

# Personal Orientation Project





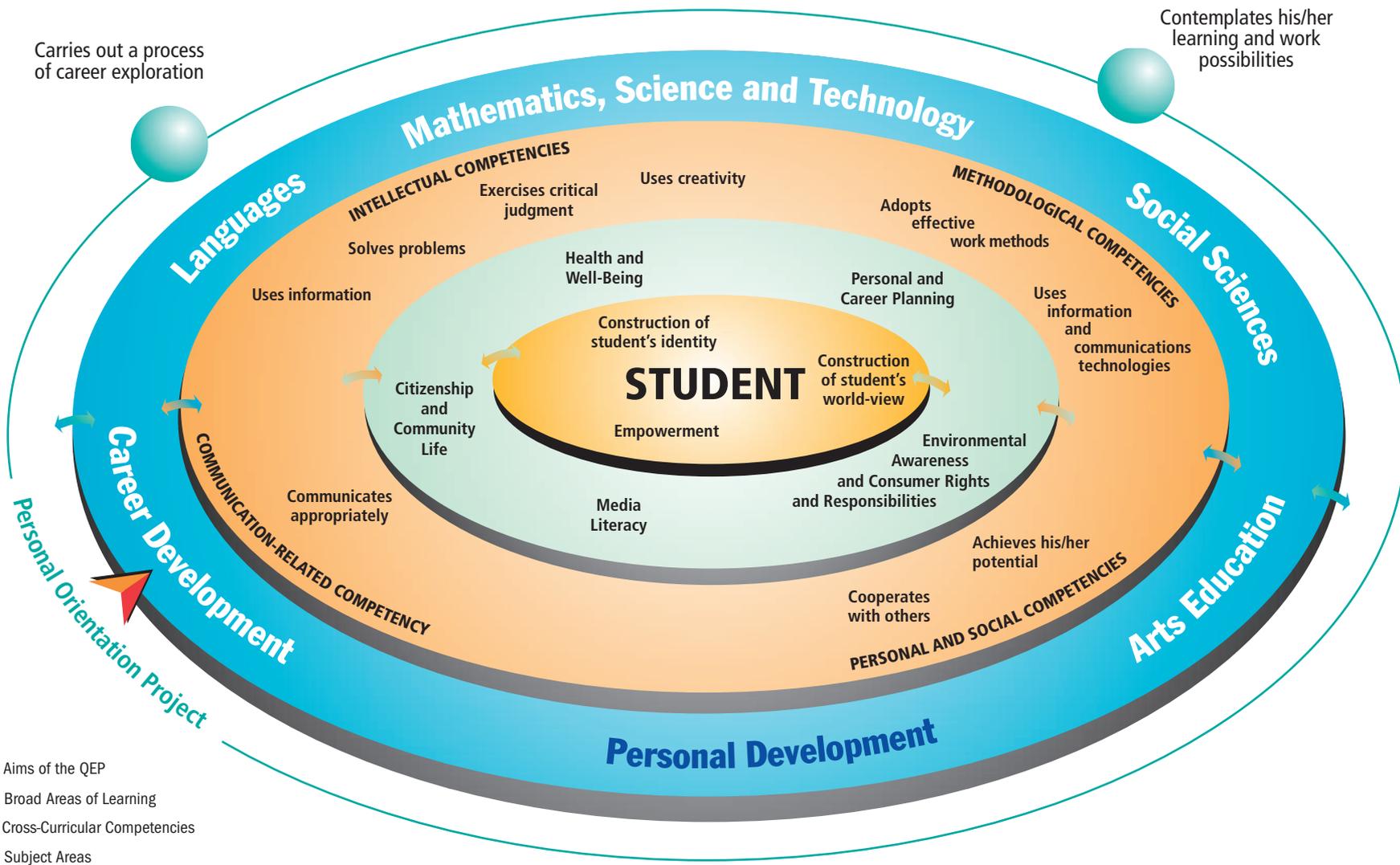
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# Making Connections: The Personal Orientation Project and the Other Dimensions of the Québec Education Program (QEP)



- Aims of the QEP
- Broad Areas of Learning
- Cross-Curricular Competencies
- Subject Areas
- Subject-Specific Competencies in the Personal Orientation Project



# Introduction to the Personal Orientation Project

*The important thing is not so much to show people paths and routes as to help them create their own.*  
**Didier Raffin**

The Personal Orientation Project (POP) is an important part of the process begun in elementary school with the implementation of the guidance-oriented approach to learning. It gives students in Secondary Cycle Two a unique opportunity to discover various occupations that may correspond to their aptitudes, interests and aspirations. This program gives the students the central role, allowing them to explore various fields that interest them and to test their choices by trying out a variety of work functions. It allows them to continue constructing a personal and career identity through exploration on their own terms, and thus enables them to acquire resources they need to enrich their identity throughout their lives.

In Secondary Cycle Two, students envision themselves in the future. They have to make choices that will influence their academic progress and career plans: choices between vocational and technical training and preuniversity education, and between immediate or later entry into the job market. A multitude of occupations are available to them, and they have access to an increasing range of sources of academic and career information. The POP is specifically designed to help them make sense of all this and to support them in their search for ways to achieve their potential and prepare for life in a changing world. By allowing students to explore their career options by experiencing a variety of situations, the POP provides opportunities for them to find answers to questions they are asking, to ask new questions and thus to broaden their view of the world of work. All fields of activity, from electronics to the arts, health care to mechanics, become less abstract and possibly more accessible to them.

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*This program gives the students the central role, allowing them to explore various fields that interest them and to test their choices by trying out a variety of work functions. It allows them to continue constructing a personal and career identity.*

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## Nature of the Program

The POP gives students the opportunity to carry out three to eight individual career explorations in the course of the year. The educational approach used gives students an active role, whether in the classroom, the school or the community. Students are the primary artisans of their own projects, with the teacher's guidance and the support of other professionals or resources available in the school. They are also encouraged to draw on the support of classmates, discussing their reflections, experiences and discoveries with them, and to interact with parents, workers and other people they trust in the community.

The methodology of this program helps students define their personal profile by trying out work functions, researching information and visiting workplaces or educational institutions.

Students thus learn to know themselves better and become better informed about the world of work through the reciprocal effects of their experience and analysis, their exploration and introspection.

## A Compulsory Program and an Optional Program<sup>1</sup>

The POP is aimed at students who have chosen the Applied General Education Path; for these students, it is part of the compulsory subjects in the first year

1. The components of the optional program are shown in italics in the diagrams of the competencies and the Table of Program Content.

of the cycle. It is also offered to all students in all learning paths as an elective subject in Secondary Cycle Two. Students in the Applied General Education Path may register for it a second time if they want to learn more, but they may also obtain the credits for the optional program in the first year of the cycle if they meet the requirements.

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*In the compulsory program, they learn to analyze their situation, make certain decisions regarding their education and consider various possible paths.*

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The compulsory program enables students to lay the groundwork for career development. They learn to analyze their situation, make certain decisions regarding their education and consider various possible paths.

The optional program gives them the opportunity to carry this process further. They develop new strategies for comparing possible paths and learn to recognize how they

make decisions. They should demonstrate greater autonomy in their explorations and their reflection on them and show a strong commitment to their personal and career development.

### How the Competencies Work Together

The POP targets the development of two closely linked competencies:

- Carries out a process of career exploration
- Contemplates his/her learning and work possibilities

To carry out a process of career exploration, students should choose from among the resources at their disposal those that will be used as springboards or as information sources. They should do research or draw on research done by classmates in order to familiarize themselves with different workplaces and training facilities, and try out various tasks related to work functions in order to learn about themselves. They should share their thoughts with their teacher, classmates, parents or other people who are important to them. They should consider possible career paths, compare them and assess their interest and requirements, which may lead to new explorations. A reciprocal process should be established between action and reflection. Through this process, students learn to *contemplate their learning and work possibilities* and make the most of other explorations and situations related to career development.

The synergy between the two competencies is combined with the teamwork that develops in the classroom, where the students' actions and the ensuing discussion contribute to the gradual building of the students' collective resources, broadening their career horizons.

