brought about by the transition to secondary school. As mentioned earlier, this transition is known to play a vital role in students' educational success and perseverance. For this reason, several authors emphasize that collaborative projects between the elementary and secondary school levels can help ensure a smooth transition (MELS 2009; MELS 2012).

¹³ Coping (adaptation): ability to deal with stress factors.

Working on student expectations and beliefs

By having children consider what they have learned about elementary school (familiar territory) since their arrival and what they liked about it, the ACGC instructor reactivates positive expectations. The learning content in this item aims to encourage the student to form an objective and realistic idea of secondary school (unknown territory) and to demystify it based on a known point of reference.

The exercise of comparing elementary and secondary school is a way of working on student expectations and beliefs. The students come to realize that secondary school is not entirely foreign and that it has many similarities with what they already know. The aim is for students to gradually build a realistic representation and to anticipate their transition from elementary to secondary school in a positive way. In terms of the ESLO, students will be observed to have learned what characterizes secondary school and to be able to compare it to elementary school in terms of its differences and, more importantly, its similarities.

An example

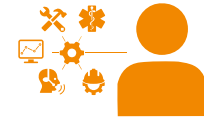
To that end, students could be tasked with describing elementary schools and how they operate. Then, through research, readings, testimonials, visits, etc., they find out how a secondary school operates (e.g. services offered, schedule, rules, school layout, going from one class to another, lockers, cafeteria hours), how it is organized and the different methods of transportation that can be taken to get there. Then, students compare the two levels of education. At this point, the discussion should address students' expectations and beliefs.

Table 4: Examples of Questions to Prompt Discussion with Students

General expectations	Beliefs	Positive expectations
• How do you generally react to change? • What helps you adapt to change? • What would you like to know that could help reassure you about the transition to secondary school? • Of everything that you have learned since you started school, what will be the most useful to you in secondary school, from a personal or social point of view (e.g. skills, strengths, aptitudes)?	• How do you perceive secondary school? • What do you think will happen when you get to secondary school? • How can we figure out, together, what is true and what is false about your perceptions of secondary school? • What things are the same in elementary school and secondary school? • What do you think a typical day looks like in secondary school? • How are elementary school students different from secondary school students? • How is an elementary school teacher different from a secondary school teacher?	• What is positive about change? • What advantages does secondary school have over elementary school? • What makes secondary school interesting for a student? • What are you excited to experience in secondary school? • Why do you want to go to secondary school? • What positive things have you heard about secondary school?

ACADEMIC AND CAREER GUIDANCE CONTENT
FOR ELEMENTARY CYCLE THREE

AREA 3: KNOWLEDGE OF THE WORLD OF WORK



ACGC

OCCUPATIONS OF PEOPLE IN HIS/HER COMMUNITY

Develop a description of the occupations of people in his/her community

In sum, students learn to:

- consider the occupations of people in their community
- discover some of the occupations held by people in their community
- begin to explore the world of work
- discover and consult a few references (print or digital) that offer academic and career information

The reason for this content

In order to initiate students to knowledge of the world of work, this ACGC item prompts them to discover, explore and observe the occupations of people in their community. Note that the term “occupation” does not necessarily refer to a remunerated activity, because “one can work for oneself or others, at home, at school, in a volunteer organization, etc.” (MEQ 2001a, 8) [Translation]. The term community refers to members of the student’s family, people who work at the school, people who live in the student’s neighbourhood and the people the student encounters in local stores and businesses.

Aspects to explore

In an article intended for elementary school teachers, Gingras (2015, 41) provides a list of points to address with students to help them develop competencies related to career options and the world of work. Of these points, four are directly targeted by this ACGC item:

- Describe the work of members of your family, your school and your immediate community.
- Identify the jobs available in your community.
- Recognize that there are a large number of professions and name some of them.
- Describe the products and services offered by local employers.

