



# Welcome to WOTP Mentoring: Communities of Practice September 25, 2017

If this is your **first year** teaching or consulting within the WOTP,  
please use a **blue name tag**.

If you have been teaching or consulting within the WOTP  
**for more than a year**,  
please use a **red name tag**.



**WOTP Mentoring: Communities of Practice  
is brought to by your provincial WOTP team:**

**Marsha Gouett**

***Ministère de l'Éducation et de  
l'Enseignement supérieur***

**Ingrid Hove**

**WOTP Project Development Officer**

**Michilynn Dubeau**

**WOTP Mentoring Coordinator  
WOTP Website Support**

***with funding from the Entente Canada -  
Québec***



**“Mentoring” is also brought to you by:**

**Your School Board WOTP Consultants:**

Jill Robinson/Marjolaine Quer, Central Quebec School Board

George Oblin, Cree School Board

Guy Gallibois, Eastern Shores School Board

Jennifer Hall, Eastern Townships School Board

Travis Hall, English Montreal School Board

Diane Phillips, Lester B. Pearson School Board

Kara Johnstone, New Frontiers School Board

Louise Bourque, Riverside School Board

Joanna McKay, Sir Wilfrid Laurier School Board

Steve Greig, Western Quebec School Board

**And, most importantly, ALL of you:  
the most amazing teachers in the province!**

# Goals for WOTP Mentoring: Communities of Practice

- Develop a network of teachers who are comfortable sharing their experiences and teaching practices with each other, in the service of building a strong knowledge base for WOTP across the province.
- Provide the opportunity for teachers to visit each others' classrooms, either in person or virtually.
- Create a common forum for evaluating resources and learning together. We believe in the power of professional development **by** teachers **for** teachers.

## **Today, you might wish to:**

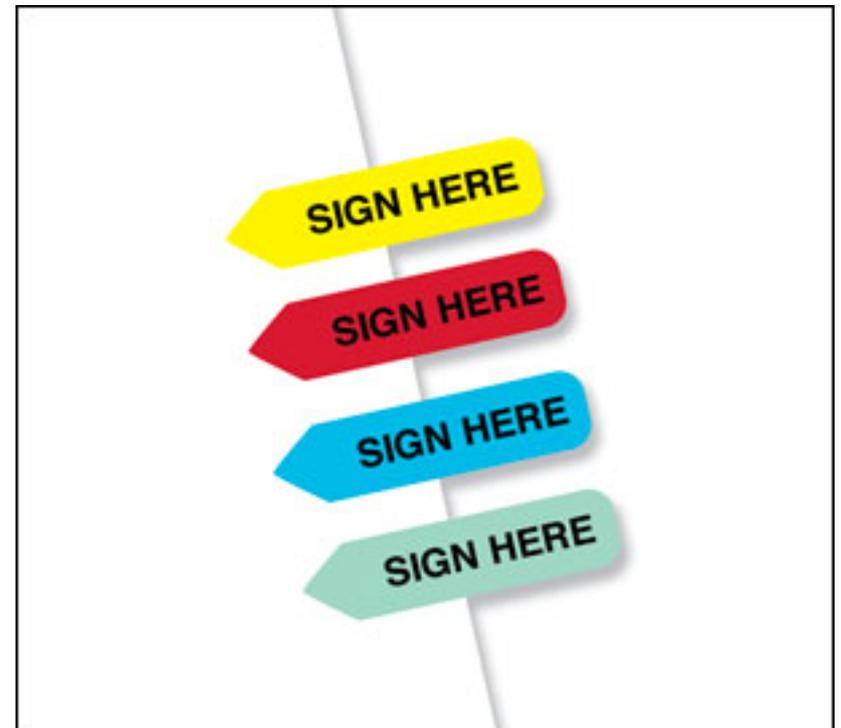
- Exchange e-mail addresses with another teacher to share ideas and resources
- Add your name to the list of experienced WOTP teachers who are willing to mentor a new-to-WOTP teacher
- Ask a “veteran” teacher you connect with to be your mentor for the coming year
- Consider planning a visit to a colleague’s classroom. Please, always clear travel in advance with your consultant and Marsha.

# Please ensure that you sign the attendance sheet today.

This helps your school board WOTP consultant claim your substitution costs back from the MEES.

Éducation  
et Enseignement  
supérieur

Québec 



# Speed Meeting!

**“Veteran” WOTP teachers/consultants have red name tags**

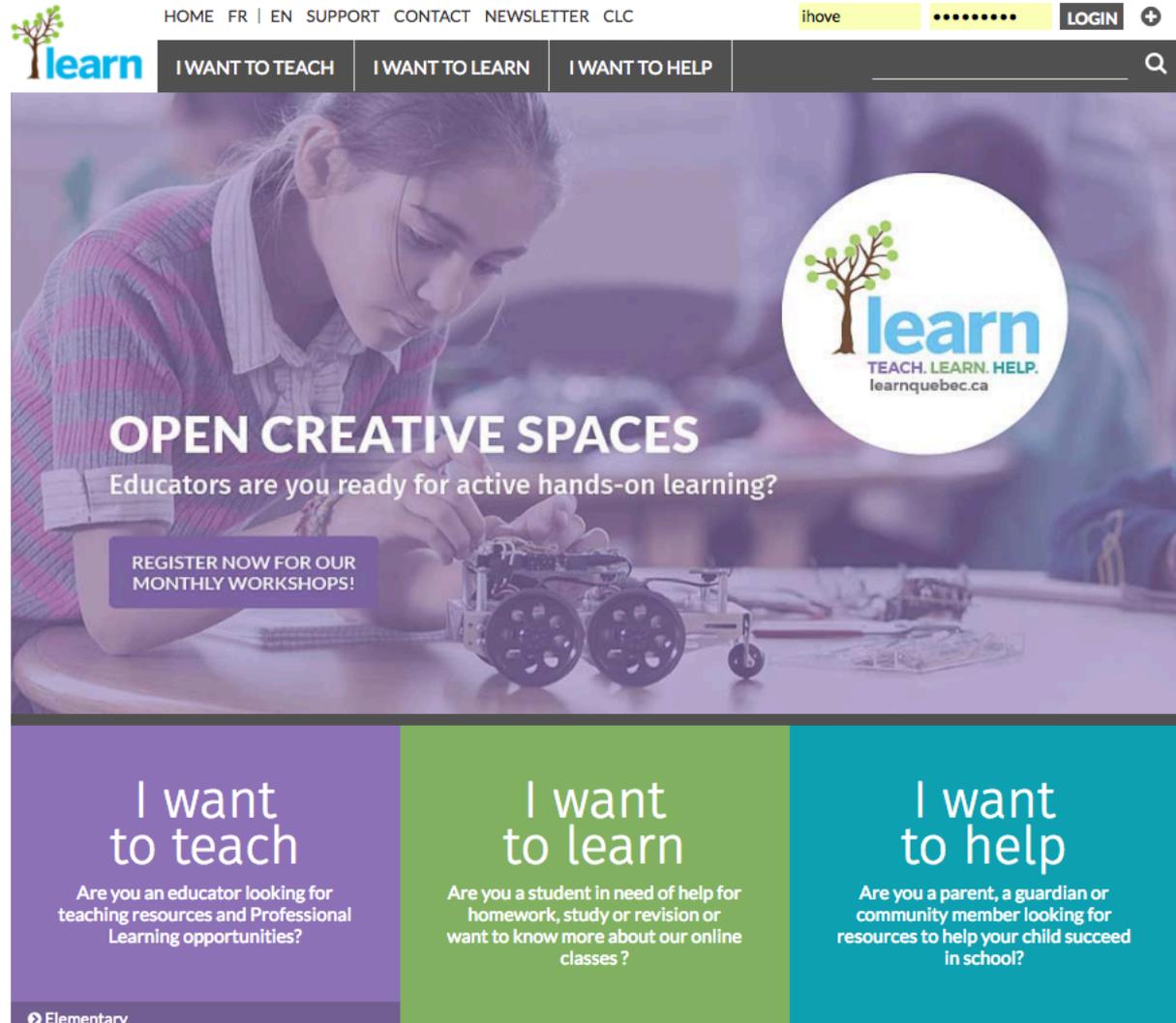
**“New-to-WOTP” teachers/consultants have blue name tags**

