



WOTP Mentoring Community of Practice

Preparation for the Job Market: Resource Sharing

December 1, 2021

Land Acknowledgement

We would like to begin by acknowledging that we are located on unceded Indigenous lands. The Kanien'kehá:ka Nation is recognized as the custodians of the lands and waters on which we gather today. Tiohtià:ke/Montréal is historically known as a gathering place for many First Nations. Today, it is home to a diverse population of Indigenous and other peoples. We respect the continued connections with the past, present and future in our ongoing relationships with Indigenous and other peoples within the Montreal community.

(Source: Concordia University's Indigenous Directions Leadership Group (2017))

HELLO

NEIGHBOR

COME ON IN

Welcome!

WOTP Mentoring Community of Practice
is made possible through funding from
the Entente Canada-Québec

And organized by:

- Joanna McKay, WOTP Project Development Officer
- Marsha Gouett, *Ministère de l'éducation* (MEQ)
- Michilynn Dubeau, WOTP Mentoring Co-ordinator



With the
support of
your WOTP
consultants:

- Central Quebec School Board
Jill Robinson
- Cree School Board
Christine Nairn
- Eastern Shores School Board
Sarah Chicoine
- Eastern Townships School Board
Kymberley Morin
- English Montreal School Board
Travis Hall
- Lester B. Pearson School Board
John Le Blanc
- Littoral School Board
Jean-François Rodrigue
- New Frontiers School Board
Celina Bérubé
- Riverside School Board
Alison Ingram
- Sir Wilfrid Laurier School Board
TBD
- Western Quebec School Board
Steve Greig

Administrative Stuff

- Please ensure that you sign in, as this is how your school board will claim for your substitution costs.
- If you wish to visit a colleague at his/her school, you are welcome to do so, and the Mentoring project can support this. However, please ensure that you speak with your WOTP Consultant and Marsha first.



