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August 2019

Québec Adult Education

NEWSLETTER

WELCOME, OR WELCOME BACK TO GENERAL ADULT EDUCATION

PROCEDE would like to extend a warm welcome to teachers who have newly joined the network, and a welcome back to those who are returning to it. An introductory workshop to the Diversified Basic Education for Math, Science and Technology, English, French Second Language, Contemporary World and Computers is being offered on September 6, 2019 to help accompany any teachers who are new to teaching these subjects.

Math, Science and Technology
[Register Here](#)

English, French Second Language, Contemporary World, Computers
[Register Here](#)

A New Year Means New Additions



PROCEDE has added

Teacher Efficacy

Twitter Feed

Sociovocational Professional Learning Community

Blog Commentary to Newsletter

[to the adult education website](#). All additions have the purpose of providing more pedagogical support, resources and tools to help educators deliver high quality education based on research and evidence based learning instruction. A blog commentary has been added to the bottom of the Newsletter in order to foster more communication among educational stakeholders. Check it out and comment!



THE WHAT AND HOW YOU TEACH

THE METHODS AND STRATEGIES OF HOW YOU DELIVER THE CURRICULUM CONTENT NEED TO BE FRAMED BY FOUNDATIONS

"Learning becomes more meaningful when learners can see what they are learning brings meaning in their own lives" (Fisher, Frey & Hattie, 2016)

Educators in all sectors are busy and have little time to dedicate to contemplating the what and how they teach, and have to spend much more time actually performing it.

Those who have recently graduated from an academic institution may have had more recent exposure to the philosophical and ideological foundations of curricula than those who have been out of school for a while. And we all suspect that even if one has kept their university

"notes" to revise them that eventual one day, chances are that it has actually happened are close to none.

It is important to remind and/or instruct oneself in the educational foundations that the Ministry of Education of Québec advocates for and expects the adult education classes to conform to. Not only does it provide the framework for delivering the course curriculum, but it can also help educators feel secure in the what and the how they are teaching.

The face paced environment of the courses and the vast diversity of the learners in the classroom leads to much questioning and doubt from educators about best practices. Referring back to ideological foundations may not answer all questions and quell insecurities, but they can help at least provide a sense of security that one is indeed heading in the "right" direction. Well, at least until another ideology makes its way.



"A successful educational process involves an andragogical approach and, therefore, the active participation on four principles: experience, motivation, perception of time and self-image." (Québec Ministry of Education, 2018).

Philosophical Foundations of Education and Curriculum Design Planning: A Visual

By Christine Sanchez & Isabelle Bertolotti

Planning: Validation of Knowledge

- External objectives for student learning set by government/institution
- Foundational concepts in content areas and disciplines
- Content-driven curriculum that is focused on accumulating knowledge
- Content is sequenced and hierarchical
- Goals are performance oriented

Instruction: Transmission of Knowledge

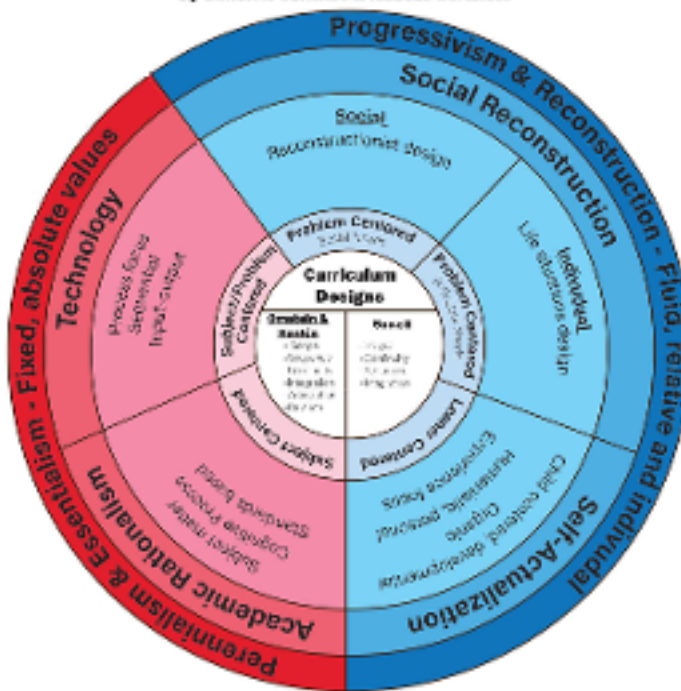
Teacher is Deliverer of information

Teacher:

