



## WORK-ORIENTED TRAINING PATH GUIDE FOR ADMINISTRATORS



# WOTP

## Work-Oriented Training Path





## **Work-Oriented Training Path: Guide for Administrators**

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## **Purpose of the Guide**

The purpose of this guide is to support the Work-Oriented Training Path (WOTP) stakeholders in the organization, administration, and implementation of WOTP.

## **What is the Work-Oriented Training Path (WOTP)?**

“The WOTP is a learning path in Secondary Cycle Two. This path differs from the others in Cycle Two in its practical nature and its objective of immediate preparation for the job market, and it is designed for students who, for all kinds of reasons, are having difficulties in school. It gives these students the opportunity to experience success in different contexts through adapted instruction. It uses a systemic approach that takes into consideration the interaction of personal and social factors and their effects on the students' overall development, and helps them to acquire lasting, useful, meaningful, effective knowledge that includes culture. For the first time, it allows students to obtain an official certificate attesting that they have met the criteria for an educational qualification.” (WOTP, QEP, Chapter 5, p. 1).

## **Work-Study Approach**

“The WOTP uses a pedagogical method and organizational structure: the work-study approach. The work-study approach allows for an interaction between general education and training in the workplace. The classroom learning prepares students for learning in the workplace. In turn, their experience in the workplace allows students in a practical context to master concepts that might otherwise have seemed too abstract, thus encouraging the transfer of learning.” (WOTP, QEP, Chapter 5, p. 3).



## Students in the WOTP

“Students enrolled in the Work-Oriented Training Path are young people who, despite the support provided, have had and continue to have major difficulties in school. For each of them, it is through the process of drawing up an **individualized education plan (IEP)\*** that



this path was chosen as the one that would best meet their needs. Cooperation between the student, his or her parents and the school staff members concerned should make it possible to better understand the student's situation and to identify his or her strengths, abilities and difficulties, in order to enable the student to pursue studies through concrete, stimulating, validating experiences.

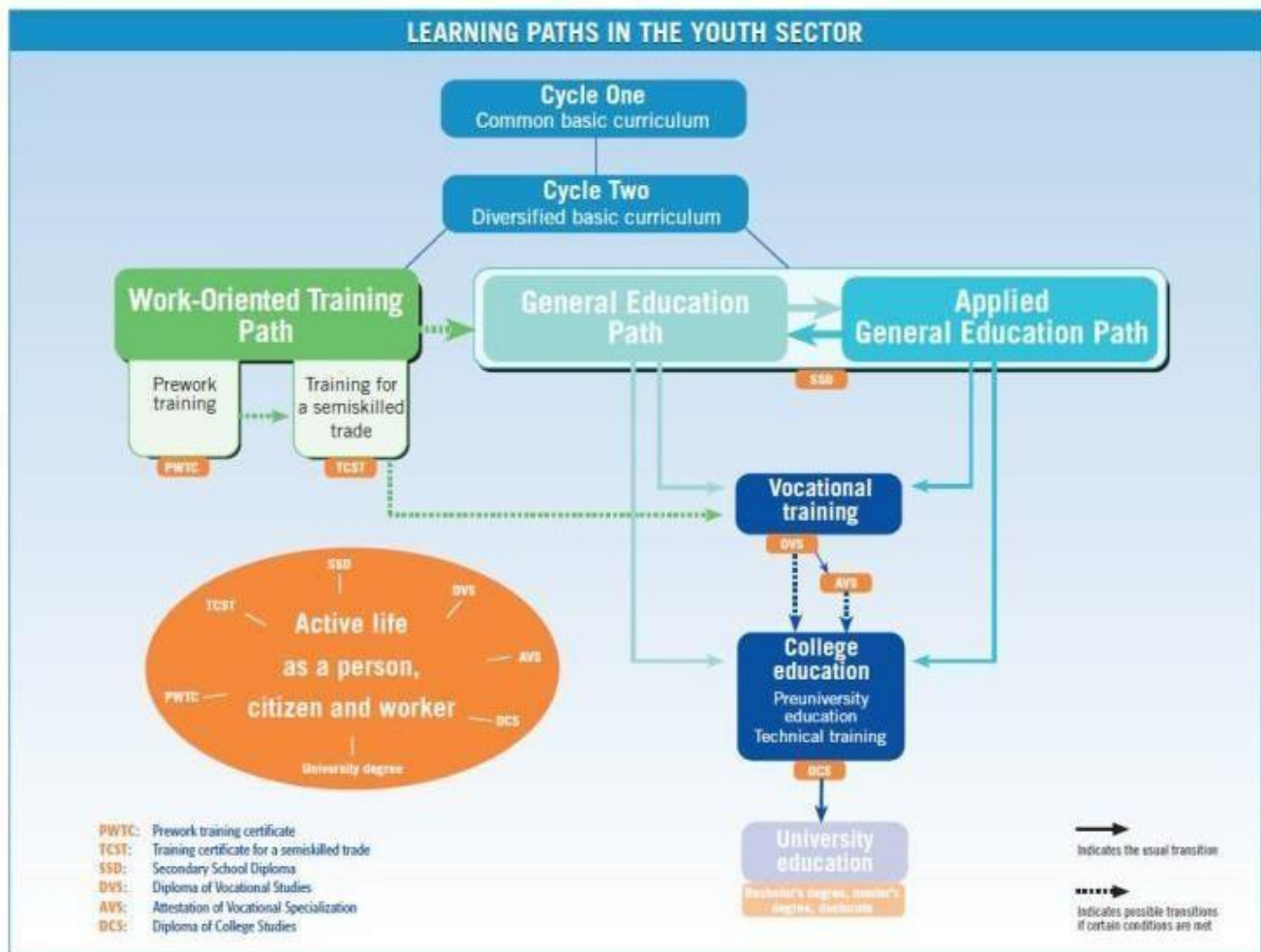
Students in WOTP are also faced with learning difficulties. These may involve problems with language, attention, perception or memory, or weaknesses in the use of strategies, especially those related to metacognition. These difficulties often lead to a lack of motivation, which is related to a feeling of lack of control of their learning. In addition, repeated failures in school affect their self-esteem and social recognition. Teachers have to deal with the many facets of this situation. By providing a training plan at their level and encouraging them to assume their responsibilities, the programs in this path allow students to be fully involved in their learning and to develop their autonomy, affirm themselves and demonstrate their ability to succeed.” (WOTP, QEP, Chapter 5, p. 2).



