



WOTP Mentoring Community of Practice

WOTP 101: An Introduction for new-to-WOTP Teachers

December 2, 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
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- Eastern Townships School Board
Kymberley Morin
- English Montreal School Board
Travis Hall
- Lester B. Pearson School Board
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- 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

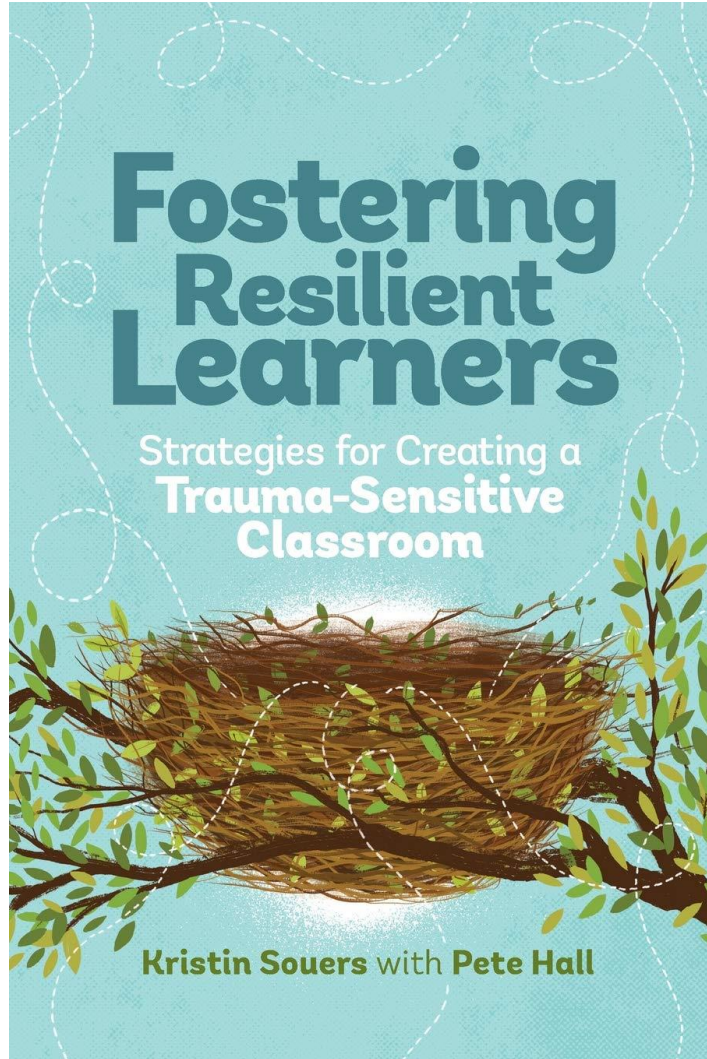
CANADIAN FOUNDATION FOR ECONOMIC EDUCATION

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. WOTP 101 Presentation & Questions | 1:00PM-2:00PM
2. Health Break | 2:00PM- 2:15PM
3. Sharing and Questions with WOTP veterans | 2:15PM-3:45PM
4. Closing | 3:45PM-4:00PM

