

WELCOME!

PLEASE USE A **BLUE** NAME TAG IF YOU'RE NEW TO WOTP THIS YEAR; PLEASE USE A **RED** NAME TAG IF YOU'RE AN EXPERIENCED WOTP TEACHER.



A group of people's hands are stacked in a circle, with blue wristbands that say "WOTP". The background is dark and slightly blurred.

WOTP MENTORING COMMUNITY OF PRACTICE

3 OCTOBER 2019

**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 ET DE L'ENSEIGNEMENT SUPÉRIEUR (MEES)
- MICHILYNN DUBEAU, WOTP MENTORING CO-ORDINATOR

WITH THE SUPPORT OF YOUR WOTP CONSULTANTS:

CENTRAL QUEBEC SCHOOL BOARD
JILL ROBINSON AND MARJOLAINE QUER

CREE SCHOOL BOARD
GEORGE OBLIN

EASTERN SHORES SCHOOL BOARD
GUY GALLIBOIS

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
TOM MUIRHEAD
KARA JOHNSTONE

RIVERSIDE SCHOOL BOARD
LOUISE BOURQUE

SIR WILFRID LAURIER SCHOOL BOARD
TBD

WESTERN QUEBEC SCHOOL BOARD
STEVE GREIG



GOALS OF WOTP MENTORING COMMUNITY 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.

A close-up photograph of a hand holding a silver pen, writing on a checklist in a notebook. The notebook has a grid pattern and the word 'Drive' is written multiple times next to checkboxes. The background is a dark, solid color.

AGENDA

9:30-9:40 INTRODUCTIONS AND WELCOME

9:40-9:55 MEET YOUR COMMUNITY!