### POP and Exploration of Vocational Training

The POP program shares several elements with Exploration of Vocational Training. In both cases, students should contemplate their learning and work possibilities, and it is essential that they update their personal profile and share their knowledge and experiences. However, each program is unique and has its own *raison d'être*. Exploration of Vocational Training limits this reflection by asking students to take a position regarding the possibility of pursuing vocational training, while the POP program opens doors to three learning paths: vocational training, college education and university education.

In addition, although both programs include a competency focused on exploration, these competencies differ in many respects. In the POP, students should learn to carry out a process of exploration by themselves, and to diversify their methods of exploration. They should plan their own learning and career paths and acquire the learning they need on the basis of their own interests. The process is essentially an individual one. In Exploration of Vocational Training, students are guided more closely in their process and are given categories of prescribed concepts, and more group activities are involved.

# Making Connections: The Personal Orientation Project and the Other Dimensions of the Québec Education Program

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*Students want to learn through action. They want to be placed in contexts for discovery and self-discovery.*

**Denis Pelletier**

The POP is a dynamic process whereby students explore different aspects of the world of work, clarify and develop their identity and self-esteem, and affirm themselves as individuals. It makes a very special contribution to the three aims of the Québec Education Program: construction of identity, construction of world-view and empowerment. It has a strong effect on the students' development of autonomy and their ability to take charge of their own life prospects.

The program also provides an ideal opportunity for the integration of learning, since students have to determine their own process and create their own projects, drawing on various sources and mobilizing resources they have created in different subject areas and through their general experience.

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*The broad areas of learning deal with major contemporary issues. Through their specific approaches to reality, the various subjects illuminate particular aspects of these issues and thus contribute to the development of a broader world-view.*

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## Connections With the Broad Areas of Learning

The POP is closely related to the five broad areas of learning. The issues in these areas cover all sectors of the world of work, which is itself a reflection of the needs of society and a tangible expression of the social phenomena associated with the broad areas of learning.

Thus, the exploration of occupations and trades related to health enables students to discover various things in the area *Health and Well-Being* and may lead them to reflect on questions related to a balanced diet, consumption, relationships with family and classmates, etc. Students are also encouraged to look at working conditions in various sectors of employment and their

potential effects on workers' health, safety and lifestyle habits. The exploration of various work contexts (hospital, factory, office building, forest, etc.) allows students to become better aware of the conditions and constraints associated with working in these places and gives them opportunities to better define their needs and values and to progressively refine their career plans.

The POP program is based on individual explorations and is consistent with the educational aim of the area *Career Planning and Entrepreneurship*, drawing on all of the focuses of development in this area. By giving students the opportunity to explore various occupations and trades and to share their experiences and reflections, it helps them define their interests, discover their talents and find out about different work-related roles. Students thus learn to know themselves better, envision their place in the world of work and acquire resources for achieving their potential. The pedagogical context of the POP enables students to learn various strategies associated with carrying out explorations and to develop entrepreneurial attitudes. Finally, the program fosters the students' sense of responsibility for their career aspirations and their projects in a climate that is conducive to cooperation among classmates.

The POP lends itself to the use of the area *Media Literacy*, since students have to use technical and technological tools for research, experimentation and communication. They have to develop their critical judgment with regard to information sources, assessing the relevance of the academic and career information they find there. This is the case, for example, when they have to evaluate the accuracy of information provided in the context of advertising or recruitment.

This capacity for judgment is especially important because it can confirm the students' choices and enable them to avoid decisions that may have serious negative consequences. Using communications technologies to communicate their experiences or the results of their research to their classmates gives them opportunities to learn to respect intellectual property.

The pedagogical context of this program involves cooperative work and the exchange of ideas. Students are encouraged to improve their projects, using experiences described by classmates. They thus draw on and apply the range of values and areas of interest reflected in the different explorations. They are urged to speak up and to help each other in a spirit of dialogue. This is conducive to openness to other people and awareness of different beliefs and points of view, and it familiarizes students with the broad area of learning *Citizenship and Community Life*, in particular the focus of development involving participation, cooperation and solidarity.

Finally, students are encouraged to look closely at working life and the functioning of the job market, and in this way to form a relationship with their community. By learning about employment prospects and the regional nature of certain industries and exploring work contexts related to the production of goods or services, they become aware of the economic and social aspects of consumption. These considerations are consistent with one of the main focuses of development in the broad area of learning *Environmental Awareness and Consumer Rights and Responsibilities* and they may have an important influence on students' relationship to the environment and their eventual career choices.

## Connections With the Cross-Curricular Competencies

The POP draws on all the cross-curricular competencies and is conducive to their development. As its name and the wording of the competencies suggest, the program encourages students to *achieve their potential*. They learn to define and develop their own resources by trying out functions or tasks related to different occupations and trades. In addition, the learning situations provide many opportunities for them to make connections between their personal qualities and their explorations, to express their opinions and preferences, and thus to establish short-term goals. Their construction of a work-related identity is supported by the exercise of the competency *Cooperates with others*. Through discussion and listening, they learn to accept other people as they are and to draw on different points of view and situations that foster cooperation. Sharing the results of their research and experience also allows students to exercise the competency *Communicates appropriately*, using different means of communication to describe their activities and present their points of view and learning from the reactions of their teacher, parents, employers, friends, etc.

Another competency the program draws on systematically is *Uses information*. Students have to constantly search for relevant information, apply it and analyze it in light of their personal situation. The amount of information to be researched and analyzed demands that students find

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*The cross-curricular competencies are not developed in a vacuum; they are rooted in specific learning contexts, which are usually related to the subjects.*

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effective strategies for determining the elements that are relevant to their explorations. In addition, whether this information comes from documents or people, the students have to validate it before using it to create their personal profiles or communicating it to classmates. The competency *Exercises critical judgment* comes to the fore here, as well as when students have to compare different options and deal with constraints such as those related to the family or regional context. When they consider possible career paths, students have to consider the emotional aspects of leaving their region, the influence of parents, prejudice or stereotypes associated with certain programs, insecurities about their abilities, etc. But their personal, family or social characteristics are not obstacles; rather, they can serve as springboards for students to *use creativity*. Thus, for students who are rigid or who lack self-confidence, the exploration of an unfamiliar sector can be an opportunity to take risks, to proceed by trial and error and to demonstrate an open mind. When a potential path is not readily accessible for some reason (program enrollment quota, need to move, high fees, desire to stay in their home region, etc.), they have to use their creativity to envision possible solutions or alternatives. In today's economy, the ability to create one's own job or to open up new employment opportunities is often crucial for individuals as well as communities; the POP will allow students to gauge their entrepreneurial interests and aptitudes in relation to this competency.

Students are expected to carry out their own explorations; they have to *adopt effective work methods* and adapt these methods to a variety of complex learning situations. They have to determine what resources are required and how to mobilize them, envision their procedure and analyze the process. They have to *solve problems*, such as how to take responsibility for carrying out the process and how to regulate the process and complete the task. They will gradually learn to answer these questions as they become aware of their own resources and take part in increasingly complex situations that require them to explore new paths, adopt flexible ways of working and manage their process more and more autonomously.

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*Every subject lends itself to making connections with the POP in that it is possible, in accordance with the guidance-oriented approach to learning, to create learning situations whose themes will foster students' reflection on their career development.*

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The POP requires up-to-date computer equipment, because students need quick access to the broadest possible range of resources on careers and work functions. Whether they make a virtual visit to a company, carry out explorations or engage in on-line discussion with a mentor, students must be able to take advantage of these tools that have now become essential. This technology also includes applications they can use to communicate, create productions and keep records of their process, giving the students a unique opportunity to apply and consolidate the competency *Uses information and communications technologies*.

## Connections With the Other Subject Areas

The POP is especially conducive to the integration of subject-specific knowledge. Since it involves the exploration of a variety of fields of work, it allows students to make connections with the different subject areas and to use concepts, strategies, attitudes and cultural references related to subject-specific competencies they have developed. Every subject lends itself to making connections with the POP in that it is possible, in accordance

with the guidance-oriented approach to learning, to create learning situations whose themes will foster students' reflection on their career possibilities, awaken their interest in occupations and trades associated with the subject and enrich their exploration of work functions. Students may discover a special affinity with a subject and decide to specialize in it.

The POP fosters interest in learning by making it more meaningful and authentic for students. They more readily find meaning in their subject-specific learning and become more involved in their studies when they have career goals and aspirations. This involvement is reflected in an openness to learning in general and has an impact on the actions they take to attain their career goals.