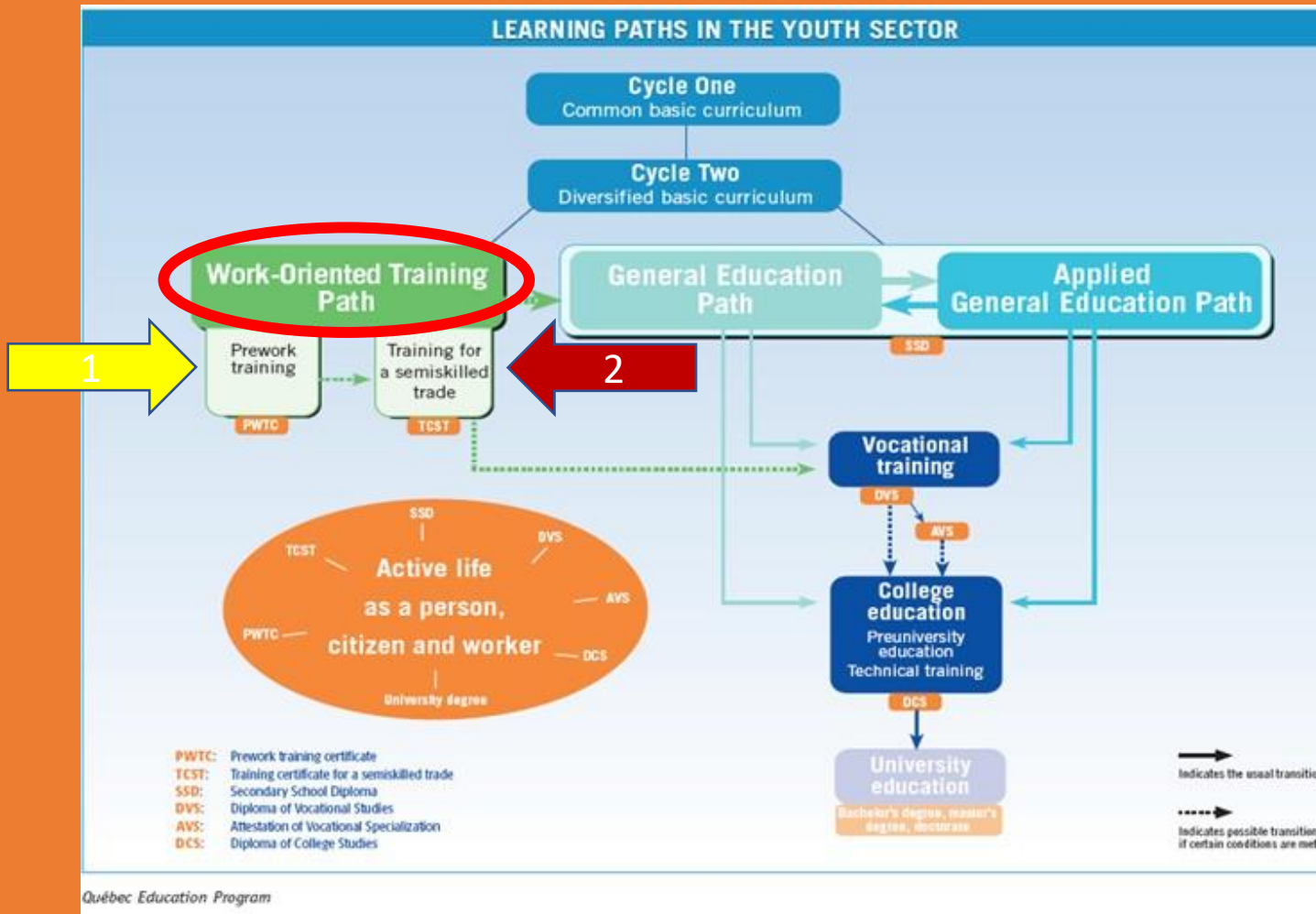
WOTP 101: The Basics

- Prework Training
 - Entry requirements
 - Program content
 - Certification
- Training for a Semiskilled trade
 - Entry requirements
 - Program content
 - Certification



WOTP

A learning path that provides young people who have learning difficulties with the possibility of pursuing their studies and obtaining certification through training.






Entry Requirements

- 3-year program
- Intended for students who have not achieved the objectives of the elementary level program of studies for **language of instruction and mathematics**
- 15 years old (on September 30 of the school year in which he or she begins the training)

Reporting and Certification

- Reporting in letter grades: A, B, C, D
- Certification dependent upon successful completion of practical training
 - Year 2 – Work Skills (300 hours outside school)
 - Year 3 – Work Skills (600 hours outside school)
- Prework Training Certificate attests to general employability skills

	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

Prework Training Competencies



English Language Arts (150-100-50 h)

First and foremost a literacy program. This program is centered in the connection between the students' needs as future workers and their needs as people living in a complex world. Language is both a means of communicating feelings, ideas, values, beliefs and knowledge, and a medium that makes active participation in all aspects of democratic life possible.

