Achieving Success Through The Guidance Oriented Approach to Learning

Secondary Cycle Two Handbook

The Western Quebec School Board

Beatrice Kelly Butler
October 2003
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Introduction

Career development in its broadest perspective is defined as a lifelong process by which an individual defines and refines life and work roles. It includes awareness of individual interests, skills, attitudes, talents and abilities particularly as students change and develop during their educational experience from elementary school to adulthood. This process provides the context in which students become aware and start to explore a variety of educational and occupational opportunities, learn the realities of the workplace and identify both with technical skills and individual qualities that they will need to succeed in the modern economy. Career development begins in the elementary school with a journey of self discovery and career awareness. In junior high school students learn how their current educational and personal choices will affect their future life roles, in particular their choices for a career. Students will explore different careers and develop the skills, self esteem and attitudes they need for a rewarding work life. In secondary school and beyond, students expand their knowledge, skills and attitudes through practice and application to succeed in achieving their career goals.

The Guidance Oriented Approach to Learning (GOAL) is a continuum of instruction and learning throughout a students schooling to help students take advantage of the changing academic and skill requirements of the emerging workplace.
What the Quebec Ministry of Education is Implementing in Schools.

The Ministry of Education has put into action a new direction for success referred to as ‘The Guidance Oriented Approach to Learning’ (GOAL). This is a concept that lies at the very basis of the schools educational project. This approach to learning aims to raise the standards achieved by all students through, raising expectations; ensuring progression; engaging and motivating students; and transforming teaching and learning.

“Too frequently, career orientation for students consists of a single, brief unit once a year” (“Developmental Career Programs” 1998, n.p.). Ideally, career education and development should be infused into the curriculum. Maddy-Bernstein and Dare (1997) found that the most effective career development programs are systematic-developmental, accessible to all learners, and embedded in the curriculum.

What is Guidance Oriented Approach to Learning at Secondary Cycle Two?

The Guidance Oriented Approach to Learning is a learning approach by a school team and its partners, in which objectives are set and career related themes and activities are integrated into the schools success plan and educational project. The Guidance Oriented Approach to Learning should not be a series of isolated career lessons but a tapestry of integrated pursuits weaved into regular school projects and activities. This approach to learning should emphasize self-awareness, knowledge of social roles, trades and occupations, familiarity with the world of work and the relationship these topics have with school subjects. An infused curriculum uses career information and self-knowledge to help students draw on connections between school and life. Students should connect with their interests, gain new experiences and develop their abilities through subjects, educational projects and extra curricular activities.

During Secondary Cycle Two, students take increased responsibility for their own learning. Students should be encouraged to play a significant role in the life of the school, contributing to decision-making processes and realizing that their participation in the organization of the school contributes to their own achievements and to those of others.

At this stage it is important to notice that not all students will have the same experience. Students will be participating in a wide range of learning opportunities, often in settings other than school. Goals of the students will become more focused and direct so that their needs can be explored and understood. Ultimately the individual makes an informed choice to pursue a career path and will then leave secondary education with confidence and a record of their successes through a Personal Education Plan.

Objectives of GOAL

- To increase students knowledge of themselves, their interests and aptitudes, and various occupations.
- To encourage students to make educational and career plans.
- To sustain students’ interest and motivation for their studies.
• To reduce student’s risk of failure or dropping out; to avoid unjustified lengthening of studies.

What is the Purpose of this Handbook?

This handbook has been written so that ‘The Secondary School’ can approach the Quebec Education Program (QEP) using the Guidance Oriented Approach to Learning. It offers the school a more in depth look at the ‘GOAL’ approach and how it can be addressed and developed within the school and the community. Teachers, principals, and vice principals can also use it to identify appropriate opportunities to integrate ‘GOAL’ into projects, themes and the life of the school as a whole.

This handbook is a guideline to help teachers draw attention, in the classroom, to any links that exist between the subject being taught and any career preparation activities that could be integrated and connected, so that students recognize the practical value of school learning. It also illustrates ways in which teachers can develop these career learning opportunities, to respond to specific needs and priorities of students.