\*All WOTP students are required to have an **IEP**.



## Learning Paths in the Youth Sector



Québec Education Program

The WOTP is one of three possible learning paths in secondary cycle two. The goal for **ALL** students, regardless of their level of education or certification, diploma, or degree, is the same: an active life as a person, citizen, and worker.



# Pathways in the Work-Oriented Training Path

- ▶ The Work-Oriented Training Path (WOTP) has TWO separate and distinct paths: **Prewrite Training (PWT)** and **Training for a Semiskilled Trade (TST)**.



Prewrite Training



Training for a Semiskilled Trade





PREWORK TRAINING






## Pework Training

- 3-year program.
- 15 years old (on September 30<sup>th</sup> of the school year in which he or she begins the training) ([Basic School Regulation](#), ss.23.3).
- Intended for students who have not achieved objectives of the elementary level program of studies for **language of instruction and mathematics** ([Basic School Regulation](#), ss.23.3-23.4).
- Reporting in letter grades: A, B, C, D.
  - Passing letter grades are A and B.
  - Failing letter grades are C and D.(Frameworks for the Evaluation of Learning, [The Evaluation of Learning and the Provincial Report Card](#))
- Certification dependent upon successful completion of practical training.
  - Year 2 - Work Skills (300 hours outside school)
  - Year 3 – Work Skills (600 hours outside school)([Basic School Regulation](#), ss.33.)
  - Students must master seven individual work competencies, which can be drawn from any of the different trades listed in the [Directory of Semiskilled Trades](#). They may be all level 1 competencies. ([Framework for the Evaluation of Learning, Work Skills](#), p. 4).
- Pework Training Certificate attests to the student's general employability skills.



	Year 1	Year 2	Year 3
	Allocated Hours Course Codes		
	General Education		
<b>English Language Arts</b>	150h 630130	100h 630230	50h 630234
<b>Mathematics</b>	150h 567130	100h 567230	50h 567234
<b>Français, langue seconde</b>	50h 635130	50h 635234	
<b>Geography, History and Citizenship Education</b>	50h 593130	50h 593230	50h 593234
<b>Technological and Scientific Exploration</b>	100h 559134		
<b>Physical Education and Health</b>	50h 545130	50h 545234	
<b>Autonomy and Social Participation</b>	100h 603130	100h 603230	50h 603234
<b>Unapportioned Time</b>	50h	50h	50h
	Practical Training		
<b>Preparation for the Job Market</b>	50h 699130	100h 699230	50h 699233
<b>Introduction to the World of Work</b>	150h 609134		
<b>Work Skills</b>		300h 608230	600h 608234
<b>Total Hours</b>	900h	900h	900h