9:55-10:15 JHS- STOP ANIMATION

10:15 -11:00 BRIDGE FROM TST TO VT

11:10-12:00 ACTIVITY: CASE STUDIES

12:00 -12:45 LUNCH

12:45-1:00 EDULOI

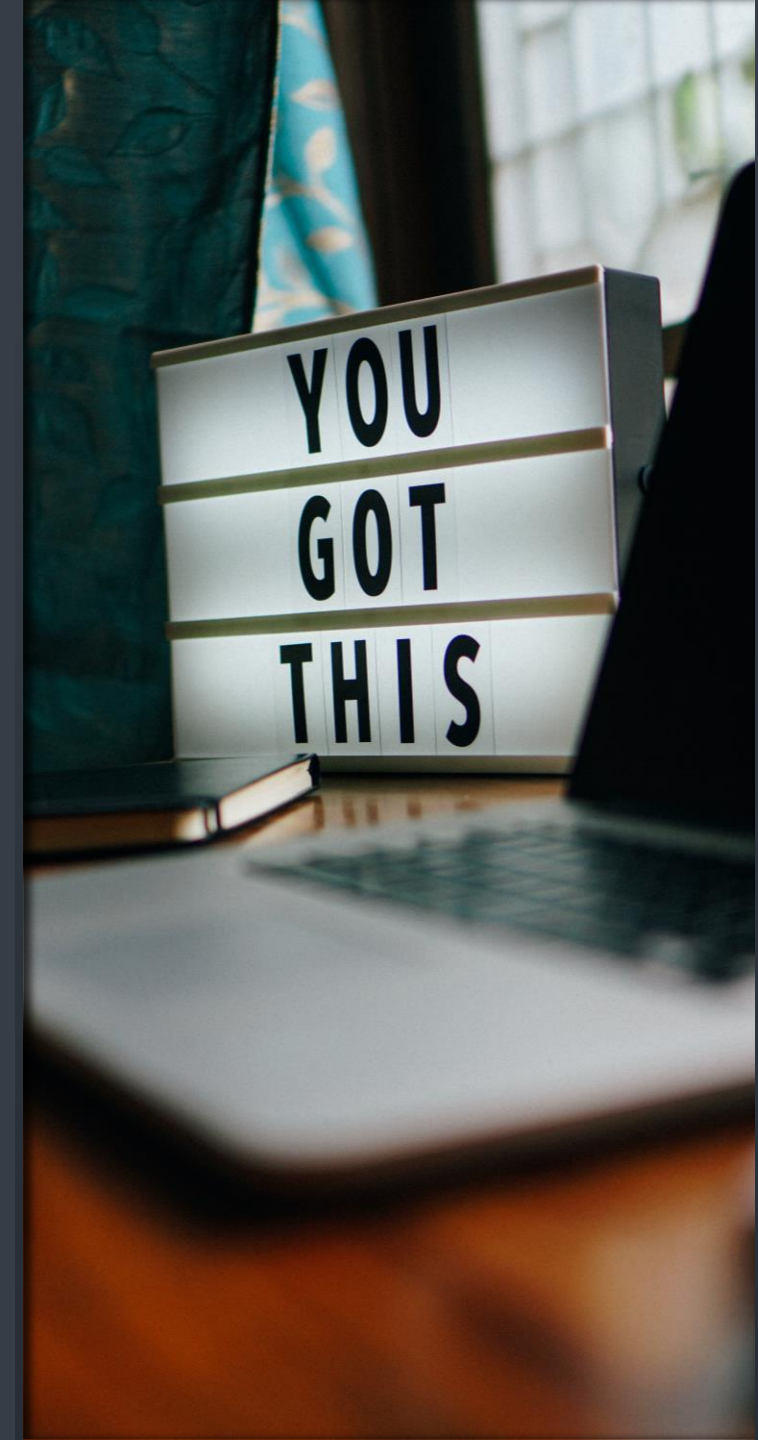
1:00-2:00 BREAKOUT SESSIONS

2:00 -2:10 WORKPRESS AND SOCIAL MEDIA

2:10-2:30 EXIT CARDS AND CLOSING

MEET YOUR COMMUNITY!

- CHAT WITH SOMEONE NEW.
- TELL THEM ABOUT YOURSELF AND YOUR WOTP STUDENTS.
- SHARE ONE THING THAT YOU HAVE DONE THIS WITH YOUR STUDENTS THIS YEAR THAT WAS SUCCESSFUL AND SOMETHING THAT BOMBED!