- Uses language/talk to communicate and to learn
- Reads and listens to written, spoken and media texts
- Produces written, spoken and media texts

Mathematics (150-100-50 h)

... focus on selected elements in accordance with each student's level of learning and, in some case, job requirements... By the end of the program, students will have exercised their mathematical competencies at home, in the workplace or in their leisure activities.

- Solves a situational problem
- Uses mathematical reasoning
- Communicates using mathematical language

Geography, History and Citizenship Education (50-50-50 h)

Students should become more familiar with their community and become more involved in it, while remaining aware of the complexity and constantly changing nature of the social context.

- Builds a sense of belonging to his/her home territory
- Builds a sense of belonging to Québec society

Preparation for the Job Market (50-100-50h)

...is intended to enable students to make a smooth transition between school and the job market. It gives them an opportunity to prepare for the challenges involved in entering the job market and provides reference points to help them develop and implement a sociovocational integration plan

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

Français Langue Seconde (50-50 h)

... fournir aux élèves qui vivent dans une société pluraliste d'expression française les outils linguistiques et culturels d'ont-ils ont besoin pour y participer activement.

- Interagir en français (constitue l'élément central du programme)
- Lire des textes variés en français
- Produire des textes variés en français

Technological and Scientific Experimentation (100 h)

... proposes a range of situations that enable students to find answers to questions about their everyday environment; to create, understand and handle technological tools ...

- Seeks answers or solutions to scientific or technological problems
- Makes the most of his/her knowledge of science and technology
- Communicates in the languages used in science and technology

Autonomy and Social Participation (100-100-50)

... designed to help students acquire tools that they will need to meet their needs on their own, to live in harmony with themselves and with others, and to make their contribution to society

- Demonstrates autonomy in everyday situations
- Takes an informed position on everyday issues
- Participates in community life (experiments with community service)

Introduction to the World of Work (150 h) Work Skills (300-600 h)

Enables students to become familiar with the characteristics and obligations of the working world and to develop competencies as workers. In Year I, students practice work tasks within the school setting. In Years II & III, students work in the community and develop specific competencies associated with one or more semi-skilled trades.

- Understands the requirements of different work situations (Introduction to the World of Work)
- Performs tasks associated with different work situations (Introduction to the World of Work)
- Develops specific competencies associated with one or more semiskilled trades (Works Skills)
- Adopts attitudes and behaviours appropriate to different work situations (Both courses)

Physical Education: 50 h Year I and Year 2; Unapportioned time: 50 h each year



Flexibility and Differentiation


- **None of the content is prescribed.**
- **Students progress at their own pace.**
- **General Education:** 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.**
- **Practical training:** Simulated or real-life situations to develop skills in the *Directory of Semiskilled Trades* and develop students' employability skills.

Certification

Prework 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.



Transitions

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

Bridge*

Some students in Prework Training may go on to Training for a Semiskilled Trade if they have completed the Work Skills program (taken in their second year of training) and they meet the requirements for the trade of their choice. Where appropriate, they may take the Preparation for a Semiskilled Trade program in their third year during the time prescribed for Work Skills. This **bridge** will allow them to obtain a training certificate in a semiskilled trade if they meet the certification requirements for it. It is up to the school to make students aware of the possibilities that exist for them to pursue their education as far as possible ([QEP, Chapter 5, p. 4](#)).

PWT: Prework Training

TST: Training for Semiskilled Trade



Entry Requirements

- 1- year program.
- Intended for students who 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.**
- 15 years old (on September 30 of the school year in which he or she begins the training).

Reporting and Certification

- Reporting in percentage grades.
- Certification dependent upon successful completion of practical training.
 - 375 hours in Preparation for Semiskilled Trade
 - 75 hours in Preparation for the Job Market
- Training for Semiskilled Trade Certificate with the specific semiskilled trade noted on the certificate.