## Flexibility and Differentiation

- **None of the content is prescribed.**
- **Students progress at their own pace.**
- **General Education:** The general education subjects are from four Subject Areas and include [ELA](#), [Mathematics](#), [Français, langue seconde](#), [Geography, History and Citizenship](#), [Technological and Scientific Exploration](#), [Physical Education and Health](#), and [Autonomy and Social Participation](#). (Click on the subject to access the PWT curriculum document.) Most of the competencies targeted are essentially the same as those in the QEP for elementary education and Secondary Cycle One, but with greater emphasis on their **concrete application in situations in everyday life (including the workplace)**.
- **Practical training:** The practical training component of PWT includes courses from the Career Development Subject Area: [Introduction to the World of Work](#), [Preparation for the Job Market](#) and [Work Skills](#), which takes place outside school as a practicum. These subjects focus on using simulated or real-life situations to develop skills in the *Directory of Semiskilled Trades* and develop students' employability skills.



## Transitions

	Secondary Cycle II - Prework Training Path				
	Y1	Y2	Y3	Y4	Qualification
PWT	PWT I	PWT II	PWT III		Prework Training Certificate
PWT +TST	PWT I	PWT II	PWT III	TST	Prework Training Certificate Training Certificate for a Semiskilled Trade (trade specified)
Bridge* PWT → TST	PWT I	PWT II	TST		Training Certificate for a Semiskilled Trade (trade specified)

### Bridge\*

In the third year of pre-work training, a student may take the 375 hours of preparation for a semi-skilled trade out of the prescribed time for the work skills program, if the student

- (1) successfully completed the work skills program in the second year of training; and
- (2) meets the special requirements established by the Minister for admission to the program leading to the semi-skilled trade.

([Basic School Regulation](#), ss.23.4)

“Special Requirements”

A student may be admitted to training for a semi-skilled trade if

- (1) the student has achieved the objectives of the elementary level programs of studies for language of instruction and mathematics, but has not earned the credits in the first cycle of the secondary level in those subjects; and

([Basic School Regulation](#), ss.23.5)

### PWT: Prework Training

### TST: Training for a Semiskilled Trade



**TRAINING FOR A SEMISKILLED TRADE**






## Training for a Semiskilled Trade

- 1-year program.
- 15 years old (on September 30<sup>th</sup> of the year in which he or she begins the training) ([Basic School Regulation](#), ss.23.3).
- Intended for students who have achieved the objectives of the elementary level programs of studies for **language of instruction and mathematics** but have not earned the credits in the first cycle of the secondary level in those subjects. ([Basic School Regulation](#), ss.23.3-23.5).
- Reporting in percentage grades.  
(Frameworks for the Evaluation of Learning, [The Evaluation of Learning and the Provincial Report Card](#)).
- Certification dependent upon successful completion of practical training.
  - 375 hours in Preparation for Semiskilled Trade
    - Students must master ALL non-optional work competencies listed under one semiskilled trade title in the [Directory of Semiskilled Trades](#). ([Framework for the Evaluation of Learning, Preparation for a Semiskilled Trade](#), p. 4).
  - 75 hours in Preparation for the Job Market  
([Basic School Regulation](#), ss.33.1).
- Training for Semiskilled Trade Certificate with the specific semiskilled trade noted on the certificate.




	<b>One-Year Program</b>		
	<b>General Education</b>		
	Allocated Hours	Course Code Sec I	Course Code Sec II
<b>English Language Arts</b>	200h	632106	632206
<b>Mathematics</b>	150h	563126	563226
<b>FSL</b>	100h	634106	634206
	<b>Practical Training</b>		
<b>Preparation for the Job Market</b>	75h	699233	699233
<b>Preparation for a Semiskilled Trade</b>	375h	696204	696204
<b>Total Hours</b>	900h		





## Transitions

	Secondary Cycle II - Training for a Semiskilled Training Path				
	Y1	Y2	Y3	Y4	Qualification
TST	TST				Training Certificate for a Semiskilled Trade (trade specified)
TST→ Second TST Certificate (different trade)	TST	TST			Two Training Certificate(s) for a Semiskilled Trade (trades specified)
TST→ General Education Path	TST	Sec III	Sec IV	Sec V	Training Certificate for a Semiskilled Trade (trade specified)→ Secondary School Diploma
<i>Passerelle</i> TST→VT	TST	VT			Training Certificate for a Semiskilled Trade (trade specified)→ Diploma of Vocational Studies

The above chart indicates possible transitions available to Training for a Semiskilled Trade students. Not all students will be able to make these transitions, as the various requirements applicable in each case must be met. In addition, each student's interests, needs and abilities should be considered.

