Introduction to
Academic and Career Guidance Content (ACGC)

Academic and Career Guidance Content (ACGC)

Guidance Themes
and Key Concepts

Self-knowledge

Knowledge
of the world
of
school

Learning
Strategies

Knowledge of
the world of
work

Expected Student Learning
Outcomes
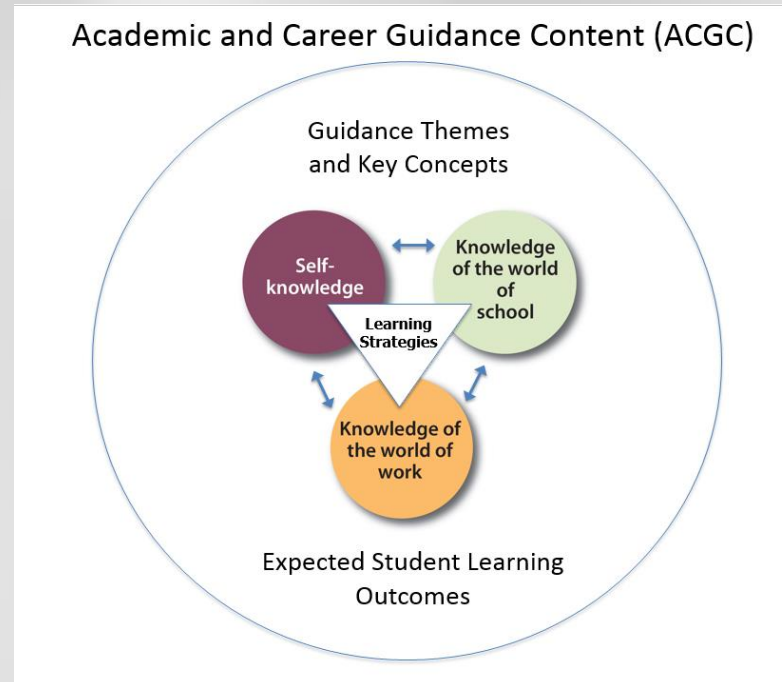
Ministère de l'Éducation et de l'Enseignement supérieur (MEES)

Direction des services éducatifs complémentaires et de l'intervention

en milieu défavorisé (DSECIMD)

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April 2019
(based on the September 2018 version of the
French presentation

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Content of the Presentation

1. Background information: What is compulsory ACGC?

2. Implementation of compulsory ACGC

3. MEES support for the school system

4. Compulsory ACGC implementation framework

5. Tools for education professionals

6. Tools for administrators

7. Sharing of organizational practices

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1. Background Information: What is Compulsory ACGC?

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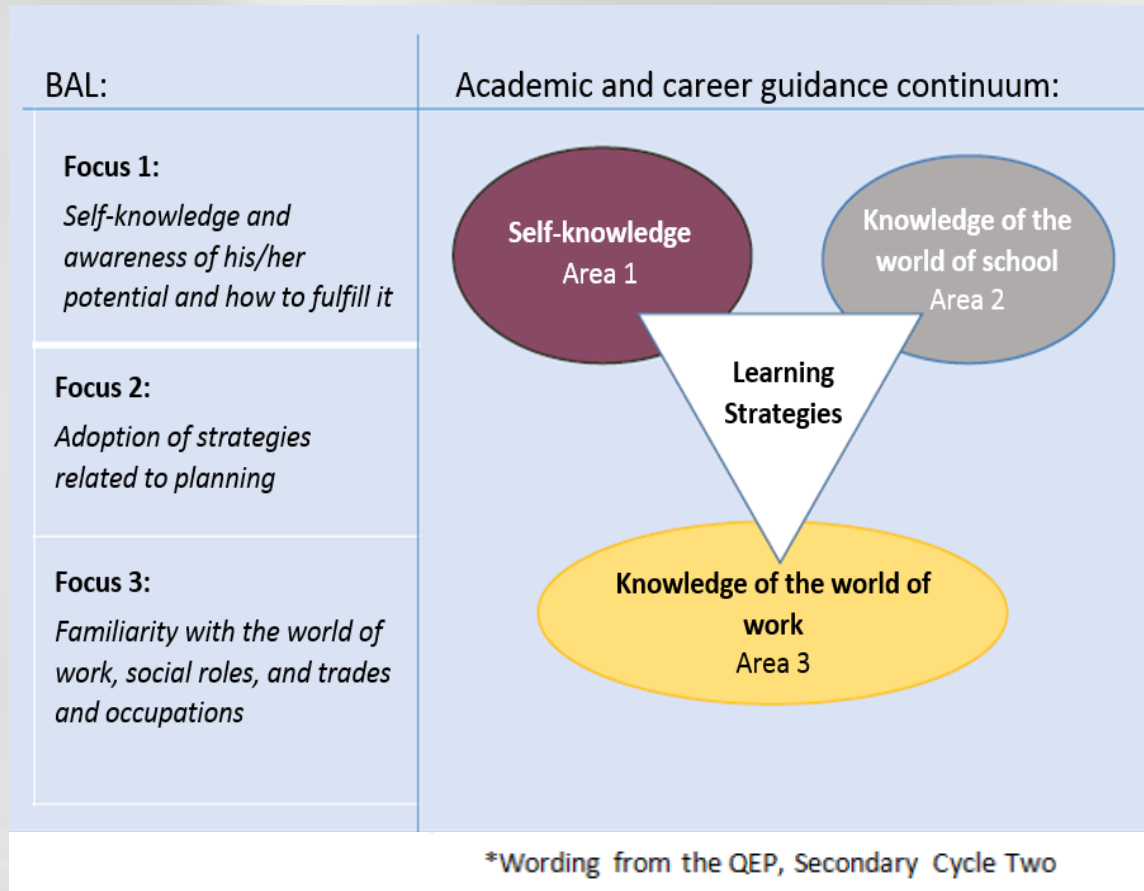on fait avancer le Québec

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Compulsory ACGC

- 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* [EA], s. 461). School staff has been entrusted with teaching this content.