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	375h	696204	696204
Total Hours	900h		

Training for a Semiskilled Trade Competencies

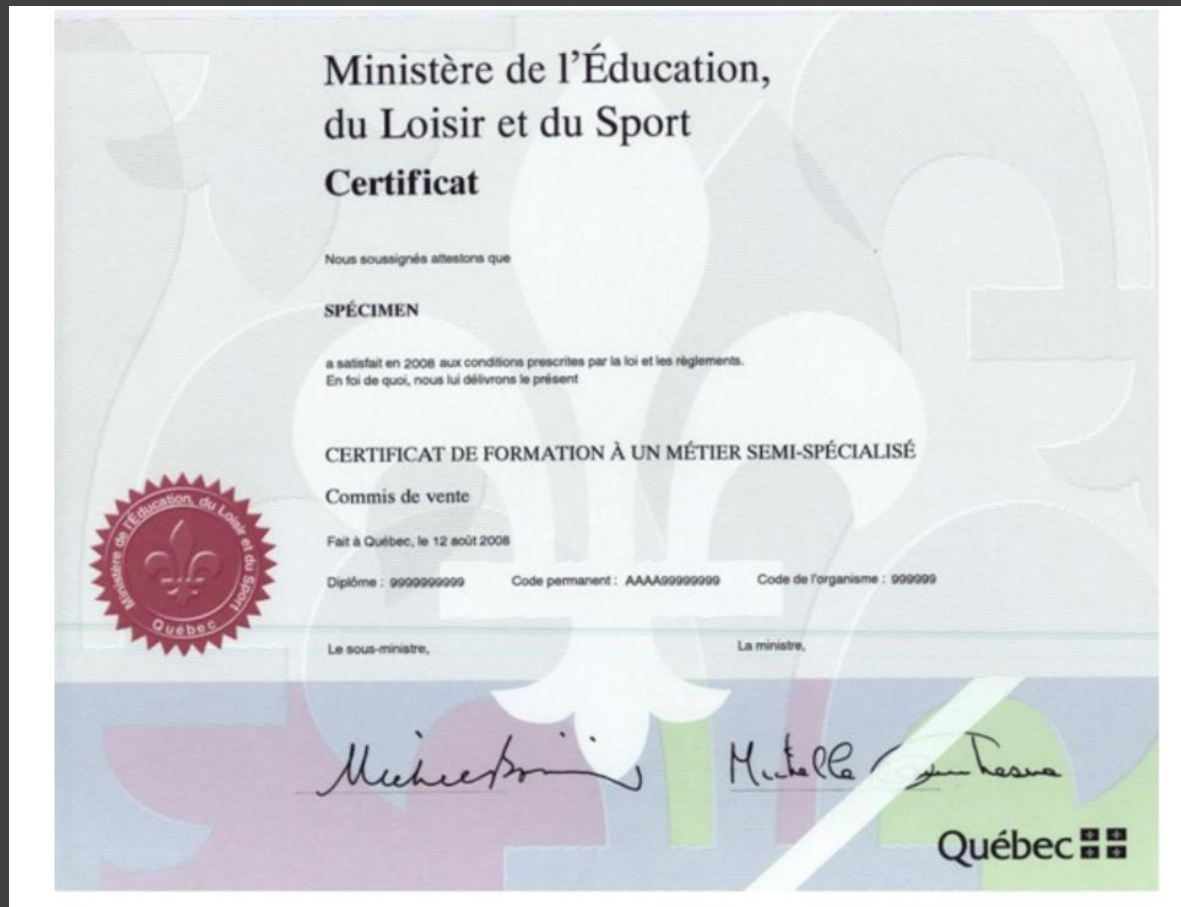


Subjects	Competencies
<p>English Language Arts (200 h) (Secondary Cycle 1)</p>	<p>First and foremost a literacy program that has an important role to play in teaching the humanistic values and beliefs of our culture, as well as in cultivating the understanding that the courage to be human endures in the face of changing histories, stories and events.</p> <ul style="list-style-type: none"> ▪ Uses language/talk to communicate and to learn ▪ Represents his/her literacy in different media ▪ Reads and listens to written, spoken and media texts ▪ Writes a variety of genres for personal and social purposes
<p>Français Langue Seconde (100 h) (Secondary Cycle 1)</p>	<p>La connaissance d'une langue seconde constitue un moyen de communication précieux qui donne accès à une autre culture et à une autre communauté linguistique. Dans une société pluraliste d'expression française comme le Québec, l'apprentissage du français, langue seconde, doit fournir à l'élève du secteur anglophone les outils dont il a besoin pour participer à la vie francophone, tant sur le plan professionnel que sur le plan personnel ou social.</p> <ul style="list-style-type: none"> ▪ Interagir en français ▪ Produire des textes variés en français ▪ Lire des textes variés en français
<p>Mathematics (150 h) (Secondary Cycle 1)</p>	<p>Mathematics is a science and a universal language that helps us understand reality. It makes an important contribution to a person's intellectual development, thereby shaping the construction of his or her identity. Its mastery is a major asset when carving out a place for oneself in a society that benefits from its many practical applications.</p> <ul style="list-style-type: none"> ▪ Solves a situational problem ▪ Uses mathematical reasoning ▪ Communicates by using mathematical language
<p>Preparation for a Semiskilled Trade (375 h)</p>	<p>The practicum serves to introduce students to a trade, train them and facilitate their integration into the work force.</p> <ul style="list-style-type: none"> ▪ Develops the specific competencies associated with a semiskilled trade: ▪ Adopts attitudes and behaviours required in the workplace
