POP INDEX *Personal Orientation Project* and *Exploration of Vocational Training*

Contributor's Guide

How to Add or Modify Resources on the POP Index Website

Document version: 4.0
www.repertoireppo.qc.ca/en
2018

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Purpose of the Contributor's Guide

The purpose of this guide is to inform education and community partners about the opportunity to propose resources for inclusion on the POP Index website (www.repertoireppo.qc.ca/en). Our partners have expertise to share with our students. This guide will provide a description of the resources that are needed for the Career Development programs on the website and outline the criteria for developing new tools.

Overview of Programs

The three Career Development programs targeted by this guide are the **Personal Orientation Project** (POP), **Exploration of Vocational Training** (Explo) and **Entrepreneurship** (EN), as set out by the Ministère de l'Éducation et de l'Enseignement supérieur (MEES). In all these programs, students play a central role in exploring, reflecting on and building their career identities. The POP program allows students to explore different fields of interest and reflect on their discoveries. The Explo program allows students, guided by their teachers, to become familiar with all the vocational training sectors and reflect on the possibility of enrolling in vocational training. The EN program has students carry out entrepreneurship projects to meet a need in their community, while simultaneously developing their own entrepreneurial qualities.

The Secondary Cycle Two Québec high school students in these programs, who are 14 to 17 years old, are expected to go beyond reading and becoming familiar with program content. Students must be actively involved in developing program competencies by trying out work functions, job shadowing or implementing projects. Teachers guide and coach students in their career explorations, as needed.

For a more in-depth description of these three programs, please visit the Career Development section of the MEES website.

What Is the POP Index?

The POP Index is an online database that was initially developed for the POP program. It is a catalogue of web-based resources that support the students' exploration process through action/experiential tools. Since its development, it has been expanded to include resources that can be used in the Explo and EN programs.

The site can be found at www.repertoireppo.qc.ca/en/.

Types of Tools

Students use a multitude of resources in the POP, Explo and EN programs. For the purposes of this guide, we ask that our partners restrict their proposals to resources that meet the POP Index criteria. Exploration tools fall into four categories: (1) Experiential Tools, (2) Virtual Visits and Key People, (3) General Career Exploration Tools and (4) Other Tools. A description of each type of tool can be found in the table below.

General Criteria
Resources and tools: • must respect the POP, Explo or EN program • must be age appropriate for 14- to 17-year-olds • must use appropriate language • must not contain any advertising • must not request any personal contact information from students • must not charge user fees*

Resource/Tool	Description	Examples
Experiential Tools	These tools give students the opportunity to try out the work functions of a job, career or field of interest. (All POP tool kits fall into this category.)	Animal Health Technology Decoding Cancer Method of Action: Design Games Open Studio: Art Projects
Virtual Visits and Key People	These tools allow students to listen to workers give personal accounts of their jobs and/or pay a virtual visit to a workplace.	A Day in the Life Videos: ConnectED Studios Futurpreneur Canada Virtual Reality Workplace Experiences Working at Ubisoft
General Career Exploration Tools	These tools focus on a wide variety of career options and/or are more general in nature.	Academic Invest Careers in Construction Careers in Design and Illustration Entrepreneurial Potential Self-Assessment
Other Tools	These tools include career events, internships, contests, competitions and open-house events.	Canada Learning Code National Job Fair of Montreal OSEntreprendre Challenge YRE Canada National Competition

*There are some exceptions to this rule.

Propose a New Web-Based Tool

This section contains information on proposing a new web-based resource for the POP Index. Proposing a tool kit will be explained in the next section.

As described previously, the web-based tools that are catalogued in the POP Index allow students to try out work functions virtually, to learn about professionals at work, to view different educational institutions and job sites, or to participate in relevant career exploration activities.

These resources could include:
- virtual work simulations
- role playing
- serious games
- problem-solving exercises
- practical work exercises
- virtual visits to workplaces or educational institutions
- virtual visits with workers
- opportunities for actual visits to workplaces or educational institutions
- personal accounts of workers' or students' experiences
- mentorship opportunities
- career days

We recommend that you visit the POP Index and try out tools in the different sections to become familiar with the resources found on the site. Once you are ready to propose a tool, go to the POP Index homepage and click on "Propose a new tool."