Determining what to include in the description

The above list provides the principal avenues that the ACGC instructor can explore to initiate elementary students to the world of work. Before beginning this exploration, it is important to identify the elements to address when describing the occupations of people in their immediate surroundings. This could be an opportunity to reinvest the concepts learned in the previous ACGC items, such as the interests and aptitudes required to carry out this occupation, work methods, and the values or strengths that influence this choice of career or volunteer activity. The description could also include a short summary of the work, the qualities and skills required, training, tools, etc. To support students in this exploration process, it is recommended that ACGC instructors provide some information sources, such as a dictionary of occupations or online resources (e.g. <http://www.monemploi.com/metiers-et-professions>).

Career exploration: be creative!

There are many ways to cover this ACGC item in the classroom. Students can build a family tree showing each person's occupation, interview people they know, organize a career fair, illustrate the occupations, by sector of activity, found in the community on a wall in the school, or create video clips with the help of volunteers who work nearby. The students' creativity and imagination will guide the school team.

By beginning their career exploration within their community, students discover the occupations of the people in their lives. Because these people are close to the student, it is easier to get information, ask questions, observe behaviours and further their knowledge of the world of work. Students discover that the world of work is made up of a large number of highly diverse trades and occupations and that they are able to talk about them.

In terms of the ESLO, students who complete this ACGC item will be able to develop a description of the occupations of the people in their community (at least two people).

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 ELEMENTARY CYCLE THREE

This text specifies, clarifies and provides examples of the learning strategies used for the ACGC for Elementary Cycle Three. 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.**

The four strategies used for the ACGC in Elementary Cycle Three 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).

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 for the ACGC Items Covered in Elementary Cycle Three

<i>PRODUCE</i>	<i>DEVELOP</i>
Definition: Externalizing knowledge from memory or concretely expressing knowledge that is deemed to be relevant. Examples of actions, techniques or procedures: writing, talking about or making a drawing of things known about a subject. The strategy “to produce” is a useful and effective means for students to become aware of their own knowledge in order to consolidate existing knowledge or make it easier to incorporate new knowledge. For example, when preparing for exams, students who use the strategy “to produce” will write down, from memory, what they know about the subject in order to determine what they know, what they know particularly well (i.e. knowledge that is encoded in their memory), and what they still need to learn. The most common example of using the strategy “to produce” is to brainstorm about a topic to determine what is already known about a subject or to take note of all the ideas. In the case of interests and aptitudes, students must first ask what they already know about themselves (e.g. with respect to recreational activities, sports, at home, at school). Using the strategy “to produce” means that students will first take note of everything they know about their interests and aptitudes, without trying to describe themselves in those terms. Using this list, students will be able to recognize and identify the things that ring true to them. This initial list may lead students to think about other interests and aptitudes that characterize them.	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. Developing 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. When students formulate examples that they have found using their own knowledge, make analogies or summarize interviews with people from their community to demonstrate their understanding of their occupations, they are using the strategy “to develop.”

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 is a strategy that is used to determine similarities and differences between a number of elements (to compare, it is necessary to consider at least two distinct elements). Comparing allows students to acquire new knowledge while making connections between the characteristics of the elements under comparison, be they shared or different. These elements must be concrete, and the goal of the comparison—what students are asked to compare—must be clear. In the context of the ACGC, students need to know exactly what they are being asked to compare. In the example where students must compare the work methods and duties associated with being a student and those associated with the world of work, they must first list their daily requirements and tasks. Afterwards, they need to collect information on the requirements and work methods of an occupation (e.g. electrician) in order to have information that they can compare (e.g. the tasks, work methods and requirements associated with being an electrician). The ACGC instructor can make the information explicit and concrete by presenting it using a level of complexity that is accessible to the children. From there, students will be able to compare the requirements of being a student with the requirements of being an electrician. Individually, students must then find similarities and differences. Given that it is easier to determine similarities, students may need help to find differences. Invite them to ask questions such as: Are there methods I use at school that an electrician does not use at work? Do I use this method often or infrequently, or even daily for many of my student tasks? Then flip these questions around from the perspective of the electrician.	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.¹⁴ 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.

