

Navigating PATHWAYS And Course Selection Plenary Session



<p> Brought to you by the Guidance
Department and Administration. </p>

●●● A Prayer for Our Students

Heavenly Father,

Watch over our students as they begin the process of making choices about how best to use the gifts and talents you have so generously bestowed upon them. Help them to be:

Discerning believers formed in the Catholic Faith community who celebrate the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection and moral living...

Effective communicators who speak, write and listen honestly and sensitively, responding critically in light of gospel values...

Reflective, creative and holistic thinkers who solve problems and make responsible decisions with an informed moral conscience for the common good...


Self-directed, responsible, lifelong learners who develop and demonstrate their God-given potential...

Collaborative contributors who find meaning, dignity and vocation in work which respects the rights of all and contributes to the common good...

Caring family members who attend to family, school, parish, and the wider community, and

Responsible citizens who give witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.

We make this prayer, through the intercession of our Blessed Mother, St. Andre Bessette and the Communion of Saints. Amen.



Saint Brother André is situated on the ancestral lands and waters of the Anishinabe, Wendat and Haudenosaunee First Peoples who still walk with us today. We recognize the closest Indigenous communities as the Chippewas of Georgina Island and the Mississaugas of Scugog Island.

From the **East**, **South**, **West** and **Northern** directions we are grateful to live on the gift that is this land. We strive to live harmoniously with those around us, and leave more than we take for the faces unseen.

We thank the Creator for opening our minds to learn, our ears to listen and our hearts to love and embrace others.

Plenary Session

Ms. Cosentino

Grade 9→10

**Ms. Wey
and
Mr. Smeretsky**

Location: Rm. 126

Grade 10→11

**Ms. Smyth
and
Mr. Dharmai**

Location: Library

Grade 11→12

**Ms. Gallucci
and
Ms. Karahalios**

Location: Cafeteria

An overview of the **PLENARY SESSION**



01

What does PATHWAYS
PLANNING mean?



02

Prioritizing Wellness.



03

What is the GOAL?
What are the OPTIONS?



04

The Importance of
LEARNING SKILLS.



05

The Course Selection
Process.



06

Stay Informed!



01 What does
PATHWAYS PLANNING
mean?



Creating Pathways to Success

What students believe about themselves and their opportunities, and what their peers and the adults in their lives believe about them, significantly influence the choices students make and the degree to which they achieve their goals. The education and career/life planning program policy for Ontario schools is based on three core beliefs, namely, that;

- all students can be successful;
- success comes in many forms;
- there are many pathways to success.

EDUCATION & CAREER / LIFE PLANNING

Gathering evidence to show my learning ...



Who am I?

Knowing Yourself

- What are my God-given gifts and talents?
- What are my interests?
- What is my preferred learning style?
- Who helps me develop my skills?
- How can my skills and strengths help me in school?
- In my community?
- In my parish?
- What experiences have guided me along my faith journey?

Who do I want to become?

Making Decisions and Setting Goals

- What contribution is God calling me to make?
- What goals do I have for myself?
- What do I learn about myself when I set goals?
- How do my goals change as I get older?
- What kind of person do I want to become?
- How do I demonstrate my Catholic character?

What is my plan for achieving my goals?

Achieving Goals and Making Transitions

- What do I need to do to achieve my goals?
- Who can help me achieve my goals?
- What do I learn about myself when I reach a goal?
- What do I do when I encounter a problem?
- Who can I go to for support?
- How does my faith support me in challenging times?

What are my opportunities?

Exploring Opportunities

- How can I develop Christian leadership?
- How can I become involved at school?
- In my community? In my parish?
- What teams and clubs can I join?
- Where can I volunteer my time?
- What do I learn about myself when I participate in clubs and teams?
- What field of work interests me?

Our students will become creative and critical thinkers who integrate Catholic values into their daily lives, as socially responsible global citizens.