<p>Preparation for the Job Market (75 h)</p>	<p>It is important to make students aware of the dynamic and changing quality of the job market and to help them realize that there are many ways of entering it. They must learn to manage the different steps involved in a personalized planning process, to adapt to change (e.g. technological developments), and to face difficult or unforeseen circumstances likely to occur at work.</p> <ul style="list-style-type: none"> ▪ Establishes his/her personal and occupational profile ▪ Gains an understanding of the job market ▪ Carries out a sociovocational integration plan



Curriculum Content


- **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.
- **Practical Training:** 375 hours devoted to practicum/work placements.



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.

Transitions

	Secondary Cycle II- Training for a Semiskilled Training Path				
	Y1	Y2	Y3	Y4	Qualification
TST	TST				Semiskilled Training Certificate (Trade specified)
TST → Second TST Certificate (different trade)	TST	TST			2 Semiskilled Training Certificate(s) (Trade specified)
TST → General Education Path	TST	Sec III	Sec IV	Sec V	Semiskilled Training Certificate (Trade specified) → Secondary School Diploma
Bridge* TST → VT	TST	VT			Semiskilled Training Certificate (Trade specified) → Diploma of Vocational Studies

Bridge*

Students who:

- 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.

(Reference: [Portrait d'ensemble 2019-2020. Formation professionnelle: Services et programmes d'études](#), p. 11.).

TST: Training for Semiskilled Trade


VT: Vocational Training

Directory of Semiskilled Trades

- [The Directory of Semiskilled Trades](#) is a 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
 - the conditions required to practice the trade (age, driver's license, 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 for preschool, elementary and secondary education and in the 2015-2016 Annual Directives

8794 Stock Handler

M794

Field of application 	Stock handlers work in warehouses in food processing plants or manufacturing plants that produce a range of products such as electrical appliances or electronics, mechanical parts, furniture, and rubber products. They may also work in distribution centres for these type of products.
Other job titles	Warehouse clerk; receiving clerk; shipping clerk.
Information specific to the trade	Sections 256.2 and 256.3 of the Regulation respecting occupational health and safety (CQLR, c. S-2.1, r. 13) stipulate that an operator of a fork lift truck must be at least 16 years old and must have undergone appropriate training.

