

# ADMINISTRATIVE GUIDE

## ORIENTATION SERVICES

UPDATE  
SEPTEMBER 2002

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**PLEASE NOTE**

This version of the Administrative Guide for orientation services has been harmonized with sections 4 and 14 of the *Basic Adult General Education Regulation*, O.C. 652-2000. It includes useful and necessary modifications concerning several course codes.

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## **INTRODUCTION**

This guide is designed to give managers, administrators and teachers in the school boards the information they need concerning the implementation and administration of orientation services. Contrary to the program of study, this administrative guide is not prescriptive.

The guide is divided into two chapters: Chapter 1 describes the orientation services and Chapter 2 provides information on their management.

Although the guide contains all necessary information on the orientation services, it is written concisely to enable users to find the information they seek as rapidly as possible. In addition, certain information from the program is repeated, in order to help users understand its main components.

## CHAPTER 1

### HISTORY OF ORIENTATION SERVICES

#### 1.1 The Development of Orientation Services

Orientation services (ORS) were an integral part of the *Basic school regulation respecting educational services for adults in general education*, adopted in 1994. These services formalized educational practices initiated by school boards to support adult students from admission to completion of the training process. Under the new *Basic Adult General Education Regulation* which came into effect on July 1, 2000, orientation services are replaced by pedagogical support services. However, the present ORS program of study will remain in effect until the compulsory implementation in school boards of the pedagogical support services program.

## 1.2 The Basic Adult General Education Regulation

**Table 1**

Table 1 shows how reception services are organized under the new Basic School Regulation (O.C. 652-2000)

### Summary of Elements of the Reception Process

	<b>AUTHORITY RESPONSIBLE</b>	<b>TARGET GROUP</b>	<b>PERIOD OF APPLICABILITY</b>	<b>ACTIVITIES</b>
<b>Reception and referral services (EA, s. 250)<sup>1</sup></b>	Adult education department, school board's adult education centre, or external organizations	New adult students or students who have already been through a reception process	During the first contact with adult education services and as required	<ul style="list-style-type: none"> <li>· Direct adult students to the job market, schools or other environments</li> <li>· Follow admission and enrollment procedures</li> <li>· Recognize scholastic and experiential learning: enrolling students in "examination alone" type of activity so that they may take <i>Secondary School Equivalency Tests (SSET)</i>, <i>General Development Tests (GDT)</i> or the <i>Prior Learning Examination</i></li> <li>· Administer placement tests</li> </ul>
<b>Orientation services (BR, s. 14)<sup>2</sup></b>	School board's adult education centre	New adult students or students who have already been through a reception process	Upon admission and as required	<ul style="list-style-type: none"> <li>· Define or clarify the learning plan</li> <li>· Establish a summary of personal and work-related experiences</li> <li>· Take placement tests</li> <li>· Explore options</li> <li>· Have their learning profile done</li> <li>· Explore available resources</li> </ul>
<b>Pedagogical support services (BR, s. 4)</b>	School board's adult education centre	New adult students or students who have already been through a reception process	As required, for each change in service	<ul style="list-style-type: none"> <li>· Receive pedagogical and linguistic support</li> <li>· Update the learning process</li> <li>· Review work methods for schoolwork</li> <li>· Undergo remedial activities</li> </ul>

Based on *The Basics of the Basic Regulation: Information Document on the Provisions of the Basic Adult General Education Regulation, Québec, Ministère de l'Éducation, 2001, p. 14.8*

1. *Education Act*

2. *Basic Adult General Education Regulation*

### 1.3 The Cornerstone of Orientation Services: Guiding Principles and Andragogical Principles

#### Guiding Principles

Orientation services are open to all adults, regardless of which training services they wish to enroll in. They are also open to adults already enrolled in a course who need to work on certain concepts. The Orientation Services program has therefore been developed in reference to the guiding principles listed below.