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3.5 EXAMPLES OF A LEARNING SITUATION FOR AN ACGC ITEM

This section proposes examples of planning syntheses used for learning situations on three of the six compulsory ACGC items in Elementary Cycle Three. These learning situations were developed by small teams (non-teaching professionals and teachers) from school service centers and school boards, in collaboration with the Ministère's ACGC team. They have graciously shared the fruits of their labour with all the teams involved in implementing the ACGC, and their 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

DRAW YOUR FUTURE

Elementary Cycle Three (Elementary 5)

Authors: Valérie Bellerose, G.C. and Marie-France Laverdière, Elementary school teacher, Visual Arts specialist, Bachelor of Education in Art Therapy, MA, ATPQ, CSS Chemin-du-Roy

STUDENTS' NEEDS	AREA OF KNOWLEDGE	ACGC
Learn that childhood interests can persist over time or provide a springboard for career guidance.	Personal self	INTERESTS AND APTITUDES: Produce* a description of himself/herself in terms of interests and aptitudes.
PEDAGOGICAL APPROACH		RESOURCES
Visual Arts (C1): To produce individual works in the visual arts. Estimated duration: 260 minutes Inform students that the learning situation will help them to know themselves better and make progress in their academic and career planning. The stimuli for creation, inspired by real life and artistic productions, will help students to exploit the following dimensions of their essential knowledges: myself, others, the natural environment and the built environment (MEQ 2001b, 208). Affective aspects mobilized: Openness to stimuli for creation, receptiveness to his/her sensations, impressions, emotions and feelings, and expression of his/her sensations, impressions, emotions and feelings (MEQ 2001b, 208). 1st step: inspiration. Stimuli for creation: Incorporating my interests and aptitudes into my plans for the future. Help students realize that they have already begun preparing to make academic and career choices. Discuss these manifestations (e.g. role playing in childhood, role models). Consult different sources of information to find inspiration for the personal work of art to produce (immediate environment, library, Internet, virtual museums). - Present the two concepts—interests and aptitudes—and the learning strategy to produce*. Provide explanations, definitions and synonyms to make sure students understand the ACGC item. Students will find examples of the two concepts among workers they know. Provide students with examples of interests and aptitudes, so students can select those they can use to describe themselves (Appendix 1). 2nd step: development. Present the production assigned to students, so students can organize their creation and express their identity in a work that illustrates the theme. Provide examples of productions (Appendix 2) and analyze them as a group. Present techniques and tools as well as the visual arts language and evaluation criteria. Propose that students start by making a sketch before producing their personal work (e.g. drawing, gouache, collage, comic book) that expresses their career interests. 3rd step: view objectively. Every student is asked to complete the self-evaluation checklist (student booklet). To prepare to present their creation alongside a description of themselves in terms of their interests and aptitudes, students record the connections they made between their project for the future and their personal characteristics (interests and aptitudes) in their booklet. This is also an opportunity to develop Competency 3, <i>To appreciate works of art, traditional artistic objects, media images, personal productions and those of classmates</i>, by describing the observable visual arts elements and their own reaction to the production of classmates. To complete the learning situation, all students are asked to write down what they learned about themselves and their project for the future. You can also ask them to consider their peers' projects, and identify the ones they found interesting and to which connections with their own interests and aptitudes can be made.		Student booklet Teacher's guide Appendix 1: examples of interests and aptitudes Appendix 2: examples of drawings Appendix 3: evaluation checklists Quality paper, coloured crayons, markers, wax crayons, gouache, ink, paint brushes, iPad, etc. Information sources (library, Internet, virtual museum websites)

ACGC Pedagogical Planning Synthesis: Example

STRENGTH RECOGNITION CARDS

Elementary Cycle Three (Elementary 6)

Summary of the teacher's guide (author: Centre de services scolaire de l'Or-et-des-Bois)