**When the bell rings**, seek out someone you don't know with the opposite colour name tag. You will have 10 minutes to introduce yourselves and chat. You might want to share:

- **Where you travelled from today, and a little bit about your students.**
- **If you have a red name tag: Share something that you really wish someone had told you when you first began teaching/consulting within the WOTP, or a positive experience that you have had working within the WOTP.**
- **If you have a blue name tag: Feel free to share a success or concern from your classroom experience to date, or ask a question about WOTP. We're all here to support you!**

**We'll do this twice!**

# Resource Central: Our WOTP section at [www.learnquebec.ca](http://www.learnquebec.ca)



HOME FR | EN SUPPORT CONTACT NEWSLETTER CLC ihove ..... LOGIN +

**learn** I WANT TO TEACH I WANT TO LEARN I WANT TO HELP

**learn**  
TEACH. LEARN. HELP.  
learnquebec.ca

## OPEN CREATIVE SPACES

Educators are you ready for active hands-on learning?

REGISTER NOW FOR OUR MONTHLY WORKSHOPS!

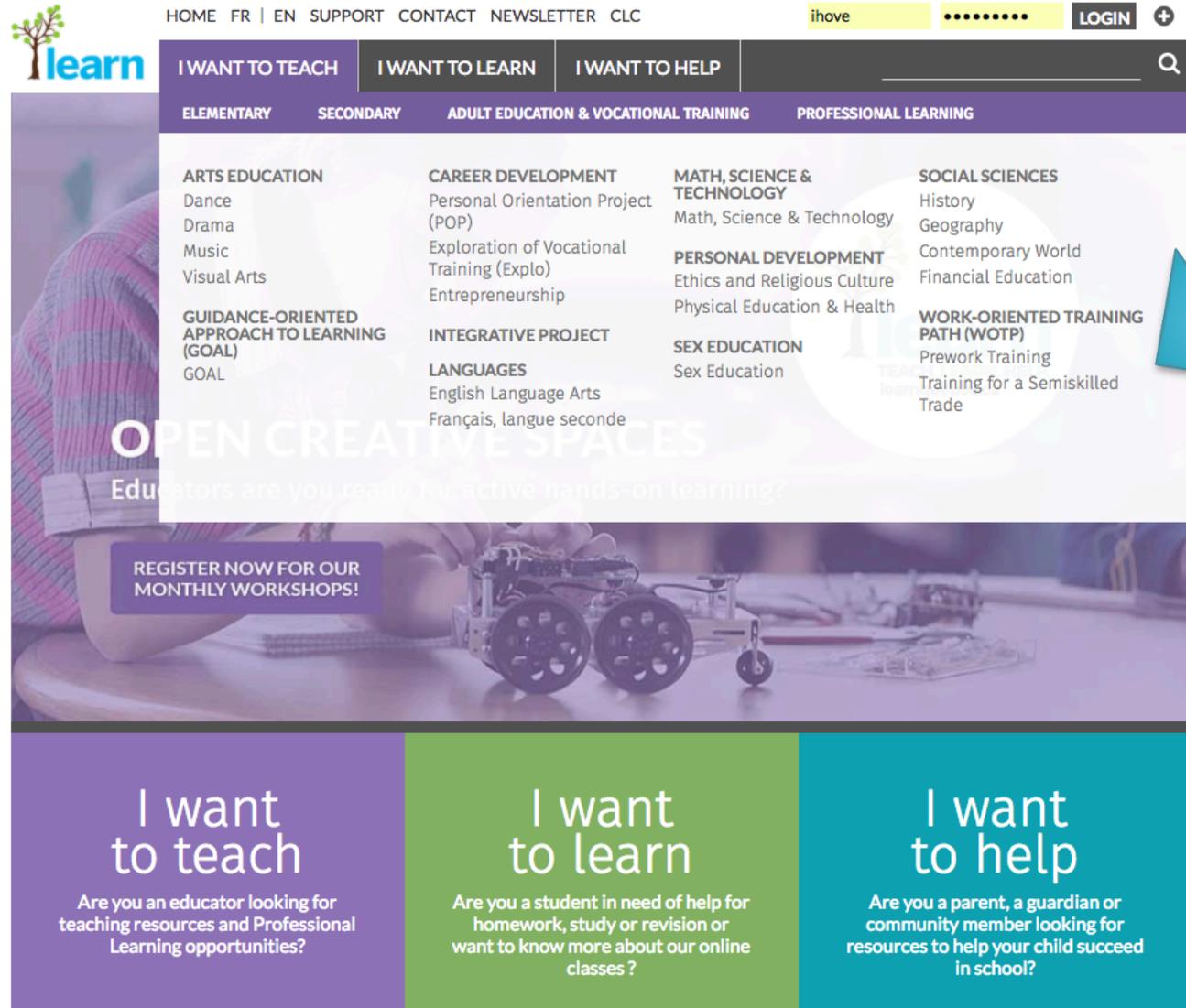
**I want to teach**  
Are you an educator looking for teaching resources and Professional Learning opportunities?

**I want to learn**  
Are you a student in need of help for homework, study or revision or want to know more about our online classes?

**I want to help**  
Are you a parent, a guardian or community member looking for resources to help your child succeed in school?