Canadian Foundation for Economic Education

CFEE

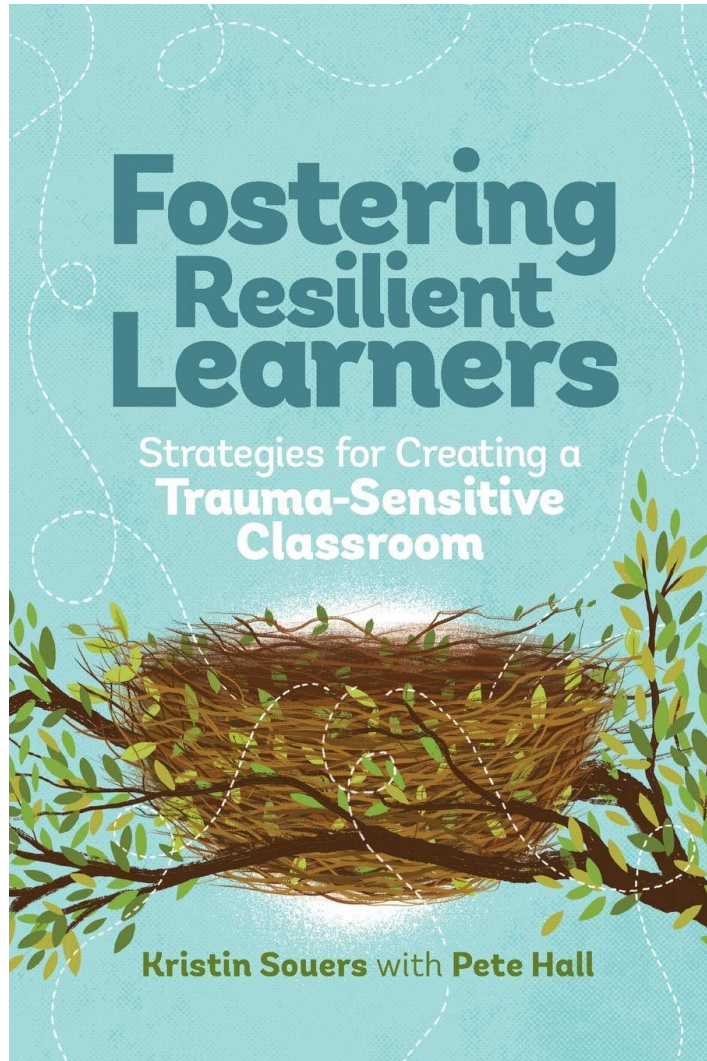
CANADIAN FOUNDATION FOR ECONOMIC EDUCATION

FONDATION CANADIENNE D'ÉDUCATION ÉCONOMIQUE

Fostering Resilient Learners

Strategies for Creating a
**Trauma-Sensitive
Classroom**

Kristin Souers with Pete Hall



Overview of the Session

1. Overview of Preparation for the Job Market | 9:15AM-9:45AM
2. Sharing I | 9:45AM-10:30AM
3. Health Break | 10:30AM- 10:45AM
4. Sharing II | 10:45-11:45AM
5. Closing | 11:45AM-12:00PM



Preparation for the Job Market



Purpose of Preparation for the Job Market

PWT and TST

- enable students to make a smooth transition between school and the job market
- an opportunity to prepare for the challenges involved in entering the job market
- provides reference points to help them develop and implement a sociovocational integration plan
- develop strategies for remaining employed in our constantly evolving society



Preparation for the Job Market Competencies

- Establishes his/her personal and occupational profile
- Gains an understanding of the job market
- Carries out a sociovocational integration plan



Preparation for the Job Market

Competency 1: Establishes his/her personal and occupational profile

Key Features:

- i. Examines his/her personal characteristics
- ii. Reflects on the reasons for his/her achievements
- iii. Discovers his/her occupational interests through a variety of activities

Learning Targets

Students will be able to:

- Become familiar with their personal and work-related resources.
- Mobilize personal and work-related resources.
- Make an informed judgement on their personal and occupational profile.
- Recognize their main strengths and interests.
- Identify factors that motivate them and help them meet challenges.
- Identify and understand the essential aspects of their achievement at school and extracurricular activities.
- Describe what strategies they use and recognize why they are effective.
- Judge the appropriateness of these strategies to other work-related activities.
- Share their workshop and practicum experience.
- Make connections between their personal characteristics and the requirements of different work-related activities to discover their interests.

Evaluation Criteria:

- Appropriateness of his/her reflection on his/her profile.
- Accurate analysis of his/her achievements.
- Coherent connections between his/her personal and occupational characteristics.

Competency 2: Gains an understanding of the job market

Key Features:

- i. Becomes familiar with the characteristics of the job market
- ii. Gathers information about work situations
- iii. Envisions himself/herself as a future worker

Learning Targets

Students will be able to:

- Gain a clear understanding of the job market.
- Identify the job market's principle aspects.
- Recognize the different types of work (types of work organizations and fields of activity).
- Consider the impact of working conditions on their personal and work life.
- Diversify their exploration methods:
 - Observing different work situations
 - Experiencing different work situations
 - Use relevant websites, local newspapers and resource people
- Critically look at the quality and validity of the information gathered.
- Envision themselves as workers
 - Share their discoveries and understanding of the world of work with others.
 - Gain awareness of their rights, responsibilities and obligations with respect to their career choice.

Evaluation Criteria

- Understanding of the characteristics of the job market.
- Variety of means of exploration.
- Relevance of his/her thoughts on his/her future as a worker.

Competency 3: Carries out a sociovocational integration plan

Key Features:

- i. Develops a plan
- ii. Implements the plan
- iii. Evaluates the plan

Learning Targets


Students will be able to:


- Develop and implement a sociovocational integration plan adapted to their personal profile and the opportunities available.
- Mobilize the most useful resources for their sociovocational integration (through observation, exploration and experimentation).
- Plan steps involved in their plan.
- Identify potential practicum positions.
- Communicate with contacts.
- Consider the requirements of the job and their own possibilities.
- Carry out each step in their plan.
- Use strategies needed to achieve personal and work-related objectives and develop new ones as needed.
- Use other resources to overcome difficulties encountered.
- Evaluate their plan.
- Examine the effectiveness of the means used and make the necessary adjustments.
- Exercise critical judgement when examining their experiences.