- Considerations pertaining to initiation into adult education:
  - Learning about how adult education works
  - Making full use of the possibilities offered in adult education
  - Making connections between personal goals and a learning plan to be defined in the future
- Considerations pertaining to the development of a learning plan, and thus of a learning profile:
  - Putting their own resources to good use
  - Developing a learning plan in accordance with their interests, capacities and motivation
  - Embarking on a training process that will make them the architects of their own success
- Considerations pertaining to the development of a sociovocational integration plan:
  - Reviewing their motivation and sociovocational competencies
  - Establishing relationships between their motivation and competencies, the working world, and the society in which they live
  - Making choices concerning their social and work life

Considerations pertaining to initiation into adult education practices:

- Acquiring better learning techniques and becoming motivated to learn
- Acquiring learning strategies that suit them and satisfy the requirement of the training services as defined under the *Basic Adult General Education Regulation (2000)*
- Assuming responsibility for their learning

Considerations pertaining to motivation toward school:

The concept of motivation is present in each course of the Orientation Services program. Elements of intrinsic and extrinsic motivation are emphasized so that adult students can act with interest and pleasure in the pursuit of educational success.

- Having a positive attitude toward the pursuit of studies or a return to studies
- Receiving support from the people around them
- Persevering in their learning plans

Considerations pertaining to the transfer of learning:

The concept of transfer of learning is present in each course of the Orientation Services program and is associated with the concept of educational success. The transfer of learning puts adult students in the situation of using previously acquired competencies in new contexts and for different purposes.

- Facilitating new learning
- Applying a competency in a variety of situations
- Using learning acquired in Orientation Services courses in the training services they have selected or in their chosen option

## Andragogical Principles

The following statements summarize the andragogical principles selected for the development and implementation of the Orientation Services program.

- All aspects of the adults are to be considered:
  - their differences
  - their needs
  - their scholastic and experiential learning

+

- Adults agree to carry out their learning plan by:
  - respecting their own training process and learning pace
  - becoming increasingly responsible and autonomous
  - progressively assuming responsibility for their own learning
  - developing and maintaining motivation

+

- Adults are to discover ways of learning more effectively by:
  - acquiring new concepts
  - applying their learning
  - respecting their learning pace, taking into account the necessary limitations
  - transferring their learning

School boards should ensure that their implementation and management of orientation services follow the guiding and andragogical principles by fostering a climate that enables adult students to make the most of their knowledge and potential. In keeping with the provisions established by the Ministère, the introduction of orientation services should be characterized by flexibility, a concern for individual and collective needs and the establishment of ties with the other constituent elements of an adult education centre.