Elementary

# Open drop down menu below I WANT TO TEACH



HOME FR | EN SUPPORT CONTACT NEWSLETTER CLC ihove ..... LOGIN +

**learn** I WANT TO TEACH I WANT TO LEARN I WANT TO HELP

ELEMENTARY SECONDARY ADULT EDUCATION & VOCATIONAL TRAINING PROFESSIONAL LEARNING

<b>ARTS EDUCATION</b> Dance Drama Music Visual Arts	<b>CAREER DEVELOPMENT</b> Personal Orientation Project (POP) Exploration of Vocational Training (Explo) Entrepreneurship	<b>MATH, SCIENCE &amp; TECHNOLOGY</b> Math, Science & Technology	<b>SOCIAL SCIENCES</b> History Geography Contemporary World Financial Education
<b>GUIDANCE-ORIENTED APPROACH TO LEARNING (GOAL)</b> GOAL	<b>INTEGRATIVE PROJECT</b>	<b>PERSONAL DEVELOPMENT</b> Ethics and Religious Culture Physical Education & Health	<b>WORK-ORIENTED TRAINING PATH (WOTP)</b> Prework Training Training for a Semiskilled Trade
	<b>LANGUAGES</b> English Language Arts Français, langue seconde	<b>SEX EDUCATION</b> Sex Education	

**OPEN CREATIVE SPACES**  
Educators are you ready for active hands-on learning?

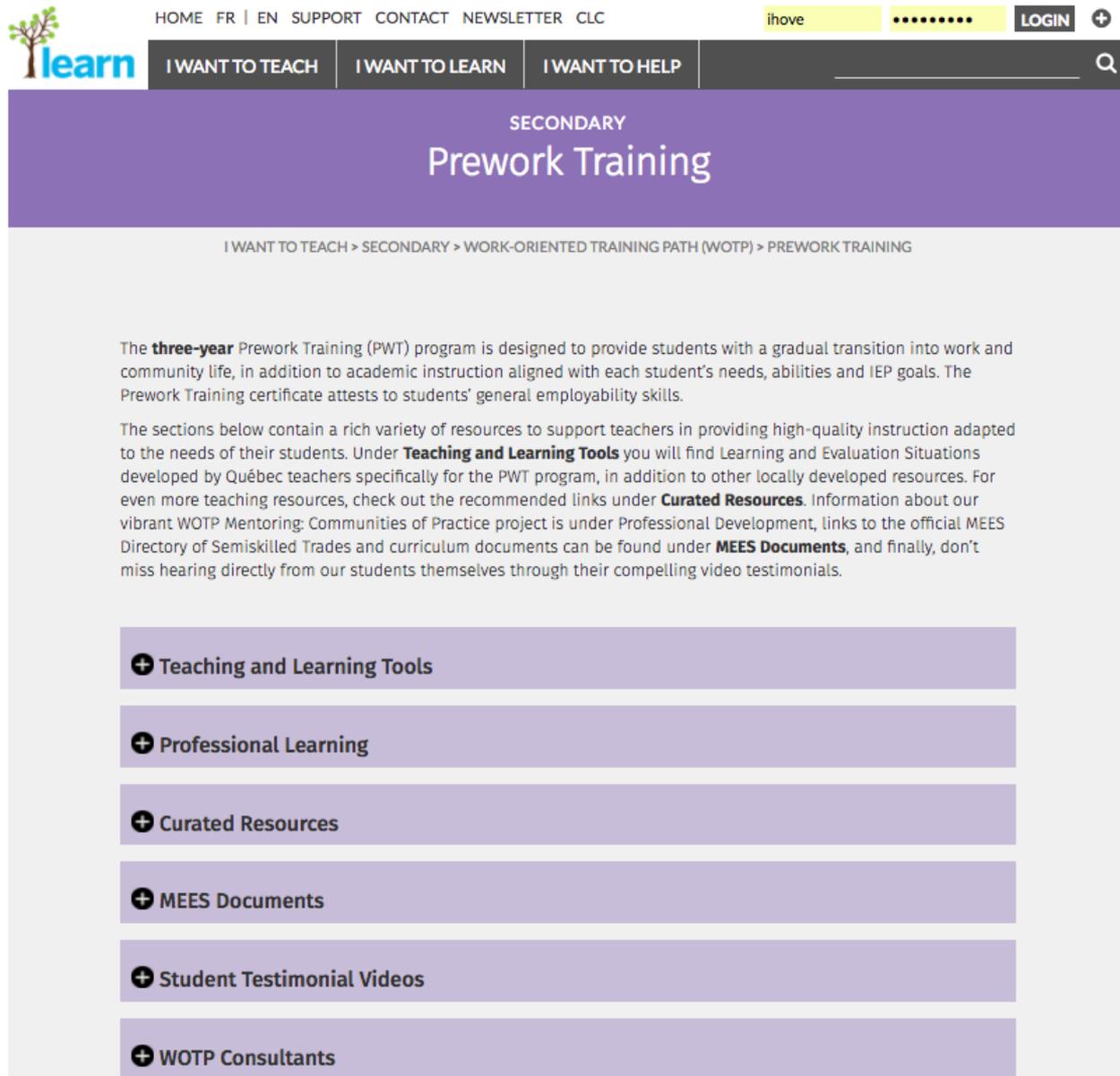
REGISTER NOW FOR OUR MONTHLY WORKSHOPS!

**I want to teach**  
Are you an educator looking for teaching resources and Professional Learning opportunities?

**I want to learn**  
Are you a student in need of help for homework, study or revision or want to know more about our online classes?

**I want to help**  
Are you a parent, a guardian or community member looking for resources to help your child succeed in school?

# Everything you need in six sections:



HOME FR | EN SUPPORT CONTACT NEWSLETTER CLC ihove ..... LOGIN +

I WANT TO TEACH I WANT TO LEARN I WANT TO HELP

## SECONDARY Prework Training

I WANT TO TEACH > SECONDARY > WORK-ORIENTED TRAINING PATH (WOTP) > PREWORK TRAINING

The **three-year** Prework Training (PWT) program is designed to provide students with a gradual transition into work and community life, in addition to academic instruction aligned with each student's needs, abilities and IEP goals. The Prework Training certificate attests to students' general employability skills.

The sections below contain a rich variety of resources to support teachers in providing high-quality instruction adapted to the needs of their students. Under **Teaching and Learning Tools** you will find Learning and Evaluation Situations developed by Québec teachers specifically for the PWT program, in addition to other locally developed resources. For even more teaching resources, check out the recommended links under **Curated Resources**. Information about our vibrant WOTP Mentoring: Communities of Practice project is under Professional Development, links to the official MEES Directory of Semiskilled Trades and curriculum documents can be found under **MEES Documents**, and finally, don't miss hearing directly from our students themselves through their compelling video testimonials.

- + Teaching and Learning Tools
- + Professional Learning
- + Curated Resources
- + MEES Documents
- + Student Testimonial Videos
- + WOTP Consultants

## Teaching and Learning Tools

The resources below have been developed to align with the Québec Education Program (QEP) for Prework Training. Contributions can be found from a variety of educators across Québec: WOTP teachers, WOTP consultants and other members of the DEEN-CREATE Subcommittee, and the WOTP Project Development Officer. The QEP for Prework Training supports flexible pedagogy and differentiated instruction; teachers are encouraged to adapt or modify these resources to meet the needs of their students as required.