JOLIETTE HIGH SCHOOL

SOPHIA HOB OHM

STOP ANIMATION CROSS-CURRICULAR
PROJECT



**IMPLEMENTING THE BRIDGE FROM TRAINING FOR A
SEMISKILLED TRADE TO VOCATIONAL TRAINING**

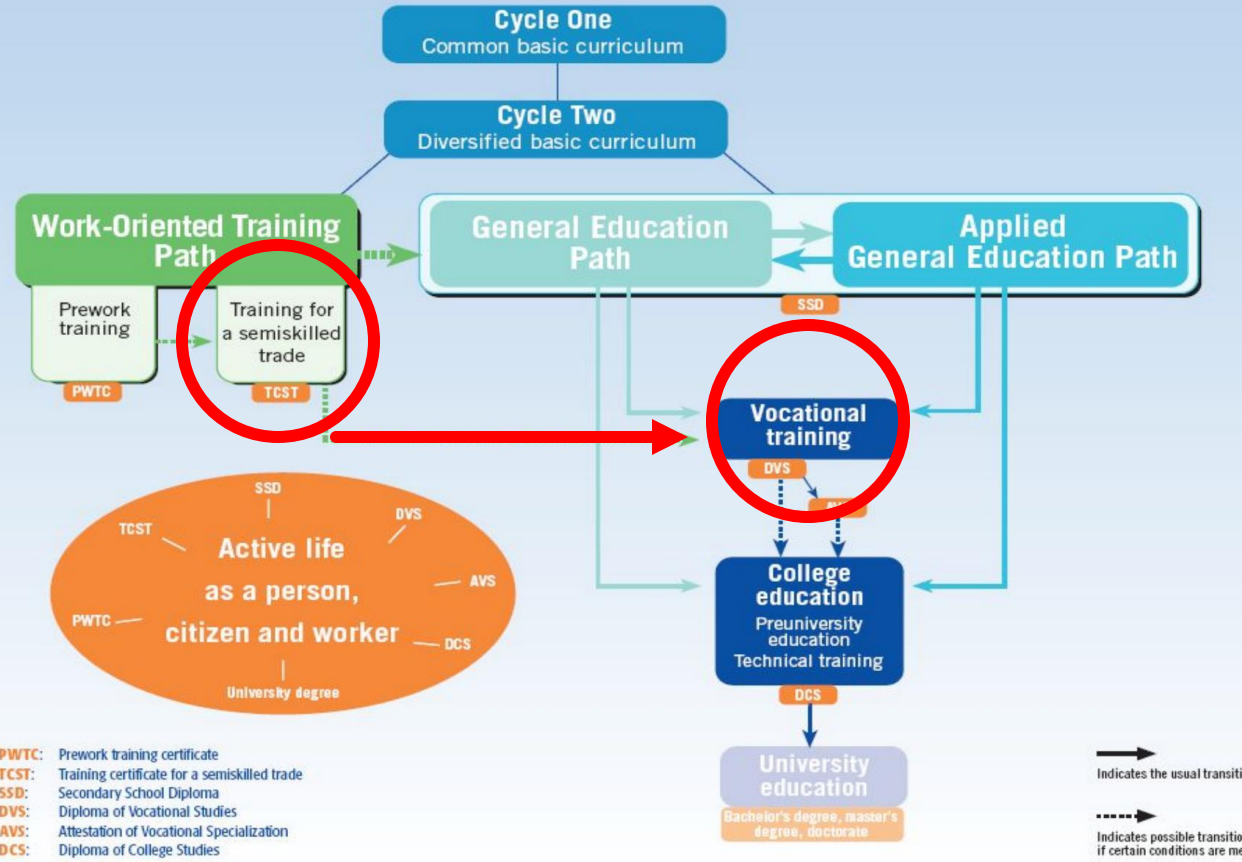
OBJECTIVE

STRONG UNDERSTANDING OF:

- TRAINING FOR A SEMISKILLED TRADE (TST)
- THE *PASSERELLE* OR BRIDGE BETWEEN THE TST PROGRAM AND CERTAIN VOCATIONAL TRAINING (VT) PROGRAMS



LEARNING PATHS IN THE YOUTH SECTOR



TRAINING FOR A SEMISKILLED TRADE

- 1- YEAR PROGRAM.
- 15 YEARS +.
- INTENDED FOR STUDENTS WHO HAVE 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.
- REPORTING IN PERCENTAGE GRADES.
- CERTIFICATION DEPENDENT UPON SUCCESSFUL COMPLETION OF PRACTICAL TRAINING.
 - 375 HOURS IN PREPARATION FOR A SEMISKILLED TRADE
 - 75 HOURS IN PREPARATION FOR THE JOB MARKET



TST PROGRAM CONTENT



General Education

Academic curriculum is the standard **Secondary Cycle I program**

- English Language Arts
- Mathematics
- FSL




Practical training



375 hours devoted to practicum/work placements




- Preparation for the Job Market
- Preparation for a Semiskilled Trade

8612 Cook's Helper

M612

Field of application 	Cook's helpers work in the kitchen of restaurants, hotels, institutions, cafeterias, caterers, grocery stores or supermarkets.
Other job titles	Food preparer

42 - Receive food and nonfood products  	Add to my plan	2 
Performance criteria 		
<ul style="list-style-type: none">■ Observance of occupational health and safety rules■ Observance of rules of hygiene and sanitation■ Compliance with work instructions■ Proper application of work techniques■ Accurate data		
Tasks 		
<ul style="list-style-type: none">■ Check the quality of the products received.■ Compare the quantities received against invoices and purchase orders.■ Fill out administrative forms and forward them to the appropriate department or person.■ Record information for inventory purposes.■ Prepare pallets and place them in their designated area. ■ Unload trucks. 		