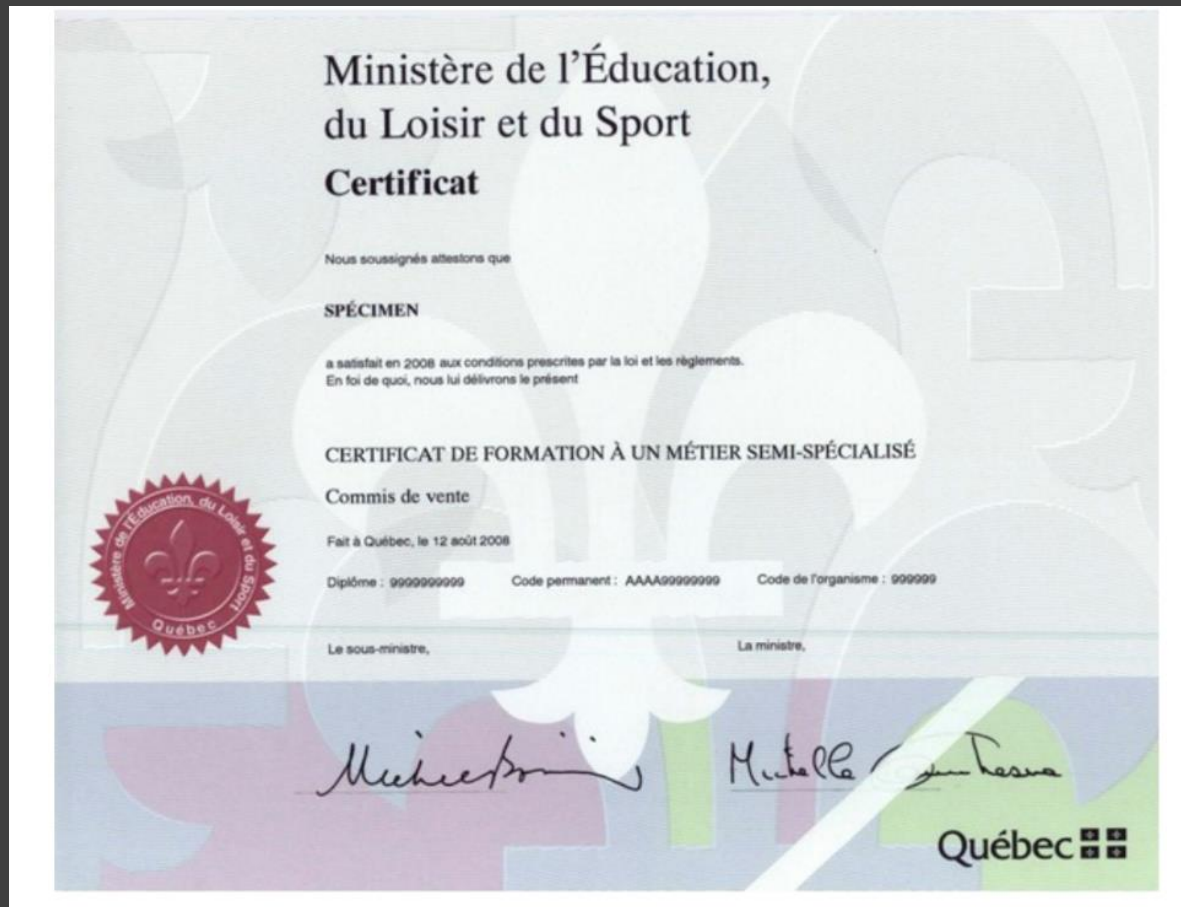
Evaluation Criteria:

- Determination of the steps involved in the sociovocational integration plan.
- Management of his/her plan.
- Relevance of his/her reflections on his/her plan.