### Languages

---

English Language Arts

Français langue seconde

[show list](#)

### Math, Science and Technology

---

Mathematics

Technological & Scientific Experimentation

[show list](#)

### Social Sciences

---

Geography, History & Citizenship Education

[show list](#)

### Personal Development

---

Physical Education & Health

Autonomy & Social Participation

[show list](#)

### Career Development

---

Preparation for the Job Market

Introduction to the World of Work

Work Skills

[show list](#)

### Evaluation Tools

---

[show list](#)

# Curriculum Guides, Learning and Evaluation Situations and other tools developed by our Québec WOTP Community

## Math, Science and Technology

---

Mathematics

Technological & Scientific Experimentation

● [hide list](#)

Pework Math: Continuum Guide and Resources [Download](#) 

---

Math LES: Healthy Lifestyles Meal Planner [Download](#) 

---

Math LES: To Cell or not to Cell [Download](#) 

---

WHMIS Pictograms Template - English [Download](#) 

---

WHMIS Pictograms Template - French [Download](#) 

---

## Social Sciences

---

Geography, History & Citizenship Education

● [show list](#)

## Personal Development

---

Physical Education & Health

Autonomy & Social Participation

## + Teaching and Learning Tools

## + Professional Learning

## - Curated Resources

WOTP English Language Arts **Download** 

WOTP French Second Language **Download** 

WOTP Mathematics **Download** 

Mental Health and Mindset **Download** 

Workplace Safety

 [show list](#)

## + MEES Documents

## + Student Testimonial Videos

## + WOTP Consultants

# www.khanacademy.org/partner-content/learnstorm-mindset-activities-17

Subjects ▾

Search



KHANACADEMY

Ingrid Hove<sup>9+</sup>

< PARTNER CONTENT

## LearnStorm growth mindset activities

### Topics

Activity #1: The truth about your brain

Activity #3: Which voice will you hear?

Activity #5: Overcoming frustration

Growth mindset teacher resources

Activity #2: Supercharge your growth

Activity #4: Turning mistakes into opp...

Activity #6: The path forward

See descriptions ▾

### Recommended



Article

Activity #1: The truth about your brain

Get started!



Article

Activity #2: Supercharge your growth

Get started!



Article

Activity #3: Which voice will you hear?

Get started!



Article

Activity #4: Turning mistakes into opportunities

Get started!



Article

Activity #5: Overcoming frustration

Get started!

**Click on the icons, or scroll down to the bottom of the page to access teacher lesson plans and downloadable slide presentations.**

# Example from Activity #1: The Truth About Your Brain

## The growth mindset

These examples prove that your brain is like a muscle. You can make it stronger through exercise, practice, and even some struggling.



The growth mindset is the belief that you can grow your brain, that your intelligence grows with effort.

## Struggling is part of the learning process

When you're learning, especially something that is challenging for you, it's normal to make mistakes, get confused, or feel frustrated.

# Example from Activity #3: “Which voice will you hear?”



<https://www.youtube.com/watch?v=LUtcigWSBsw&t=50s>

# WhiteBoarding for Math with Amy Campbell: C100 (Main Floor)



Amy uses a wide variety of teaching approaches and manipulatives in her classroom at Pierrefonds Comprehensive High School. Today she shares how she puts whiteboards and dry erase markers to great use for increased engagement and comprehension in math.

# Incorporating the competency “*Adopts attitudes and behaviours required in the workplace*” in the classroom context with Hilary Chaiton: B205



Hilary will share several different teacher-tested tools that she has developed to help students succeed in the workplace. This breakout session has something to offer teachers of all subjects, but will be of particular of interest to teachers of the Introduction to the World of Work, Work Skills, and Preparation for a Semiskilled Trade courses, in addition to English Language Arts teachers.

# French Second Language Breakout Session with Marc-Albert Paquette: B206



MAP is back! We are pleased (overjoyed, ecstatic!) to announce that Marc-Albert has volunteered to return again this year and continue to support teachers of *Français, langue seconde* within the WOTP. This year's focus will be on the *Cadre européen commun de référence pour les langues* and associated *Portfolio scolaire des langues*.

**ALL teachers of French Second Language within WOTP are welcome to join in!**

# **Work-Oriented Training Path Basics: C201 (Main Room) with Ingrid. For all those new to WOTP**





## Breakout sessions after the

Break

**Each of the following will repeat after lunch:**

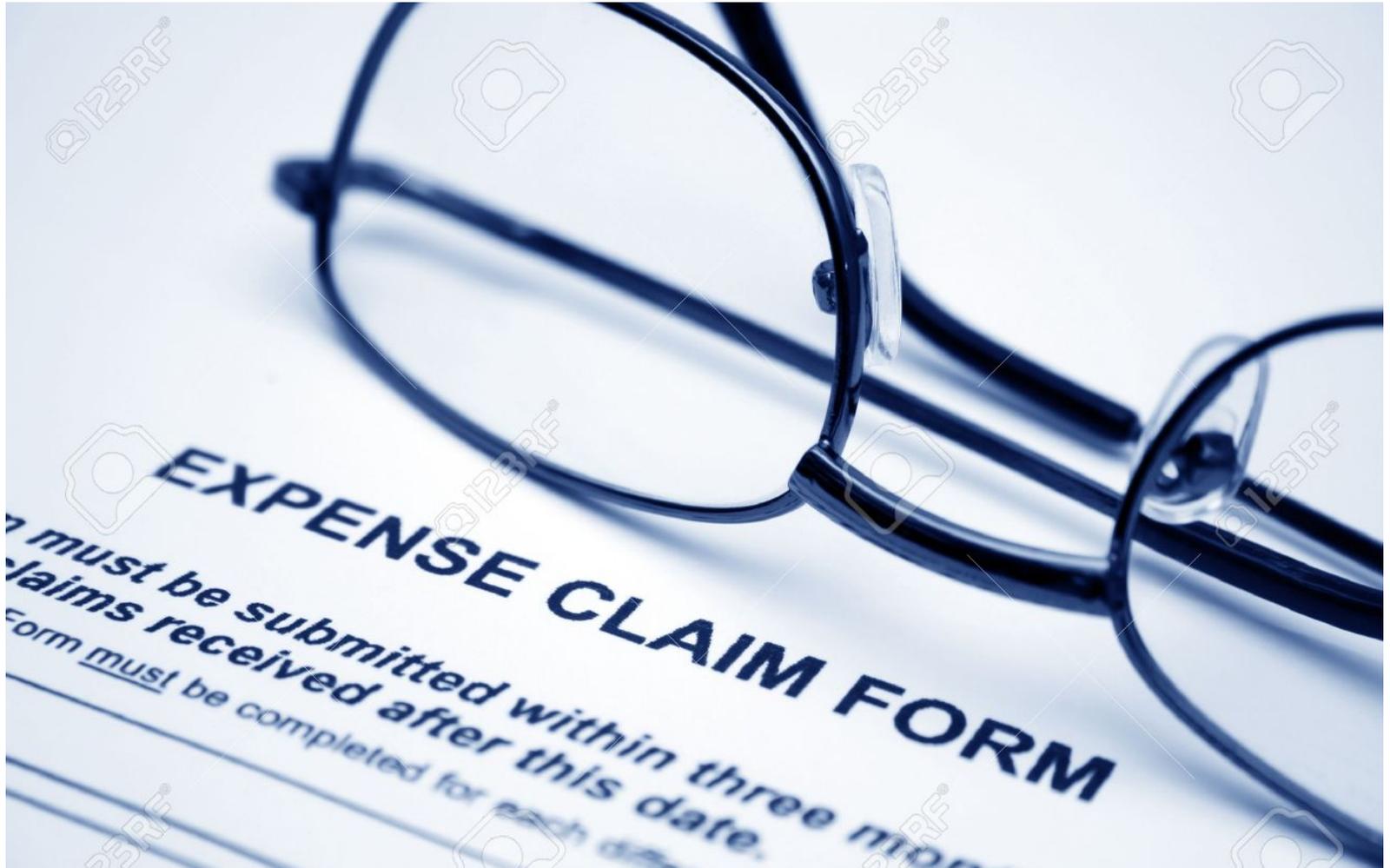
- **Whiteboarding for Math with Amy (C100)**
- **Incorporating “Attitudes and Behaviours for the Workplace” in the Classroom Context with Hilary (B205)**
- **FSL with Marc-Albert (B206)**