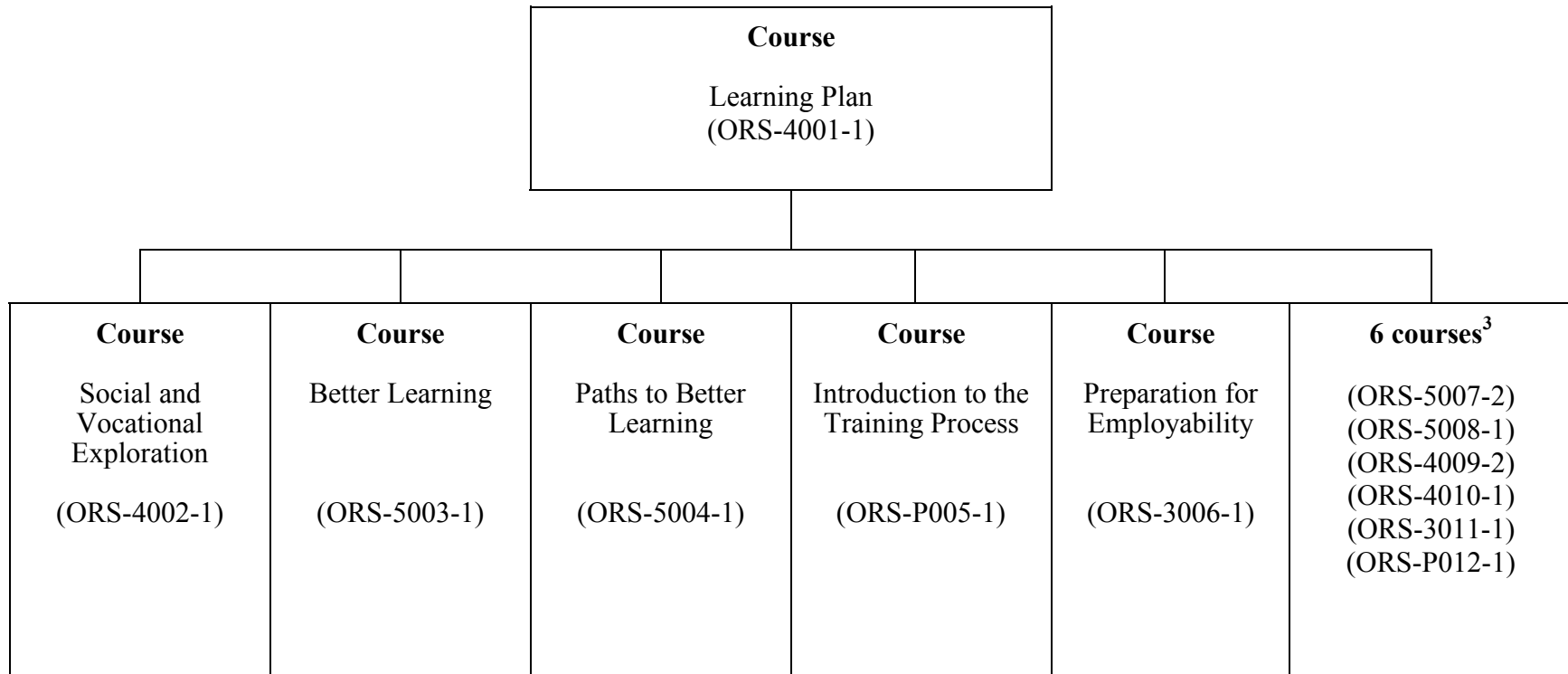
#### **1.4 The Target Group**

Orientation services are designed for use by anyone who meets the criteria for admission to adult education, independently of where courses are given (adult education centre, workplace, detention centre, etc.), the type of enrollment (full time, part time, independent).

Anyone wishing to take courses in one of the training services provided for in the Basic Regulation may take courses that are part of the Orientation Services program as required.

**1.5 Organization of the Program of Study**

**Organization of the Orientation Services Program**



3 . These local courses may use part of the content of the optional courses, as well as content produced by the school board, or be composed entirely of content provided by the school board, at the school board’s discretion and according to the needs of the adults enrolled.

The courses Learning Plan, Social and Vocational Exploration, Better Learning and Paths to Better Learning are intended for all students enrolled in adult education. The courses Introduction to the Training Process and Preparation for Employability were developed taking into account the Sociovocational Integration and Social Integration programs.

In addition to the six alphanumeric codes assigned to courses provided by the Ministère, six other codes are available to school boards to assign to local courses. These courses are developed by the school boards, which, however, have the right to draw on the course content of ministerial courses. Local courses allow school boards to meet the specific needs of certain groups of adult students, particularly as regards the educational project and the situation of each school board. These courses also reflect the Orientation Services program principle of accessibility to anyone who enrolls in an adult education centre.

It is important to note that alphanumerical codes are used to assign credits for courses followed on the basis of steps in preparatory services for secondary education as well as Secondary Cycle One and Cycle Two education services. Secondary Cycle Two credits count as optional credits toward a Secondary School Diploma (SSD). Alphanumeric codes of Orientation Services courses will remain valid until the implementation of the Pedagogical Support Services program for adults.

## 1.6 Course Objectives

The following tables present the objectives established by the Ministère for each course in the Orientation Services program. Information on the orientations, course content and skill indicators is presented in the program.

**Table of Course Objectives  
Learning Plan (ORS-4001-1)**

<b>General Objective</b> — At the end of the course, the adults will be familiar with their learning plans.	
<b>Terminal Objectives</b>	<b>Intermediate Objectives</b>
1. To use the resources at their disposal to carry out their learning plans.	1.1 To find their way around the adult education centre and the community in which it is located. 1.2 To meet resource persons. 1.3 To establish connections between the code of behaviour of the adult education centre and success in their learning plans. 1.4 To establish a connection between the organization of school life and success in their learning plans.
2. To determine their learning plans.	2.1 To determine the components and characteristics of their learning plans. 2.2 To summarize their experience and knowledge. 2.3 To determine the conditions for success in their learning plans. 2.4 To organize their learning plans. 2.5 To prepare their integration into training services in general education. 2.6 To put in perspective possible options leading to vocational education, postsecondary studies or life in the community (choice of content).