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*Many of the social phenomena and concepts in the Social Sciences subject area can serve as focal points for students' reflection on their learning and work possibilities.*

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## Social Sciences

### History and Citizenship Education

Many of the social phenomena and concepts in the Secondary Cycle Two History and Citizenship Education program can serve as focal points for students' reflection on their learning and work possibilities and may influence their decision to explore one employment sector rather than another. Thus, a student who has learned about disparities in Québec's economic development may decide to explore fields in which his or her competencies will

serve the region. Students interested in other social issues may aspire to hold positions in which they can play a direct role in decision making and to seek a path leading to such positions.

In addition, the analysis of certain social issues and the study of social phenomena associated with economic development may lead students to ask questions about Québec's situation in today's context of globalization and the short- and medium-term impact of globalization on businesses, jobs, unemployment rates and employment qualifications in Québec. These questions may fuel their reflection regarding their learning and work possibilities.

### Arts Education

The POP exploration process also has similarities with the creative dynamic in the arts, as both of them are based on interaction between reflection and action, theory and practice. Both require introspection and authenticity and both contribute to self-confidence, autonomy and perseverance in pursuing goals. Learning and practising an artistic discipline also develop students' receptiveness to their tastes, impressions, emotions, aptitudes and interests; this can help them make choices. For example, drama students who discover their capacity for communication or leadership could turn toward fields they might not previously have considered, such as management or marketing. The arts also include many occupations and trades that students may become aware of through the programs in this subject area.

## Personal Development

### Ethics and Religious Culture

There are many common points between the Ethics and Religious Culture program and the POP. Both seek to develop students' self-awareness, their values and their ability to make informed choices. In both, the classroom is seen as a life laboratory, a place of discussion and dialogue where the sharing of knowledge and experiences is encouraged and mutual respect, listening and seeking together are valued. This context fosters the development of metacognitive competencies. The capacity to reflect, to explain their perceptions, preferences, emotions, ideas or values, to explain the reasons that justify their point of view and to explore individual and collective ways to take action is part of the essential learning in Ethics and Religious Culture. It is also indispensable to students for consolidating their personal profile with regard to learning and work possibilities. The metacognitive strategies and concepts related to logical argument in this program can also contribute to the exploration process students undertake in order to carry out their projects.

### Physical Education and Health

The Physical Education and Health program aims to help students develop personal and social skills that go well beyond motor efficiency; these skills will be profitably applied in the POP. The students learn to analyze a situation, to solve problems in different contexts of physical activity, to cooperate with classmates in developing, using and evaluating shared action plans, to respect safety rules and rules of conduct and to take responsibility for their health and well-being. They also learn to look critically at their process and its results and to judge their abilities, behaviour and attitudes in a given situation. This capacity to look at themselves is particularly useful to students reflecting on their learning and work possibilities, since they need to be able to recognize their interests and aptitudes and assess whether they have the qualities needed to exercise the occupations or trades that interest them or to meet the admission criteria of different programs of study.

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*Like the POP, the Personal Development programs allow students to think about themselves and act on themselves.*

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Physical Education and Health teachers can help students define their career options by encouraging them to make connections between their personal qualities as shown in the program and the demands of various occupations. They can help students assess their fitness level and skill in manipulating objects or establish a sequence of actions to be taken in carrying out a work plan. The students may discover unsuspected strengths, such as the ability to cooperate with teammates to adopt shared strategies, and may as a result take an interest in trades or occupations in which they can draw on these strengths.

## Mathematics, Science and Technology

### Mathematics

When trying out different work functions, students enrolled in the POP program often need to use competencies and knowledge acquired in Mathematics. This is the case, for example, when they use geometry concepts in drawing a diagram of a lot when learning about the buildings sector. The students' activities and reflections in the POP program can help them choose from among the three options offered in Mathematics starting in the second year of Cycle Two.<sup>2</sup> Those who are interested in the mechanics, buildings or metallurgy sectors should be attracted to the *Technical and Scientific* Option or the *Science* Option. It is important that they be encouraged to see the connections between their aspirations and the path they choose. Those who choose the POP as an optional program in the last year of the cycle will find a reflection of their concerns in the Mathematics program, which gives them an opportunity to explore the employment-related aspects and applications of mathematics.

### Applied Science and Technology

The Applied Science and Technology option (AST) focuses on developing competencies in which action is central. In this respect, it and the POP are mutually complementary. The applications studied in this option are grouped in technological fields that are closely connected to many of the fields of interest explored in the POP program. For example, when students analyze how a bicycle works in order to repair it, they may discover an interest in motorized equipment. Similarly, when they carry out explorations in the field of electrotechnology, they often have to find solutions to technological problems related to electricity.

### Science and Technology

The learning and evaluation situations in the Science and Technology program offer many possibilities for occupational exploration. Students who choose the POP as an optional program in Secondary Cycle Two may become interested in occupations related to the environment when problems concerning climate change or the energy crisis are covered in the Science program. In carrying out tasks similar to those required in scientific or technological occupations, such as making a plan using graphics techniques or studying the movement of a protozoan using observation techniques involving a microscope, students draw on their learning in the Science and Technology program in order to contemplate their learning and career possibilities.

2. A description of the nature and aims of these options may be found in the Mathematics program under the heading Introduction to the Mathematics Program.

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*Through activities related to mathematics, science or technology, students gain a better understanding of the world and are better able to adapt to it. These activities give them opportunities to discover employment sectors that may interest them.*

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*Communication plays an important role in the POP. The classroom is a place where students share their reflections, questions, experiences and discoveries and discuss ideas.*

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## Languages

### *English Language Arts*

Communication plays an important role in the POP, and there are many opportunities to communicate orally, as well as to read and write. The classroom is a place where students share their reflections, questions, experiences and discoveries and discuss their representations and their explorations, drawing on their competency in oral communication. They also have to consult a variety of sources of academic and career information and choose those they will need to use in their explorations. This will entail using strategies related to reading: taking notes, organizing ideas, evaluating the credibility of sources, summarizing information gathered, etc. Competency in writing is required in recording information, providing short written justifications or corresponding with partners outside the school to inquire about job shadowing, to thank an employer, etc. The students are placed in situations in which they realize the importance of various conventions of written or oral communication: that classmates and potential employers are not addressed in the same way, for example, or that there are different requirements in writing texts for oneself and for other people.

In addition to making students aware of the value of linguistic competencies, the POP can open up new career possibilities for them by allowing them to make connections between these competencies and those required in occupations such as journalism, sales, teaching, nursing, interior decoration, etc.

### *Français, langue seconde, and Spanish as a Third Language*

Most occupations and trades require knowledge of French. Students should therefore consider their level of mastery of French when envisaging career options. Those with an aptitude for languages may be interested in occupations or trades (e.g. tourist guide, receptionist, sales representative) for which bilingualism is required and the knowledge of a third language such as Spanish is an important asset, if not a requirement.

# The Guidance-Oriented Approach to Learning and the Personal Orientation Project

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The POP is part of an overall process of career development that is envisaged, in the spirit of the guidance-oriented approach to learning, as a continuous process beginning in elementary school. This approach involves providing individual or collective services, resources and pedagogical activities based on the complementary educational services programs established by the school board and included in the school's educational project and success plan. All school personnel participate, according to their competencies and expertise, in helping students discover their identity and plan for the future, so that they are able to take their place in society.

## The Guidance-Oriented Approach to Learning and Instructional Services

The aim of the guidance-oriented approach to learning is not only to enable students to find out about trades or occupations and the education and training leading to them, but also to help them recognize their talents, strengths, limitations and aptitudes. This is done through classroom learning activities led by teachers whose pedagogical practices include addressing the broad area of learning *Career Planning and Entrepreneurship*.

In doing a mathematics project, a student may realize that he or she is capable of coordinating a team or is better at research than at manual work. Teachers who are familiar with the guidance-oriented approach to learning will help students to become aware of their strengths and consider occupations or trades that are appropriate for them. Teachers can also provide the class with learning situations on occupations and trades related to their subject, in accordance with the principle of infusion, which is discussed in materials on the guidance-oriented approach to learning.<sup>3</sup>

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*The POP is part of an overall process of career development that is envisaged, in the spirit of the guidance-oriented approach to learning, as a continuous process beginning in elementary school.*

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## The Guidance-Oriented Approach to Learning and Complementary Educational Services

Under the *Basic school regulation for preschool, elementary and secondary education*, school boards must establish four integrated complementary educational services programs,<sup>4</sup> one of which, counselling services, is designed to help students throughout their studies, with their academic and career choices, and with any difficulties they encounter. The form of this program may vary, but it is always based on interaction between specialized personnel, other members of the school team and the community.