**Morning only:**

- **WOTP Basics with Ingrid: C201**

**Afternoon only: STEAM Challenges/Maker Lab: C201**

# School Board Round Tables Breakout Sessions begin at 11:00

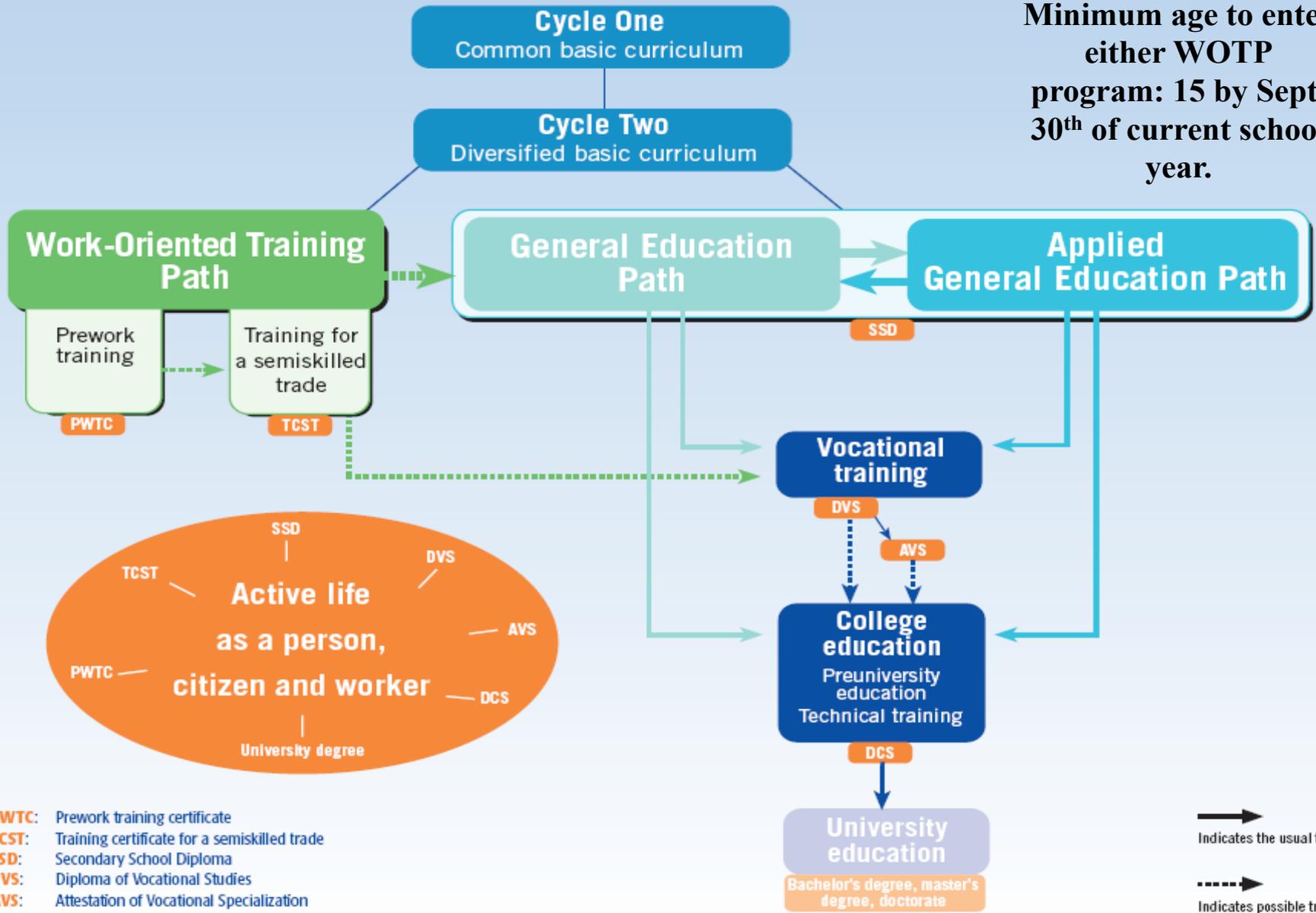


# The Work-Oriented Training Path: The Basic School Regulation and Beyond



# LEARNING PATHS IN THE YOUTH SECTOR

**Minimum age to enter either WOTP program: 15 by Sept. 30<sup>th</sup> of current school year.**



- PWTC:** Pwork training certificate
- TCST:** Training certificate for a semiskilled trade
- SSD:** Secondary School Diploma
- DVS:** Diploma of Vocational Studies
- AVS:** Attestation of Vocational Specialization
- DCS:** Diploma of College Studies

- Indicates the usual transition
- - - - - →** Indicates possible transitions if certain conditions are met

# According to the Basic School Regulation:

## 23.3

A student who is at least 15 years of age on September 30 of the school year in which he or she begins the training may enroll in either training path if the student's last report card of the school year or individualized education plan shows that the training path, among all the training paths offered at the secondary level, **is most likely to meet the student's interests, needs and abilities.**

## 23.4

A student may be admitted to prework training if the student has not achieved the objectives of the elementary level programs of studies for **language of instruction and mathematics.**

## 23.5

A student may be admitted to training for a semiskilled trade if 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. (Interpreted to mean Secondary 2 credits).