Participants

All members of the school community, including the students need to be involved in the development of the ‘GOAL’ approach including:

• **Students:** who have primary responsibility for their education and career planning.
• **Teachers:** who guide students in their identity development and show them the connections between subject-specific learning and the world of work. Teachers work with the information and counseling professionals.
• **Information and counseling professionals:** who as experts, help the students, parents, teachers and school administration.
• **Support personnel:** e.g. library workers, who assist students in planning student’s life activities or researching academic and career information.
• **The school administration and governing board:** who are leaders in the schools educational project and are responsible for the implementation of the guidance oriented approach to learning in the school.
• **Parents:** who guide their children in their identity development and exploration of their talents and aptitudes.
• **The school board:** e.g. career education consultant which promotes the guidance oriented approach to learning in its schools and assists schools (resources, support, advice)
• **The community:** i.e. workers, employers, organizations and training institutions, which provides support to the school team, for example by hosting young people in the work place or participating in school activities.
What does this Handbook Include?

This handbook gives examples of different topics that can be combined in different ways to address the Quebec Education Program (QEP) through ‘GOAL’ in secondary cycle two. A number of activities are given to show possible ways to deliver the QEP integrating ‘GOAL’ through subject areas, school based projects or themes. For example, careers and mathematics: Discussing money and how it relates to different occupations. Careers and English: Discussing and writing about the different occupations that they are interested in.

The Quebec Education Program presents a number of Broad Areas of Learning (BAL) which deal with issues that are important to both individuals and societies (QEP, 2004). One BAL is ‘Personal and Career Planning’ and the educational aim is:

“To enable students to make and carry out plans designed to develop their potential and help them integrate into adult society”.

There are also 3 focuses for development that have been identified (QEP, 2004) including:

1. Self-knowledge and awareness of his/her potential and how to fulfill it;
2. Adoption of strategies related to a plan or project;
3. Familiarity with the world of work, social roles, and occupations and trades.

This handbook will also give guidance about:

- What individual school issues need to be considered when addressing the QEP through ‘GOAL’;
- The best way to deliver the QEP using the ‘Guidance Oriented Approach to Learning’ into subject areas, school based projects and themes;
- How to assess students and involve them in self assessments;
- Different approaches to teaching and learning;
- Planning and organizing arrangements for students with respect to their career goals;
- Students course selections;
- Student involvement and highlighting great opportunities that are available to them, to further develop and put into practice their existing careers skills;
- Extending student participation through the Aim Higher workplace learning experience, volunteering, part time work and community based activities.

Schools will be able to identify other ways for students to develop skills of participation and responsible action by involving them in the life of the school and the community.
Schools should make arrangements to coordinate with the career education consultant so that:

- Resources can be easily distributed;
- The project can be evaluated for success;
- Staff, parents and governing board members are aware of the QEP and where ‘GOAL’ fits, along with the support and guidance that is being offered;
- Students are aware of expectations at each stage;
- Appropriate decisions about the integration of ‘GOAL’ are made;
- Activities and resources are provided and the infusion of the resource works in conjunction with the other subjects.

Activities for ‘Personal and Career Planning’

Each grade level will have access to 10 different career activities. Teachers should make time in their subject areas, school based projects and themes to integrate the career related activities and students should be made aware that these activities are ‘Careers Oriented Learning’. The activities provided fulfill all the focuses for development in the BAL ‘Personal and Career Planning’. In each activity teachers should be aware of individual student success so that these can be recorded into their individual ‘Personal Education Plan, (PEP)’.

Personal Education Plan

Beginning in Cycle 3 elementary, each student will keep a folder that they update and complete throughout their education. This will be called a ‘Personal Education Plan’ or PEP. This will include personal characteristics, objectives, certificates, reference letters and recommendations that are oriented toward preparation for postsecondary education. Schools should develop a range of ways to recognize the achievements of students. Qualifications, awards and certificates should allow the achievements of all students to be recognized. Student contributions to school life and participation in specialty events should be acknowledged and valued by the school. We can then transfer this acknowledgement to the outside world of work through the students ‘PEP’.

How GOAL fits into a School Based Project at Secondary Cycle Two

This handbook has been designed to offer schools flexibility in delivering the QEP through ‘GOAL’. Teachers should select and combine their own ideas with the activities provided to address the ‘GOAL’ approach effectively, and meet the needs of individual students, the school and its community. Teachers should also decide in what depth to cover a particular topic. This might include:

- Rewriting or changing the activity.
- Changing the focus to account for the different local priorities.
- Relating a specific topic to the area in which the students are living.
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- Highlighting the different occupations that may be available in the specific area e.g. Ottawa, High-tech and Federal Government.