**TST: Training for a Semiskilled Trade**

**VT: Vocational Training**



## Curriculum Content and Reporting

- **General Education:** Academic curriculum is the standard Secondary Cycle I program for ELA, FSL and Math; however, the content and approach should be adapted to students' needs and interests.
  - Students are registered in either Sec I or Sec II (ELA, Math and FSL) depending on their individual level(s) of ability.
- Students may decide to complete a second TST Certificate (in a different trade). If this is the case, it is vital that Sec I (106) course codes are used. According to the BSR, a student is eligible to enter TST if they have not earned the credits in the first cycle of the secondary level in those subjects. Therefore, if Sec II course codes are used, they are no longer eligible to enter TST for a second certification.
- **Practical Training:** The practical training components of TST include the career development subjects: Preparation for the Job Market and Preparation for a Semiskilled Trade (takes place outside school as a practicum). These subjects focus on using simulated or real-life situations to develop specific skills in the *Directory of Semiskilled Trades* and develop students' employability skills.
- For a student to access the *passerelle* to Vocational Training they must meet the following criteria:
  - Are 16 years of age before September 30th of the school year in which they begin a VT program.
  - Hold a Training Certificate for a Semiskilled Trade.
  - Have passed Secondary Cycle I (meaning Sec. II/Grade 8) level English Language Arts, Mathematics and French Second Language.**\*Sec II (206) course codes MUST be used.**

(Portrait d'Ensemble 2020-2021: Formation professionnelle: Services et programmes d'études, p.11-12).



**WOTP STAKEHOLDERS**





## Roles of WOTP Stakeholders in the Work-Study Approach

(The following is a selective summary from the [Guide to Organizing Practicums in the Workplace](#), the [Work Skills](#) curriculum, and the [Preparation for a Semiskilled Trade](#) curriculum.)

### Role of the School



#### School Organization

##### *Course Schedule*

- Different course schedules can be established to meet the needs of the students and the characteristics of the community.
- The time indicated in the timetable cannot be entirely devoted to practicums in the workplace (one class period per week should be scheduled during the practicums).

##### *Allocating and distributing resources*

- The allocation of resources depends on the availability of the cycle team. The quality of the training provided is predicated on the allocation of sufficient time for certain tasks, such as the support and supervision of students in the school, the recruitment of host companies, the supervision of practicums and support for workplace supervisors.
- Students could be supervised by one teacher or the whole cycle team. Decisions are made based on the opportunities that are offered for applying learning acquired in the workplace in every program.



## Establishing Partnerships with Companies

### *Recruiting and retaining host companies*

- Need to be familiar with the Directory of Semiskilled Trades.
- Study local and regional job market (e.g., community organizations, local employment centers).
- Generate interest
  - Offer awareness and information sessions on the collective responsibility for young people's personal and vocational development at meetings of employer associations.
  - Create promotional Tools (e.g., leaflets, newspaper articles, ad campaigns, etc.).
  - Visit companies in the region and explain the WOTP program, advantages of forming a partnership with a view to ensure a continuous supply of trained workers.
  - Contact students' parents to recruit host companies.
  - Provide employers with information about eligibility for certain financial assistance (Tax Credit Refund).
- Meet with the workplace supervisor on a regular basis to ensure that they feel supported.
- Recognize the contributions of host companies (e.g., thank-you note, appreciation night, etc.).

### *Draw up a list of partner companies and organizations*

- Information about the size of the company.



- Field of activity.
- Tasks that trainees can perform given the available facilities.
- Conditions under which trades are practiced (health and safety).
- Student supervision.
- Number of students the company can accommodate (simultaneously or at different periods over the year).

#### *Drawing up and signing an agreement*

- The school and company need to determine the precise conditions for the practicum and set them down in an agreement.
  - Specify obligations and responsibilities of each partner (School/Student/Workplace).
  - Personalized student training plan.
- Students are not to be remunerated during the practicum. If students are remunerated then they would NOT be covered by School Board CNESST.
- School board pays for the students' [CNESST](#).