**Table of Course Objectives**  
**Social and Vocational Exploration (ORS-4002-1)**

<b>General Objective</b> — At the end of the course, the adults will be able to establish their social and vocational integration plans.	
<b>Terminal Objectives</b>	<b>Intermediate Objectives</b>
1. To take stock of their social and work-related experience.	1.1 To distinguish three types of competencies. 1.2 To compare their experience and knowledge with the competencies required to assume social roles, search for and keep a job and integrate into the community.
2. To explore the world of work.	2.1 To gain an understanding of the present and future world of work.
3. To explore the resources of the community.	3.1 To gain an understanding of the resources of their community.
4. To make choices.	4.1 To determine their motivations and intentions with respect to their social and work lives. 4.2 To determine their choices with respect to social and vocational integration.

**Table of Course Objectives  
Better Learning (ORS-5003-1)**

<b>General Objective</b> — At the end of the course, the adults will be able to see a closer relationship between their responsibilities and their learning.	
<b>Terminal Objective</b>	<b>Intermediate Objectives</b>
1. To determine their role and that of the teaching personnel, according to the educational models favoured in the training services they have selected.	1.1 To use the proposed educational models and the teaching/learning approaches and formulas. 1.2 To apply the factors favouring success in learning. 1.3 To create conditions favourable to learning. 1.4 To create conditions necessary for the transfer of learning.

**Table of Course Objectives  
Paths to Better Learning (ORS-5004-1)**

<b>General Objective</b> — At the end of the course, the adults will be able to assume responsibility for their own learning.	
<b>Terminal Objective</b>	<b>Intermediate Objective</b>
1. To implement the means of assuming responsibility for their own learning.	1.1 To become familiar with ways of assuming responsibility for their own learning. 1.2 To become familiar with different types of evaluation.

**Table of Course Objectives**  
**Introduction to the Training Process (ORS-P005-1)**

<b>General Objective</b> — At the end of the course, the adults will be able to begin a training process.	
<b>Terminal Objectives</b>	<b>Intermediate Objectives</b>
1. To adapt to the operation of an adult education centre and to the community in which it is located.	1.1 To know the physical layout and resource persons both inside and outside the adult education centre. 1.2 To meet resource persons. 1.3 To observe the safety rules in the adult education centre. 1.4 To observe the code of behaviour of the adult education centre. 1.5 To use the material resources at their disposal.
2. To clarify their intentions with respect to their social integration plans.	2.1 To find out which social integration services suit their needs. 2.2 To become aware of their strengths and limitations before enrolling in social integration services. 2.3 To express their motivations concerning their social integration plan. 2.4 To know the possible effects of social integration education on their lifestyles.
3. To outline their learning plans.	3.1 To express their priority educational needs with reference to their learning plans. 3.2 To identify personal relationships that may be useful to or harmful to their educational success. 3.3 To become aware of the efforts required to complete their learning plan.

**Table of Course Objectives**  
**Preparation for Employability (ORS-3006-1)**

<b>General Objective</b> — At the end of the course, the adults will have outlined a plan for integration into the work force and be able to define themselves as future workers or job-seekers.	
<b>Terminal Objectives</b>	<b>Intermediate Objectives</b>
1. To become aware of the effects of unemployment.	1.1 To relate the forms of unemployment to their own situation and understand the phases of unemployment. 1.2 To interpret prejudices against unemployment. 1.3 To describe their lifestyles in a situation of unemployment.
2. To understand their relationship to the world of work and their intentions concerning their training process.	2.1 To explain the advantages of entering the work force. 2.2 To describe the advantages of undertaking a training process.
3. To embark on a process leading to employability.	3.1 To describe their past and present job-search efforts. 3.2 To examine their ability to undertake a process leading to employability. 3.3 To clarify their commitment to completing a process leading to employability.