- The governing board is responsible for approving the conditions and procedures proposed by the principal regarding the implementation of ACGC in schools (EA, s. 85 and 89).

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Compulsory ACGC: A First Look

Academic and Career Guidance Content (ACGC)
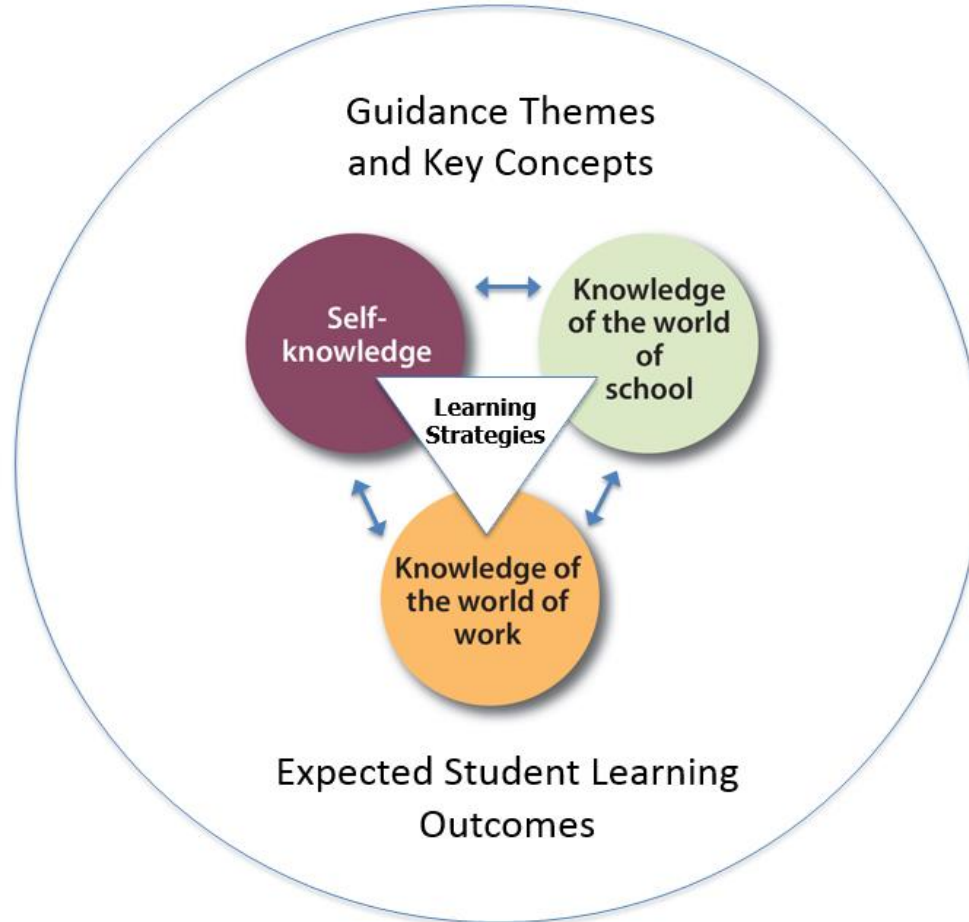
The Broad Area of Learning (BAL) Career Planning and Entrepreneurship and ACGC*

BAL:

Academic and career guidance continuum:

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 trades and occupations

Self-knowledge
Area 1

Knowledge of the world of school
Area 2

Learning Strategies

Knowledge of the world of work
Area 3

*Wording from the QEP, Secondary Cycle Two

* Source: MEES, *Implementation Guide for Secondary Cycle One Compulsory Academic and Career Guidance Content (ACGC),* available on VIBE: click on "English", then "Secondary Cycle One" tab / "Reference Tools" section.

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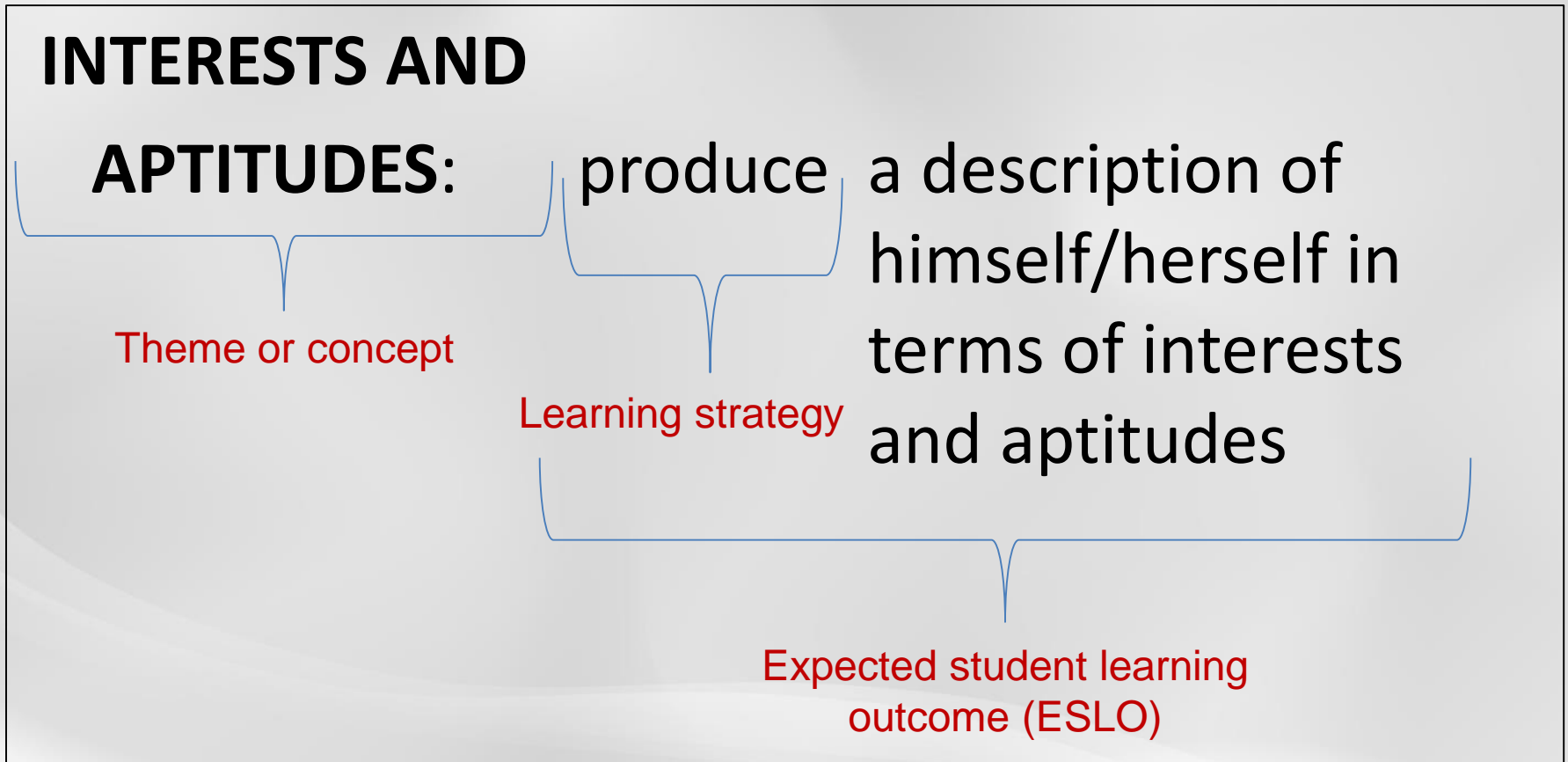Québec ❖❖