STUDENTS' NEEDS	AREA OF KNOWLEDGE	ACGC
Become familiar with the idea of transitioning to secondary school by learning that your personal characteristics can be leveraged to become strengths.	Educational self	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.
PEDAGOGICAL APPROACH		RESOURCES
English Language Arts (C4)**: To use language to communicate and learn (oral communication). Students will explain, in small groups, which of their strengths will help them transition to secondary school. • Preparation phase The teacher starts a discussion on the transition from elementary to secondary school. The teacher stresses that throughout the activity, students must use the strategy "to select." The teacher explains how to make a selection based on a predefined criterion and gives examples from everyday life to model how to use the strategy. Students engage in a group discussion to come to a shared definition of the word "strength." Afterwards, the teacher asks which strengths would help them have a smooth transition to secondary school. Ideas are written down on the board. The teacher completes the list by adding a few protective factors associated with the elementary-secondary transition. This list will help students create "strength recognition cards" (see teacher's guide). • Realization (performance) phase The teacher informs students that for a predetermined period of time (e.g. cycle, month, week), their behaviours will be observed so that the teacher can hand out the relevant strength recognition cards. Students are invited to work toward exhibiting strengths in addition to those recognized by the teacher. Throughout the activity, students must learn to use the strategy "to select," because they will need to take some distance so they can be objective about their personal characteristics and select strengths that they think will facilitate their transition to secondary school. To that end, the teacher reminds students how to make selections and gives examples from everyday life. Once the teacher divides students into small groups, the students can present the personal characteristics they selected as strengths for ensuring a smooth transition. • Integration phase The teacher reviews student perceptions regarding the transition to secondary school and what students learned from their own observations during the activity with strength recognition cards. The teacher also reviews the strategy "to select" and asks students if their personal characteristics are the same or if they have changed over the course of this activity.		Teacher's guide Student booklet

*Definition of the cognitive strategy "to select": Using different means and according to predetermined or spontaneous criteria, researching and identifying relevant or useful information (Bégin 2008).

ACGC Pedagogical Planning Synthesis: Example

SECONDARY SCHOOL, WHAT'S UP WITH THAT?

Elementary Cycle Three, Grade 6

Summary of the teacher's guide (author: New Frontiers School Board)

STUDENTS' NEEDS	AREA OF KNOWLEDGE	ACGC
Students discuss their perception of their entry into secondary school and prepare for the transition.	Knowledge of the world of school	CHARACTERISTICS OF SECONDARY SCHOOL: Compare* the main differences and similarities between elementary school and secondary school.
PEDAGOGICAL APPROACH		RESOURCES
Subject-Specific Competencies: English Language Arts: To use language to communicate and learn, *To write self-expressive, narrative, and information-based texts may be targeted as well. May collaborate with French teacher as well. Preparation phase: The teacher will state that the purpose for this learning situation is to help students understand and get a sense of what life as a student in secondary school may look like. The teacher will state to the students that they will need to compare the similarities and differences between secondary school and elementary school. In order to facilitate a discussion about the transition to secondary school, a comedic video clip of a secondary school scene will be provided to the students and viewed by them. After viewing the clip, the students write and discuss their questions, concerns, and observations about the clip. The teacher would then use their comments for the discussion to follow. The teacher would also model the learning strategy "to compare." Realization (performance) phase: The teacher would then use the previous discussion to encourage students to brainstorm any and all questions they have about secondary school. The students will work in teams to share their brainstorm ideas. One representative from each group shares their questions and concerns with the class. The teacher provides feedback and information. Then, the students use a table to compare and contrast the similarities and differences between elementary school and secondary school. These similarities and differences are discussed in class, and the teacher provides feedback and information. Integration phase: From the discussion, the teacher prepares a reflection. Students will be questioned about their learning. Some questions asked will be: Based on this activity, what have you compared that is the same in secondary school as it is in elementary school? What have you compared that is different in secondary school from how it is in elementary school? What do you know now that you did not know before? How does this new information make you feel about transitioning to secondary school? How has it changed your perception?		Teacher's guide Student Booklet Sticky notes Video clips Visual / graphic organizer https://www.youtube.com/watch?v=tqhjX0bHutw <i>Thirteen</i> (movie, Canadian director Robert Randall) https://www.youtube.com/watch?v=fbkfr-S420o (scene from movie <i>Bad Teacher</i> with Cameron Diaz)

*Definition of the cognitive strategy "to compare": Looking for elements or characteristics that establish connections or relationships between items of information (Bégin 2008).