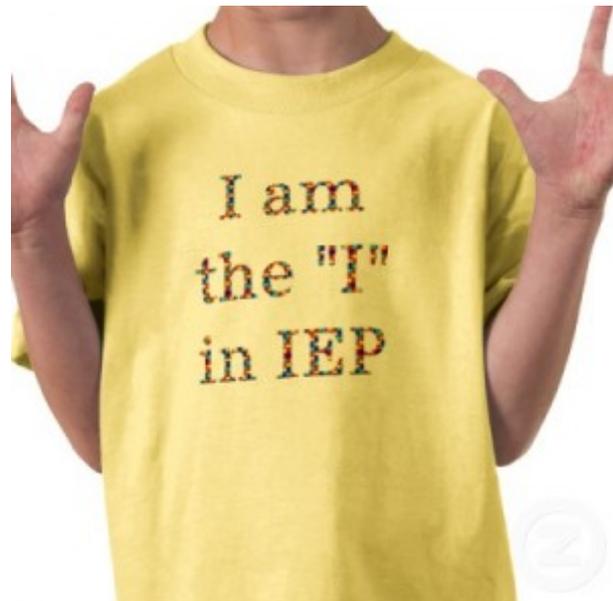
# Prework Training Program

## Three (3) years in length

- Year I: Rich and broad academic curriculum written specifically for Prework students. In addition, students spend 150 hours (h) in the classroom-based ***Introduction to the World Work*** course, designed to prepare them for work placements the following year.
- Year II: 600 h of academics; 300 h of ***Work Skills***
- Year III: 300 h of academics; 600 h of ***Work Skills***

# Prework Training: Flexibility and Differentiation

**“None of the content is prescribed – a distinctive aspect of Prework Training – but teachers have to draw on the content of the various programs and make appropriate choices based on the students’ individualized education plans, which contain information on their occupational aspirations.”**



Secondary QEP  
Work-Oriented Training Path  
Chapter 5, pg. 4

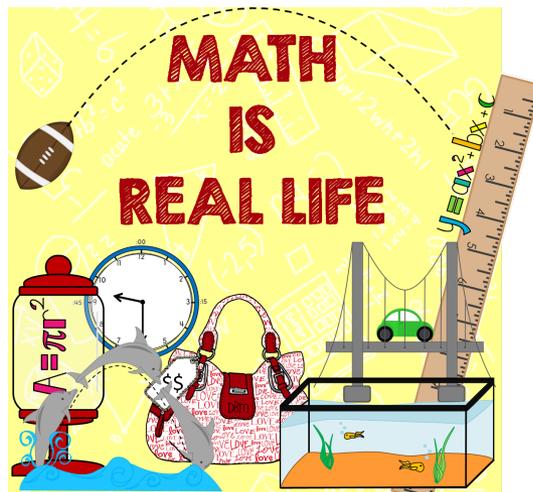
# Active, Life-Skills Oriented, Engaging



**Geography, History & Citizenship:**  
Map reading skills and discovering the students' community

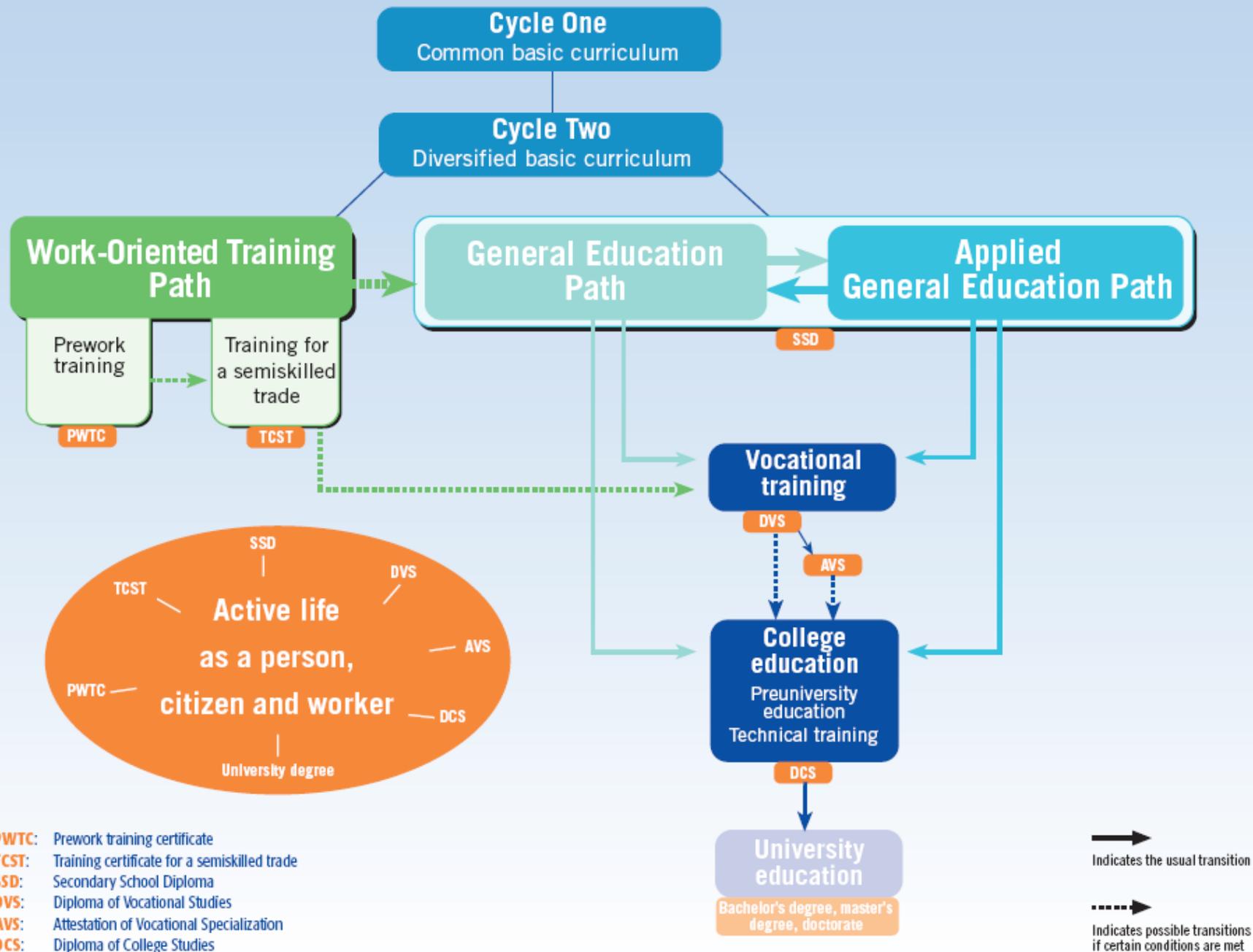


**Autonomy & Social Participation:**  
Participating in community service



**Mathematics:**  
Calculating a weekly salary;  
reading a thermometer;  
comparing costs of different cell  
phone plans

# LEARNING PATHS IN THE YOUTH SECTOR



# Training for a Semiskilled Trade

## One-year program

- Academic curriculum is the standard Cycle I program for ELA, FSL and Math, however the content and approach should be adapted to students needs and interests.
- **375 hours** devoted to practicum/work placements.
- Students have many options after completing the TST program. They can return to the general education path in the youth sector, continue their studies in adult education, apply to certain vocational training programs, or choose to enter the work force.

