

Career Development Info

Issue 8 | March 1, 2011

Personal Orientation Project | Exploration of Vocational Training | Entrepreneurship | Work-Oriented Training Path

Building student competency is a juggling act where students need to engage in *authentic contexts* to develop and demonstrate competency; where they have available *resources* from which they can draw on as needed; and where they are guided to *reflect* on their learning to make connections with what they know and what they have learned. Consultants, teachers and school board administrators recently gathered at the MELS offer of service for the *New Orientations in Evaluation*. Competency development and evaluation of student learning were just two of the topics discussed. See article in this issue.

Mentoring | Communities of practice.....

Teachers in the *Mentoring* project have been participating in a project that focuses on timely professional development; when, where and how frequently teachers require support. Teachers met in the fall at a face-to-face meeting and were paired—a *mentor* (teacher experienced in teaching POP, Explo, or EN) with one or more *mentees* (teachers new to these programs). Teachers meet online for half a day each month where they exchange ideas and resources and receive pedagogical information from supporting MELS consultants. In between these monthly meetings, teachers meet, usually virtually, with one another on an as needed basis.

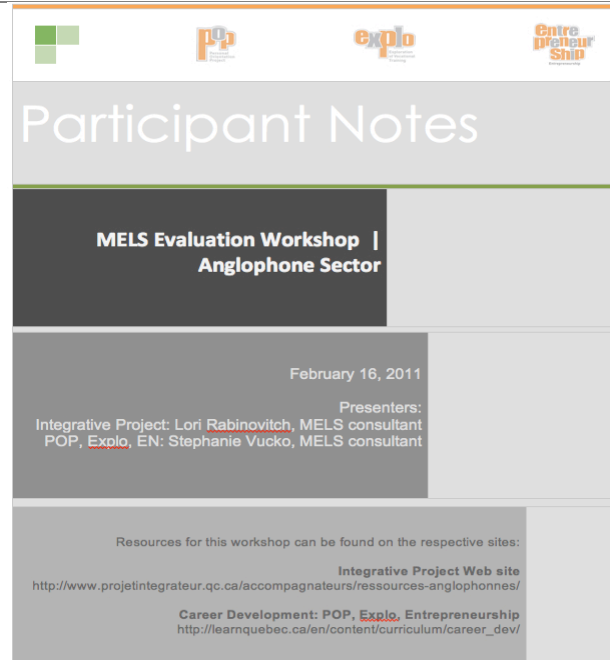
Along with these formal and informal meetings, teachers have access to an online provincial Career Development Community in Sakai, a shared portal space. Here, they can upload their own resources, links or thoughts, and download resources from others. Recently, the mentors and mentees arranged to visit each other's classroom, spending a day with their colleague and students to see how the course they teach is taught elsewhere. You will hear their stories in upcoming issues.

All educators are welcome to join the Sakai online community. Please make a request for access:

career.development@learnquebec.ca

Evaluation in POP, Explo, EN and IP—a MELS offer of service | February 16, 2011.....

Lori Rabinovitch & Stephanie Vucko, MELS consultants, Anglophone sector, offered a full-day workshop intended for pedagogical consultants and lead teachers associated with the above-mentioned programs. Recent changes were made to the 2011-2012 Basic School Regulation with a view to simplifying evaluation. These amendments were reviewed. As well, participants actively explored the following questions: *What makes a good portrait of competency development? How does a teacher decide which evidence of learning is worthwhile? What is the relationship between*



Participant Notes

MELS Evaluation Workshop | Anglophone Sector

February 16, 2011

Presenters:
Integrative Project: Lori Rabinovitch, MELS consultant
POP, Explo, EN: Stephanie Vucko, MELS consultant

Resources for this workshop can be found on the respective sites:
Integrative Project Web site
<http://www.projetintegrateur.qc.ca/accompagnateurs/ressources-anglophones/>
Career Development: POP, Explo, Entrepreneurship
http://learnquebec.ca/en/content/curriculum/career_dev/

competency development and establishing marks at specified dates during the school year? Participants had many opportunities for discussions and networking with educators from across the province. Everyone received numerous resources, including student work samples in folders that were organized by program. These work samples were much appreciated by all in that they provided a glimpse into a classroom and addressed the issue of what trace evidence of learning can look like in POP, Explo, EN and IP. Discussions focused on the evaluation *of* and *for* learning with an emphasis made on developing competency and evaluating authentic traces of student learning. To get a copy of the workshop materials go to:

http://learnquebec.ca/en/content/curriculum/career_dev/
<http://www.projetintegrateur.qc.ca/accompagnateurs/ressources-anglophones/>

A Parable of Persistence | How to prompt reflection

Below, you will find a parable (author unknown) to read to your students. This makes a wonderful prompt to have students reflect on many aspects of their own struggles and successes; on their own characteristics (do they resemble the frogs?); on the dynamics of working in a group, and so on. At the end of the parable you will find some thoughts that may guide your students to make connections between their own experiences in relation to the messages of the parable. Enjoy!