Compulsory ACGC in Elementary Cycle Three

LEARNING RELATED TO ACADEMIC AND CAREER GUIDANCE CONTENT (ACGC) FOR ELEMENTARY CYCLE THREE

AREAS		ACGC and expected student learning outcomes
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 **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
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

August 2017 - revised

* Available on VIBE: click on "English", then "Elementary Cycle Three" tab / "Turnkey Materials" section.

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The Three Components of an ACGC Item

Example:

INTERESTS AND APTITUDES: produce a description of himself/herself in terms of interests and aptitudes

Theme or concept

Learning strategy

Expected student learning outcome (ESLO)

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ACGC: A Definition

Academic and career guidance content (ACGC) focuses on guidance-related themes or key concepts. ACGC items are associated with learning strategies and expected student learning outcomes (ESLO). They are selected to meet some of the general needs of students in Elementary Cycle Three and secondary school.

ACGC items are divided into three areas of knowledge:
- Self-knowledge
- Knowledge of the world of school
- Knowledge of the world of work

ACGC and General Guidance Needs

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

Differences Between GOAL and Compulsory ACGC

	Guidance-Oriented Approach to Learning (GOAL)	Compulsory Academic and Career Guidance Content (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 needs
THEMES	At the school's discretion	Compulsory content in elementary and secondary school
CLIENTELE	Varies	ALL students from Elementary Cycle Three to Secondary V
DURATION	Not specified	As a reference, the field-testing phase 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	Targets the BAL Career Planning and Entrepreneurship
	Career Planning and Entrepreneurship (to provide qualifications)	
DISTRIBUTION	At the school's discretion	The ACGC conditions and procedures are presented to and approved by the governing board

*See Legendre (2005) and Gingras (2015)

To Summarize . . .

- ACGC items meet some of the students' **general needs.**

- They follow the phases of **development.**

- They were **selected** by guidance professionals, were presented to **researchers** and an **advisory committee for academic guidance**, and have undergone a **consultation process** with partners.

- They were **tested**, **validated** and **enhanced.**

- They are not evaluated. Each ACGC item has an **expected student learning outcome (ESLO)** that specifies the learning content and states what the student should be able to do at the end of the learning process.

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2. Implementation of Compulsory ACGC

Implementation of Compulsory ACGC

- Desire to improve academic and career guidance

- Field testing over three years
  - 2014-2016 = 22 schools
  - 2016-2017 = 238 schools
  - Shared responsibility (collaborative team)

- *Education Act* (EA):*
  - 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 . . ."*
  - Section 85: *"The governing board is also responsible for approving the conditions and procedures proposed by the principal for integrating, into the educational services . . . content prescribed by the Minister in the broad areas of learning."*

* For any questions pertaining to interpretation, please consult the secretary general of your school board.

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Background and History

2008	Creation of a consultative committee (CC) on academic and career guidance
2010	Numerous requests to improve guidance services in schools CC's recommendations: foster greater use of the guidance-oriented approach, develop guidance-related content
2012	Data collection: disparity in services provided, planning, topics, etc. *Education Act*: power of the Minister to prescribe content
2013-2014	Consultation (e.g. regional tables, partners), preparation of pilot project
2014-2016	Phase 1 of pilot project: field testing of ACGC items
2016-2017	Phase 2 of pilot project: field testing of gradual implementation of ACGC
2017-2018	Gradual implementation of compulsory ACGC in Elementary Cycle Three in all elementary schools
2018-2019	Implementation of the six compulsory ACGC items in Elementary Cycle Three in all elementary schools, and gradual implementation of compulsory ACGC items in Secondary Cycle One in all secondary schools

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References to the *Education Act*

Section	Relevant elements
461	The Minister may prescribe content in the broad areas of learning 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."* (2017-2018 Directives)
85	The governing board is responsible for approving the conditions and procedures proposed by the principal for integrating the prescribed content into the educational services provided to students.
89	Proposals under section 85 are developed in collaboration with the teachers.