**“In all cases, it is up to the school to make students aware of the importance of continuing to learn.”**

# Enrich the curriculum in ways that develop practical skills, safety, judgment:



**Sir Wilfrid Laurier:  
First Aid & CPR Training**



**English Montreal:  
Construction Projects**

# PWT



# TST

<b>Three-year program</b>	<b>One-year program</b>
<p><b>Goal:</b> <b>Gradual, supportive integration into the workforce; continue to support academic progress at the elementary level based upon IEP; develop life skills.</b></p>	<p><b>Goal:</b> <b>Certify students in a specific semiskilled trade; strengthen core academics at the Secondary Cycle I level; help students consider all options after completing program.</b></p>
<p><b>Reporting: In Letter Grades (A,B,C or D)</b></p>	<p><b>Reporting: In Percentage Grades</b></p>
<p><b>Certification based solely upon success in the following practical training components:</b></p> <p>Year II: Work Skills, 300 hours</p> <p>Year III: Work Skills, 600 hours</p>	<p><b>Certification based solely upon success in the following practical training components:</b></p> <p>Preparation for a Semiskilled Trade: 375 hours</p> <p>Preparation for the Job Market: 75 hours</p>

# Guided transitioning into the workplace

*“The practicum is preceded by a **classroom preparation period** and includes activities for which the students return to the classroom, ideally on a weekly basis, to integrate the learning they have acquired in the workplace.”*

QEP, WOTP, Work Skills, p. 1  
and Preparation for a Semiskilled Trade, p. 1

*“The teacher should support students during each phase of the learning process associated with the practicum: **preparation, performance and integration**. This means helping them take a critical look at their experience in the workplace.”*

QEP, WOTP, Work Skills, p. 6  
and Preparation for a Semiskilled Trade, p. 6

# **A Day in the Life of a WOTP Student (at Pierrefonds Comprehensive High School)**



[https://youtu.be/UkhNqpwfcd8?list=UU7QI8Tgh8JPoA2Jjb-\\_ErIA](https://youtu.be/UkhNqpwfcd8?list=UU7QI8Tgh8JPoA2Jjb-_ErIA)

# MEES WOTP Main Website

www.education.gouv.qc.ca/en/school-boards/references/semiskilled-trades/

ca bookmarks Basic school regulatio Tableaux de bord Strategies to Motivate New Tab Check & Connect Stud Department of Psycho

Follow us   

Search



✦ School Boards

## Semiskilled Trades

Training Options

Training Certificates

List of Semiskilled Trades

Subject-Specific Competencies in the Semiskilled Trades

Directory of Semiskilled Trades 

Bridges Between Training Programs

Responsibility of the Ministère

## Semiskilled Trades

In semiskilled trades, employees perform concrete, repetitive and simple tasks in accordance with a pre-established sequence. These trades are learned in the workplace.

The following are some examples of semiskilled trades:

- Cook's Helper
- Livestock Worker
- Vehicle Cleaner
- Public Building Cleaner

# MEES Directory of Semiskilled Trades

Éducation  
et Enseignement  
supérieur

Québec

Home Ministère Site map Contact us Québec portal

Français

Navigate

♦ Home

## Directory of Semiskilled Trades

Find a training program

Find a training program

### Vocational Training Sector

- 01 - Administration, Commerce and Computer Technology
- 02 - Agriculture and Fisheries
- 03 - Food Services and Tourism
- 04 - Arts
- 05 - Woodworking and Furniture Making
- 06 - Chemistry and Biology
- 07 - Buildings and Public Works
- 08 - Land Use Planning and the Environment
- 09 - Electrotechnology
- 10 - Motorized Equipment Maintenance
- 11 - Mechanical Manufacturing
- 12 - Forestry and Pulp and Paper
- 13 - Communications and Documentation
- 14 - Maintenance Mechanics
- 15 - Mining and Site Operations
- 16 - Metallurgical Technology
- 17 - Transportation
- 18 - Fashion, Leather and Textiles
- 19 - Health Services
- 20 - Social, Educational and Legal Services
- 21 - Beauty Care

<http://www.education.gouv.qc.ca/en/teachers/references/metiers-semi-specialises/directory-of-semiskilled-trades/>

# Example: Semiskilled Trade Titles in Sector 10

[+ Home](#)

## Directory of Semiskilled Trades

Find a training program

### Search results

6 training programs found

#### 10 - Motorized Equipment Maintenance

Vehicle Cleaner

Service Station Attendant

Tire Installer 

Rustproof Coater

Helper - Automotive Glass Repair and Installation

Auto Recycling Facility Worker

[New Search](#)

[Print](#)



Optional  
Comp.

814602 - Provide service at the gas pump  

[Add to my plan](#)

1 

Performance criteria 

Observance of occupational health and safety rules  
Compliance with instructions  
Vigilance

Tasks 

- Make sure health and safety rules are observed (engines turned off, no lit cigarettes, etc.).
- Choose the appropriate fuel and fill the gas tank.
- Wash the windshield, windows, headlights and backlights.
- Detect various problems (breakages, malfunctioning equipment, etc.), and notify the person in charge.

Level 1 =  
lower level of  
difficulty

814603 - Do minor maintenance on vehicles 

[Add to my plan](#)

2 

Performance criteria 

Observance of occupational health and safety rules  
Observance of environmental laws and regulations  
Compliance with instructions  
Within the limits of the occupation  
Proper use of tools and instruments such as a pressure gauge  
Concern for customer safety

Tasks 

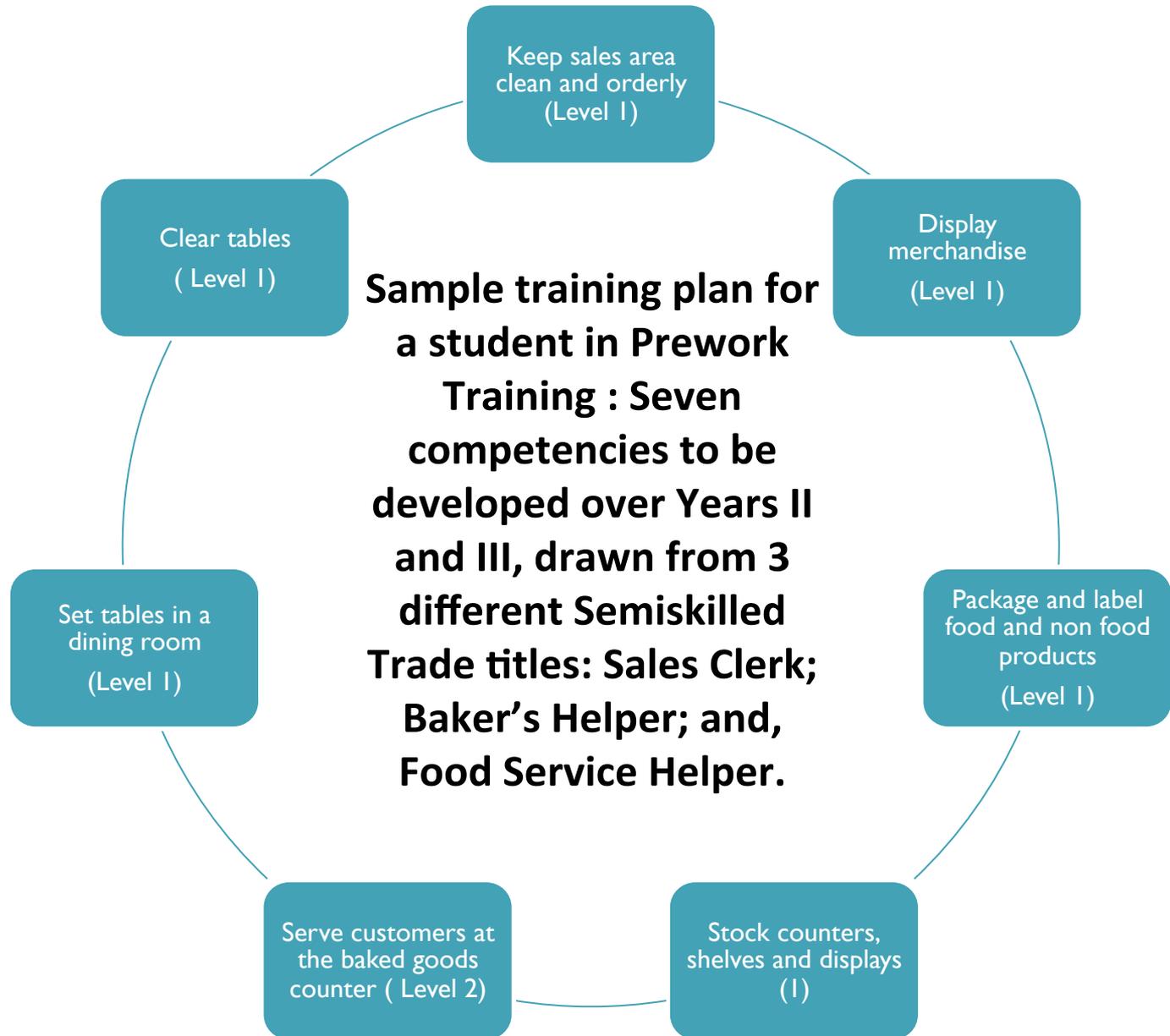
- Check and top off the oil if necessary (choose the product, add the required quantity to the oil tank and replace the cap).
- Check and top off the other fluids if necessary (choose the product, add the required quantity