**► Note**

- Orientation services are training services that must be offered according to the provisions of the *Basic Adult General Education Regulation*.
- Orientation services are organized on the basis of their own guiding principles, which must inform their organization.
- The andragogical dimension, which is a basic characteristic of adult education, underpins the Orientation Services program.
- Before organizing orientation services, school boards should take into account existing training services, in order to meet the full range of adult students' needs.
- All adult students may take courses in orientation services, regardless of the training service in which they enroll or where they take their courses.
- Adult students may receive orientation services at any time from their application for admission until the completion of their training process.
- Six alphanumeric codes are available for optional courses, and an equal number for local programs.
- Orientation services must be given in a creative, dynamic environment and should reflect the contributions of the many different participants in the school community, including the adult students themselves.

## CHAPTER 2

### MANAGING ORIENTATION SERVICES

#### 2.1 Accessibility

As previously mentioned, students may take courses in the Orientation Services program from the time they apply for admission to adult education until the completion of their training process. The program is not designed only for the beginning of the training process.

The following list presents a number of situations that may arise.

- Adults begin a training process by taking one or more of the six optional courses or a local course.
- The school board decides to give a course five hours a week for two months, which means that adult students could take a course offered by one of the other training services at the same time.
- Students take the Learning Plan course after their admission to adult education. A few months later, after completing the courses offered in the training services they have chosen—Secondary Cycle One, for example—the students enroll in Social and Vocational Exploration, or some other course.
- Students who have taken a course in the Orientation Services program want to take it again, in whole or in part, because once they entered the training services of their choice they found that the transfer of learning was not entirely successful. In this case, even if the students do not take the whole course, they will be evaluated on the whole course.

People's needs and interests vary, and the amount of time students spend in training services is relatively short. Students can maximize their learning by taking other courses in the same program or in the programs of other training services. This situation is more common in the following services:

- literacy
- social integration
- sociovocational integration
- francization

The programs of these services have objectives and content that may relate to certain elements in the courses in the Orientation Services program. For example:

- in literacy, defining a learning plan
- in social integration, learning more about how an adult education centre operates
- in sociovocational integration, establishing a sociovocational profile and developing a plan to enhance employability
- in francization, content related to all the courses in the Orientation Services program

In addition, the transfer of learning achieved in orientation services should be demonstrated in the students' subsequent training or in whatever options they choose.

### **Scenarios for Organizing Orientation Services**

The three scenarios presented below explore some of the many possible approaches to setting up orientation services. They help readers consider access to orientation services:

- during the reception process
- at the outset of the training process
- when a student is taking other courses in the training services of his or her choice
- throughout the training process

### Scenario 1 — The Reception Process and Orientation Services

The first scenario generally covers a timespan of one to four weeks, and during peak periods accounts for 15 hours a week. The courses are often Learning Plan, Better Learning and Paths to Better Learning. Students who enter social integration and sociovocational integration services are most likely to take the orientation services courses Introduction to the Training Process and Preparation for Employability. This scenario might concern:

- adults who have been out of school for a number of years
- people, especially young people 16 to 18 years of age, who are unfamiliar with adult education
- adults who have not yet defined their learning plan
- adults with special needs, such as the clientele of social integration services

### Scenario 1 — The Reception Process and Orientation Services

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 1</b>				
Enrollment Placement Tests <sup>4</sup> (reception and referral services)	First objective in the Learning Plan course (Orientation Services program)	<i>Idem</i>	Second objective in the Learning Plan course (Orientation Services program)	<i>Idem</i>
<b>Week 2</b>				
Results of placement tests Students receive their schedule (reception and referral services)	Second objective in the Learning Plan course (Orientation Services program)	<i>Idem</i>	First objective in the Better Learning <sup>5</sup> course (Orientation Services program)	<i>Idem</i>

4. Placement tests are the responsibility of reception and referral services. School boards may use the tests prepared by the Ministère or their own tests. Note that the Ministère's placement tests are not intended for use following make-up courses, and that using them after such courses may falsify the results. School boards wishing to offer students courses of this sort before having them take placement tests should develop local tests on the basis of these courses.