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2017-2018 Implementation

- Communications review:
  - Press release (Minister), April 27, 2017
  - Letter from the Deputy Minister, May 29, 2017
  - Letter from the Deputy Minister, August 15, 2017
    - Compulsory content for Elementary Cycle Three

"[Some] compulsory content must be taught to Elementary 5 and 6 students in all elementary schools in 2017-2018; the full range of compulsory content (six items) will be completed in 2018-2019. The gradual implementation (over a two-year period) of instruction in the six items of compulsory content will give all the schools involved a chance to be fully prepared."

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Gradual Implementation of Compulsory ACGC

Learning content in academic and career guidance				
	2017-2018	**2018-2019**	**2019-2020**	**2020-2021**
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	

For example, in 2018-2019, all elementary schools must teach the six compulsory ACGC items to their Elementary 5 and 6 students, and all secondary schools must cover AT LEAST ONE compulsory ACGC item with all of their Secondary I and II students.

Compulsory ACGC items in Elementary Cycle Three

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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

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* Available on VIBE: click on "English", then "Elementary Cycle Three" tab / "Turnkey Materials" section.

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Examples of Planning
for Elementary Cycle Three*

2017-2018

(Gradual implementation)

Elementary 5	Elementary 6
Interests and aptitudes	Characteristics of secondary school
X	X
X	X

2018-2019

Elementary 5	Elementary 6
Interests and aptitudes	Characteristics of secondary school
Social influences	Student duties and work methods
Occupations of people in his/her community	Strengths in the process of transition

* These are **examples**. Conditions and procedures are determined by each school.

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Implementation of Compulsory ACGC in Secondary Cycle One in 2018-2019

- Communication regarding the obligation:

  – Letter from the Deputy Minister, March 29, 2018:

    "The plan whereby the learning content is implemented gradually over two years will allow all schools to offer some of the compulsory content to all Secondary I and II students in every secondary school in 2018-2019, and to offer all the compulsory content in 2019-2020."

Compulsory ACGC items in <u>Secondary Cycle One</u>

LEARNING RELATED TO ACADEMIC AND CAREER GUIDANCE CONTENT (ACGC) FOR SECONDARY CYCLE ONE

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

February 2019 - revised

* Available on VIBE: click on "English", then "Secondary Cycle One" tab / "Turnkey Materials" section.

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Examples of Planning
for Secondary Cycle One*

2018-2019

(Gradual implementation)

Secondary I	Secondary II
Fields of interest	Academic preferences in relation to the job market
X	X
X	X

2019-2020

| Secondary I	Secondary II
Sense of self-efficacy (SSE)	Québec school system
Fields of interest	Preparation for academic choices in Secondary Cycle Two
Academic success	Academic preferences in relation to the job market

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* These are **examples**. Conditions and procedures are determined by each school.

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Selection Criteria for Compulsory ACGC

- Broad area of learning (BAL): Career Planning and Entrepreneurship (s. 461)

- Theoretical support (literature review)

- Connection to the three areas of knowledge

- Duration and number of ACGC items

- Data collection and surveys (pilot project)

3. MEES Support for the School System

Support Structure – School Boards
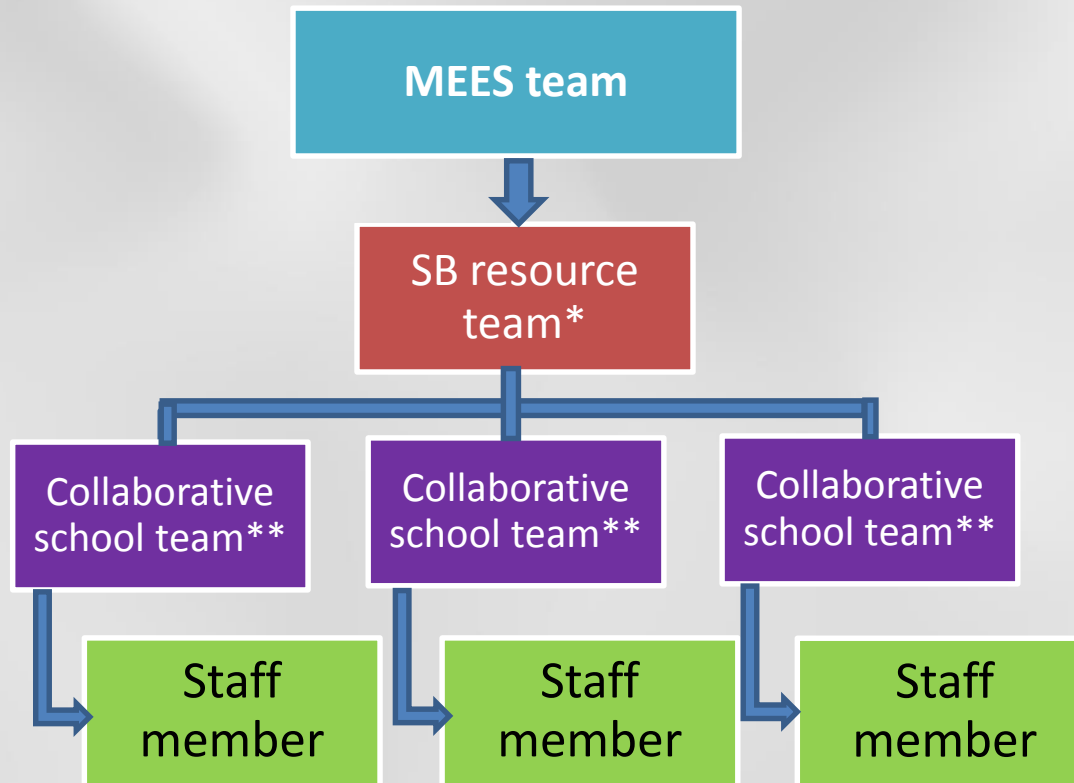
* **SB resource team:** Educational services administrator, non-teaching professionals or other staff members