Self Development and Career Exploration

- In all areas of study, there are curriculum expectations that address careers and possible pathways.
- Can be done by participating in other programs such as Co-Op and the Specialist High Skills Major (SHSM).
- In order to derive the maximum benefit, ongoing self-reflection is key in order to determine next steps on the path.



Who am I?

- What are my God-given gifts and talents?
- What are my interests?
- What is my preferred learning style?
- Who helps me develop my skills?
- How can my skills and strengths help me at school? In the community?
- What experiences have guided me along my faith journey?



Who do I want to become?

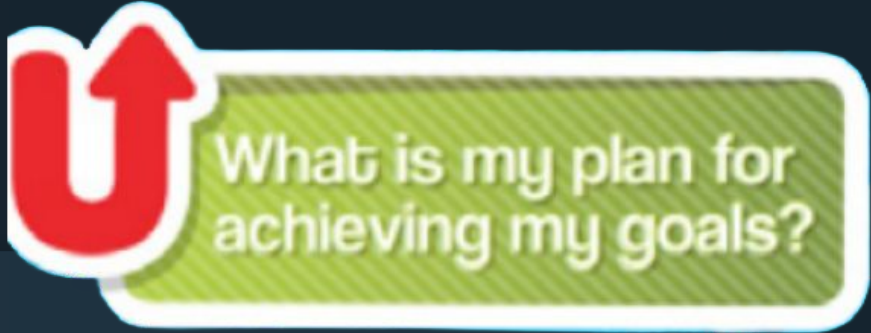
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“Keeping doors open...”

- Always done/said with the best of intentions.
- Sometimes, it works out.
- Sometimes, it does not.
 - Sometimes, we can help.
 - Sometimes, we cannot.

 **CAUTION**



Reaching Ahead

- What purpose does it serve?
- Is the student still able to maintain a full-time schedule during day school?
- It is supporting or working against the student's mental health?

 **CAUTION**

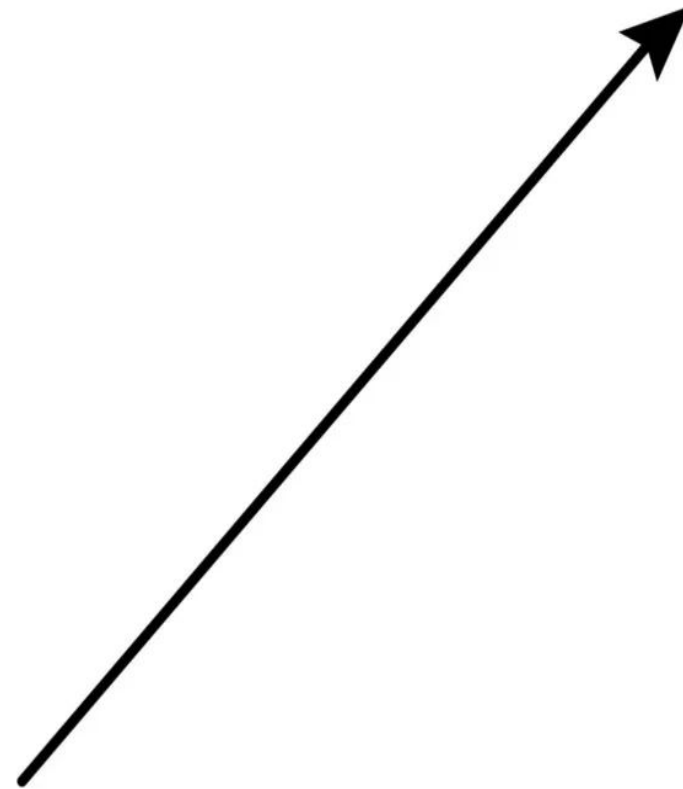


02 Prioritizing Wellness.

Success is
relative.
Success is
personal.
Success is
messy.

