

Martin Sarkar

Reflective Journals

1. July 7th, 2013:

The Ethical Questions: Guidance:

I reflect upon the OSCA Ethical Guidelines for Ontario counselors focusing on the roles, expectations for professional competence and conduct.

2. July 11th, 2013

I reflect upon the Chapter #2, "Diverse Students, Community and Schools" from the Schmidt textbook and on the cultural lens that can affect the decisions of a school.

3. July 18th, 2013

I reflect upon the Ministry's Ontario Curriculum Exemplars for Guidance and Career Education (Grade 10) as I worked to complete my Culminating Project

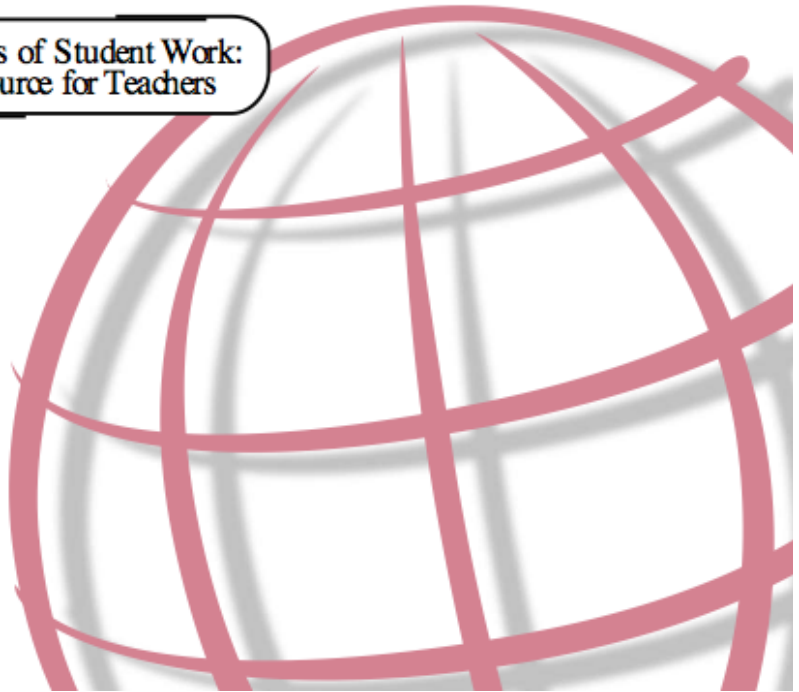
4. July 25th, 2013

5. July 29th, 2013

I didn't know that...

- Ontario Ministry of Education works with the world of work to ensure that students, under the care of their teachers, develop the necessary communication, collaborative and critical thinking skills for a particular career
- The High Skills Major program gives students in high school a chance to specialize in an area of interest, tailor their timetable accordingly and complete cooperative education programs in the field of choice. They also graduate with a special seal affixed to their diploma! A red one!

Samples of Student Work: A Resource for Teachers



Clarity for Program Planning in Guidance

Ok. I'll be honest with you: I didn't know this document existed until now. Exemplars in Guidance? Who would have thought? The exemplar project was based directly on expectations in the curriculum for Grade 10, but contain rich tasks and information that a teacher in Grade 8 could use in prepping their students for secondary school. There has always seem to be a push for teachers to best prepare their students for the world of work, but the exemplars offer teachers a clear way for children to demonstrate achievement in careers. The exemplars also could serve as a tool for guidance counselors to bridge the gap between their program offerings and those found in other subject areas! A transformational practice at best.

The first task is very English and media based, which is a perfect chance for guidance teachers to collaborate with program planners outside of the guidance office. The teachers are using the same Achievement Chart and language found in other interdisciplinary areas (which is awesome) and outline some questions that could fall under the "big idea" approach to teaching ("What are some different processes I can use to find a job?"). I will be using several of these questions to launch into my performance task and culminating project. With any exemplar, it would be effective to share the samples with students first before they embark on their projects. How many teachers do this? My critique of the "brochure" task is that a seemingly endless list of educators seem to default to this assignment when encouraging their students to collect, to organize and to present information (e.g., how can a brochure fully address this expectation:

- The student communicates information with considerable clarity, particularly through the use of lists (e.g., the interview tips are informative, concise, and clearly expressed).

I'd like to see some oral language or visual media rich tasks included or in place of the printed brochure to offer a wider range of assessment opportunities. Nonetheless, the curriculum expectations are presented in a way to encourages teachers to continue to differentiate their instruction and to work to meet the needs of all learners.