Activities Provided for Secondary Cycle Two (Grade 9)

1. An Introduction to Careers Education and Guidance
2. Self Assessment Pack
3. Using The Careers Library
4. A Day In The Life Of……
5. Deciding For Yourself
6. Decisions Which Way Is Best
7. Choices And Consequences
8. Who Can Help?
9. How Organizations Work
10. What’s My Line?
11. Jobs, Skills and Qualities
12. The Job For Me
13. Applying For A Part Time Job
14. Where Am I Now?
15. My Action Plan
16. The Shoe Factory

Activities Provided for Secondary Cycle Two (Grade 10)

1. Letters Of Application
2. Interview Skills
3. What Happens If
4. Be Safe
5. Responsibilities At Work
6. Dressing For Work
7. How Can Careers Advice Help Me?
8. Great Expectations
9. Key Skills?
10. Entry Levels To Employment
11. Lifelong Learning
12. How Much Do I Know?
13. Factors Affecting Choice
14. Post 16 Pathways
15. Bookworm
16. My Action Plan

Activities Provided for Secondary Cycle Two (Grade 11)

1. My Action Plan
2. Calendar For The Year
A Whole School Planning Process for ‘Guidance Oriented Approach to Learning’

Career planning, integrated through school based projects and themes, have implications for the whole school and community. Infusing the ‘GOAL’ approach is relevant to the management and organization of the school as well as to all aspects of the schools curriculum.

Whole school polices such as rewards, discipline and equal opportunities play an important role in the integration of ‘GOAL’. Students’ involvement in reviewing, monitoring and reflecting on these policies, relating them to the ‘World of Work’ can in itself contribute to the ‘GOAL’ approach.

The schools philosophy is critical to the successful integration of ‘GOAL’. The school philosophy may include:

- Clear school values that have been discussed by all members of staff.
- The school should have good active relationships with other schools in the area as well as the wider community including community and youth centers, businesses, local authorities and voluntary organizations. This will create opportunities for the students in the future.
- A curriculum that requires students to participate in and contribute to the community. This will give the students’ real experience in the workplace and give them opportunities to develop skills in the workplace. This could be done through the Aim Higher workplace learning program.

The following questions should be asked to help infuse the ‘GOAL’ approach within subject areas, school based projects and themes.

1. How are the needs and priorities of students met in Secondary Cycle Two? How do they relate to this handbook?
2. Do you allow students to build on their achievements in Grade 10 and 11?
3. Do you allow students to put into practice what they have previously learned in the classroom?
4. Have decisions been made to plan off-timetable events involving the cycle group or individual?
5. Are students being supported in making decisions about their future goals?
6. Is the guidance counselor and/or teacher/s available to support students in developing independent study skills or in locating research materials?
7. Have we made sure that links between subjects are identified and used positively and that repetition is avoided?
8. Are students taking increased responsibility for recording their achievements (PEP), incorporating out of school and community based activities?

Developing Guidance Oriented Approach to Learning

Developing an individual school approach to ‘GOAL’ will provide opportunities for all students to learn and achieve their future career goals. It will also promote students’ moral and social development and prepare all students for the opportunities and experiences of life. Teachers must be aware of the specific needs and priorities of students and how these are different to those of students secondary cycle one, for example:

- Students may differ according to the course they study. Those studying drama might research an occupation of their interest and portray it through a performance or a geography student may go out on a field trip and explore different occupations of interest in the local community.
- Students will differ in terms of levels. Teachers should give support and or provide additional challenges for less able, gifted and talented pupils.
- Students should be able to select from a wide range of different opportunities in and outside of school depending on the subject area they choose.

Teaching and Learning Approaches

The aim of ‘GOAL’ is to help students become self directed, lifelong learners. Teachers should not only help students develop the skills to handle decision making and changes in the future, but also provide them with a process of effective learning that they can use beyond school life. To accomplish this aim, teachers should use a range of teaching styles to accommodate the different learning styles of the students. Effective teaching/learning processes include: tutoring, command style teaching, one on one teaching, guided discovery, experiential learning, cooperative learning, role playing, and case studies. Students are more likely to become actively involved in their own career learning if their learning experiences have enabled them to take responsibility. Teachers should ensure that students are further developing knowledge and understanding about their own specific career goals and this is applied when using skills of enquiry, communication, participation, reflecting, analyzing, evaluating, making decisions, setting goals and responsible action.
The school should also have a strong link to the community. Students need to have opportunities to learn about the world of work in workplaces and interaction with employers and employees, both in the classroom and in the community.