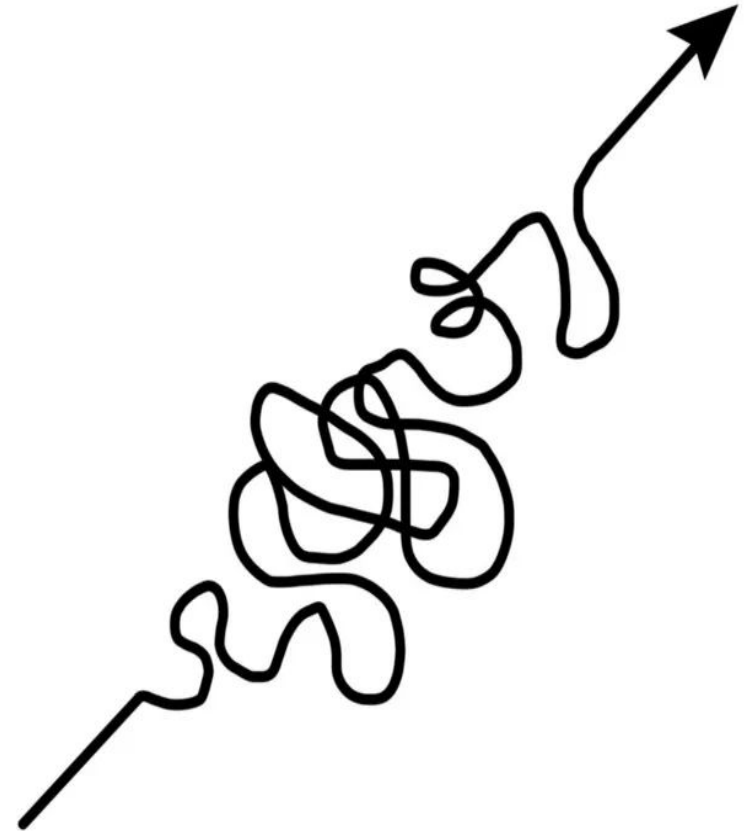
We must help our students to manage their expectations and overcome challenges as they arise in a reasonable fashion.

SUCCESS



what people think
it looks like

SUCCESS



what it really
looks like



03 What is the **GOAL**?
What are the **OPTIONS**?

Ontario Secondary School Diploma

This option is accessed by most students who intend to enrol in a post-secondary program, military, apprenticeship or the workforce after graduation.

18 compulsory credits

Students must earn the following compulsory credits to obtain the Ontario Secondary School Diploma:

4	credits in English (1 credit per grade)*
3	credits in mathematics (1 credit in Grade 11 or 12)
2	credits in science
1	credit in Canadian history
1	credit in Canadian geography
1	credit in the arts
1	credit in health and physical education
1	credit in French as a second language
0.5	credit in career studies
0.5	credit in civics

In addition, students must complete:

- ✓ 12 optional credits[†]
- ✓ 40 hours of community involvement activities
- ✓ the provincial literacy requirement

Plus one credit from each of the following groups:

Group 1:

- English or French as a second language**
 - a Native language
 - First Nations, Metis, and Inuit studies
- 1
- a classical or international language
 - social sciences and the humanities
 - Canadian and world studies
 - guidance and career education
 - cooperative education***

Group 2:

- health and physical education
 - the arts
- 1
- business studies
 - French as a second language**
 - cooperative education***

Group 3:

- science (Grade 11 or 12)
- 1
- technological education
 - French as a second language**
 - computer studies
 - cooperative education***

* A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.

** In groups 1, 2 and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or group 3.

*** A maximum of 2 credits in cooperative education can count as compulsory credits.

† The 12 optional credits may include up to 4 credits earned through approved dual credit courses.

Ontario Secondary School Certificate (OSSC) Requirements

- Earn 14 credits (including 7 compulsory credits).
 - 2 credits in English
 - 1 credit in Canadian Geography or Canadian History
 - 1 credit in Mathematics
 - 1 credit in Science
 - 1 credit in Health and Physical
 - 1 credit in the Arts or Technological education
- 7 elective credits
- Students are **not** required to complete 40 hours of community involvement.
- Students are **not** required to pass the Ontario Secondary Literacy Test.