52 - Handle food and nonfood products 	Add to my plan	1 
Performance criteria 		
<ul style="list-style-type: none">■ Observance of occupational health and safety rules■ Observance of rules of hygiene and sanitation (food products)■ Compliance with work instructions■ Proper use of equipment■ Compliance with storage plan		

DIRECTORY OF SEMISKILLED TRADES

PREPARATION FOR THE JOB MARKET

- ESTABLISHES HIS/HER PERSONAL AND OCCUPATIONAL PROFILE
- GAINS AN UNDERSTANDING OF THE JOB MARKET
- CARRIES OUT A SOCIOVOCATIONAL INTEGRATION PLAN

PREPARATION FOR A SEMISKILLED TRADE

- ADOPTS ATTITUDES AND BEHAVIOURS REQUIRED IN THE WORKPLACE
- DEVELOPS THE SPECIFIC COMPETENCIES ASSOCIATED WITH A SEMISKILLED TRADE



TRAINING PLAN FOR HAIR SALON ASSISTANT (8666)


- **KEEP AN APPOINTMENT BOOK**
- **GREET CLIENTS (WITH OR WITHOUT AN APPOINTMENT)**
- **CLEAN AND TIDY UP THE PREMISES**
- **SHAMPOO HAIR (OPTIONAL)**
- **DISPLAY HAIR PRODUCTS AND OTHER TYPES OF PRODUCTS (OPTIONAL)**

8666 Hair Salon Assistant


M666



Field of application 	Hair salon assistants work in a hair salon.
Other job titles	No other job titles



816601 - Keep an appointment book 	Add to my plan	2 
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Performance criteria 

- Within the limits of the occupation
- Compliance with company policies
- Attentive listening to clients
- Courteous service
- Relevant, accurate and clear information provided


Tasks 


- Take telephone calls.
- Provide general information on the services offered, the rates, opening hours, etc.
- Consult the appointment book.
- Book appointments.
- Confirm appointments.
- Change appointments. 
- Complete client charts. 
- Deliver messages.




816602 - Greet clients (with or without an appointment) 	Add to my plan	2 
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Performance criteria 

- Compliance with work instructions
- Appropriate personal appearance
- Pleasant demeanour

Tasks 

- Welcome the client and check the appointment.
- Invite the client to remove her or his coat and have a seat.
- Take out the client chart.
- Invite the client to make herself or himself comfortable.
- Offer magazines or newspapers.
- Prepare and offer a beverage and/or snack. 

816603 - Shampoo hair  	Add to my plan	2 
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TRAINING FOR A SEMISKILLED TRADE

- 1- YEAR PROGRAM.
- GENERAL EDUCATION: ELA, FSL AND MATH SECONDARY CYCLE I LEVEL (SEC I/SEC II).
- 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



POLICY ON EDUCATIONAL SUCCESS

A shared vision

Inclusive educational settings focused on success for all, supported by their community, where people learn to be civic-minded, creative, competent, responsible, open to diversity and fully engaged in social, cultural and economic life in Québec

MAJOR OBJECTIVES AND OUTCOMES ASSOCIATED WITH THE VISION

GRADUATION AND QUALIFICATION	EQUITY	PREVENTION	LANGUAGE PROFICIENCY	EDUCATIONAL PATH	LIVING ENVIRONMENT	
OBJECTIVE 1 By 2030, have 85% of students under the age of 20 obtain a first diploma (SSD or DVS), and 90% obtain a first diploma or qualification	OBJECTIVE 2 By 2030, reduce the gap in success rates between various groups of students by 50%	OBJECTIVE 3 By 2025, increase to 80% the proportion of children starting school who do not present a vulnerability factor related to their development	OBJECTIVE 4 By 2030, increase to 90% the success rate on the composition component of the Elementary 4 language of instruction ministerial examination in the public system	OBJECTIVE 5 Increase by 5 percentage points the proportion of the adult population of Québec who demonstrate high-level literacy skills according to PIAAC 2022	OBJECTIVE 6 By 2030, reduce to 10% the proportion of students starting public secondary school at age 13 or older	OBJECTIVE 7 By 2030, ensure that all school buildings are in good condition