## Providing Students with Necessary Support

### *Teacher*

- Guide them in choosing a practicum.
- Consult the Directory of Semiskilled Trades.
- Support in choosing appropriate competencies from the Directory.
- Draw up a list of practicums available to them.
- Identify their interests, abilities, and needs.

### *Practicum Supervisor*

- Provide students with **constant support** throughout their experience in the workplace.
- Hold frequent meetings with each student to address individual matters.
- Lead group discussions in the classroom (express needs and concerns and an opportunity to benefit from one another's experiences).

#### Potential Discussion Topics:

- Entering the workforce
  - Available resources
  - On-the-job supervision
  - Achievements
  - Difficulties encountered
  - Strategies for overcoming obstacles, including language barriers
- Identify general education aspects needed to help students meet the requirements of a given practicum.
  - Provide students with different tools to record information about the progress of their learning (e.g., logbook, communication booklet, learning booklet, activity sheets,



checklists, portfolio, etc.).

- Help students reflect on their experience(s) in the workplace.
- Meet with the workplace supervisor before the practicum begins to discuss
  - the student's training plan
  - his/her characteristics and needs
  - most effective strategies for ensuring his or her adaptation and learning (A student may need to be accompanied by a resource person from the school to support them in completing their assigned tasks)
- Schedule an initial meeting with the student, workplace supervisor and practicum supervisor to allow the student to introduce themselves, get acquainted with the workplace and review the student training plan.
- Ensure that the student is familiar with
  - Work schedule
  - Means of transportation
  - Meals
  - Clothing
  - Equipment
- Supervision is intended to help the student develop the competencies in their training plan.
  - Point out progress and achievements
  - Identify difficulties and potential solutions





## *Evaluation*

- The school is responsible for evaluating students' level of competency development.
- The school should ensure an exchange of information with the workplace.
- The evaluation of student learning is a team task; the practicum supervisor and workplace supervisor contribute to the evaluation process, but it is the teacher's legal responsibility to evaluate student competency for the purposes of reporting and certification.
- Students should be evaluated regularly and progressively to adjust their approach as needed.



## **Role of the Workplace**

### *Workplace supervisor*

- Provide guidance adapted to the students' needs.
- Welcome students.
- Show them how to perform certain tasks.
- Help them understand the culture of the work environment.
- Facilitate their integration.
- Model tasks and appropriate behaviour.



## Directory of Semiskilled Trades

The [Directory of Semiskilled Trades](#) is a *Ministère de l'Éducation du Québec* trade inventory organized by occupational sector. It gives a brief description of each trade, its field of application the various job titles associated with the trade and the conditions required to practise the trade (age, driver's licence, etc.). These correspond to the special requirements for admission to the program leading to the semiskilled trade, which are set out in the Basic school regulation.

- **Practical training is a key element of WOTP**
- Directory of Semiskilled Trades and Certification
  - **Pework Training** students must master **seven individual work competencies**, which can be drawn from any of the different trades listed in the Directory of Semiskilled Trades. They may be all level 1 competencies ([Framework for the Evaluation of Learning, Work Skills](#), p. 4).
  - **Training for a Semiskilled Trade** students must master **ALL non-optional work competencies listed under one semiskilled trade title** and pass the Preparation for the Job Market course ([Framework for the Evaluation of Learning, Training for a Semiskilled Trade](#), p. 4).



## References and Resources

- [Basic School Regulation](#)
- WOTP Prework Training and Training for a Semiskilled Trade, [Chapter 5](#)
- General Education
  - [Prework Training Curriculum](#)
  - [Training for a Semiskilled Trade Curriculum](#)
  - [Frameworks for Evaluation of Learning](#)
- Practical Training
  - [Directory of Semiskilled Trades](#)
  - [Guide to Organizing Practicums in the Workplace](#)
  - [Evaluation Toolkit](#)
  - [Tax Credits for an On-the-Job Training Period](#)
- Referral Forms
  - [PWT](#)
  - [TST](#)
- [learnquebec/WOTP](#)
  - Teaching and Learning Tools, Professional Learning (including WOTP Mentoring), Curated Resources, MEQ Resources, PWT Students Video Testimony, WOTP Consultants
- [WorkPress](#): WOTP Community News
- [Portrait d'ensemble 2020-2021](#). Formation professionnelle: Services et programmes d'études
  - [Annexe VII, Passerelle CFMS-DEP, 2020-2021, p.135](#)