All the above should be met by giving students an opportunity to:

1. Take responsibility for their own learning, recording what they have learned and achieved. Reflect on their learning and action plans to establish the next step after they leave school.

Having the students discuss the aims and desired outcomes of the ‘GOAL’ approach, and being involved in the needs of the school and community can support this. Within many of the activities, students will be able to make informed choices about their own career goals. For example, encourage students to answer their own career questions through self-directed research projects – using the internet, group or class brainstorming, student to student/teacher interviews, contacting local authorities, businesses and community groups. They can reflect on what they have learned and record any achievements in their folder.

2. Explore discuss, and develop student strengths and interests so that they can decide on work and life goals. Students should start to develop the skills and knowledge that they need to succeed in their career choice.

This can be supported by the courses students select and the help they receive in making these choices. Students should also take part in critical discussions that are relevant to their goals. Students should be encouraged to go on work related experience (this could be done through the Aim Higher workplace learning program), and contact people in the community to meet discuss work and experiences. Students should also be given the opportunity to have regular meetings with teachers/guidance counselors to discuss these choices.

3. Work in groups of different sizes and compositions, taking on various different roles to experience communication, teamwork and leadership, and by sharing the responsibility of the outcomes in a group activity. Considering other peoples experiences, explaining views of their own and respecting those of other people.

Students need opportunities to take on varying roles, to experience leadership as well as membership. Teachers should consider whether it is appropriate to have single gender groups or mixed groups? Are the groups to be of mixed ability or selected by ability? Are the groups to be randomly formed or manipulated to ensure that certain students do not work together for whatever reason? Should the groups be small, or should they be larger?

4. Students should experience open days in the school, having visitors and outside organizations into school (see appendix 2), going on visits to outside organizations (see appendix 3), making links with the community including local
businesses. Students should start to develop the skills to be able to discover, evaluate and present different work opportunities for themselves, using different forms of research tools. These should be related to their own personal career goals.

Visits to outside organizations should relate to the specific interest of the student and in order for the student to take responsibility the placement should be organized by the individual. Opportunities for the student to research different areas of interest should be available. Students should also be made aware of these opportunities.

5. Students should start to anticipate and respond to any changes that may occur in everyday and school life. They should start to prepare themselves for the transition from school into either work or postsecondary education and to understand the challenges they will face after they leave school.

Students should experience at least a week of work placement at Grade 9, 10 and/or 11. Having the students start up their own small business in the school through the entrepreneurship contest www.concours-entrepreneur.org Participating in an elected school council with the responsibility of the school.

6. Students should have time to reflect on all their experiences, in both formal and informal curriculum. They should identify what they have learned from the experiences they have been given and how these experiences have benefited them.

Building on Students Earlier Experiences

Student’s career learning and preparation should be proactive enabling them to build their confidence and develop the skills needed to make choices and decisions as they approach adulthood. Students should engage in the exploration of real issues of concern to them, examine varied attitudes and values, experience ways in which individuals can make a difference, and learn how to seek help and support for themselves and others.

Ensuring that the student has a smooth progression from secondary school to post-secondary education and/or the world of work is imperative. ‘GOAL’ will provide consistency for the students moving into their new school community. Students will:

- Draw on a range of experiences and activities undertaken at secondary cycle one and how they can build on these at secondary cycle two.
- If appropriate reflect on how a new school/college/vocational centre is different from their old school and use this to develop an understanding of the community.
- Bring their ‘PEP’ to their new school with evidence of their previous responsibilities and involvement, which can be used for teachers to reflect on prior learning.
- Have opportunities to develop the ‘PEP’ in secondary cycle two.
Assessment

Schools should decide on the most appropriate methods of assessment and recognize the achievement of the students. For example:

- Students may be assessed as working towards, achieving or working beyond.
- Assessment should be planned from the beginning as an integral part of the teaching and learning process.
- Assessment should provide regular opportunities for the students to receive feedback on their progress and achievements, helping them to identify what they should do next.
- Assessment should involve students in discussion about learning objectives and desired outcomes.
- It should include students in self-assessment and peer assessment.
- It should allow for any achievements to be collected in their ‘PEP’.
- It should reflect evidence of progress in skills of participation, gathering their own information and developing their own goals and achievements.

