



CONTINUUM OF ACADEMIC AND CAREER GUIDANCE CONTENT

ACGC: An ongoing collaboration!

Webinar
November 26, 2020
9:30 to 11:00 a.m.

AGENDA

2020-2021 Support

Adjustment of the gradual implementation of the compulsory ACGC items

TESTIMONIALS

Communication with parents

ACGC and the Work-Oriented Training Path (WOTP)

Sources of information

ADJUSTMENT OF THE GRADUAL IMPLEMENTATION OF THE COMPULSORY ACGC ITEMS

	Cycle	2019-2020	2020-2021	2021-2022
	Elementary Cycle Three	All ACGC items compulsory		
	Secondary Cycle One	All ACGC items compulsory		
Secondary Cycle Two	Beginning of Secondary Cycle Two (Secondary III)	At least one ACGC item in Secondary III	All ACGC items compulsory	
	End of Secondary Cycle Two (Secondary IV and V)	X	X	All ACGC items compulsory

TESTIMONIALS

Vicky Parsons, New Frontiers School Board
Lucy Beneventi, Collège Villa Maria and
Candace Tonner, Riverside School Board
Jean-François Rodrigue, Littoral School Board
Charles Lasnier, Cree School Board

ACGC AND THE WORK-ORIENTED TRAINING PATH (WOTP)

**REVIEW OF PERSONAL PROFILE:
ORGANIZE WHAT HE/SHE HAS LEARNED ABOUT HIMSELF/HERSELF IN ORDER TO REVIEW AND
ADJUST THE PERSONAL PROFILE AS NEEDED**

PREPARATION FOR THE JOB MARKET		
COMPETENCY	KEY FEATURE	MANIFESTATIONS
C1 - Establishes his/her personal and occupational profile	1. Examines his/her personal characteristics	Recognizes his/her personal resources and how he/she mobilizes them • Assesses his/her ability to stay motivated • Understands his/her reaction to difficulties • States his/her strengths and interests • Validates his/her perceptions with others

MAINTAINING OR ADJUSTING THE LEARNING STRATEGY AND/OR EXPECTED STUDENT LEARNING OUTCOME	
LEARNING STRATEGY	EXPECTED STUDENT LEARNING OUTCOME (ESLO)

<p>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.</p> <p>Examples of actions, techniques or procedures: Create or apply a mnemonic; create schemas; create diagrams or tables; group according to characteristics; group by classes or sets, etc. (<i>Implementation Guide for Secondary Cycle Two, MEES, January 2020</i>)</p> <ul style="list-style-type: none"> • Maintain the learning strategy (with support) • Guide students until they find a way to organize information or concepts on their own. 	<p>Organize what he/she has learned about himself/herself in order to review and adjust the personal profile as needed.</p> <ul style="list-style-type: none"> • Maintain the expected student learning outcome • Allow students to organize things in their heads, by guiding them through their introspection, by pointing out the evolving nature of their personal profile and by allowing them to target what they will need later on.
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EXAMPLES OF TEACHING MATERIALS THAT COULD BE CREATED FOR THIS ACGC
<ul style="list-style-type: none"> • Create a digital portfolio or concept map to gather and organize the significant learning acquired from the draft personal profile and the work skills that emerged. • Create a document to keep track of learning from the draft profile onward. (Note that the profile is built gradually, as students learn more about themselves). • Produce a resume (curriculum vitae).

COMMUNICATION WITH PARENTS

On the website of the Ministère

<http://www.education.gouv.qc.ca/en/teachers/support-and-assistance/services-educatifs-complementaires/academic-and-career-guidance-content/school-and-parents>

On the VIBE platform for ACGC

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

SOURCES OF INFORMATION

New material on the VIBE platform

Ongoing projects

Conferences

- Association québécoise d'information scolaire et professionnelle (AQISEP)
- Ordre des conseillers et conseillères d'orientation du Québec (OCCOQ)

Next webinar

- January 28, 2021
 - In French: 1:30 to 3:30 p.m.
- January 29, 2021
 - In English: 9:30 to 11:00 a.m.

Survey



The Academic and Career Guidance Content (ACGC) team thanks you!

You can reach us at the following address:

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