

LCEEQ – PDIG REPORT (2017-2018)

Academic and Career Guidance Content Linking to ELA

PD-14294

Submitted by: Caroline Quirion (Project Manager)

PROJECT DESCRIPTION

In 2017-2018, the Central Québec School Board reached out to interested teachers from St. Patrick Elementary School (SPES) and Andrew Stuart Johnson Memorial High School (ASJMHS), a combined school with students from Kindergarten to Secondary 5, to begin the process of learning about the Academic and Career Guidance Content (ACGC). These teachers also experimented in creating learning situations that linked the content to Elementary Cycle 3 and Secondary Cycle 1 subjects. The purpose of the PDIG project in 2017-2018 was:

- To continue the work started in 2016-2017 by using the English Language Arts Program as the anchor for the creation of learning situations pertaining to the Knowledge of the World of School to better support students as they transition from one level to the next.
- To experiment with an online tool that would serve as a portfolio to track student understanding as they learn about the World of School.

PARTICIPANTS

Elementary Cycle 3: Caroline Quirion (Grade 6 Teacher)
Carolane Turcotte (Grade 5 Teacher)
She was not funded through the PDIG, but still part of the team of teachers

Secondary Cycle 1: Natasha Scott (ELA Teacher)
Guylaine Marcoux (Guidance Counsellor)

CQSB Consultants: Shelley Longney (IT Consultant)
Jill Robinson (Coordinator of Educational Services)

GOALS

Legend: A (attained) P (partially attained) N (not-attained)

A Teachers developed an understanding of ACGC and the outcomes associated with the content items.

A Each teacher developed an ELA learning situation embedding an ACGC item into the learning tool:

Carolane (Grade 5): Part 1: What do the adults in your family do?
Part 2: What are the different occupations in our community that serve people in need?
Literature: *Fly Away Home* (picture book)

Caroline (Grade 6): Perseverance: Do I have it?
Literature: *Wonder* (novel)

Natasha (Sec. 2): Academic Choices: What are they and what path is best for you?
Literature: *The Giver* (novel)

P Teachers shared their knowledge with each other but did not plan together all the time. They used each other as points of reference as needed.

A Teachers planned their learning situation with the Guidance Counsellor, using her expertise.

A Teachers received training on OneNote in Office 365 to implement the online portfolio

P Teachers set-up the online portfolio with their students with the assistance of the IT Consultant.

Using the online portfolio on a regular basis proved challenging as it required having technology in the classroom to do so. Not all classrooms were fully equipped for this which meant reserving the device (iPad or laptop) carts and not all devices were kept in working order.

OUTCOMES

Teachers gained the following:

- A better understanding of how to create a learning situation with specific outcomes/targets and how the learning needs to be scaffolded for the students.
- How ACGC can be embedded into the English Language Arts Program in a variety of ways.
- The importance of working together to brainstorm ideas, deepen their level of understanding, and using each other's expertise.
- An insight into OneNote (Office 365) and how this online portfolio can be used to gather evidence of student learning. They feel it is a worthwhile tool as it engages students and has them take responsibility for their learning. Teachers feel they will continue to use OneNote next year and introduce this online tool to their colleagues.

PARTICIPANTS' VOICES:

CAROLANE (Grade 5 Teacher – not funded by the PDIG but part of the project)

POSITIVE: Embedding the content into the subject (ELA and using literature) makes sense and it is easier for the students. ELA is a subject that allows for many ways to teach ACGC.

CHALLENGING: Creating the material for the learning situations was challenging because of the time it took and making sure the student work fit with the learning.

CAROLINE (Grade 6 Teacher)

POSITIVE: Being part of a project (year 2) has allowed her to grow as a teacher. She enjoyed sharing with colleagues to ensure she was on the right track and receiving their suggestions and guidance on how to make her lessons and teaching better.

CHALLENGING: Learning about OneNote and using it in the classroom to support the students with the technology and program.

NATASHA (ELA Secondary Teacher)

POSITIVE: Having the time to explore and become familiar with ACGC and the opportunity to embed it within ELA. It is important for students to be introduced to careers and the educational pathways available to them.

CHALLENGING: Creating the learning situation to make sure the learning was targeted and that students would get the most out of the learning situation. Having the budget to purchase material is essential.

GUYLAINE (Guidance Counsellor)

POSITIVE: She appreciated working with colleagues and felt it was no longer just her responsibility to introduce students to career opportunities or any of the other items pertaining to ACGC. She felt part of a team. She has a better idea of her role in the implementation of ACGC and how she can support teachers. The use of OneNote will be helpful to her when working directly with students.

CHALLENGING: It was an add-on to her current workload and challenging to schedule time to meet.

REINVESTMENT

The ELA learning situations with an ACGC focus will be shared in the following ways:

- CQSB is developing workshops for next year to continue with the implementation of mandated ACGC items for Elementary, Cycle 3 and Secondary, Cycle 1. The learning situations will be shared at the workshops.
- The learning situations will be deposited in the Office 365 Group where teachers and In-school Professionals can access the resources.
- The learning situations will be shared with the CQSB ELA Consultant who in turn can share the resources with colleagues at the Language Network.
- The learning situations have been shared with the Anglophone ACGC Community of Practice lead by Gisella Scalia. They will be shared with members of this community and may be placed on the LEARN website if they meet with approval. Depending on approval, they may also be shared with the Francophone sector via the VIBE platform created by the MEES for ACGC.

REFLECTION

Teachers need guidance and support when creating learning situations that embed ACGC items into subjects to ensure they understand the content and the outcomes so that the learning is scaffolded. The MEES created an analysis grid that came out in October 2017 which teachers found helpful as they designed their learning situations. The timeframe of 6 days proved challenging. It would be best to put more time in at the beginning than to space out the project. Perhaps two days back-to-back on a regular basis would be needed to keep the momentum of the project going. What is encouraging is that teachers feel that ELA is a subject that can easily embed ACGC items. They enjoyed working together and each one felt the project provided them with an opportunity to learn and grow as a professional.