Students with Learning Difficulties

Teachers of students with learning difficulties may find the guidelines below helpful. Teachers should consider whether:

- Particular parts of the handbook should be emphasized or expanded.
- Students should be given more time on particular topics.
- Opportunities for the student to review knowledge and skills already introduced.
- Opportunities for the student to experience a range of different styles of teaching and learning strategies.
Appendix One

GOAL and Links with the QEP

The GOAL approach provides a base for the cross-curricular competencies and broad areas of learning in the QEP to be addressed, namely:

- Intellectual
- Methodological
- Communications Related
- Personal and Social
- Health and Well Being
- Personal and Career Planning
- Environmental Awareness and Consumer Rights and Responsibilities
- Citizenship and Community Life

Other broad skills that are addressed in this program include:

**Thinking skills.**
By using thinking skills students can focus on ‘knowing how’ as well as ‘knowing what’ – learning how to learn. Some of the lesson plans provided will give students opportunities to develop thinking skills.

**Information-processing skills**
These enable students to locate and collect relevant information, to sort, classify, sequence, compare and contrast, and to analyze all the data collected.

**Reasoning skills**
These enable students to give reasons for opinions and actions, to draw inferences and make deductions, to use precise language to explain what they think and to make judgments and decisions informed by reasons or evidence.

**Enquiry skills**
These enable students to ask relevant questions, to pose and define problems, to plan what to do and how to research, to predict outcomes and anticipated consequences, and to test conclusions and improve on experiences.

**Evaluation skills**
These enable students to evaluate information, to judge the value of what the experience, and read, to develop criteria for judging the value of their own and others experiences, information and ideas, and to have confidence in their judgments.
Appendix Two

What is Good Practice when having Visitors to the School?

Having visitors into the school should be planned in agreement with the principal, vice principal and in accordance to the school's policy.

Teachers should:

- Involve the students in discussion about who would be an appropriate visitor to support the work undertaken.
- Enable students, wherever possible to write letters of invitation and plan the visit.
- Brief the visitor as to the nature and the purpose of the visit.
- Ensure that sufficient time is given to preparing questions the students may wish to ask.
- Follow up what has been learned from the visit.

Visitors should be thoroughly briefed in advance of the visit and understand their involvement. They will need to know:

- The location of the school.
- How much time is available.
- How many students are involved, their age and ability.
- What equipment is available and the accommodation.

Visitors should never be left alone in the classroom to work with students. Their contribution should compliment that of the teacher, not to replace it. If the presentation promotes a partial view of a controversial issue, the teacher will need to ensure that the opposing view is presented at the same point to provide a balanced perspective. They will also need to ensure that unanswered questions are address.
Appendix Three

What is Good Practice when going out on School Visits?

Going out of the school on field trips to different places should be planned in agreement with the principal, vice principal and in accordance to the schools policy.

Teachers should:

- Involve the students in discussion about where would be an appropriate place to visit to support the work undertaken.
- Enable students, wherever possible to write letters to businesses, organizations, and community groups to plan the visit.
- Be aware of any costs that could be involved.
- Make sure that the organization has agreed and made any specific arrangements for the students to visit e.g. any disabled students.
- Brief the organization as to the nature and the purpose of the visit.
- Ensure that sufficient time is given to preparing questions the students may wish to ask before they go on the visit.
- Follow up what has been learned from the visit.

Organizations should be thoroughly briefed in advance of the visit and understand their involvement. They will need to know:

- When and what time you will be visiting.
- How much time you want to spend there or how much time is available.
- How many students are involved, their age and ability.
- Any other specific information that would help the trip run smoother.

Visiting any organization should compliment the work that is being done in the classroom. If the visit promotes a partial view, the teacher will need to ensure that the opposing view is presented at the same point to provide a balanced perspective. They will also need to ensure that unanswered questions are addressed.
Appendix Four

Suggested Assessment Criteria for Secondary Cycle Two

The following descriptions describe the types and range of performance that the majority of students should characteristically demonstrate by the end of the year in Secondary V, having been taught the lesson plans provided. These descriptions have been designed to help teachers judge the extent to which their students’ attainment relates to this expectation.