Ontario Secondary School Certificate

This is an option most typically accessed by students with specific Special Education needs who intend to enter the workforce, adult education or alternative community programming after high school.

What are the Options?

Course Types



ACADEMIC or UNIVERSITY

Cover the core content and have an emphasis on theoretical & conceptual learning; emphasis on critical thinking & problem-solving, research skills



APPLIED or COLLEGE

Emphasis on concrete applications of the theoretical material, development of critical thinking & problem-solving, research and learning skills



LOCALLY-DEVELOPED or ESSENTIAL

Locally developed compulsory credit courses are intended for students who require a measure of flexibility and support in order to meet the compulsory credit requirements in English, mathematics, and science for the Ontario Secondary School Diploma (OSSD) of Ontario Secondary School Certificate. These types of courses help prepare students for further study in courses from the curriculum policy documents for these disciplines.



OPEN

Open courses are appropriate for all students. These courses allow students to broaden their knowledge and skills in a particular subject that may or may not be directly related to their post-secondary goals, but that reflect their interests.



MIXED

University/College preparation courses are offered to prepare students to meet the entrance requirements of certain university and college programs. They focus on both theory and practical applications.

Where is the Path Leading?

COLLEGE

MILITARY

WORKFORCE

APPRENTICESHIP

COMMUNITY LIVING & PROGRAMS

UNIVERSITY

● ● ● One is NOT Better Than Another

- There are more opportunities available for students than ever before.
- Be open-minded to a variety of options to help your child reach their career destination.

Understanding PREREQUISITES

- A prerequisite is a course that a student must complete before enrolling in a higher grade level, second course.
- When applying to Post-Secondary, often a student is given a choice of prerequisites to complete.
- It is important to plan ahead...



Considerations for Students with Special Education Needs

- Focus: self-advocacy
- Research and explore the various accessibility options available to students at post-secondary institutions your child is interested in
- Apply for OSAP



Other Program Options

- Co-Op
- Ontario Youth Apprenticeship Program (OYAP)
- Dual Credit
- Specialist High Skills Major (SHSM)
- Work Experience
- School Within a College (SWAC)



The Importance of Learning Skills

1. Self Regulation:

- a. Student sets their goals and monitors their progress
- b. Seeks assistance when needed
- c. Assesses and reflects critically on their strengths, needs and interests
- d. Perseveres when faced with challenges
- e. Identifies learning opportunities, choices and strategies to meet personal needs and achieve goals

2. Organization:

- a. Creates and follows a plan to complete work and tasks
- b. Establishes priorities and manages time to achieve goals
- c. Gathers, evaluates and uses information, technology and resources to complete tasks



The Importance of Learning Skills

3. Initiative:

- a. Acts upon new ideas and opportunities for learning
- b. Demonstrates a willingness to take risks
- c. Demonstrates curiosity and interest in learning
- d. Approaches new tasks with a positive attitude

4. Independent Work:

- a. Monitors, assess and revises plans to complete tasks and meet goals
- b. Uses class time wisely and appropriately to complete tasks
- c. Follows instructions with minimal supervision



04

The Importance of Learning Skills

5. Collaboration:

- a. Accepts various roles and an equitable share of the work within a group
- b. Responds positively to the ideas, opinions, values and traditions of others
- c. Builds healthy peer relationships
- d. Works with others to resolve conflicts and build consensus to achieve group goals

6. Responsibility:

- a. Fulfills commitments in learning environments
- b. Completes and submits class work, homework, and assignments according to agreed upon timelines; and manages their behaviour



05 The Course Selection Critical Path

February-June

1. February: course selection
2. March: verification
3. April-June: staffing and scheduling

Timetables are made available to students at the end of August.

BE INTENTIONAL WITH YOUR CHOICES.