Two frogs lived on the edge of a remote pond. One particularly dry summer, the pond dried up completely and the frogs had to search

elsewhere for water and food. So, one morning, they set out before the sun was above the horizon. They traveled all day across a hot, dusty field, through the shadow of a grove of trees, and over the rocky bed of a dried-up stream. They traveled throughout the night and finally late the next day as they crested the top of a hill, they sighted a farm in the valley below. The farmer was just finishing his chores. He had fed the chickens and the pigs and milked the cows. However, as he left the barn, he forgot to take with him the last pail of fresh, warm milk. When the farmer was gone, the two tired frogs made their way down the hill, sensing their journey was coming to a successful end.

They saw the bucket of warm milk as they hopped through the door of the barn. They found a low ledge and were able to hop over the side of the bucket into the creamy, nourishing dinner. The two frogs drank until their stomachs were full and their thirst was quenched. Only then did they discover that the milk was too deep for them to touch bottom, and the sides of the bucket were too high for them to climb out. Their survival depended on swimming continuously. Before long, the stress of the journey and the weight of their full stomachs began to tell on the frogs. Swimming became more difficult, and their bodies were craving sleep. The desperateness of their situation and the weight of their exhaustion eventually led one of the frogs to admit to his friend that he was ready to stop swimming and allow himself to drown. But his friend wouldn't hear of it. He urged his companion to keep trying; after all, they had come too far to quit now. Before long, the situation was reversed. The second frog was ready to quit, but with the encouragement and urging of his friend, he kept swimming. And so they passed the night.



In the morning, when the farmer entered the barn, he found the forgotten bucket of milk and, to his surprise, he saw the two frogs sound asleep, floating on a pat of butter.

This parable contains many messages useful to our lives.

- When things aren't going the way we want, we need to take the initiative and go search for the answers we need.
- Our search can be an adventurous journey, not just a trip.
- What appears to be the solution we seek can later become a problem.
- The problem we encounter may eventually offer a solution.
- Stay close to your team. The encouragement they offer may give you the strength to prevail.
- Don't give up. Your struggle may be creating a helpful and unexpected answer to your circumstances.

TEACHER TIP | KPOP | *On-Task*.....

Lynn Bourdeau | teacher | EMSB

Sometimes students need reminders of the ways they can explore or experience a career of choice. This is the *On-Task* phase of their career exploration. I use visual posters of the KPOP learning and evaluation process (K—know yourself; P—plan; O—on-task; P—ponder). Under each poster I add resources. For *On-Task* I have

visuals that remind students of the ways they can be *On-Task* in a POP classroom, exploring and experiencing a career.

- Going on an observation stage
- Contacting a cybermentor
- Going on a virtual or real visit
- Participating in activities
- Conducting an interview
- Listening to personal accounts
- Trying out a tool kit

For additional ideas on how to be *On-Task* see: (QEP, POP, *Program Content*, pp. 24-26).



You know you're an educator when.....

- Your last nerve is a distant memory.
- You encourage your partner by telling her or him that s/he is a "good helper."
- You can tell it's a full moon without ever looking outside.
- You believe "extremely annoying" should have its own box on the new report card.
- You think that before people are allowed to reproduce they should be required to get a government permit, earned by having worked in a Quebec school for five years.
- You encourage a parent to check into home schooling.
- You can't have children of your own because there isn't a name you can hear that wouldn't elevate your blood pressure.

—Author Unknown

Contests | Sign-up to win! | Capture it!

On-Going *Capture it!* 2010-2011 Contest: On-going this year, we invite you to take a picture of a useful classroom management strategy, send in an activity, or share your experiences, etc. and each month we will select one person's idea to share in the newsletter and to win an environmentally friendly bag. Prizes donated by LEARN. **Contest draw:** monthly. Winners announced on the CD Web site and by email.

Previous issues available on-line

http://learnquebec.ca/en/content/curriculum/career_dev