Secondary Cycle Two

Students should have a comprehensive knowledge and understanding of the topical events they study, the opportunities open to them in the world of work, responsibilities, and goals they need to achieve in order to become successful in their career choice. They should be able to obtain and use different kinds of information, including the media to form and express opinions. They should know how to evaluate the effectiveness of different ways of communication, experiencing work-related activities outside of school environment. Students organize and take part effectively in school and community based activities, showing a willingness and commitment to evaluate such activities critically. They demonstrate personal and group responsibility in their attitudes to themselves and others. They should be ready to face the changes as they leave school.
# Appendix Five

## Useful Careers Related Organizations

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<tr>
<th>Organization</th>
<th>Address</th>
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<tr>
<td><strong>Human Resources Development Canada</strong></td>
<td>Public Enquiries Centre, Hull, Quebec, K1A 0J9</td>
<td>Fax: (819) 953-7260 Youth info line: 1-800-935-5555 Youth Link publication free</td>
</tr>
<tr>
<td><strong>National Adult Literacy Database Inc.</strong></td>
<td>140, Promenade du Portage, Phase IV, 5th Floor, Ottawa/Hull, K1A 0J9</td>
<td>Fax: (819) 953-7260 Youth info line: 1-800-935-5555 Youth Link publication free</td>
</tr>
<tr>
<td><strong>Biotechnology Human Resources Council</strong></td>
<td>401-116 Lisgar Street, Ottawa, ON, K1P 5G4</td>
<td>Tel: (613) 235-1402 Fax: (613) 233-7541 Email: <a href="mailto:info@bhrc.ca">info@bhrc.ca</a> Internet: <a href="http://www.bhrc.ca">http://www.bhrc.ca</a> Order free Biotech career kit.</td>
</tr>
<tr>
<td><strong>Canadian Equipment Industry Training Committee</strong></td>
<td>4531 Southclark Place, Ottawa, ON, K1T 3V2</td>
<td>Tel: (613) 822-8861 Fax: (613) 822-8862 Email: <a href="mailto:info@solidfutures.org">info@solidfutures.org</a> Internet: <a href="http://www.solidfutures.org">http://www.solidfutures.org</a> Order publication: solid jobs solid futures free</td>
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<tr>
<td><strong>Canadian Steel Trade and Employment Congress</strong></td>
<td>234 Eglinton Avenue East, 5th Floor, Toronto, ON, M4P 1K7</td>
<td>Internet: <a href="http://www.cstec.ca">http://www.cstec.ca</a> Order free copy of New Steel – Doorway to the Future.</td>
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<td><strong>Canada WorkinfoNet</strong></td>
<td>110-240 Catherine Street, Ottawa, ON, K2P 2G8</td>
<td>Fax: (613) 234-7479 Internet: <a href="http://www.workinfonet.ca">http://www.workinfonet.ca</a></td>
</tr>
<tr>
<td><strong>Canadian Council for Human Resources in the Environment Industry</strong></td>
<td>234 Eglinton Avenue East, 5th Floor, Toronto, ON, M4P 1K7</td>
<td>Internet: <a href="http://www.solidfutures.org">http://www.solidfutures.org</a> Order free copy of New Steel – Doorway to the Future.</td>
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<td><strong>Career Circuit</strong></td>
<td>215 Cooper Street, 3rd Floor, Ottawa, ON, K2P 0G2</td>
<td>Toll free phone: 1-888-393-3210 Toll free fax: 1-888-705-2502 Internet: <a href="http://www.thecircuit.org">http://www.thecircuit.org</a></td>
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Aylmer, Quebec, J9H 4A6
Tel: (819) 684 1770 ext: 23
Fax: (819) 684 5350
Email: kbutler@wqsb.qc.ca

Career Awareness Resources at the
Canadian Tourism Human Resources Council
Tel: (450) 651-1099, (613) 231-6949
Fax: (613) 231-6853
Internet: http://www.cthrcc.ca
Organization that will come in and talk
with the students about careers in tourism