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

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Support Structure – Private Schools
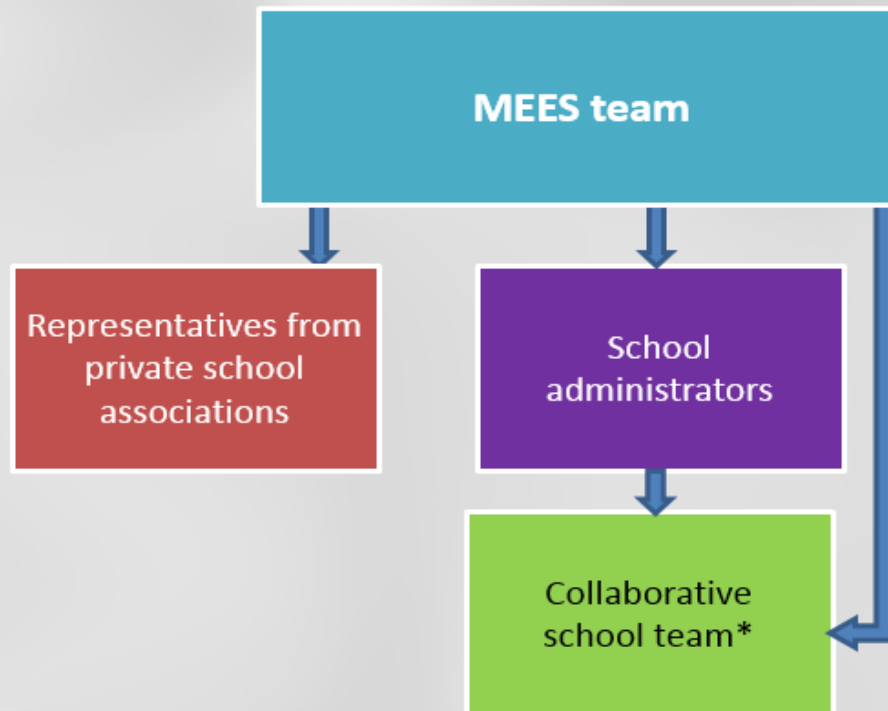
MEES team

Representatives from private school associations

School administrators

Collaborative school team*

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

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Composition of Resource Teams (SB) and Collaborative Teams (School)*

Administrator

Non-teaching professional

Teacher
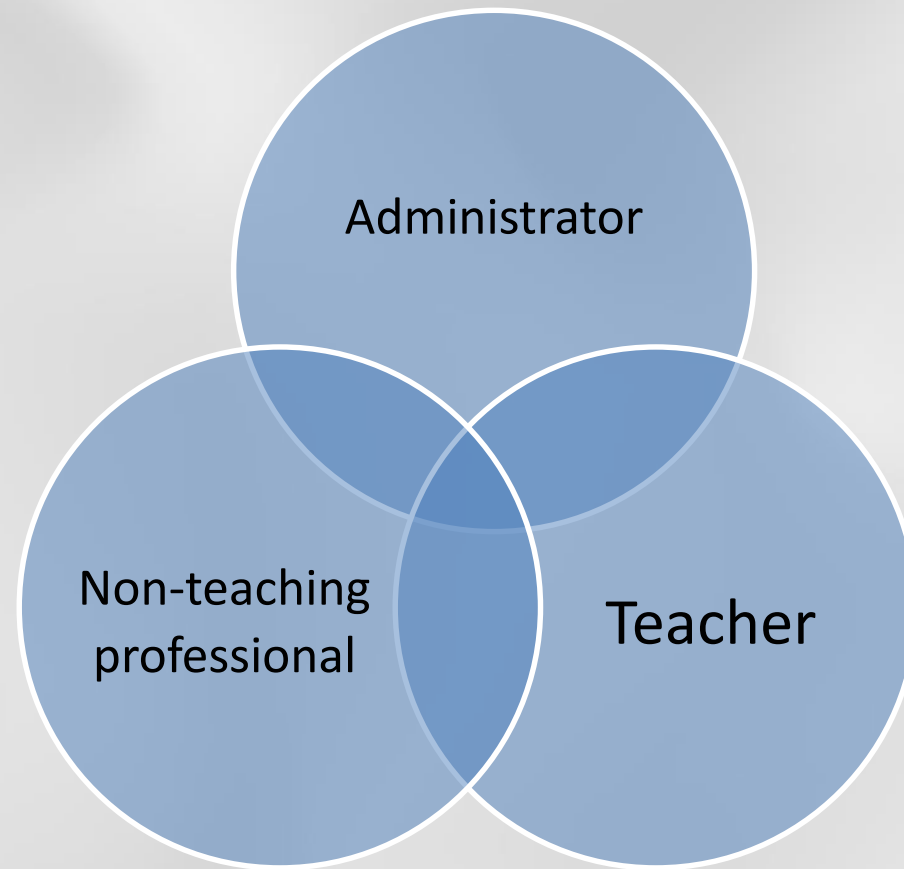
Suggested model only; composition may vary from one school to another
Non-teaching professionals may include guidance counsellors, education consultants or other staff members.

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MEES Support for the School System
2018-2019 School Year

Training and support

In-person meetings

Communities of practice

VIA meetings

Everyone:*
Québec City: October
Montréal: October

Non-teaching professionals:
November and March
Administrators:
December and April

Everyone:*
1st meeting: end of January
2nd meeting: May

Implementation Guide and VIBE platform

* Representatives from each school board and from private schools

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Community of Practice (CoP)

"A 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.**"

Source: Centre de transfert pour la réussite éducative du Québec (CTREQ), *Lexique sur le transfert de connaissances en éducation* (Québec, 2017), 11. [*Translation*]

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Community of Practice (CoP)

- Main aims:
  - Voluntary participation
  - Sharing of expertise
  - Sharing of best practices (e.g. practices, models, turnkey materials)