522 - Operate a lift truck

[Add to my plan](#)

2 

Performance criteria

- Observance of occupational health and safety rules
- Observance of the maximum load capacity of lift truck and grasping attachments
- Observance of traffic rules
- Compliance with lift truck shutdown and start procedures
- Proper application of work techniques
- Accurate interpretation of signalling instructions
- Concern for pedestrian safety
- Careful handling of merchandise, materials, products, etc.
- Safe driving of lift truck

Tasks

- Check that the lift truck and its accessories are working properly.
- Install or remove grasping equipment.
- Use the various driver safety devices: seat belt, screen doors, etc.
- Start the lift truck.
- Manoeuvre with the (loaded or empty) lift truck: move forward or backward, make forward or backward turns, check blind spots, etc.
- Shut down the lift truck: put the engine in neutral, engage the parking brake, lower the loading device, etc.

TEACHER RECORD SHEET
Competency 1 – Work Skills

Develops specific competencies associated with one or more semiskilled trades



SCHOOL INFO AND/OR LOGO

Legend for Grades in the Prework Training Program

A mark of "A" or "B" is used to indicate that a student has successfully completed a given subject.

Mark	For the ongoing evaluation of a subject (Years 2 and 3)	Mark	For the final evaluation of a subject (LAST term in Year 3 only)
A	The student meets the requirements set for him or her very well.	A	The student meets the program requirements very well.
B	The student meets the requirements set for him or her.	B	The student meets the program requirements.
C	The student partially meets the requirements set for him or her.	C	The student partially meets the program requirements.
D	The student does not meet the requirements set for him or her.	D	The student does not meet the program requirements.

STUDENT NAME: Metro Grocery Store

Circle: YEAR 2 YEAR 3

COMPETENCY	TERM 1	TERM 2	TERM 3	COMMENTS
1 Stock Handler 829802 Prepare merchandise for sale				
2 Stock Handler 829803 - Handle merchandise				
3 Stock Handler 829804 Arrange merchandise in the sales area				
4 Stock Handler 829807 Keep the premises orderly and clean				
5				
6				
7				

TEACHER RECORD SHEET
Competency 1 – Work Skills

Develops specific competencies associated with one or more semiskilled trades



SCHOOL INFO AND/OR LOGO

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A	The student meets the requirements set for him or her very well.	A	The student meets the program requirements very well.
B	The student meets the requirements set for him or her.	B	The student meets the program requirements.
C	The student partially meets the requirements set for him or her.	C	The student partially meets the program requirements.
D	The student does not meet the requirements set for him or her.	D	The student does not meet the program requirements.

STUDENT NAME: Joe Hill- Assistant in a Tattoo Shop

Circle: YEAR 2 YEAR 3

COMPETENCY	TERM 1	TERM 2	TERM 3	COMMENTS
1 816601 Keep an appointment book (Beauty Salon Assistant)				
2 816602 Greet clients (with or without an appointment) (Beauty Salon Assistant)				
3 10 Receive payment from customers (Dry Cleaner Counter Attendant)				
4 829804 Arrange merchandise in the sales area (Stock Handler)				
5 829807 Keep the premises orderly and clean (Stock Handler)				
6				
7				

Prework Training

Training for a Semiskilled Trade

TEACHER RECORD SHEET
Competency 1 – Preparation for a Semiskilled Trade
Develops the specific competencies associated with a semiskilled trade



SCHOOL INFO AND/OR LOGO

STUDENT NAME:
 Joe Smith

SEMISKILLED TRADE:
 Attendant-Pet Care-8801

EVALUATION FOR TERM 3:
 0 – 49%: The student does not meet the program requirements.
 50 – 59%: The student partially meets the program requirements.
 60 – 79%: The student meets the program requirements.
 80 – 100%: The student meets the program requirements very well.