Canadian Technology Human Resources Board
201-251 Bank Street
Ottawa, ON, K2P 1X3
Tel: (613) 233-1955
Fax: (613) 234-7479
Toll free: 1-800-216-9462
Email: info@cthrb.ca
Internet: http://www.cthrb.ca
Publication Look Ahead get Ahead $21.95

Canlearn Interactive
Canada Student Loans Program
15 Eddy Street, 10th Floor,
Hull, Quebec, K1A 0M5.
Fax: (819) 997-4660
Email: info@canlearn.ca
Internet: http://www.canlearn.ca

The Packaging Centre Council of Canada
Fax: (416) 490-7844
Email: info@packagingcareers.org
Email and ask for a free copy of Careers
in a Package publication

Cultural Human Resources Council
17 York Street, Suite 201,
Ottawa, ON K1N 9J6
Tel: (613) 562-1535
Fax: (613) 562-2982
Email: info@culturalhrcc.ca
Internet: http://www.culturenet.ca

National Life/Work Centre
Tel: 1-888-533-5683
Fax: (506) 758-0353
Email: lifework@nbnet.nb.ca
Internet: http://lifework.ca
Order Smart options publication
and The Edge magazine free.

Job Futures
Applied Research Branch
Human Resources Development
165 Hotel de Ville, 6th Floor, Hull
Quebec, K1A 0J2
Toll free: 1800 935-5555
Fax: (819) 953-8584
Internet: http://www.jobfutures.ca

Volunteer Canada
430 Gilmour Street,
Ottawa, ON, K2P 0R8
Tel: 1-800-670-0401
Internet: http://www.volunteer.ca
Software Human Resources Council, Inc.
30 Metcalfe Street, Suite 400,
Ottawa, ON, K1P 5L4
Tel: (613) 237-8551
Fax: (613) 230-3490
Internet: http://www.shrc.ca
Fax for a free copy of The Missing Link

Canadian Trucking Human Resources Council
720 Belfast Road, Suite 203
Ottawa, ON, K1G 0Z5
Tel: (613) 244-4800
Fax: (613) 244-4535
Internet: http://www.cthrc.com/

Ministere de l'Education
1035, rue De La Chevròtière
Edifice Marie-Guyart, 17e etage
Quebec, G1R 5A5
Tel: (418) 646-7008
Fax: (418) 528-8023
Email: annie.tardif@meq.gouv.qc.ca
Internet: www.meq.qc.ca

Carrefour Jeunesse emploi de l'Outaouais
350, Boulevard de la Gappe,
Gatineau, Quebec,
J8T 7T9
Tel: (819) 561-9223
Fax: (819) 561-1455
Email: optiontravail@cjeo.qc.ca
Internet: www.cjeo.qc.ca

Northern Scientific Training Program
10 Wellington Street,
Hull, Quebec, K1A 0H4
Tel: (819) 997-9667
Fax: (819) 994-6419
Internet: www.a inc-inac.gc.ca/nstp/nst pb_e.html

Community Futures Development Corporations
979 de Bourgogne Street, Suite 530,
Sainte-Foy, Quebec, G1W 2L4
Tel: (418) 658-1530
Internet: http://www.reseau-sadc.qc.ca

Yes Canada-BC Publishing
Tel: (604) 412-4134
Fax: (604) 412-4144
Internet: http://www.realm.net
Ask for a publication of REALM magazine there is a cost if ordering more than one.

Forum for International Trade Training
30 Metcalfe Street, 4th Floor,
Ottawa, ON, K1P 5L4
Tel: (613) 230-3553
Fax: (613) 230-6808
Internet: http://www.fitt.ca

McGill University
Kevin Thornhill - admissions
Welcome Centre,
Burnside Hall, Room 115,
805 Sherbrooke St. West,
Montreal, Quebec, H3A 2K6
Tel: (514) 398-6555
Fax: (514) 398-2072
Email: kevin.thornhill@mcgill.ca

Career Choice Education Program Guide.
Sandra Salesas
Tel: (514) 367-8738
Email: sandra.salesas@csmb.qc.ca

Canada Economic Development For Quebec Regions
Tour de la Bourse, 800 Victoria Sq.
Suite 3800, PO Box 247,
Montreal, Quebec, H4K 1E8
Tel: (514) 496-4636
Internet: http://www.dec-ced.gc.ca
Appendix Six

Other Useful Websites.