Model – Support from the MEES team for the school system
2018-2019 ACGC implementation
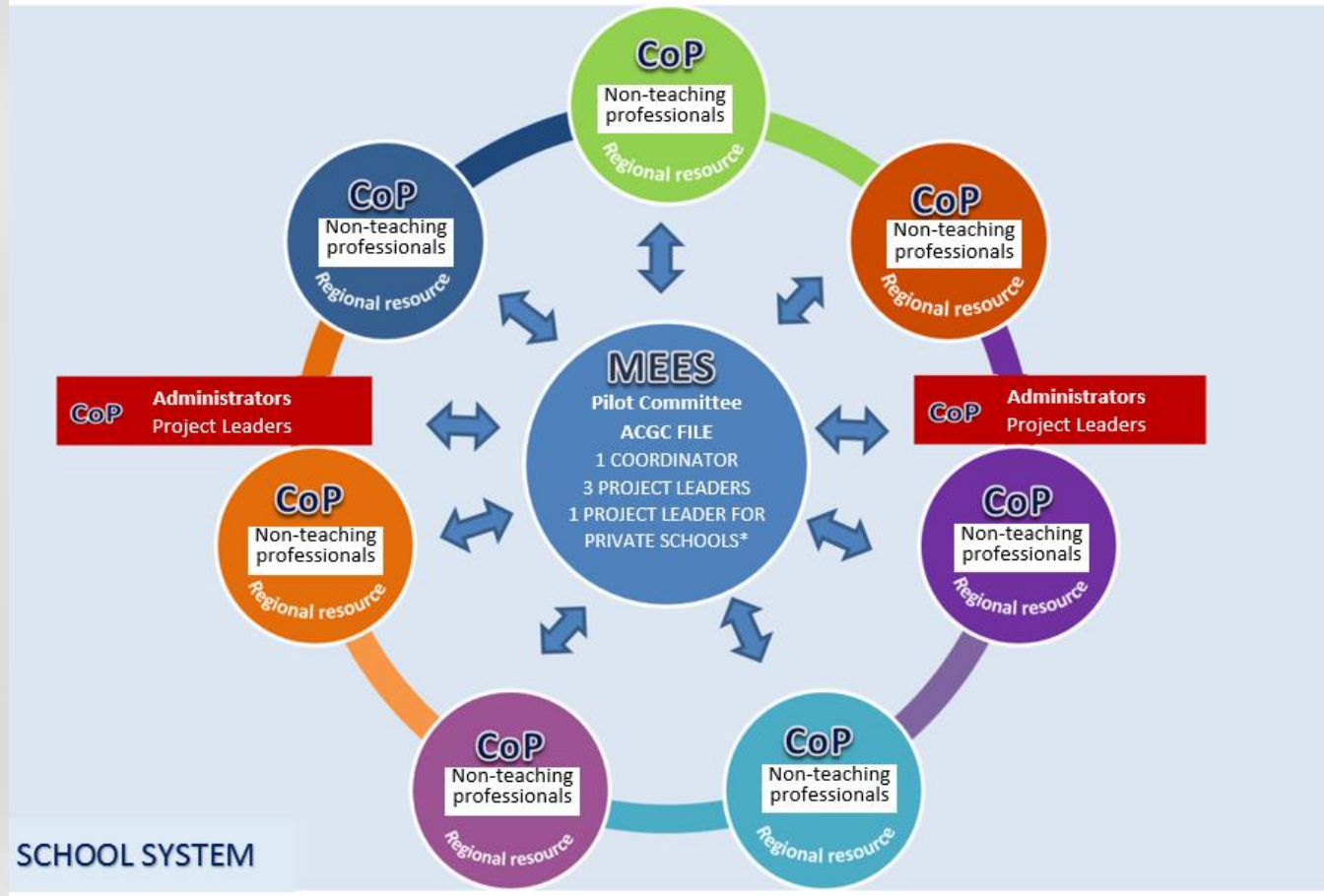
* The project leader for the private sector will provide support to the collaborative teams from private schools and representatives from private school associations.

Email address: orientationscolaire@education.gouv.qc.ca

Roles and Mandates of the Coordinator and Project Leaders
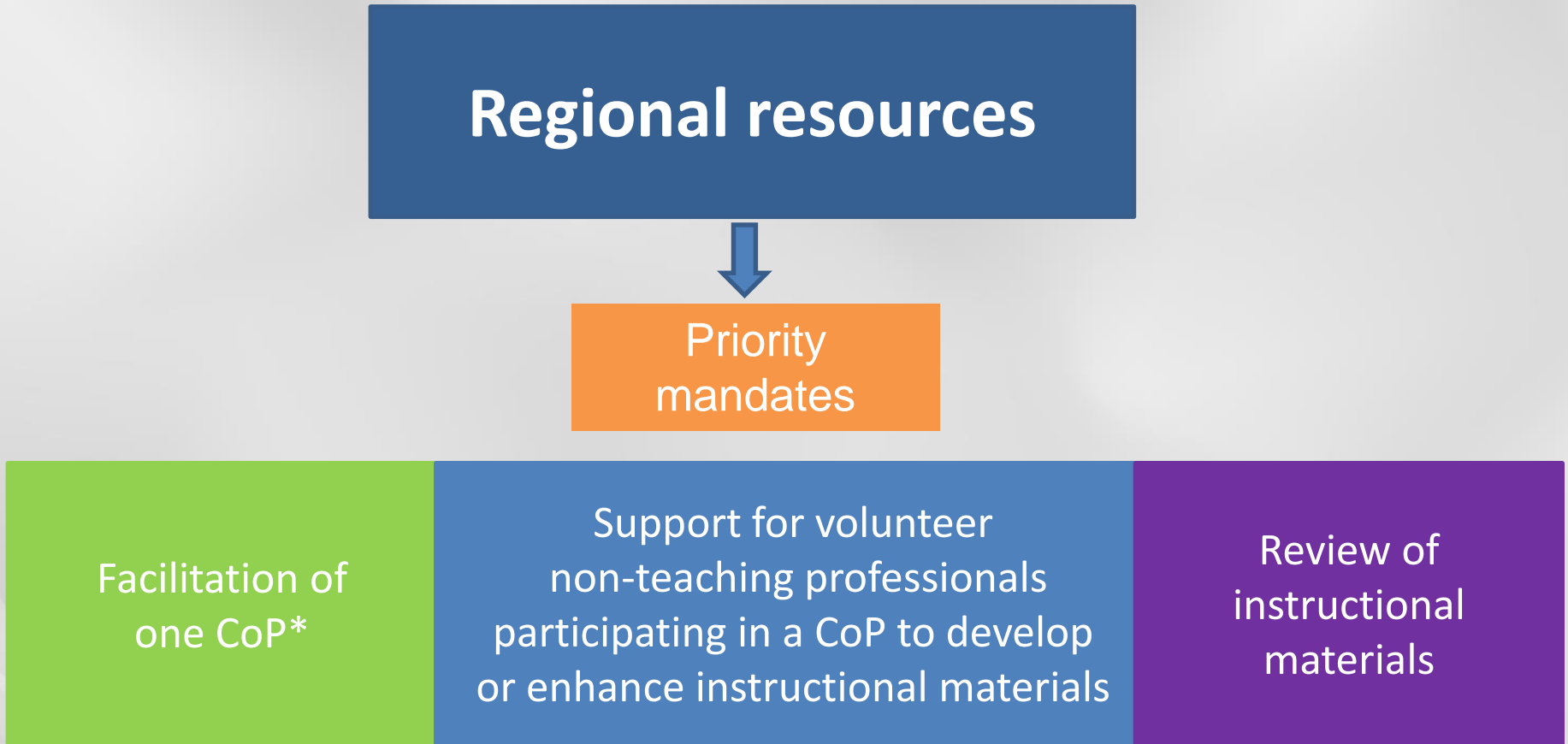
Coordinator and project leaders