3.5 BOOK WEBS FOR ACADEMIC AND CAREER GUIDANCE

The teams from Québec Reading Connection (<https://www.quebecreadingconnection.ca>) and Constellations (<https://constellations.education.gouv.qc.ca>), websites hosted by the Ministère's Direction de la formation générale des jeunes, are working with the Ministère's ACGC team to support the learning of the compulsory academic and career guidance content in Elementary Cycle Three. Book webs are being developed for the ACGC items and will be posted on the VIBE platform as they become available: <https://cosp.education.gouv.qc.ca>.

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SECTION 3

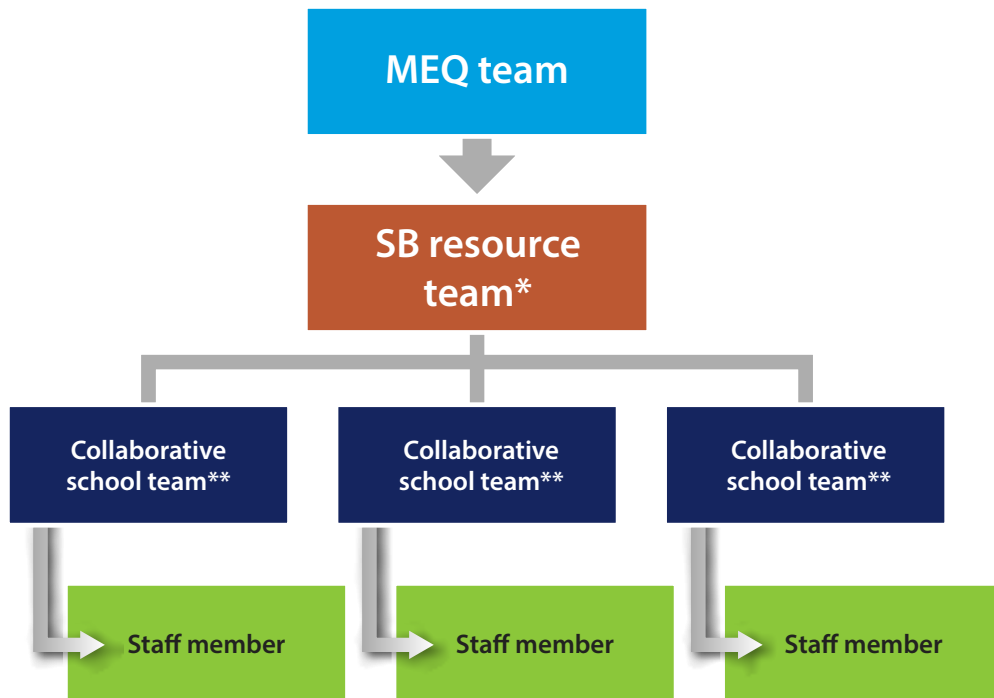
1 PREAMBLE

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 Elementary Cycle Three. 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 service centers and school boards.

This section details the type of support the Ministère de l'Éducation (MEQ) can offer the resource persons in school service centers and school boards and the representatives of private school associations. The ACGC implementation framework for Elementary Cycle Three 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