Canadian Career Development Foundation:  http://www.ccdf.ca
Canada Career Consortium:  http://www.careerccc.org

Publications from this website include:
Canada Prospects
Canada Prospects – Facilitators Guide
Career Directions
Getting Started
The work handbook
Your guide to using Career Directions

Ministry of Education in Quebec  http://www.meq.gouv.qc.ca
The Real Game  http://www.realgame.com
The Edge magazine  http://www.thedgemag.org
Career Path Adventures  http://www.islandnet.com/careerpathadventures
Career Experience  http://www.careerexperience.com/
Next Steps-Career Planning  http://www.nextsteps.org/net/career/career.htm
The Real Game  http://www.realgame.com
Alberta Occupational Profiles  http://alis.gov.ab.ca/occinfo/frameset.asp
Alberta Home Page  http://www.alis.gov.ab.ca/
Job Futures 2000  http://jobfutures.ca
National Occupation Classification  http://www.worklogic.com:81/noc/
Career Gateway Occupation Descriptions  http://www.edu.gov.on.ca/eng/career/descrip.html
Home page  http://www.edu.gov.on.ca/eng/career/
Job Profiles  http://www.jobprofiles.com
What can I do with a major in…  http://www.unewil.edu/stuaff/career/Majors/majors.htm
Campus Program  http://campusprogram.com/canada/
Salary Expert  http://salaryexpert.com/
Career Awareness  http://www.hrdc.gc.ca/career
Essential Skills Web Site  http://www15.hrdc-drhc.gc.ca/
Ass. of Canadian Community Colleges- program database  http://www.accc.ca/english/colleges/programs_database.cfm
Career/College – list of schools  http://www.career-college.com/colleges/list.htm
School Finder  http://www.schoolfinder.com/
The road ahead  http://www.canlearn.ca/Engish/learn/learning2.html
Ass. of Colleges and Universities of Canada Programs search Engine  http://www.aucc.ca/english/dcu/universities/
A Handbook for Secondary Cycle Two

Funding Education http://www.canlearn.ca
Scholarships Canada http://scholarshipscanada.com/
Life long learning http://courses.telecampus.edu/
Distance Studies http://www.distancestudies.com/
Job Bank http://www.jobbank.gc.ca/
Jobs, workers, training and Career clusters http://www.jobset.ca/
Job Boom http://www.jobboom.com/
Work Opolis http://www.workopolis.com
Monster.ca http://english.monster.ca
Job Shark http://www.jobshark.ca/
Job Bus http://www.jobbus.com/
Career Click http://www.careerclick.com/
Jobs in the Public Service http://jobs.gc.ca/
Campus Worklink http://www.campusworklink.com/
Career Owl http://www.careerowl.ca/
Canadian Forces http://www.forces.ca
The Resume Tutor http://www1.umn.edu/ohr/ecep/resume/
Quintessential Careers http://www.quitessential.com/
The Riley Guide http://www.rileyguide.com/
The Job Hunters Bible http://www.jobhuntersbible.com/
The Canadian Careers Page http://www.canadiancareers.com
Job Searching in Canada http://jobsearchcanada.about.com/
Wall Street Career Journal http://www.careerjournal.com/
Youth Employment Information http://www.youth.gc.ca
On site http://www.epi.ca
National Youth Internship Program http://www.careeredge.org/
Internships and Volunteer work http://campusaccess.com/campus_web/intern/i2int.htm
Youth Cyberstation http://www.pch.gc.ca/cyberstation/
Exchanges Canada http://www.exchanges.gc.ca
Work Destinations http://www.workdestinations.ca
Labour Market Information http://labourmarketinformation.gc.ca
Canadian Relocation System http://www.relocatecanada.com/
Entrepreneur http://www.EntreWorld.org/
Canada Business http://www.cbsc.org/
Enter Web http://www.enterweb.org
Working and studying abroad http://www.petersons.com/
Embark http://www.embark.com
College Board online http://www.collegeboard.org/index.html
Edupass http://www.edupass.org
Braintrack University Index http://www.braintrack.com/
Grad Schools http://www.gradschools.com/
Career Tips http://www.careertips.com/
International Experience http://www.cbie.ca/
Worldwide Classroom http://www.worldwide.edu/
Special Needs http://www.worklink.com/
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