Completing this online template will allow the MEES to assess whether your proposed tool is appropriate for this site. At any time, you may contact the MEES to ask questions or make comments.

Suggest a Modification to a Web-Based Tool

In addition to proposing a new resource, you may wish to suggest a modification or correction to an existing web-based tool. This option is available at the bottom of every tool description. Just click on "Suggest a modification to this tool" to submit your suggestions.

The MEES will review your proposed modification and contact you if required.

Propose a Tool Kit

Tool kits are resources that were created specifically for the POP program; they are found in POP classrooms and are included on the POP Index website in the Experiential Tools section. In the classroom, tool kits consist of an activity guide and a box of materials (if materials are required to complete the tool kit). On the POP Index, a link to an electronic version of the activity guide is provided. If you propose a tool kit, it must be accepted by the MEES before the link to the electronic version is posted on the POP Index site. Once the tool kit's activity guide is made available on the POP Index site, it is up to each school or school board to download the activity guide, purchase any required materials and make them available to students for their career explorations in the classroom.

Tool kits are more complex than web-based resources. This section contains the additional information required to propose and develop a tool kit. Tool kits give students the opportunity to try out work functions in the classroom by manipulating materials according to the instructions in the activity guide. Students choose to use a tool kit if it is of interest to them and part of their career exploration plan.

Please view the following examples of tool kits—the electronic version of the activity guide—listed on the POP Index site:
- [Actuarial Science](#)
- [Digital Photography](#)
- [Flooring](#)
- [Medicine](#)

Note that all POP activity guides are available on the POP Links website (https://liensppo.qc.ca/en/), along with the links and files required to use them.

Tool kits must meet the following criteria and constraints:
- Support the students' career explorations as per the POP program (see page 3 above)
- Meet the criteria below:
  - must be age appropriate for 14- to 17-year-olds
  - must use appropriate language
  - must not contain any advertising
  - must not request any personal contact information from students
  - must not charge user fees
- Take at least five hours to complete
- Consist of sections organized in blocks of about 45 minutes
- Activities should allow for approximately an 80/20 split between work functions and theory
- Take into consideration the classroom environment (computers, available work surface, etc.) and the environment accessible to students outside the classroom
- Allow for autonomous use by students given that teachers are not career experts
- Be suitable for individual student use (some tasks may require the participation of a classmate for a brief time, e.g. role playing such as acting the part of a client)
- Avoid references to academic and career information
- If materials are required, they should be affordable, easy to obtain and durable, when possible

- Refrain from claiming to be an all-encompassing career exploration resource as it is just one means of exploration
- Reflect as closely as possible the work realities of a particular career or industry
- Respect copyright laws and be available under a [Creative Commons Attribution-NonCommercial-ShareAlike 2.5 Canada license](#).

These are the steps to follow to develop a new tool kit:
- The author completes the form found on the POP Index in the "[Propose a New Tool](#)" section to request approval from the MEES.
- The MEES responds by providing:
  - an outline page to be completed
  - copyright instructions
  - contract information
- The author completes the forms and returns them to the MEES.
- The MEES sends the author a tool kit activity guide template to use while completing the activity guide based on the approved documents previously submitted.
- A contact person is assigned to the author to provide support throughout the tool kit development process and reduce the amount of revision required.
- Once the activity guide has been completed and approved, it is uploaded to the POP Index for students to view. Schools and school boards make it accessible in the classroom, along with a box of materials, if required.

Additional Information

This guide suggests ways to contribute to the POP, Explo and EN programs by proposing resources for the POP Index. These programs can use other types of resources as well. Perhaps you can help!

Can your educational institution or workplace offer job shadowing opportunities, job site tours, mentoring or career information such as educational requirements or job task descriptions? If so, please contact the career development consultant at your local school board for guidance on how best to support these programs in your area.

Contact Us

If you have questions or would like further information, please contact:

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Please note that as of July 1, 2018, the Ministère de l'Éducation et de l'Enseignement supérieur (MEES) is modifying the Career Development service offer, which includes POP. All of the information provided in this Contributor's Guide is subject to change without notice.