Priority mandates

Support for regional resources and review of instructional materials	Facilitation of in-person and virtual meetings and development of support tools for the school system	Support for volunteer administrators participating in a CoP*

*CoP: Community of Practice

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Roles and Mandates of Regional Resources

Regional resources

↓

Priority mandates

| Facilitation of one CoP* | Support for volunteer non-teaching professionals participating in a CoP to develop or enhance instructional materials | Review of instructional materials |

*CoP: Community of Practice

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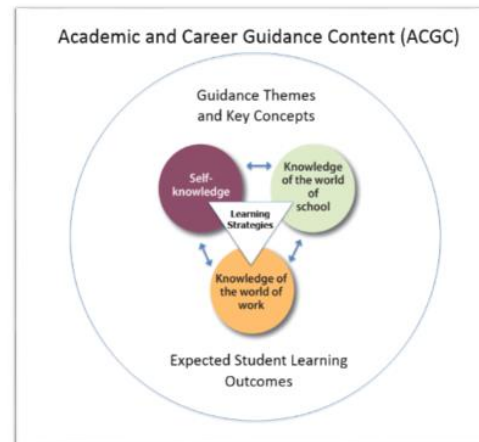
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Support Tools for the School System

- ***Implementation Guide for Secondary Cycle One Compulsory Academic and Career Guidance Content (ACGC)* (MEES)**

- **VIBE platform for ACGC:**

    https://cosp.education.gouv.qc.ca/

* Available on VIBE: click on "English ", then "Secondary Cycle One" tab / "Reference Tools" section.

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Implementation Guide for
Education Professionals and Administrators*

IMPLEMENTATION GUIDE FOR
SECONDARY CYCLE ONE
COMPULSORY ACADEMIC AND CAREER
GUIDANCE CONTENT (ACGC)

Guide for Education Professionals and Administrators

Academic and Career Guidance Content (ACGC)

Guidance Themes
and Key Concepts

Self-knowledge

Knowledge of the world of school

Learning Strategies

Knowledge of the world of work

Expected Student Learning Outcomes

April 2019
(based on the December 2018 version of the French guide)

Direction des services éducatifs complémentaires et de l'intervention
en milieu défavorisé (DSECIMD)
Ministère de l'Éducation et de l'Enseignement supérieur (MEES)

* This guide is available on VIBE: click on "English", then "Secondary Cycle One" tab / "Reference Tools" section.

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VIBE platform for ACGC: https://cosp.education.gouv.qc.ca/

Tools available on VIBE	Location on VIBE
Turnkey materials	Click on "English", then "Elementary Cycle Three" or "Secondary Cycle One" tab / "Turnkey Materials" section
Analysis grid of the eight criteria	Click on "English", then "Elementary Cycle Three" or "Secondary Cycle One" tab / "Pedagogical Tools" section
Implementation Guide for Secondary Cycle One Compulsory Academic and Career Guidance Content (ACGC)	Click on "English", then "Secondary Cycle One" tab / "Reference Tools" section
Tools for education professionals	Click on "English", then "Elementary Cycle Three" or "Secondary Cycle One" tab / "Pedagogical Tools" section
Tools for administrators	Click on "English", then "Elementary Cycle Three" or "Secondary Cycle One" tab / "Organizational Tools" section
Frequently asked questions (FAQ)	Click on "English", then "FAQ"
Videos	Click on "English", then "Videos"

VIBE platform

https://cosp.education.gouv.qc.ca/

4. Compulsory ACGC Implementation Framework

ACGC Implementation Framework*

* Source: MEES, *Implementation Guide for Secondary Cycle One Compulsory Academic and Career Guidance Content (ACGC),* available on VIBE: click on "English", then "Secondary Cycle One" tab / "Reference Tools" section.