There are many collaborative activities that can help students discover their talents and open up new learning and work possibilities for them. Teachers, in collaboration with a counsellor and community organizations, could organize an occupations and trades week, or a spiritual care and guidance and community involvement animator, in collaboration with the psychologist or guidance counsellor, could set up a peer support group to enable students to determine whether they possess the qualities needed to form helping relationships. Indeed, any school activity can provide opportunities for students to enrich their reflection about themselves and their plans for education. The same is true of many extracurricular activities, such as a pottery course or a job as a cashier.

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*Guidance counsellors and other career information personnel can support teachers by suggesting guidance-oriented practices.*

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3. "Infusion involves bringing together the processes of instruction and career guidance. This means making connections between the content in the various subjects and the world of work, thus infusing personal and career planning objectives into the objectives of the subject programs." Québec, Ministère de l'Éducation, Direction de l'adaptation scolaire et des services complémentaires, *Complementary Educational Services: Essential to Success: Examples of Projects*, 2002, p. 25.
4. Please see *Complementary Educational Services: Essential to Success*.

In addition to playing various roles in these initiatives, guidance counsellors and other career information personnel can support their fellow professionals and teachers by proposing guidance-oriented practices.

## The Contribution of the POP

In principle, the career explorations carried out by students up to the end of Secondary Cycle One provide the basis and the resources for their choice of learning path and their subsequent academic and career choices. Having begun to build their personal profile and developed the habit of recording useful information in a personal education plan, portfolio or logbook, they have references for planning their explorations, which will themselves be influenced by their choice of learning path. Students who have chosen the Applied General Education Path tend to be attracted by the more concrete nature of this path; they do not have the same motivations as those in the General Education Path.

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*This program encourages students to take responsibility for their career development.*

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The POP gives Secondary Cycle Two students the opportunity to pursue their career exploration further and to develop competencies that will help them manage their careers throughout their lives. By enabling them to know themselves better and familiarize themselves with tools for career information and exploration and by teaching them to carry out their own career explorations, this program encourages students to take responsibility for their career development.

A basic knowledge of the Québec school system and the organization of the world of work, trades and occupations, and familiarity with certain Web sites for academic and career information are advantages, if not prerequisites, for the POP program. In addition, experience with career development strategies and emerging self-awareness and awareness of their potential as a result of projects they have carried out in guidance-oriented activities provide students with a good basis for the POP.

These resources will allow students to continue their reflection and exploration through various activities such as a career day, visits to educational institutions, being a “student for a day,”<sup>5</sup> job shadowing in a workplace, listening to workers talk about their occupations, taking an extracurricular photography course, participation in a peer support group, etc. Students should feel free to ask teachers of different subjects about their education and career history and about the job market in their field. They should also ask their parents for their opinions on different trades or occupations, for help finding a business where they can spend time job shadowing, etc.

After the POP, and especially in the last two years of Secondary Cycle Two, students may need individual help for various reasons. They can receive support from guidance counsellors and other career information personnel if they are undecided about new explorations to undertake, need advice on choosing among different electives or programs, want to assess their chances of being accepted in a particular program, etc.

5. Several institutions allow students to attend classes for a day.

## Pedagogical Context

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*While it draws on the methodological competencies of teachers and researchers, the educational approach in guidance gives students the main role, relying on their free will.*  
**D. Gilles et al.**

The projects belong to the students, who must demonstrate creativity, autonomy and a certain capacity for analysis while remaining rigorous and focused on experience. They should be placed in learning situations adapted to the specific requirements of the program, and should be able to call on involved collaborators and have access to appropriate pedagogical resources.

### An Open Classroom Atmosphere Based on Interpersonal Relationships

In accordance with the pedagogical approach and the nature of the learning and evaluation situations in the POP program, there should be an atmosphere of trust, respect and openness in the classroom. Interpersonal relationships play a key role, and the classroom becomes a career development “laboratory,” where students can express their questions and reflections, research and results without having to fear the judgments of their classmates or teacher. Each student has to choose from a variety of approaches, selecting the one that is best for him or her. The teacher acts as a guide, teaching strategies but not imposing them, and allowing the students to try them and choose those that correspond to their personality. The teacher should also ensure that all students, even those who think they already know everything they need, feel the program is addressed to them, making them realize that the aim of the POP is not to decide things for them but to help them make their own decisions.

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*There are no “right answers” where knowing oneself and planning one’s life are concerned.*

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### Characteristics of Learning and Evaluation Situations

To encourage the active participation of students in planning the process of exploration, the learning and evaluation situations used should be individualized, experiential and integrative.

#### Individualized Learning and Evaluation Situations

A situation is individualized insofar as it can be adapted to the reality of each student, because although some steps are common to everyone, the career exploration process is unique for each person. Whether a learning and evaluation situation is designed for individuals or groups, students should be able to shape it to fit their interests.

#### Experiential Learning and Evaluation Situations

A situation is experiential insofar as it allows students to discover, in practice, some aspects of the world of work or education. Whether it takes place in the school or in some other context, such a situation is one in which students go beyond mere theoretical research and are involved in action.

#### Integrative Learning and Evaluation Situations

A situation is integrative insofar as it encourages students to make connections between school subjects and the world of work and to reflect on their experience. By allowing students to try out work-related activities and formal training programs, such a situation enables them to envision themselves in the future and thus to become aware of the contribution of the subjects to their life plans.

Learning situations should include a major metacognitive dimension and should encourage students to reflect on the decisions they will have to make sometime in the near future. Sharing of experiences among classmates and discussion with collaborators enrich their reflection and enable them to broaden and update their personal profiles. Communication thus becomes an essential element of the learning and evaluation situations.

### Evaluation of Learning

In the spirit of the QEP, and in accordance with the Policy on the Evaluation of Learning, evaluation during the school year is seen as a way of helping students learn and helping teachers guide students in their exploration and reflection. The sections on the development of the individual competencies provide teachers with information regarding the guidelines to be given to the students throughout the year in both the compulsory and optional programs. Towards the end of the year, evaluation is done mainly for purposes of recognition of competencies, describing the level of development attained. In order to support the judgments required for the competency report, the teacher must have sufficient pertinent information. Using this information and the scales of competency levels, the teacher makes a judgment on the development of each competency and records the result. Students receive four credits for the compulsory program in Secondary III, and four credits for the optional program in Secondary IV.

Students play a central role in creating their projects, and their participation in their evaluation is essential if they are to become increasingly autonomous in exercising their career development competencies. This evaluation is reinforced by the points of view of their classmates, since they have to collaborate in creating their projects.

### Students

The POP does more than give students a central role; it makes them the creators of their learning situations and puts them in charge of planning, carrying out and analyzing their explorations. To be actively involved in the

process, they have to learn to draw on their personal resources (knowledge, skills, strategies, attitudes) and to choose the documentary, material and human resources they need. They will discover the importance of varying their methods of exploration and calling on classmates, teachers, the school's professionals and members of their families in order to broaden their perspectives and validate their hypotheses. They will often have to go outside the family or the school, to workplaces or educational institutions and the experts in them, to learn about the larger world.

They may also take part in their classmates' explorations, helping them use various tools and methods for experimentation or virtual exploration. This role demands discipline and openness to others.

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*Students play a central role in creating their projects, and their participation in their evaluation is essential if they are to become increasingly autonomous in exercising their career development competencies.*

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### Making the School a Learning Organization

Students need supervision and support to develop their projects. The teacher and guidance counsellor and other career information professionals play an important role, but students need to be able to count on the whole school team<sup>6</sup> as well as their extended families and partners in the community. Concerted action by everyone involved and a common will to support the students in their career explorations are essential conditions for success. It is up to the school administration, working closely with the education consultants, to create this common will and to act as an interface between school personnel and partners outside the school.

6. For example, the personnel in charge of the school's computers and computer network, which are indispensable to students in the POP program.