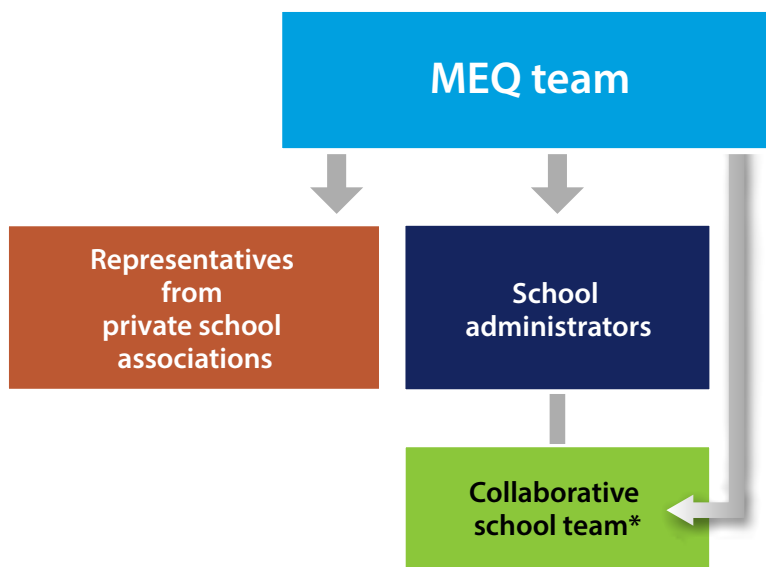


* **SB resource team** : Educational services administrator, non-teaching professionals or other staff members

** **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 ELEMENTARY CYCLE THREE

<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

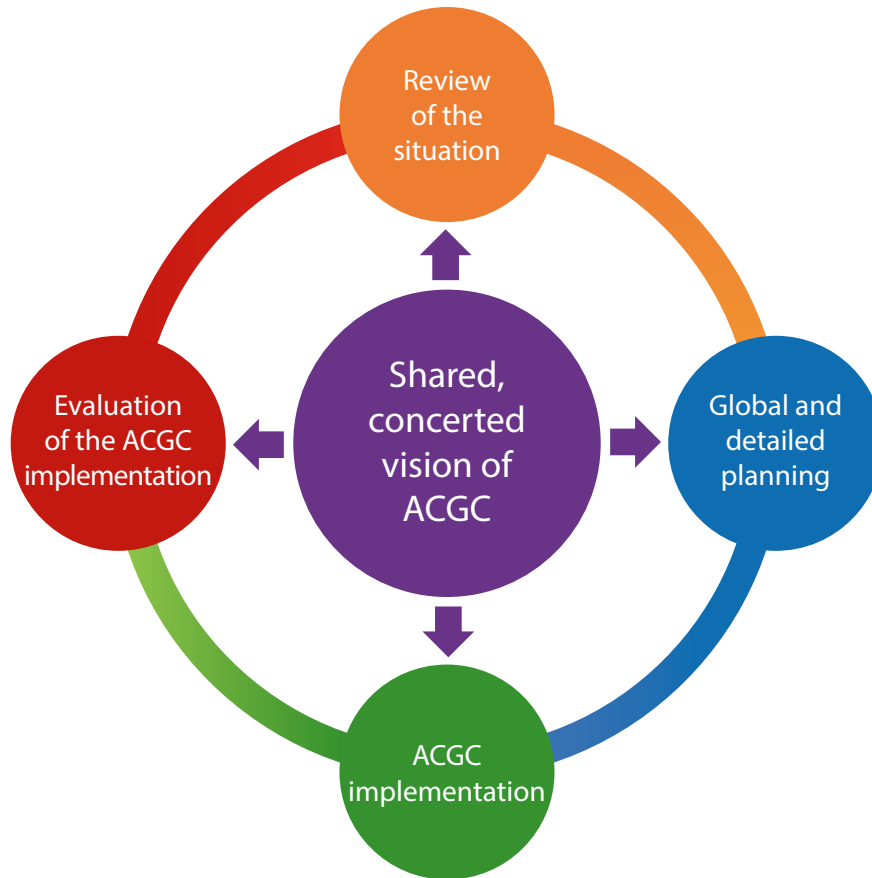
The diagram below presents conditions for the successful implementation of the ACGC:

- 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.