5. All the intermediate objectives of this course may be covered in the two weeks that follow.

### Scenario 2 — Orientation Services and Other Training Services

The second scenario involves suggesting that students take courses in the Orientation Services program while they take courses in the training services of their choice. This scenario is often used with people who want to get started with their training process rapidly, and who need less assistance and orientation than others. The orientation services courses usually taken in such cases are Social and Vocational Exploration, Better Learning and Paths to Better Learning. This scenario may cover three weeks of five full days.

#### Scenario 2 — Orientation Services and Other Training Services

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Week 1</b>					
Morning —	Course in the Orientation Services program	<i>Idem</i>	<i>Idem</i>	<i>Idem</i>	<i>Idem</i>
Afternoon —	Course in a program in the training services chosen (e.g.: language of instruction, Secondary Cycle One)	<i>Idem</i>	<i>Idem</i>	<i>Idem</i>	<i>Idem</i>
<b>Week 2</b>					
Morning —	Course in the Orientation Services program	<i>Idem</i>	<i>Idem</i>	<i>Idem</i>	<i>Idem</i>
Afternoon —	Course in a program in the training services chosen (e.g.: language of instruction, Secondary Cycle One)	<i>Idem</i>	<i>Idem</i>	<i>Idem</i>	<i>Idem</i>
<b>Week 3</b>					
Morning —	Course in the Orientation Services program	<i>Idem</i>	<i>Idem</i>	<i>Idem</i>	<i>Idem</i>
Afternoon —	Course in a program in the training services chosen (e.g.: language of instruction, Secondary Cycle One)	<i>Idem</i>	<i>Idem</i>	<i>Idem</i>	<i>Idem</i>

### Scenario 3 — Orientation Services Throughout the Training Process

In the third scenario, students take courses in the Orientation Services program from the time they apply for admission to adult education until the completion of their training process.

#### Scenario 3 — Orientation Services Throughout the Training Process

Example of a training process				
Admission and enrollment in an adult education centre (reception and referral services)	Objectives of the Learning Plan course	Training in Secondary Cycle One (training services in Secondary Cycle One)	Return to orientation services, objectives of the Social and Vocational Exploration course (Orientation Services program)	Training in sociovocational integration (Sociovocational Integration Services program)
Admission and enrollment in an adult education centre (reception and referral services)	Objectives of the Learning Plan course	Training in Secondary Cycle Two (training services in Secondary Cycle Two)	Return to orientation services, local course on introduction to postsecondary education (Orientation Services program)	Transition to CEGEP (option)

## **2.2 Budgetary Rules**

Courses in the Orientation Services program are funded through the annual budget allocation that each school board receives for this purpose from the Ministère. The financing method is described in an appendix to the Budgetary Rules of the Ministère.

## **2.3 Duration of Training**

Depending on their content, the duration of courses in the Orientation Services program may be 25 hours, which corresponds to one credit, or 50 hours, which corresponds to two credits.

## **2.4 Forming of Classes**

The student population of the school board, the frequency of enrollment periods and other factors influence the forming of classes in orientation services. The groups may be homogeneous or heterogenous. In a homogenous group, the students are all enrolled (or about to enroll) in the same type of training services, such as sociovocational integration. The members of a heterogenous group are enrolled in different training services, such as literacy, Secondary Cycle One and vocational training preparation.

With a heterogenous class, it is useful to organize workshops from time to time, to bring together adults enrolled in the same training services. This is in the interest of both the students and the teachers.

Whether the class is heterogenous or homogenous, it is important for teachers to take into account, in their teaching/learning strategies, the training services the students have chosen and the characteristics of the students.

## **2.5 Human Resources**

Since orientation services are considered training services, anyone providing such services must be authorized to teach. In addition, other categories of personnel, such as administrators and specialists, are necessary to handle the organization and management of orientation services.

Above all, educators must aim for the harmonization and complementarity of the services, the creation of a dynamic and stimulating environment and the best possible utilization of the resources of all.

## 2.6 Instructional Materials

As in the case of the other training services, the development of instructional materials for the Orientation Services programs is the responsibility of the school board.