## The POP Teacher

Given the central role of the students in defining their explorations, it is important that they receive supervision that is both flexible and rigorous. While they should be given broad latitude for personal initiative in making their choices and modifying certain parameters of the learning situation, the students still need guidance in planning and carrying out their explorations and reflecting on them.

The teacher's role is thus primarily that of guide and coach, providing useful resources and helping the students structure their explorations so that they are feasible and contribute to their progress. They guide students in carrying out their projects, question them on their choices and decisions, and encourage them to take time for reflection. They may also be more directive, giving students structured activities for acquiring resources, information on strategies to use, etc.

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*The teacher acts as guide, coach, facilitator and mediator.*

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While the program focuses on the students' individual explorations, the teacher still works closely with groups of students. The teacher has to manage the class, striving to reconcile the students' needs for supervision and autonomy.<sup>7</sup> The teacher also acts as a facilitator, encouraging the students to discuss and compare their perceptions. Teachers should make sure that all students learn to express their opinions and take positions, while listening to and respecting the positions and opinions of others.

Finally, the teacher is a mediator between the students and the community, coordinating the students' interactions with outside partners so as not to overburden the community, whose collaboration is needed in the long term. The teacher receives help in this from academic and professional information and guidance specialists.

## Teachers of Other Subjects

Teachers of other subjects are also essential partners. By taking into account students' career exploration queries in their learning and evaluation situations, they can expose them to various aspects of the world of work and even sometimes provide the stimulus they need to create their projects.

## Complementary Educational Services Personnel

With the implementation of the new complementary educational services programs, all professionals contribute to the POP program by paying attention to the guidance-oriented aspect of their work and providing support to students in their career explorations. Their words and actions can have a decisive influence on their students' path in school.

Guidance counsellors and other career information personnel are essential resource persons for both students and teachers. They may collaborate with teachers in creating learning and evaluation situations. They help by obtaining documentary and experiential resources and communicating with people in the community, parents and other resource persons.

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*Complementary educational services professionals are essential to both students and teachers.*

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Depending on their availability, they may also come into the classroom and they may accept requests for individual consultations by students with specific questions resulting from their explorations. They help students validate their hypotheses regarding possible paths and, when needed, support them in their choice of electives, vocational training programs or college programs.

7. Guidelines to help teachers gradually increase the complexity of the learning situations are provided in the sections on the development of the competencies.

### Parents, the Family and the Community Are Partners

Students will find their families a source of inspiration, support and information in their reflection and decision making. The trades or occupations of parents or members of their extended family are often the ones in which students first show interest. It is thus important to inform parents of the

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*It is important to inform parents of the meaning and scope of the POP and urge them to become actively involved in their children's projects and to encourage their explorations.*

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meaning and scope of the POP and urge them to become actively involved in their children's projects and encourage their explorations. Members of their family may use their expertise to guide them in learning about the world of work and help them with resources and possibilities for exploration.

The school's outside partners are also essential collaborators in the development of the POP. Whether they belong to workplaces or educational institutions, they can offer certain students places to try out work functions and expertise in their fields. It is thus very important that

schools cultivate good relations with these partners and strive to maintain their collaboration. In some cases, the school board can take action to encourage collaboration by businesses in the region.

### Appropriate Resources

To develop their projects, students need resources of various kinds: documentary resources, material resources and resource persons.

#### Documentary Resources

The POP has to be based on solid documentation, and analyzing documentation is often the students' first exploration. Documentation is used to plan the project, it sometimes leads to the idea for the project and it is used in carrying out the project. There should be a variety of documentation that is regularly updated by a professional. It may consist of written documents, books, prospectuses, Web sites and other information sources. It should be easily accessible in the library, in an academic and career information centre, or in the classroom.

### Material Resources

The process involved in the POP goes beyond documentary research; it is broadly experiential. Students should immerse themselves in the subject they are studying and should gain a general impression of the field they are exploring by combining concrete information they gather with deeper reflection of a metacognitive nature.

Various resources may be used, including experiential tools, simulations, games, tests and practical activities, many of which exist on electronic media.<sup>8</sup> It is thus important that students have access to a room organized specifically for the POP, where there are enough computers with Internet connections for them to do individual research or exploration on the POP Web site. Tool kits containing the materials needed for the experiential tools should also be available for the students.

It should be noted that job shadowing and introduction activities in the workplace, as experiential activities, do not involve the acquisition of knowledge, but rather the exploration of fields of employment. Their planning is based on that of the particular secondary school and its regulations. They may also take place on pedagogical days or outside class hours.

### Resource Persons

Students often construct their representations of fields that they explore through personal contact. It is thus important that they have access to resource persons they trust. These may include people from the world of work, mentors, students, teachers and parents. Academic and professional information and guidance specialists have an essential role to play here.

8. The Ministère de l'Éducation, du Loisir et du Sport has created a Web site where teachers and students may find these types of resources: <<http://www.repertoireppo.qc.ca/en/>>.

## COMPETENCY 1 Carries out a process of career exploration

### Focus of the Competency

For several years, a large amount of academic and career information has been broadly distributed and readily accessible. There are also many ways to access it. However, this is not sufficient to enable students to make informed choices with regard to their learning and work possibilities in the short or long term. In order to do so, they have to explore career options for themselves and experience activities associated with various trades or occupations. It is thus important that they learn to plan, structure and evaluate such a process and that they have opportunities to implement it in more than one way.

To plan their explorations, students choose fields they are already interested in. This does not prevent them from taking into account their self-assessments or letting their intuition lead them to a sector of activity. They have to explain the reasons for their choices and define the purpose of their exploration. They should state their objectives, describe what they are seeking and define the main stages of the exploration they plan to undertake. This planning, however, is not linear; it is repetitive in nature, and evolves and becomes clearer as the students' projects develop.

The students should explore and try out several work functions, using a variety of means. They thus increase their knowledge of the fields that interest them and perhaps even discover new ones. Sometimes, out of curiosity, they may try out experiential tools, such as an activity that allows them to experience the reality of a field, a training program or a trade or occupation in the classroom on a small scale. Exploration may be carried out at school, in a training facility, in a workplace or in the community. Visits, real or virtual—such as a visit to a workplace by means of a Web site or an actual visit involving job shadowing—should be encouraged. The use of

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*The students have to explore career options for themselves and experience activities associated with various trades or occupations.*

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documentary resources in academic and career information allows students to quickly obtain information without having to meet with an expert in a field. Whatever methods they use to gather it, students should validate their information with key people. They can do so through cybermentoring or in direct contact with a resource person. They should also consider their use of outside resources; they may find that a combination of strategies and tools enables them to validate the information and obtain a faithful perception of a sector, trade or occupation.

The use of various means of exploration often leads to new discoveries or understandings, making it necessary for the students to revise their plans. Thus, trying out a work function, watching a demonstration by a classmate, engaging in discussion with a trusted person, going on an industrial visit or taking part in a guidance-oriented activity or a subject-specific learning situation can enable students to enrich or change their perceptions of the world of work or discover an interest in an occupation or trade, which may in turn lead them to restructure their exploration process.

Students should always look critically at their explorations in order to evaluate their quality and relevance. To do so, they should keep records of them, using individualized tools that they can also use for reporting. These may include a logbook, a portfolio, a multimedia presentation, a video, a cybernotebook, a kiosk, etc. They can reflect on their process on their own, using the evaluation criteria, or with the help of the teacher, who guides them by means of questions. They are encouraged to examine how and to what extent they have succeeded in attaining their objectives and carrying out their original intentions. In light of this, they can regulate their process in accordance with their needs or consider exploring new fields.

If a student decides to do more work on an exploration that was considered finished, he or she will have to redo the planning, envision other means of exploration and diversify strategies in order to find additional information on a trade, profession, program of study, etc., and compare the new data with what was previously collected. Once the quality of this process is demonstrated, the student can go on to another exploration of a new field.

### Optional Program

The optional program further develops competency, emphasizing autonomy, initiative and self-confidence, attitudes that are essential in career management

throughout life and that make it possible to overcome fear of the unknown. Tolerance for ambiguity is another important aspect of the program, because the students need flexibility and openness to carry out their explorations.

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*The optional program emphasizes the development of autonomy, initiative and self-confidence.*

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Knowing that their results depend on action and research that are enriched as they carry out their explorations, the students will adopt new strategies and use new tools. They will place greater importance on the quality of the process

and seek new ways of improving it. They may see the advantage of exploring fields that are far from their initial interests or totally unfamiliar to them.