COMPETENCY	TASK	TERM 1	TERM 2	TERM 3	COMMENTS
Maintain the living quarters of animals.	Clean and disinfect cages/enclosures for dogs, cats and other small pets.				
	Put away equipment and cleansing products.				
Maintain public areas.	Sweep and wash walkways, entrances, etc.				
	Make sure the outside areas are clean.				
	Put away equipment and cleaning products.				
Attend to the basic needs of dogs, cats or other small animals.	Feed the animals.				
	Make sure the water is available.				
	Ensure the well-being of animals.				
	Identify signs of physical discomfort or behavioural problems and notify the person in charge.				
Handling of food products or other products	Choose handling equipment according to the size and weight of the products.				
	Check the condition of the handling equipment.				
	Lift boxes, bags, materials or other bulky objects and place them on the equipment.				
	Move and place the products.				
	Detect problems and inform the person in charge.				
Display merchandise	Clean shelves, islands, displays.				
	Affix prices to products, selves and displays.				
	Place products on islands, displays, shelves, etc.				
	Remove expired or damaged merchandise.				
	Notify the person in charge when inventories are low.				

• N O T E S •

Resources

- [LEARN QC website](#)
- [WorkPress Blog](#)
- [WorkPress Facebook](#)

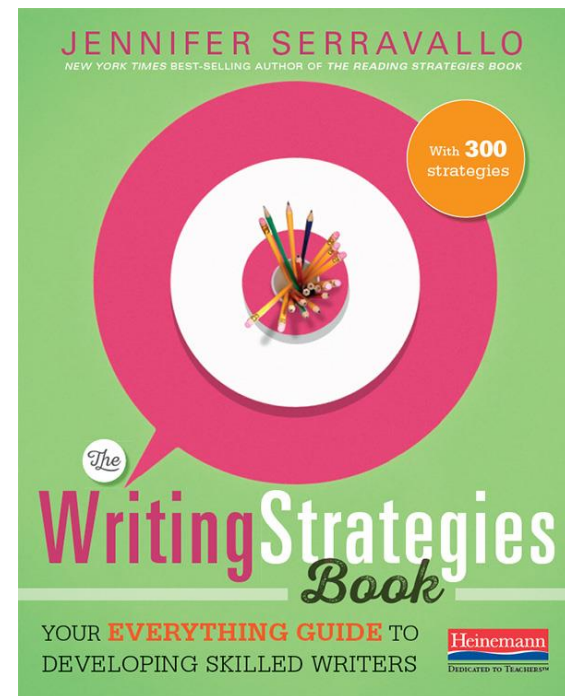
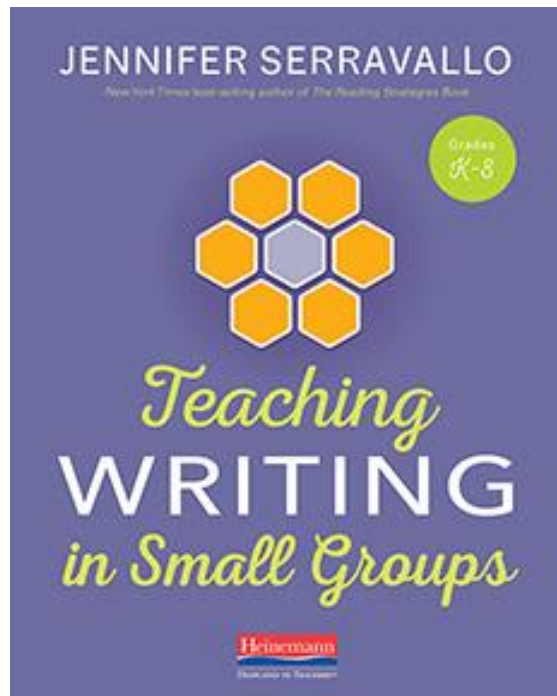




A close-up photograph of a stone wall. The stones are dark grey and blue-grey, with some lighter, weathered areas. In the center, there is a white rectangular sign with the letters 'W C' written in a bold, black, sans-serif font. The sign is slightly recessed into the wall.

W C

Health Break



Sharing and
Questions
with
Veteran
WOTP
teachers





- Ormilla Seecharran- LBPSB
- Shannon McGovern- ETSB
- Anthony & Stefan- EMSB

A dark, blurry night scene of a city street. The background is filled with out-of-focus lights in various colors, including blue, green, and red, creating a bokeh effect. The overall atmosphere is dark and moody.

THANK
YOU

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