THREE BROAD AREAS OF INTERVENTION, CHALLENGES AND ORIENTATIONS

VALUES <ul style="list-style-type: none"> • UNIVERSALITY • ACCESSIBILITY • EQUITY 	BROAD AREA OF INTERVENTION 1 EVERYONE ACHIEVING THEIR FULL POTENTIAL	CHALLENGE 1 EARLY, RAPID AND ONGOING INTERVENTION	Orientation 1.1 Act early and rapidly Orientation 1.2 Act continuously and in a concerted manner
		CHALLENGE 2 FOUNDATIONS AND PATHS FOR LIFELONG LEARNING	Orientation 2.1 Develop literacy and numeracy skills starting in early childhood and continuing throughout life Orientation 2.2 Integrate 21st-century competencies and digital technologies more effectively Orientation 2.3 Develop diversified paths for vocational training based on Québec's development priorities and students' interests
		CHALLENGE 3 ADAPTING TO DIVERSITY AND DIFFERENT NEEDS AND EDUCATIONAL PATHS	Orientation 3.1 Recognize diversity and value everyone's contribution Orientation 3.2 Provide accessible, quality educational services adapted to diverse needs Orientation 3.3 Take action at all levels of governance to ensure equal opportunity
PRINCIPLES <ul style="list-style-type: none"> • GENDER EQUALITY • SUSTAINABLE DEVELOPMENT • SUBSIDIARITY 	BROAD AREA OF INTERVENTION 2 AN INCLUSIVE ENVIRONMENT FOR DEVELOPMENT, LEARNING AND SUCCESS	CHALLENGE 4 QUALITY EDUCATIONAL AND PEDAGOGICAL PRACTICES	Orientation 4.1 Improve the initial and continuing training of school and educational childcare services staff Orientation 4.2 Ensure the development and adoption of best educational and pedagogical practices Orientation 4.3 Update methods for the evaluation of learning and ensure their integrity
		CHALLENGE 5 AN INCLUSIVE, HEALTHY, SAFE, STIMULATING AND CREATIVE ENVIRONMENT	Orientation 5.1 Offer a welcoming, safe and caring living environment that fosters discussion, communication and enriching personal and social relationships Orientation 5.2 Offer a living environment that incorporates cultural, physical, sports, scientific and entrepreneurial activities
		CHALLENGE 6 QUALITY, FUTURE READY RESOURCES AND INFRASTRUCTURES	Orientation 6.1 Ensure access to quality educational and pedagogical resources and technological infrastructures and foster the optimal use of digital technologies Orientation 6.2 Improve the quality of equipment, facilities and building infrastructures to ensure educational support and sustainable development
BROAD AREA OF INTERVENTION 3 MOBILIZATION OF PARTNERS AND STAKEHOLDERS IN SUPPORT OF EDUCATIONAL SUCCESS	CHALLENGE 7 BETTER SUPPORT FOR PARENTAL ENGAGEMENT	Orientation 7.1 Promote parental engagement and support the relationship between family and educational setting	
	CHALLENGE 8 CONCERTED COMMUNITY SUPPORT	Orientation 8.1 Promote education, schools, the value of school staff and the role of educational childcare services Orientation 8.2 Strengthen ties between educational settings and community stakeholders Orientation 8.3 Increase the contribution of the education system to the vitality of the territory and the maintenance of small communities	

MEEES POLICY ON EDUCATIONAL SUCCESS

EVERYONE ACHIEVING THEIR FULL POTENTIAL

ORIENTATION 2.3

DEVELOP DIVERSIFIED PATHS FOR VOCATIONAL TRAINING BASED ON QUÉBEC'S DEVELOPMENT PRIORITIES AND STUDENTS' INTERESTS

ORIENTATION 3.2

PROVIDE ACCESSIBLE, QUALITY EDUCATIONAL SERVICES ADAPTED TO DIVERSE NEEDS

WHO QUALIFIES FOR THE BRIDGE?

STUDENTS WHO:

- ARE 16 YEARS OF AGE BEFORE SEPTEMBER 30TH OF THE SCHOOL YEAR IN WHICH THEY BEGIN A VT PROGRAM.

AND

- HOLD A TRAINING CERTIFICATE FOR A SEMISKILLED TRADE.