## Key Features of Competency 1

### **Plans his/her exploration process**

Determines some of his/her fields of interest • Defines the purpose of the exploration • Selects the means of exploration • Sets out the steps of the process

### **Varies the means of exploration**

Tries out work functions • Visits workplaces and educational institutions • Uses documentary resources in academic and career information • Meets with key people

## **Carries out a process of career exploration**

### **Looks critically at his/her exploration process**

Compares his/her process with those of classmates • Assesses the usefulness of his/her process • Envisions other explorations • Judges the quality of his/her process • Evaluates the relevance of the resources used

## Evaluation Criteria

- Clarity of the planning
- Diversity of exploratory strategies
- Validation of the information
- Consistency of the process

\* Components of the optional program are shown in italics.

## End-of-Year Outcomes

At the end of the program, students are able to carry out a process of career exploration.

They choose a field of interest and plan the steps of the process. They select resources that may be useful—documentary resources, material resources for experiential activities and resource persons—and evaluate them. They carry out the planned activities and revise their planning as needed to ensure that their explorations are still in line with their objectives. They use various strategies and tools to test their perceptions of the trades and occupations they are exploring. They refine the process to form a clear, detailed picture. Through discussion and critical analysis, they reach a conclusion and begin a new exploration.

*In the optional program, the following outcomes are added:\**

*Students plan the process of career exploration without assistance. They decide to adopt new strategies and use new tools. They are able to take initiatives, and they stress the quality and completeness of their explorations.*

## Development of the Competency *Carries out a process of career exploration*

Teachers can use the following table to vary the parameters of the learning and evaluation situations provided, gradually increasing their complexity and ensuring the development of the competency. They will find guidelines for beginning the process with the students and adapting it according to the requirements of the compulsory and optional programs.

Aspect of the Competency	Parameter of the Situation	Variation of the Parameters		
		Beginning of Program	Compulsory Program	Optional Program
<b>Mobilization in context</b>	<b>Nature of planning</b>	The situation includes a <b>specific</b> framework for planning an exploration.	The situation includes a <b>partial</b> framework for planning an exploration.	The situation <b>provides the broad outlines</b> of planning without giving the framework.
	<b>Field of interest</b>	The situation <b>suggests</b> the exploration of a <b>field of interest</b> with which the student is familiar.	The situation <b>requires</b> the exploration of a <b>field of interest</b> with which the student is less familiar.	The situation <b>requires</b> the exploration of a <b>field of interest</b> unknown to the student.
	<b>Expected production</b>	The situation involves providing a brief record <b>or</b> a succinct communication on the process <b>or</b> the information validated <b>or</b> the exploratory strategies used.	The situation involves providing a brief record <b>and</b> a succinct communication on the process <b>and</b> the information validated <b>and</b> the exploratory strategies used.	The situation involves providing a detailed record and communication on the process <b>and</b> the information validated <b>and</b> ways to improve the strategies used.
<b>Availability of resources</b>	<b>Familiarity and accessibility of means of exploration</b>	The situation involves means of exploration that are <b>familiar</b> and readily accessible.	The situation involves means of exploration that are <b>unfamiliar</b> and relatively accessible.	The situation involves means of exploration that are <b>unfamiliar</b> and accessible with some difficulty.
	<b>Mobilization of means of exploration</b>	The situation involves a <b>limited</b> repertoire of means of exploration.	The situation involves a <b>broader</b> repertoire of means of exploration.	The situation involves a <b>maximum</b> number of means of exploration.
	<b>Mobilization of strategies, tools and attitudes</b>	The situation defines the strategy(ies), tool(s) and attitude(s) to be mobilized.	The situation defines <b>some</b> of the tools and strategies and <b>asks the student to define</b> the attitudes to be mobilized.	The situation <b>asks the student to define</b> the strategies, tools and attitudes to be mobilized.
<b>Reflection</b>	<b>Reflection on the exploration process</b>	The situation <b>explicitly defines the time and focus</b> of reflection on the process the student has to carry out ( <i>means of exploration, strategies, tools, attitudes, etc.</i> ).	The situation <b>defines the focus</b> of reflection, <b>but allows the student to decide</b> when to carry it out.	The situation <b>stresses the quality of the process and allows the student to decide</b> on the time for reflection.

## COMPETENCY 2 Contemplates his/her learning and work possibilities

### Focus of the Competency

Students in Secondary Cycle Two have to make choices that will have an impact on their future working lives. They must consider their career options and envision possible paths, without necessarily making a final career choice. In this way, they learn to contemplate their learning and work possibilities.

By exploring different fields of interest and trying out different work functions, students consolidate the personal profile they began to create in the previous cycle under the guidance-oriented approach to learning. They discover affinities or aversions to certain fields and make connections between what they learn about these fields and their own qualities. Their awareness of their interests, aptitudes and values becomes clearer and they are better able to make connections between their explorations and experiences in trying out work functions and who they are as individuals. They should also discover the specific requirements of certain trades, programs of studies or occupations.

They must reflect by themselves and for themselves, using metacognitive, introspective and distancing strategies. They have to consider the relationship between their personal qualities, their objectives for development and what they have learned through their explorations. Their analysis should enable them to envision a range of possible career paths and, when needed, to revise their initial objectives. It is important that they record their reflections and information in order to go back to them later and to report on them.

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*To contemplate one's learning and work possibilities means to look at oneself, talk with others and envision oneself in the future.*

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But it is not sufficient for students to reflect alone. They have to share their perceptions and compare them with those of their classmates. They need to plan effective means and strategies for communication in order to help themselves and their classmates and to envisage new possibilities when necessary. It is important that they discuss their experiences and perceptions of training programs, trades and occupations with classmates. Sharing their experiences and reflections helps them understand them and make them part of their self-assessments. Teachers should also encourage them to discuss their projects or questions with parents or other trusted adults with experience.

Students learn to form hypotheses regarding possible career paths and to place them in a time frame. It is important that they plan certain steps based on events, that they envision themselves in the future and that they describe what they need to do to obtain training for a possible trade or occupation.

Quotas in certain programs of study, the situation in the job market and personal questions may lead to changes of direction. The competency *Contemplates his/her learning and work possibilities* will be of use to students throughout their lives.

### Optional Program

The optional program develops the competency further, stressing two key features: *Consolidates his/her personal profile* and *Considers possible career*

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*Without forcing students to make a choice, the optional program should lead them to think about how they make decisions.*

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*paths.* Students should compare the various possible career paths they have defined, determining their advantages and disadvantages, their accessibility and whether they are realistic for them. This should enable them to envision themselves as future workers, taking into account their unique personality and their life context.

They should also adopt personal objectives for development and think about the resources and efforts needed to attain their goals. These may involve time for studies, costs of training, intellectual effort, taking risks, etc. They will need to define the attitudes and skills to be developed and learn to reflect more deeply on their process.

Without forcing students to make a choice, the program should lead them to think about how they make decisions. Determining fields that interest them and means of exploring and comparing possible career paths should enable them to learn decision-making strategies and to define whether they tend to be analytic, intuitive or consultative. This allows them to further consolidate their personal profile.

## Key Features of Competency 2

### **Consolidates his/her personal profile**

Makes connections between his/her personal qualities and discoveries • Considers the personal commitments required to reach his/her goals • Recognizes the impact of self-esteem on his/her aspirations • *Sets objectives for his/her personal development* • *Determine his/her ways of making decisions*

### **Shares his/her reflections**

Compares his/her perceptions with those of classmates • Broadens his/her reflections by drawing on those of others • Talks with parents or other trusted people

## **Contemplates his/her learning and work possibilities**

### **Considers possible career paths**

Envisions the stages of his/her possible career path • Recognizes opportunities and their related constraints • Considers his/her possible career path in a time frame • *Critically compares possible career paths*

## Evaluation Criteria

- Relevance of the elements of reflection
- Effectiveness of communication
- Diversity of the possibilities envisaged
- Quality of the justification of the possibilities envisioned

\* Components of the optional program are shown in italics.

## End-of-Year Outcomes

At the end of the program, students are able to present a structured reflection on their learning and work possibilities.

