

PD18599 – DIGITAL PORTFOLIOS FOR ACGC IN CYCLE 1 SECONDARY

Project Description

This original objective of this project was to create a digital portfolio for students participating in Academic and Career Guidance Content activities over the course of Cycle 1 Secondary. We met with the Cycle 3 Elementary teachers who piloted the ACGC Time capsule project last year. However, soon after this group came together, it became clear that there were not any turnkey ACGC activities available in English and creating a digital portfolio was premature when the material to go into it did not already exist. It also became clear that the group needed to come to a clear understanding of what the Academic and Career Guidance content is and how it should be delivered in class.

One of our early objectives was to deliver a workshop for teachers explaining how to incorporate ACGC into a variety of subject areas. It quickly became evident that the timing of this workshop in early October was premature as the team needed time to explore the ideas behind this material with Gisella Scalia, MEES representative for the Anglophone sector. After consultation with Gisella and Sara Mattigetz, guidance counselor at Rosemere High, each person was better prepared to begin drafting a lesson plan addressing one of the ACGC in the subject they were teaching.

The lesson plans we decided to work on addressed the following two ACGC items:

1. Self-knowledge: Personal:

Sense of Self-Efficacy (SSE): Select examples where his/her attitudes, behaviours or perceptions contribute to maintaining a sense of self-efficacy

2. Knowledge of the World of Work:

Academic Preferences in Relation to the Job Market: Select occupations that match his or her academic preferences

The academic subjects that can incorporate these lesson plans are: ELA, Math, Social Studies and Science and Technology. They also address:

Broad Area of Learning: Career Planning and Entrepreneurship

- Self-knowledge and awareness of his/her potential and how to fulfill it
- Adoption of strategies related to planning
- Familiarity with the world of work, social roles and occupations and trades.

SCIENCE - C2; makes the most of his/her knowledge of science and technology

Progress on the writing of these documents was slow because we had to understand the direction that MEES intends to take with the lesson plans. Frequent consultation with Gisella helped the group get on track and understand the implications of the Learning Strategies that are dictated in teaching of these content items. Our goal evolved into writing documents that can be adopted by MEES to put up on the provincial VIBE platform so to be accessible to all teachers in the province.

Project Goals

The initial goal of this project was to develop the ACGC Portfolio in Google slides that the PDIG group from Elementary Cycle 3 teachers in started 2017-18. However, after the first meeting with the participants, it became clear that there was a general lack of understanding about how to deliver ACGC in the classroom context. The need of the group was clearly to come to a good understanding of effective strategies for delivering ACGC in their own classes. Without this understanding, it was not possible to proceed to developing a resource (ACGC Portfolio) to collect evidence of student learning. Because of this, the group felt that their best effort would be to write four turnkey Learning Situations that can be shared with their Cycle 1 colleagues at Rosemere High and, if they are acceptable to MEES, the larger provincial Cycle 1 community.

Project Outcomes

This project presented challenges for the participants because it required a shift in thinking to understand the Learning Strategies that MEES requires teachers to use in order to cover the Academic and Career Guidance Content. Teachers were enthusiastic about exposing their students to a broad range of occupations but had difficulty developing strategies to get students to make the connection between their academic preferences and the occupations that were discussed in class. They also had to develop an understanding of the concept of Sense of Self-Efficacy (SSE) so they could clearly communicate how attitudes, perceptions and behaviour influence a student's SSE. Working closely with the provincial lead on ACGC was instrumental in developing this knowledge.

This project also stretched the participants because, although all are very experienced teachers, it had been quite some time since they had written a lesson plan. Considering the phases of teaching a topic (Preparation, Realization and Integration) that the MEES outlines in the Planning Synthesis document deepened our understanding and allowed reflection on teaching practice.

Funding of this project turned out to be very generous because all the participants are in the Secondary sector. Although teachers worked together for full days, it turned out that the substitution requirements were reduced because the teachers preferred to schedule meetings on days when they had spare periods, rather than disrupt class time. This meant that we met more frequently than had originally been planned.

Reinvestment

This project resulted in the production of four new English language ACGC Learning Situations that can be used by Cycle 1 Secondary teachers in a several different subject areas. This exercise developed a clear understanding of ACGC in a group of Cycle 1 teachers who will now be able to communicate their

knowledge to other teachers at SWLSB at the beginning of next year when full implementation of ACGC in Cycle 1 Secondary becomes mandatory. We anticipate that they will be presenting to Rosemere High Cycle 1 teachers at the beginning of next school year. A proposal has been submitted to QPAT to present these Learning Situations at the next annual convention in November 2019.

At the end of this project, we have created four lesson plans and are awaiting the decision of our colleagues in Quebec as to whether we have met our objective and the material can be uploaded to the VIBE platform. We will be forwarding the documents we have completed to the person responsible for uploading ACGC material to the GOAL Website in the meantime and we will make the lesson plans available on the SWLSB Pedagogical Services website under the ACGC tab.