AND

- HAVE PASSED SECONDARY CYCLE I (MEANING SEC. II/GRADE 8) LEVEL ENGLISH LANGUAGE ARTS, MATHEMATICS AND FRENCH SECOND LANGUAGE.

REFERENCE: PORTRAIT D'ENSEMBLE 2018-2019.

FORMATION PROFESSIONNELLE: SERVICES ET PROGRAMMES D'ÉTUDES, p. 10 - 11.



SHARE

Share

twit

E-mail

Personal assistance in institutions and at home

Code	5358
Diploma	DVS
Sector	Health Services (19)
Number of credits	58
Length of training	870 hours
Status	Program approved in 2017.

Educational organizations offering the program

Note (s)

This program is offered in English:
[5858 – Institutional and Home Care Assistance](#)

PUBLICITE

Le centre spécialisé en santé sur l'île de Montréal

Préposé en établissement de santé et à domicile (PAB)

Program objectives

The Residential and Home Care Professional Education Program prepares for the practice of resident attendants and caregivers and live-in caregivers and live-in caregivers in the field of health and social services. social services.

This occupation aims to provide assistance and care to clients of all ages with physical, psychic or psychosocial illnesses or disabilities in the public, private and community networks. The raison d'être of the profession is to supplement the person's disabilities and assist him in maintaining or restoring his independence and health.

Admission conditions

To be admitted to this program, one of the following conditions must be met:

The person holds a secondary school diploma or recognized equivalent (eg certificate of equivalence of educational level) or a graduate degree, such as a college diploma or bachelor's degree.

OR

The person is at least 16 years of age on September 30 of the school year in which they begin their training and has obtained Secondary III units in the language of instruction, as a second language and in mathematics in programs established by the Minister or has achieved learning recognized as equivalent.

OR

The person is at least 18 years old at the time of starting his training and has the functional prerequisites, either the success of the general development test as well as the specific prerequisites (see the table below), or has made some learning recognized as equivalent.

OR

The person is at least 16 years of age as of September 30th of the school year in which he / she begins his / her professional training in this program of study, holds a semi-skilled trade certificate (CFMS) and has obtained the required units in the language of instruction, the second language and mathematics of the lower secondary school of general education of young people or the second secondary of general education of adults.

OR

The person is 15 years of age or older on June 30th of the school year preceding admission to a concomitant pilot project, has attained vocational maturity and has obtained Secondary II units in the language of instruction, as a second language, and in mathematics. She will continue her vocational training and general education of young people to acquire the missing prerequisites of Secondary III in order to obtain her diploma in vocational training. Departmental authorization is required for the admission of a Secondary III concurrent student into this program of study.

Targeted professions (Link to Emploi Québec's IMT Online)

[Visiting Homemakers, Housekeepers and Related Occupations \(4412\)](#)

[Nurse Aides, Orderlies and Patient Service Associates \(3413\)](#)