On the basis of their discoveries about themselves and various occupations and trades, they more clearly define their possible career path, taking into account their interests and aptitudes as well as the programs of studies available and the job market. They can consider their possible career path in a time frame. They are able to objectively reconsider possible career paths in light of new knowledge or experience. They can formulate their reflections in a coherent and structured way, refer to them, share them and enrich them through discussion. They are able to take stock, make an assessment or summary and discuss their explorations with adults.

*In the optional program, the following outcomes are added:\**

*Students compare possible career paths in order to evaluate their implications. They recognize their way of making decisions and know strategies that are useful and appropriate for their context. They make connections between their qualities, their discoveries and their self-esteem. They adopt objectives for personal development.*

## Development of the Competency *Contemplates his/her learning and work possibilities*

Teachers can use the following table to vary the parameters of the learning and evaluation situations provided, gradually increasing their complexity and ensuring the development of the competency. They will find guidelines for beginning the process with the students and adapting it according to the requirements of the compulsory and optional programs.

Aspect of the Competency	Parameter of the Situation	Variation of the Parameters		
		Beginning of Program	Compulsory Program	Optional Program
<b>Mobilization in context</b>	<i>Personal qualities</i>	The situation <b>defines the quality(ies)</b> to be consolidated during the explorations.	The situation <b>defines</b> some personal qualities to be consolidated <b>and leaves some to be defined by the student.</b>	The situation requires that the student define <b>some personal qualities</b> and determine his/her <b>way of making decisions.</b>
	<i>Personal development objectives</i>		The situation allows the student to define the attitudes, aptitudes, etc., to be developed.	The situation allows the student to <b>become involved</b> in developing attitudes, aptitudes, etc.
	<i>Definition of possible paths</i>	The situation includes a <b>specific framework</b> for defining a possible career path.	The situation includes a <b>partial framework</b> for defining and justifying a possible career path.	The situation provides only <b>the broad outline</b> for defining and justifying a possible career path. However, it provides a <b>specific framework for comparing</b> possible career paths.
	<i>Expected production</i>	The situation requires that the student provide a brief record <b>or</b> a succinct communication on his/her discoveries <b>or</b> a possible career path.	The situation requires that the student provide a brief record and a succinct communication on his/her discoveries, a possible career path <b>and</b> some attitudes to be developed.	The situation requires that the student provide a record and a detailed communication on his/her discoveries, way of making decisions, a comparison of possible career paths <b>and</b> ways of becoming involved in developing attitudes, aptitudes, etc.
<b>Resources</b>	<i>Means of communication</i>	The situation involves a <b>limited</b> repertoire and <b>defines</b> the means of communication.	The situation involves a <b>broad</b> repertoire of means of communication.	
	<i>Mobilization of strategies, tools and attitudes</i>	The situation <b>explicitly defines the strategy(ies)</b> , tool(s) and attitude(s) to be mobilized.	The situation <b>explicitly defines some</b> of the tools and strategies and <b>asks the student to define</b> some attitudes to be mobilized.	The situation <b>asks the student to define</b> the strategies, tools and attitudes to be mobilized.
<b>Reflection</b>	<i>Reflection on the learning process regarding career options</i>		The situation <b>explicitly defines the time and focus</b> of reflection on learning regarding career options.	The situation <b>stresses reflection</b> on his/her decision-making strategies and allows the student to decide on the time for reflection on his/her learning regarding career options.

## Program Content

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*Project-based pedagogy is a pedagogy of meaning, of the ability to think before acting and, for students, to measure the impact of their actions and to envisage several possible solutions and choose the most effective. It stresses autonomy, cooperation, self-confidence, responsibility, commitment (tenacity and perseverance), discussion and reasoned argument.*

***J. J. Rioult and Y. Tenne***

To develop their projects, students need both internal and external resources. The internal resources consist of strategies and attitudes that are essential in order for them to attain their objectives. For this reason, they are prescriptive, not individually but as a category of resources. In the diagram below, there are four groups of strategies: exploratory strategies, metacognitive strategies, communication strategies and decision-making strategies. There are also four groups of attitudes: responsibility for the project, methodical approach, intellectual drive and listening to self and others.

The external resources consist of various tools needed to develop the project: active exploration tools, research tools, recording and follow-up tools and methodological tools. Socioeconomic and cultural factors that may affect career options are also considered external resources. They are grouped according to context: the student's immediate context, the provincial and national context and the international context.

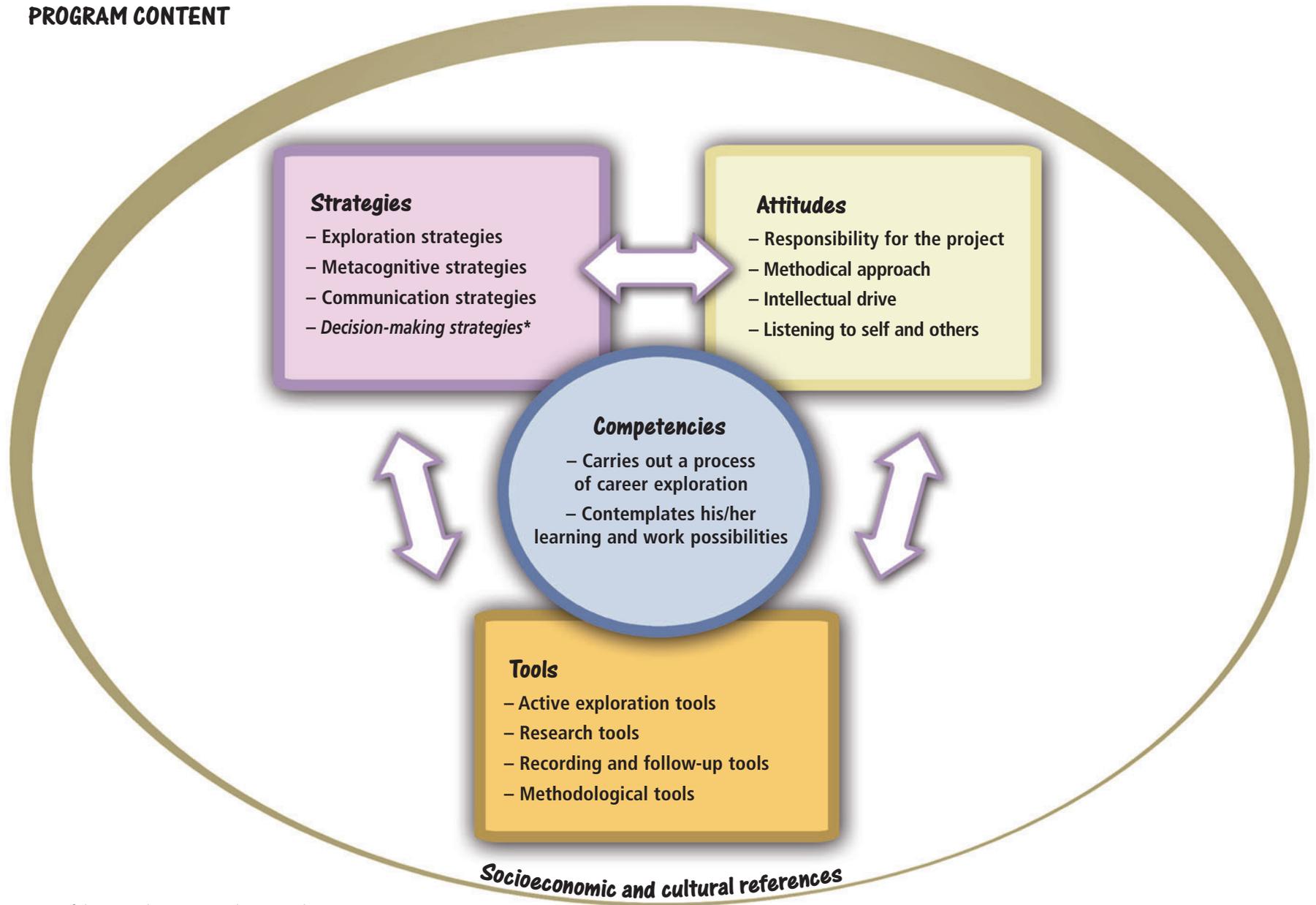
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*The internal resources consist of strategies and attitudes students need to attain their objectives. They are prescriptive, not individually but as a category of resources.*

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In the case of both internal and external resources, the lists provided are not exhaustive or compulsory. Students have to master content specific to the trades or occupations they choose to explore, which will inevitably be different from student to student, at least to some extent. These lists are intended to provide teachers and students with reference points to guide the learning process.