Subject time Allocation

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

	One-Year Program		
	General Education		
	Allocated Hours	Course Code Sec I	Course Code Sec II
English Language Arts	200h	632106	632206
Mathematics	150h	563126	563226
FSL	100h	634106	634206
Practical Training			
Preparation for the Job Market	75h	699233	699233
Preparation for a Semiskilled Trade	575h	699234	699234
Total Hours	900h		

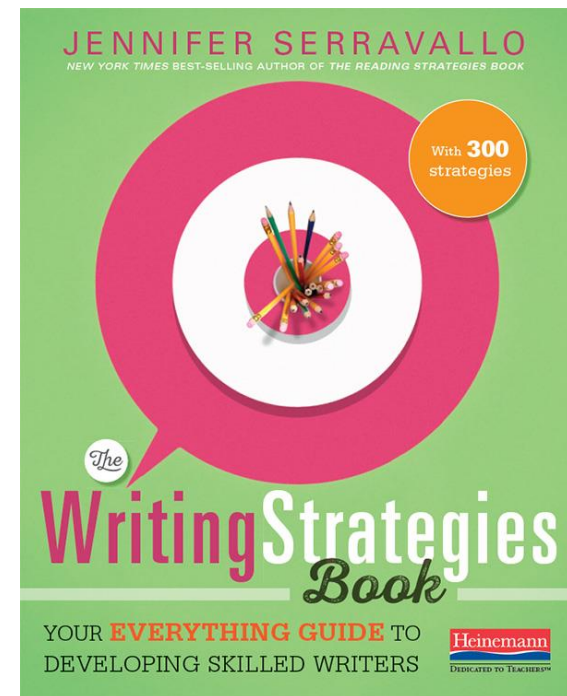
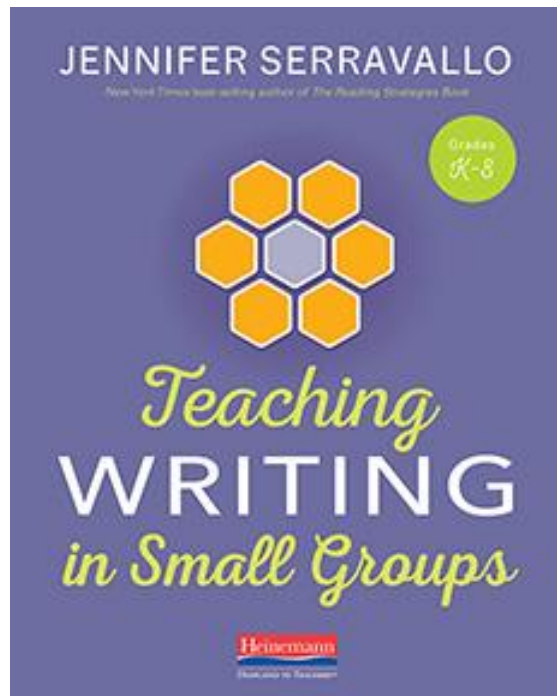


Certification

- **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.**



Questions



Sharing
PJM
Resources

A thin, vertical white line is positioned to the right of the text, extending from the top of the word 'Sharing' down to the bottom of the word 'Resources'.



Part I

- Angela - Various Time Management Strategies
- Amanda - Advertising and Slogans
- Catherine - Christmas Decorations for Employers
- Nancy - Undercover Boss

A close-up photograph of a stone wall. The stones are dark grey and blue-grey, with some lighter patches. In the center, there is a white rectangular plaque. On the plaque, the letters 'W' and 'C' are painted in a bold, black, sans-serif font. The 'W' is on the left and the 'C' is on the right, with a small space between them.

W C

Health Break

Part II



- Marie - C NESST
- Cameron - Career Portfolio
- Ormilla - Job Fair
- Michael - Appropriate Workplace Behaviour
- Konrad- Wood working and hand tools



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YOU

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