Job titles

home health care worker

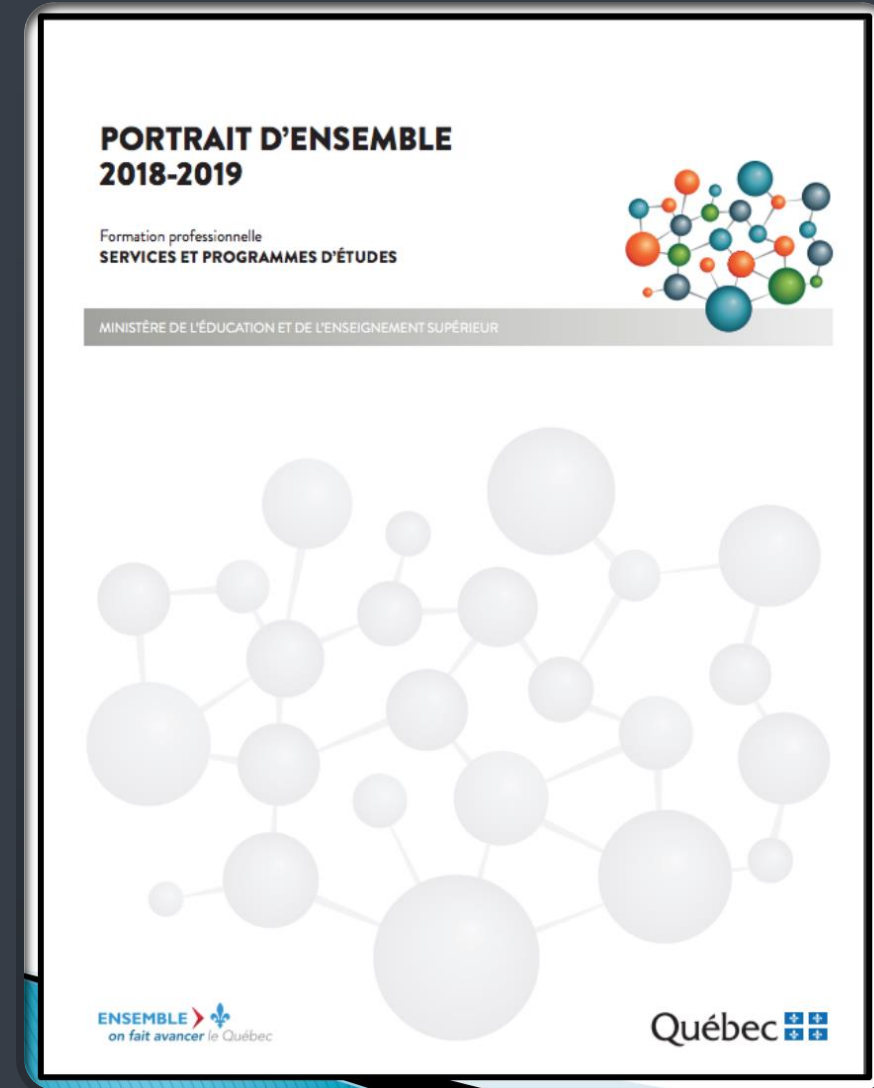
homemaker

OR

The person is at least 16 years of age as of September 30th of the school year in which he / she begins his / her professional training in this program of study, holds a semi-skilled trade certificate (CFMS) and has obtained the required units in the language of instruction, the second language and mathematics of the lower secondary school of general education of young people or the second secondary of general education of adults.

DEP PROGRAMS ACCESSIBLE VIA THE BRIDGE

THE COMPLETE LIST OF
PROGRAMS OFFERED IN
BOTH FRENCH AND
ENGLISH IS FOUND IN
ANNEXE VII OF THE MOST
RECENT VT SERVICES AND
PROGRAMS DOCUMENT.