- Uses external objectives to focus and plan what to teach
- Uses control and compliance in matrix-focus method
- Specifically teaches each objective

Assessment: Realization of Knowledge

- Assessment primarily occurs at the end of student learning
- Set standards are used as benchmarks to evaluate students
- Test scores are objective, measurable and data driven
- Assessments are designed to ensure mastery/commitment, recall of subject matter
- Tests include mostly selected response and some constructed responses
- Assumes students need to be held accountable through assessment to remain engaged



Planning: Validation of Knowledge

- Broad curriculum, determined by school and/or local players
- Focuses values of social justice
- Inquiry focus: problem-solving, decision making and critical thinking skills
- Incorporation of varied perspectives and minority voices
- Works to include cultural and differentiated
- Encourages self-direction, collaboration, perseverance, risk-taking, and integrity

Instruction: Transmission of Knowledge

Teacher is: A Facilitator of learning

Teacher:

- Creates and paves possibility of learning
- Encourages a community of democratic learners
- Values powers of creativity and self-efficacy in students
- Works with other teachers to design alternate designs of broad curriculum

Assessment: Realization of Knowledge

- Collaborated interpretation of assessment data is to improve student learning
- Content and embedded (Pre-assessment, formative and summative)
- Feedback oriented and encourages growth
- Rubrics are frequently used
- Use of assessment criteria developed with the use of social indicators
- Applies and generates targeted student learning and motivation
- Can be formative and summative
- Diverse constructed responses, presentations, portfolios, conferences, self-assessments, selected responses, and observation

Contemporary educational ideology and the one advocated by the MEES supports a progressive and reconstructionist approach to education (in blue). Compare and contrast your foundations and instructional methods to the planning, instruction and assessment that it entails. Is there room for change, addition, or growth?

DON'T THROW THE BABY OUT WITH THE BATHWATER



Q) So, are you saying that I should no longer teach content knowledge of the prescribed discipline and simply use learning situations and complex tasks in my instructions?

A) Absolutely not! An educator must still explicitly and systematically teach certain foundational content and concepts that are specific to that subject. Example, an English teacher must still model and explain how to write an argumentative essay. Educators would need to ensure that they have provided their learners with the proper content knowledge of this particular type of essay to then allow a learner to then transfer this information in smaller teacher lead tasks, such as writing an argumentative paragraph together as a class, to more complex independent ones such as writing an argumentative essay on a topic of their choice and on their own. At no point should new course content be about putting adult learners in situations where they have to guess or figure "it" out on their own without prior teacher led facilitated instruction.

Q) Okay, but doesn't that go against the ideology of progressivism and reconstructionism where education is fluid, individual and relative? Isn't what you are saying more like "traditional" teaching style?

A) The practice of instructing new concepts to learners (surface learning) does not cancel out the use of learning situations, complex tasks or project based learning. By using systematic and explicit teaching methods you are simply addressing the foundational need for the brain to create, build and develop a cognitive network necessary to address the ideology of progressivism and reconstruction. For example, the brain is not biologically evolved to be able to read human made letters from birth or even through the aging process. The ability to read is something that the brain is taught to do. But, it is the ability to read that then allows for an individual to be able to carry out other related cognitive tasks that would not be possible otherwise. You can't really expect a learner to attempt a complex task in any ideology if they cannot read it.

"...problem-based learning is not effective during surface learning, in large part because students haven't acquired and consolidated the knowledge they need to even begin to analyze and create. But as students deepen their knowledge, introducing them to a problem is a great way to promote transfer by building relevance into what they do" (Fisher, Frey & Hattie, 2016, p.113).

Q) Hmm...this sounds a little contradictory to the MEES program guides that advocate the use of learning situations, complex tasks and group work.

Not at all! Plan your courses using learning situations, complex tasks, group work etc. that lead adult learners to achieving end of course outcomes. Simply make sure that this contemporary teaching ideology, which is at the core of the Québec curriculum, is accompanied with systematic and explicit teacher instruction in new course concepts. Please note that simply providing a learner with an exercise book does not constitute as or replace systematic or explicit teacher instruction.

PROCEDE has course outlines with integrated drop down menus that can help you plan your instruction by highlighting the MEES program requirements while leaving room for teacher flexibility.