Level 2 =  
more  
complex  
task

# Certification in Prework Training

Prework Training students must master seven individual work competencies which can be drawn from any of the different trades listed in the Directory of Semi-Skilled Trades.







**Lunch is served...**  
**12:00 – 12:45**



## Afternoon Breakout Sessions:

- **Whiteboarding for Math with Amy (C100)**
- **Incorporating “Attitudes and Behaviours for the Workplace” in the Classroom Context with Hilary (B205)**
- **FSL with Marc-Albert (B206)**
- **STEAM Challenges/Maker Lab: C201**

- Homopolar Motor
- ArtBot
- Bridge Building
- Makey-Makey
- Video-Game Creation with Scratch
- And other “Maker” fun



**LEARN's Open Creative Space**

[Welcome](#) [Professional Learning](#) [Our Blog](#) [STEAM Challenges](#) [STEAM Projects](#) [Resources](#) [Literature](#)

STEAM Challenges

**Reaching the discouraged, unmotivated, disengaged student is  
a challenging task . . . .**



**“Student apathy and lack of motivation are frequently cited as factors underlying teacher stress, burnout, and lack of job satisfaction.”**

Hattie & Yates, *Visible Learning and the Science of How We Learn*  
(2014) page 21





**“Before this program I had a lot of trouble in classrooms with many people. I had a lot of difficulty to stay on task. I did not have many friends. I was not like the others. I had more trouble than most kids in my class.”**

*Student in Semiskilled Trades in the Central Quebec School Board*

**How can we begin to shift this negative pathway?**



# Provide plenty of positive feedback

*“The laser focus we often apply to problems and weaknesses sometimes leads us to overlook all the positive in our kids. Experts in a field called positive psychology have done extensive research\* documenting how effective positive feedback is on behaviour, attitude, mood, and emotions. In fact, this research shows that receiving three pieces of positive feedback for each piece of corrective feedback can produce positive behaviour change all by itself.”*

Guare, Dawson & Guare. *Smart but Scattered Teens*.  
Guilford Press, 2013

*\*For example:*

Horner, Robert H; Sugai, George; Anderson, Cynthia M. (2010). Examining the evidence for school-wide positive behavior support. *Focus on Exceptional Children*, 42 (8), 1-14.

Simonsen, Brandi; Fairbanks, Sarah; Briesch, Amy; Myers, Diane; Sugai, George (2010). Evidence-based Practices in Classroom Management: Considerations for Research to Practice. *Education and Treatment of Children*, 31(3), 351-380.

# The Positivity Ratio

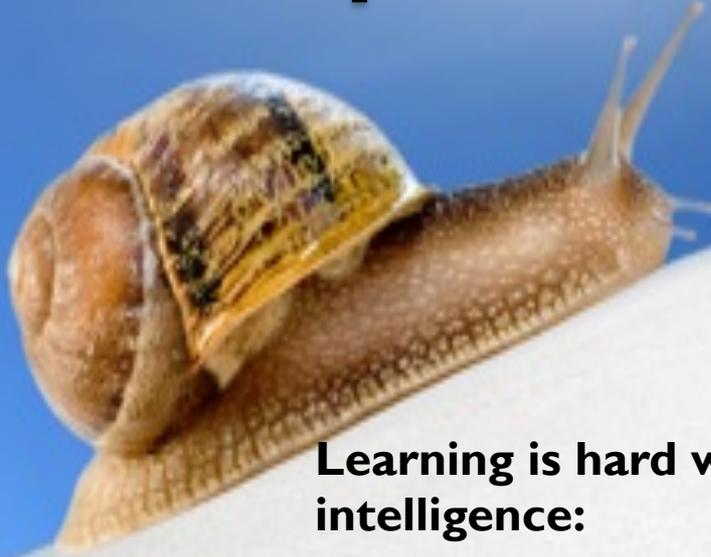
$$\frac{3}{1}$$

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# Effective Positive Feedback is Descriptive and Affirming

- *“You regrouped correctly in the hundred column. Good start!”*
- *“You took the time to make sure that you measured exactly half a cup.”*
- *“I noticed you’re on time! It’s good to see you!”*
- *“That’s a great sentence you wrote because...”*
- *“That was kind of you to hold the door.”*

# Effective Positive Feedback Emphasizes Effort



Learning is hard work – purposefully compliment effort not intelligence:

- ***“I really like how you struggled with that problem” instead of “You’re so smart!”***
- ***“I can see how much work you must have put into this: project, paragraph, sketch, puzzle...”***
- ***“I’m happy to see you here today, some days getting to school is hard.”***

# Experienced WOTP teachers know that a positive relationship is the key . . .

*“The relationship between teacher and student in WOTP is different. As a teacher, I have the opportunity to build a relationship with these students and have a positive influence on their academics and in their personal lives. They are unique students who need to connect with adults, and so many of them haven’t had much success with this in the past.”*

*TST Teacher from the Riverside School Board*

**Who travelled the furthest to  
come to Mentoring today?**





# Safe travels home!

**Please do not hesitate to contact your friendly, local WOTP consultant or Marsha or Ingrid to volunteer to share projects or resources with the community. Your ideas and feedback are always welcome!**

**Marsha Gouett**

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**Ingrid Hove**

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