COURSES FILL UP QUICKLY AND ARE SUBJECT TO CAPS.

06

Stay Informed!



Sjdb_guidancedept

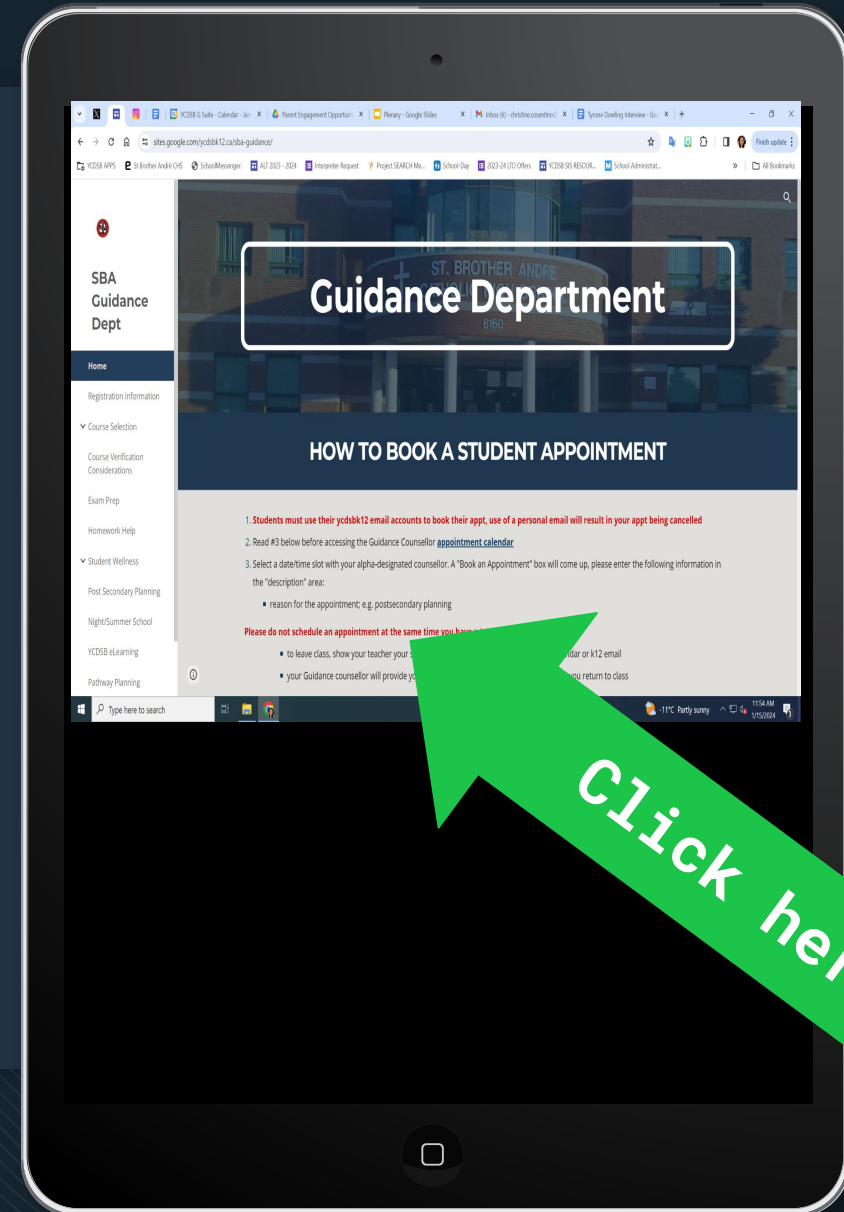
stbrotherandre



@SBAtoday

Bookmark the Guidance Department WEBSITE

In addition to the wealth of knowledge and information shared on this platform, there are also grade-level Google Classrooms for students, parents and guardians to access!





THANK



YOU!

Please proceed to your
breakout sessions!



*Commit to the **Lord**,
whatever you do,
and he will establish
your plans.
(Proverbs 16:3)*

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