Instructional materials, strategies and teaching/learning approaches should correspond to the orientations of the courses. The means chosen should enable the adult students to successfully meet the challenge of returning to school and completing their training process. The materials will do this if they arouse the students' interest and increase their motivation, and if the importance of short- and medium-term transfer of learning has been taken into account in designing them. In addition, they should focus on practice and the application of learning, and should be suited to the social, economic and cultural realities of Québec in a context of the globalization of markets and the many possibilities that this entails.

## 2.7 Evaluation of Learning

As with all learning, there are two types of evaluation:

- formative evaluation
- summative evaluation

Regarding summative evaluation, the Ministère publishes a definition of the domain of evaluation, which the school boards are expected to respect in setting examinations for these courses.

The credits assigned to the Orientation Services program allow students to earn credits for the various steps in preparatory services for secondary education as well as for Secondary Cycle One and Cycle Two. The Secondary Cycle Two credits count as optional credits toward a Secondary School Diploma (SSD).

**► Note**

- Orientation services are available to students as required throughout the training process.
- The organizational limitations of the school boards influence class management in orientation services.
- The school boards are responsible for designing instructional materials.
- The school boards have full autonomy regarding the choice of instructional materials, strategies and teaching/learning approaches.
- The Ministère defines the domain for evaluation, which school boards must comply with when developing examinations.
- The Secondary Cycle Two credits count as optional credits toward a Secondary School Diploma (SSD).
- To be effective, orientation services require an attitude of openness and enthusiasm that fosters tolerance and respect for others.
- Communication among educators in orientation services is a factor in the success of the activities.

## ANNOTATED BIBLIOGRAPHY

Commission scolaire de la Capitale. *Services d'entrée en formation*. Québec: Centre Louis-Jolliet, n.d.

Presents the principal Orientation Services activities at the Centre Louis-Jolliet:

- student reception models
- the integration session (program and content)
- the orientation services approach
- the abridged form (program and content)
- assistance with French, language of instruction

Commission scolaire de la Région-de-Sherbrooke. *Guide des cours des services d'entrée en formation*. Sherbrooke: Centre Saint-Michel, 1998.

Presents the objectives and describes the main activities in the Orientation Services program:

- vocational exploration
- study strategies
- introduction to edumatics, computers and various teaching approaches
- introduction the the French, language of instruction program
- introduction to the Mathematics program

Commission scolaire de Sept-Îles. *Méthode de travail : la confiance, le savoir-faire, le stress*. In collaboration with the Commission scolaire du Littoral, the Commission scolaire de Manicouagan and Maison Alpha ABC Côte-Nord. Sept-Îles: Commission scolaire de Sept-Îles, 1996.

Commission scolaire de Sept-Îles. *Méthode de travail : la motivation*. In collaboration with the Commission scolaire du Littoral, the Commission scolaire de Manicouagan and Maison Alpha ABC Côte-Nord. Sept-Îles: Commission scolaire de Sept-Îles, 1996.

These are ring-binder compilations of learning activities for students enrolled in the Literacy program, but they may be appropriate to certain courses in the Orientation Services program or in certain local courses. The themes covered are: self-confidence, stress, motivation and attitude. There are teaching guides as well.

Commission scolaire Jérôme-le Royer. *Réussir mon projet de formation*. Montréal, 1997.

These materials were designed by a team at the school board for adults entering adult education, and include a teaching guide and a student workbook. The themes covered are:

- returning to school

- motivation
- the learning profile
- the andragogical environment of adult education
- learning
- guidance and self-knowledge
- the external environment and sociovocational guidance
- self-evaluation and plan of action
- evaluating their own training process

Boucher, H el ene, C eline Gagnon, and Mireille Rivet. *Pour apprendre   r ussir*. Saint-Hyacinthe: Commission scolaire Saint-Hyacinthe, 1997.

These instructional materials were produced by the commission scolaire Chutes-de-la-Chaudi ere, the commission scolaire des Manoirs and the commission scolaire Saint-Hyacinthe for students in the youth and adult sectors in general and vocational education who want to acquire the competencies needed to be successful in a training process. They are also intended for teachers and managers. The document includes:

- a diagnostic tool for students
- a workbook for students to start when they begin a project or plan
- competency acquisition sheets
- a directory of resources for teachers
- an administrative guide