## PROGRAM CONTENT



\*Components of the optional program are shown in italics.

## The student engages in action and reflection regarding his/her future

Using tools	Adopting attitudes	Learning strategies	Considering socioeconomic and cultural factors
<p><b>Active exploration tools</b></p> <ul style="list-style-type: none"> <li>– experiential tools</li> <li>– real or virtual visits</li> <li>– job shadowing or introduction activities</li> <li>– contact with mentors</li> <li>– meetings with workers or students</li> </ul> <p><b>Research tools</b></p> <ul style="list-style-type: none"> <li>– documentary research (print documents, books, prospectuses, Web sites, etc.)</li> <li>– personal accounts (workers, students, parents, etc.)</li> <li>– meetings with information and guidance professionals</li> <li>– participation in activities (open house, career day, etc.)</li> <li>– questioning and discussion with teachers of other subjects</li> </ul> <p><b>Recording and follow-up tools</b></p> <ul style="list-style-type: none"> <li>– logbook</li> <li>– portfolio or Webfolio</li> <li>– assessment of process</li> <li>– evaluation checklist</li> <li>– networks of concepts</li> <li>– summary of discoveries made</li> </ul> <p><b>Methodological tools</b></p> <ul style="list-style-type: none"> <li>– tools for preparing for job shadowing or introduction activities in the workplace</li> <li>– tools for preparing for meetings with guidance counsellors or other career information personnel</li> <li>– tools for interviews with a mentor or worker</li> <li>– tools for making telephone calls</li> </ul>	<p><b>Responsibility for the project</b></p> <ul style="list-style-type: none"> <li>– sense of responsibility</li> <li>– commitment</li> <li>– resourcefulness</li> <li>– perseverance</li> <li>– tenacity</li> <li>– patience</li> <li>– autonomy</li> <li>– <i>initiative*</i></li> </ul> <p><b>Methodical approach</b></p> <ul style="list-style-type: none"> <li>– critical judgment</li> <li>– self-discipline</li> <li>– sense of organization</li> <li>– rigorousness</li> <li>– pride in work well done</li> <li>– willingness to make an effort</li> <li>– realism</li> </ul> <p><b>Intellectual drive</b></p> <ul style="list-style-type: none"> <li>– open mind</li> <li>– curiosity</li> <li>– willingness to take risks</li> <li>– rejection of prejudice and stereotypes</li> <li>– interest in comparing ideas</li> <li>– self-criticism</li> <li>– discernment</li> <li>– <i>tolerance of ambiguity</i></li> </ul> <p><b>Listening to self and others</b></p> <ul style="list-style-type: none"> <li>– genuineness</li> <li>– integrity</li> <li>– respect for self and others</li> <li>– cooperativeness</li> <li>– inner life</li> </ul>	<p><b>Exploration strategies</b></p> <ul style="list-style-type: none"> <li>– experiencing simulations of work functions using experiential and other tools</li> <li>– calling on the expertise of a mentor or a worker</li> <li>– drawing on the experience of classmates in choosing exploration tools</li> <li>– making real or virtual visits to educational institutions or businesses</li> <li>– job shadowing</li> <li>– consulting reference tools</li> <li>– checking the quality and accuracy of information gathered</li> <li>– comparing various types of resources</li> <li>– researching increasingly specific information</li> </ul> <p><b>Metacognitive strategies:</b></p> <p><b>introspection and distancing</b></p> <ul style="list-style-type: none"> <li>– gauging his/her commitment to goals</li> <li>– applying previous knowledge and experience</li> <li>– making connections between his/her personal qualities and discoveries</li> <li>– taking time for personal reflection</li> <li>– reexamining his/her goals as reflection progresses</li> <li>– revising his/her career interests</li> <li>– recognizing attitudes to be developed</li> <li>– adopting criteria for self-evaluation</li> <li>– examining strategies used</li> <li>– asking classmates for their views on the quality of his/her process</li> <li>– adopting the evaluation criteria</li> <li>– asking advice of adults: teachers, academic and career information and guidance professionals, parents, workers, etc.</li> <li>– evaluating tools used</li> <li>– evaluating strategies used</li> <li>– <i>determining his/her usual way of making decisions: intuitive, analytical or consultative</i></li> <li>– <i>recording the stages in structuring his/her project</i></li> </ul>	<p><b>Student's immediate context</b></p> <ul style="list-style-type: none"> <li>– family influence</li> <li>– importance placed on studies and work</li> <li>– perceptions of vocational training, technical training and university studies</li> <li>– high or low value placed on trades traditionally exercised by women or by men</li> <li>– values associated with work</li> <li>– desire for prestige, personal development, material goods, etc.</li> <li>– influence of classmates</li> <li>– influence of peer culture</li> <li>– reaction against dependency among adolescents</li> <li>– tendency to reject the values of the preceding generation</li> <li>– effects of belonging to a specific culture</li> <li>– values associated with employment of young people</li> <li>– importance of recreation, balance between family and work</li> <li>– regional economic development</li> <li>– exploitation of natural resources</li> <li>– development of the primary, secondary and tertiary sectors</li> <li>– plant closings</li> <li>– job losses</li> <li>– labour prospects in the region</li> </ul> <p><b>Provincial and national context</b></p> <ul style="list-style-type: none"> <li>– new economic and political trends</li> <li>– neoliberalism</li> <li>– growth of the tertiary sector of the economy</li> <li>– exploitation of natural resources (fisheries, mining, lumber, etc.)</li> <li>– regional development and disparities</li> <li>– trade unionism</li> <li>– value of work</li> </ul>

\* Components of the optional program are shown in italics.

The student engages in action and reflection regarding his/her future (cont.)

Using tools	Adopting attitudes	Learning strategies	Considering socioeconomic and cultural factors
		<p><b>Communication strategies</b></p> <ul style="list-style-type: none"> <li>– creating a production for communication purposes: multimedia presentation, interactive animation, etc.</li> <li>– discussing his/her explorations and reflections with classmates</li> <li>– drawing on the communications of classmates</li> <li>– defining a communicative purpose</li> <li>– taking the audience into account</li> <li>– setting objectives for listening</li> <li>– expressing his/her ease or difficulties with choices for the future</li> </ul> <p><b>Decision-making strategies</b></p> <ul style="list-style-type: none"> <li>– <i>listing possibilities in order of desirability and feasibility</i></li> <li>– <i>becoming aware of compromises needed in relation to all decisions</i></li> <li>– <i>envisioning new possibilities</i></li> <li>– <i>imagining other possible solutions</i></li> <li>– <i>anticipating the role of beliefs and values in decision making</i></li> <li>– <i>gauging the importance of personal and external factors that enter into decisions</i></li> <li>– <i>identifying information pertinent to later choices in reports on his/her performance in school</i></li> <li>– <i>consulting guidance experts as needed to make informed choices</i></li> <li>– <i>envisaging choices of electives in relation to possible programs of studies</i></li> <li>– <i>trusting his/her intuition when making decisions</i></li> </ul>	<p><b>Provincial and national context (cont.)</b></p> <ul style="list-style-type: none"> <li>– advent of the leisure society</li> <li>– value placed on work by different generations in Québec</li> <li>– Québec population</li> <li>– migration towards cities</li> <li>– multiethnicity</li> <li>– impact of urbanization on employment prospects</li> <li>– depopulation of some regions</li> <li>– impact of demographic data on the Québec labour force (decrease in the birth rate, aging of the population, etc.)</li> </ul> <p><b>International context</b></p> <ul style="list-style-type: none"> <li>– globalization of trade</li> <li>– structure and change in the international economy</li> <li>– global production and information networks</li> <li>– small- and large-scale subcontracting</li> <li>– delocalization of companies</li> <li>– sustainable development</li> <li>– consumer society versus society that protects the environment</li> <li>– environmental questions</li> <li>– global warming</li> <li>– technological development</li> <li>– new relationship to work</li> <li>– increasing complexity of work functions</li> <li>– new organization of work</li> <li>– impact of the knowledge-based culture</li> <li>– increasing need for workers with certified qualifications</li> </ul>

\* Components of the optional program are shown in italics.

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