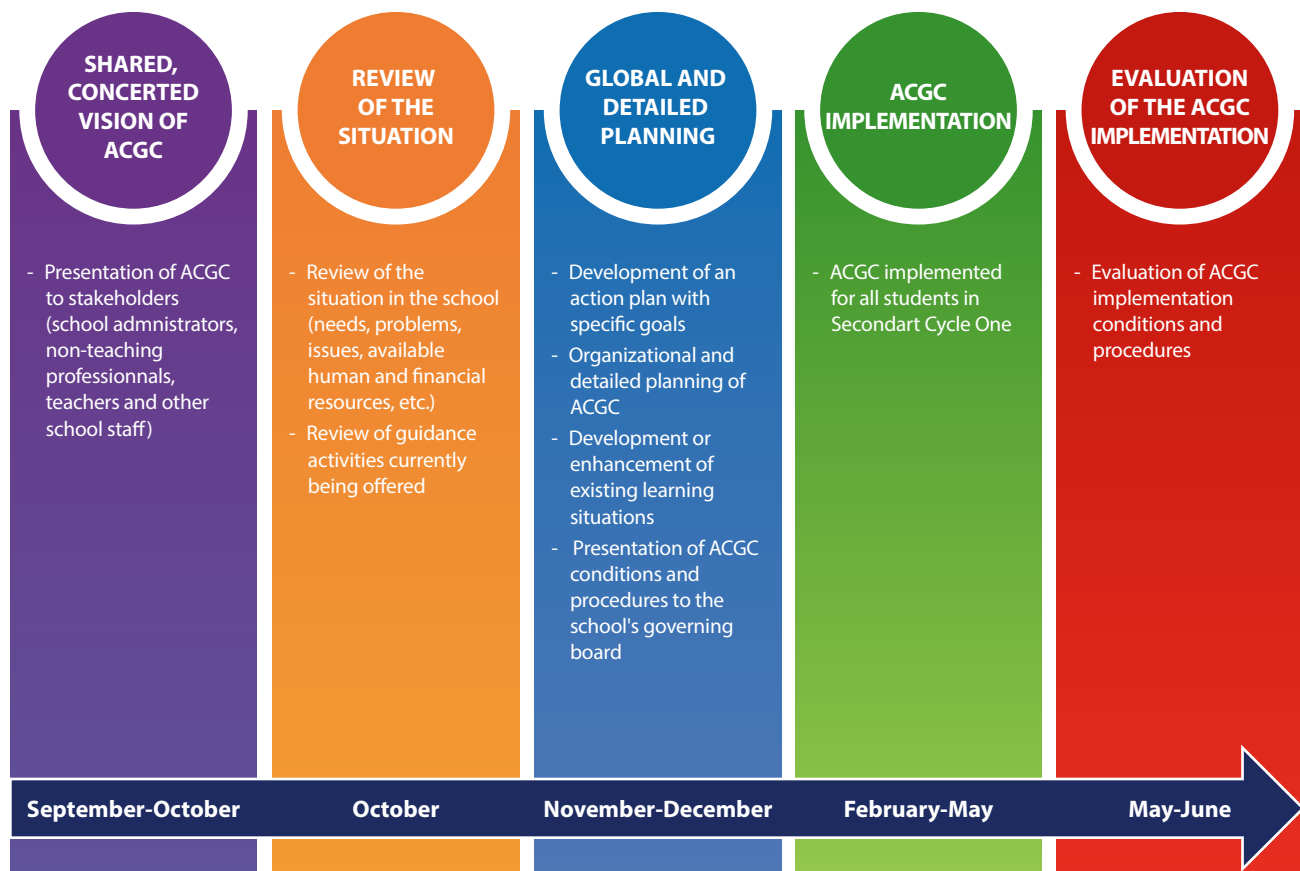
6 PROPOSED FRAME OF REFERENCE FOR ACGC IMPLEMENTATION

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 Elementary Cycle Three



Source: MEES, October 2018.

6.1 PROPOSED STEPS TO PREPARE FOR ACGC IMPLEMENTATION IN ELEMENTARY CYCLE THREE

Educational services administrators	Administrators of each elementary school (Cycle Three)
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)¹⁵ 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.