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SHARED, CONCERTED VISION OF ACGC	REVIEW OF THE SITUATION	GLOBAL AND DETAILED PLANNING	ACGC IMPLEMENTATION	EVALUATION OF THE ACGC IMPLEMENTATION
- Presentation of ACGC to stakeholders (school administrators, non-teaching professionals, teachers and other school staff)	- Review of the situation in the school (needs, problems, issues, available human and financial resources, etc.) -Review of guidance activities currently being offered	- Development of an action plan with specific goals - Organizational and detailed planning of ACGC - Development or enhancement of existing learning situations - Presentation of ACGC conditions and procedures to the school's governing board	- ACGC implemented for all students in Secondary Cycle One	- Evaluation of ACGC implementation conditions and procedures
September-October	**October**	**November-December**	**February-May**	**May-June**

* Source: MEES, *Implementation Guide for Secondary Cycle One Compulsory Academic and Career Guidance Content (ACGC),* available on VIBE: click on "English", then "Secondary Cycle One" tab / "Reference Tools" section.

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Conditions for Successful Implementation*

Support

Mobilization | Communication

ADMINISTRATIVE LEADERSHIP

Implementation

Development of ACGC planning and follow-up

Integration of ACGC into subject-specific content

* Source: MEES, *Implementation Guide for Secondary Cycle One Compulsory Academic and Career Guidance Content (ACGC),* available on VIBE: click on "English", then "Secondary Cycle One" tab / "Reference Tools" section.

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5. Tools for Education Professionals*

* Available on VIBE: click on "English", then "Elementary Cycle Three" or "Secondary Cycle One" tab / "Pedagogical Tools" section.

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ACGC Implementation Guide

Section II) Framework and tools for education professionals

Tools, such as:

- ACGC Analysis Grid (Eight Criteria) – for learning activities

- Pedagogical Intentions

- Book webs

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ACGC Analysis Grid*

* Available on VIBE: click on "English", then "Elementary Cycle Three" or "Secondary Cycle One" tab / "Pedagogical Tools" section.

Pedagogical Intentions*

- Provide a framework for learning related to the ACGC

- Promote a shared, concerted vision of ACGC

- Additional information:
  - a **definition** of the theme or key concept underlying an ACGC item

  - the **theoretical evidence** that explains the rationale

  - **reference documents** and **hyperlinks**

  - **examples** to facilitate comprehension or to suggest ways of teaching the content

* Tools are available on VIBE: click on "English", then "Elementary Cycle Three" or "Secondary Cycle One" tab / "Pedagogical Tools" section.

Book Webs

- An example of infusion: ELA and ACGC

- Creation of a book web* on:

    o **SOCIAL INFLUENCES:** Select examples where his/her attitudes, behaviour or values are influenced by others, and examples where he/she influences others.

* This tool is available on VIBE: click on "English", then "Elementary Cycle Three" tab / "Pedagogical Tools" section.

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ACGC Learning Strategies*

Information about the learning strategies

The role of learning strategies in ACGC

* The learning strategies are available on VIBE: click on "English", then "Elementary Cycle Three" or "Secondary Cycle One" tab / "Pedagogical Tools" section.

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Two Categories of Learning Strategies in Elementary Cycle Three*

Cognitive (Processing)	Cognitive (Executive)
Select	Produce
Compare	
Develop	

* This document is available in French only on VIBE: click on "English", then "Elementary Cycle Three" tab / "Pedagogical Tools" section.

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Two Categories of Learning Strategies in Secondary Cycle One*

Cognitive (Processing)	Metacognitive
Select	Anticipate
Compare	
Develop	

* This document is available on VIBE: click on "English", then "Secondary Cycle One" tab / "Pedagogical Tools" section.

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6. Tools for Administrators*

* The tools for administrators are available on VIBE: click on "English", then "Elementary Cycle Three" or "Secondary Cycle One" tab / "Organizational Tools" section.

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Proposed Strategies for
for Educational Services Administrators
and School Administrators*

* The proposed strategies can be found in the *Implementation Guide for Secondary Cycle One Compulsory Academic and Career Guidance Content (ACGC),* available on VIBE: click on "English", then "Secondary Cycle One" tab / "Reference Tools" section.

Examples of Implementation Models*

- Centralized support model led by non-teaching professionals (education consultants, guidance professionals)

- Implementation model tied to student transition to secondary school

- Centralized model with a focus on activities or learning situations that have a connection with literacy or numeracy

- Other implementation or support models (see the Implementation Guide)

* Source: MEES, *Implementation Guide for Secondary Cycle One Compulsory Academic and Career Guidance Content (ACGC),* available on VIBE: click on "English", then "Secondary Cycle One" tab / "Reference Tools" section.

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Examples of Planning Grids*

* These tools are available on VIBE: click on "English", then "Elementary Cycle Three" or "Secondary Cycle One" tab / "Organizational Tools" section.

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7. Sharing of Organizational Practices

Discussions Between Educational Services Administrators during CoPs in April 2018*

Some conditions for success:

- Administrative leadership
- Support of MEES and resource teams
- Shared responsibility (complementary roles)
- Establishment of an ACGC committee at the school
- Establishment of a Community of Practice (CoP)

* More than 40 administrators participated in CoPs in April 2018.

Discussions Between Educational Services Administrators during CoPs in April 2018 (cont.)

Some conditions for success:

- Scheduled planning
- Proper planning and monitoring
- Effective communication
- Connections with the Québec Education Program
- Use of transitions as a pretext for integrating ACGC

Testimonial Regarding an Organizational Model That Fosters Change of Practice

Katia Guité, Coordinator, educational services in the youth and adult sectors
Marie-Ève Langlois, Guidance counsellor
Julie Bourdages, Education consultant

CS René-Lévesque

* A video that presents this organizational model can be found on VIBE: "Videos" tab (in French only).

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Testimonial Regarding a Model for Keeping Track of Student Learning (Digital School Bag)

Chantal Caron, Coordinator, educational services
Claudine Lenoir, Education consultant

CS Portages-de-l'Outaouais

* A video that presents this organizational model can be found on VIBE: "Videos" tab (in French only).

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End of the Presentation