[Click here to view.](#)

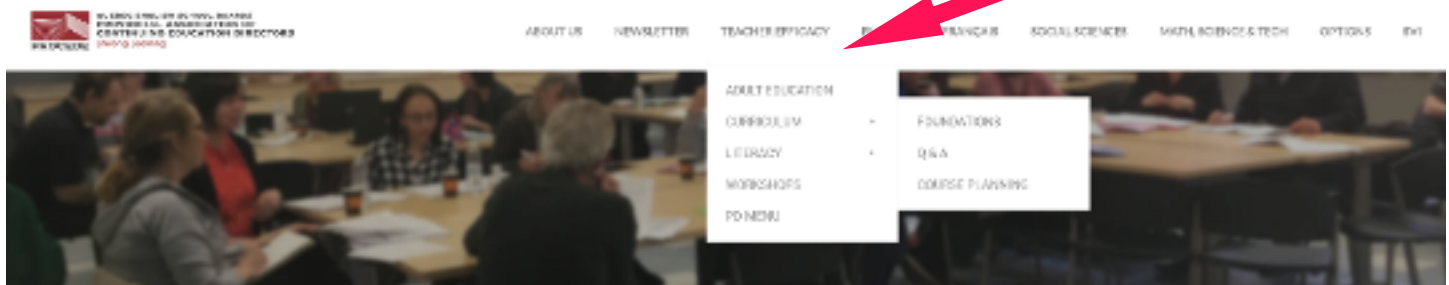
Make PROCEDE YOUR Online Community

Adult educators in the province of Québec can keep abreast of educational developments and communicate with another regardless of center size, resource or geographical locations through the new additions to the PROCEDE website. www.dbeimplementation.weebly.com

Tweets: PROCEDE highlights educational information that can service the adult sector



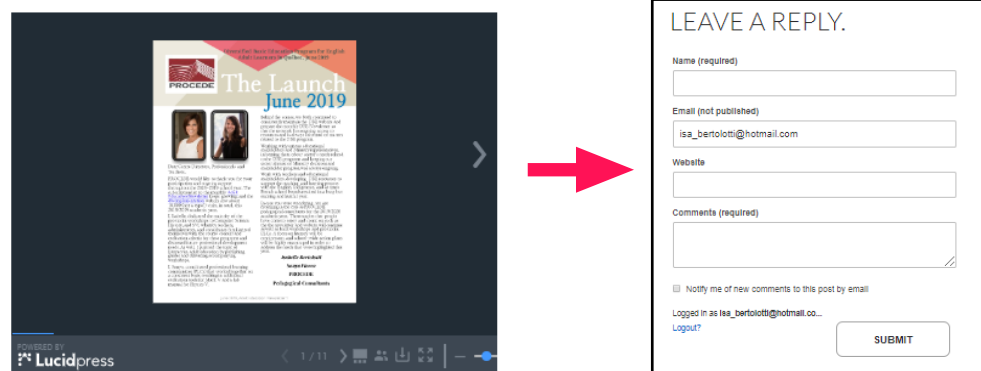
Teacher Efficacy Tab: Important professional learning resources and information that might have been missed in a current or previous Newsletter(s)



Sociovocational Online Professional Learning Community



Newsletter Comment Box: An opportunity for educational stakeholders to communicate with the adult education community about topics featured in the monthly Newsletters.



"LES INCONTOURNABLES"

Some websites to help support educators in general adult education



Québec Ministry of Education

<http://www.education.gouv.qc.ca/en/adult-learners/adult-general-education/>

Click here to access all of the publications from the Ministry including very important and foundational documents such as curriculum guides, definition of domains etc. **An absolute must for all adult educators of Québec!**

Carrefour FGA

<http://www.carrefourfga.ca/en/>

The main adult education hub endorsed by the government of Québec. Much of the content is in French, and has undergone several redesigns to make the site more user friendly. It provides much information, links and announcements that pertain to adult education.

Alexandrie FGA

<http://www2.carrefourfga.com/alexandrie/nouveau/index.php>

Looking for learning situations or simply want to create one by basing yourself on available models and templates? Though the Alexandrie FGE site is not exhaustive, and does not offer the one stop shop that all educators dream of, it is a great start to implementing the progressive and reconstructionist learning approach in a classroom. Posting this link, however, does not mean that PROCEDE endorses all learning situations that are posted on the website. Please use your professional judgment to discern what material you wish to download.

Après Cours FGA

<https://aprescours.ticfga.ca/>

Online webinars that are first offered live to give educators, professionals and Ministerial representatives an opportunity to discuss and make official announcements about particular programs. PROCEDE does follow and reports back any information in this Newsletter. Please do not panic if you do not connect or follow via sessions!

RECIT

<http://recit.qc.ca/>

Québec's own network for the integration and implementation of technology in the classroom. You can find specific RECIT pedagogical consultants to reach out to for further information and/or professional development.

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