¹⁵ "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 elementary school (Cycle Three)
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: all those involved in implementing compulsory ACGC
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 six ACGC items for Elementary Cycle Three	The Minister determined the six compulsory ACGC items for Elementary Cycle Three. 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 Elementary Cycle Three 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 make and carry out plans designed to develop their potential and help them integrate into adult society" (MELS 2007b, 27). 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 elementary school (Cycle Three)
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 elementary 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 Elementary Cycle Three) – 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 Elementary Cycle Three) – 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's or the SB (e.g. if adopting a centralized ACGC implementation model). – Discuss existing school service center or the 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's 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 elementary school (Cycle Three)
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 elementary school (Cycle Three)
1. Ensure that all elementary 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 elementary school (Cycle Three)
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 EXAMPLE¹⁶

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 the 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 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.

¹⁶ 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 EXAMPLE¹⁷

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.

¹⁷ 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 ¹⁸		
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:	

18 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 (in French only).

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)¹⁹. • 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 areas²⁰.	• 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.

19 Québec. Ministère de l'Éducation et de l'Enseignement supérieur (MÉES). 2017b. *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

20 Québec. Ministère de l'Éducation et de l'Enseignement Supérieur (MÉES). 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 Planning²¹

Global ACGC planning at elementary 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	☐	☐	☐	☐	☐	☐	☐

²¹ 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 elementary school²²: _____

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 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.

²² 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 elementary school²³: _____

School year: _____

	<i>Elementary 5</i>	<i>Elementary 6</i>
AREA 1 Self-knowledge		
AREA 2 Knowledge of the world of school		
AREA 3 Knowledge of the world of work		

²³ 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 Elementary Cycle Three 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 Elementary Cycle Three.

Example 4 of a Global Planning Grid

Global ACGC planning at elementary school²⁴: _____

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>
Elementary Cycle Three	Elementary 6										
	Elementary 5										

²⁴ Source: Commission scolaire des Affluents (2016). This global planning grid is useful for school service centers and school boards that have adopted a more centralized model and want to have an overview of the ACGC items covered with students. The activity or learning situation can be entered in the boxes corresponding to when the targeted ACGC item will be covered with students.

Example 5 of a Global and Detailed Planning Grid

ACGC planning at elementary school²⁵: _____

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>

²⁵ 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 ²⁶	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 ²⁷ (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.).	☐	☐	☐		

26 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).

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

APPENDIX G

FOLLOW-UP OF ACGC IMPLEMENTATION: IDEAS FOR FURTHER REFLECTION²⁸

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)?	

²⁸ 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 ²⁹	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.	☐	☐	☐	

²⁹ 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 Implementation³⁰

Elementary school: _____

School year: _____

	1st objective			2nd objective			3rd objective		
OBJECTIVES	Develop a shared, concerted vision of the ACGC for Elementary Cycle Three with members of the school team			Cover the "ABC" learning situation with four groups of Elementary 5 students					
METHODS USED	Training and support through a Community of Practice (CoP)			Support for 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 resource person responsible for ACGC			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)					
STAKEHOLDERS³¹ - Administrators - Teachers - Guidance professionals - Education consultants - Other school staff	- Targeted ACGC instructors - Resource person - Administrator responsible for the ACGC file			- Targeted ACGC instructors - Resource person - Administrator responsible for the 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?									

³⁰ 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.

³¹ In the corresponding box, enter the names of the stakeholders involved in pursuing the objective identified.

Detailed Planning for ACGC Implementation³²

Elementary school: _____

School year: _____

	1st objective			2nd objective			3rd objective		
OBJECTIVES									
METHODS USED									
SHORT-TERM TIMELINE (Month)									
MEDIUM-TERM TIMELINE (Month)									
LONG-TERM TIMELINE (Month)									
STAKEHOLDERS³³ • 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?									

³² 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.

³³ In the corresponding box, enter the names of the stakeholders involved in pursuing the objective identified.

TEMPLATE – ACTION PLAN AND FOLLOW-UP ON CHANGE³⁴

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			

³⁴ 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*. 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 EXAMPLE³⁵

AVENUES FOR REFLECTION: EVALUATING ACGC IMPLEMENTATION (MAY-JUNE)³⁶	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?	

³⁵ 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.

³⁶ 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. 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 ADJUSTMENTS³⁷ 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?

37 Source: 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 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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