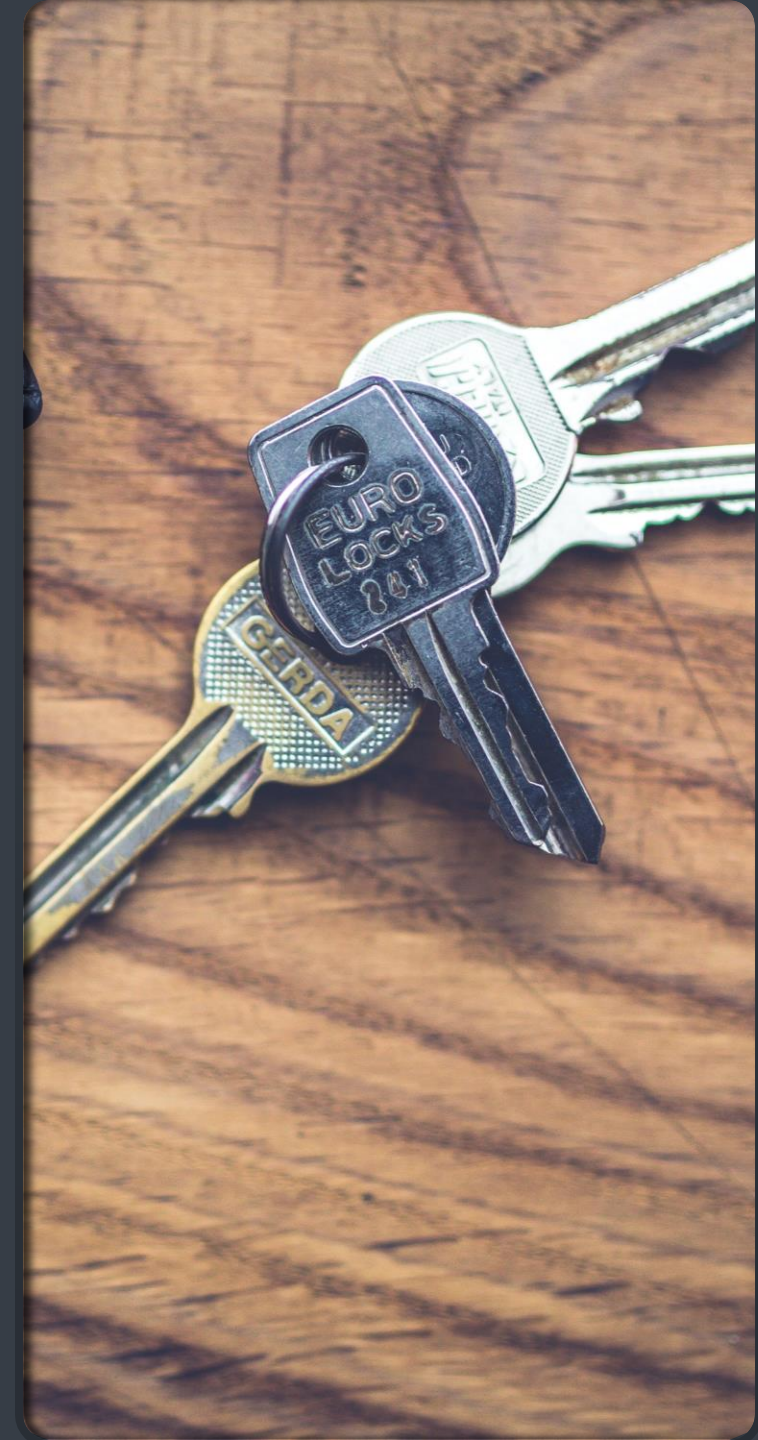
SOME EXAMPLES OF THE PROGRAMS AVAILABLE VIA THE BRIDGE

- LANDSCAPING OPERATIONS
- BREAD MAKING
- FOOD AND BEVERAGE SERVICES
- RETAIL BUTCHERY
- GENERAL BUILDING MAINTENANCE
- TILING
- DIAMOND DRILLING
- HOME CARE ASSISTANCE



OTHER KEY POINTS

- THE BRIDGE IS NOT ACCESSIBLE TO GRADUATES OF PREWORK TRAINING. IT IS ONLY OPEN TO GRADUATES OF TST.
- IN ORDER TO TAKE ADVANTAGE OF THE BRIDGE, TST STUDENTS MUST HAVE PASSED SEC. II LEVEL ELA, FSL AND MATH **AND** HOLD A TST CERTIFICATE, WHICH INDICATES SUCCESS IN WORK PLACEMENTS.
- TST STUDENTS DO **NOT** HAVE TO CHOOSE A VT PROGRAM THAT RELATES TO THE SEMISKILLED TRADE THEY STUDIED.
- TST STUDENTS ARE FREE TO PURSUE **ANY** OF THE CATEGORY 2 VOCATIONAL TRAINING PROGRAMS OPEN THROUGH THE BRIDGE.



“ EN VERTU DES POUVOIRS PRÉVUS À L’ARTICLE 465 DE LA LIP, LE MINISTRE AUTORISE, DEPUIS 2017-2018, DE FAÇON PERMANENTE, L’ÉTABLISSEMENT D’UNE PASSERELLE POUR L’ADMISSION DE TITULAIRES DU CFMS POUR TOUS LES DEP DE CATÉGORIE 2. ”

PORTRAIT D’ENSEMBLE 2018-2019 FORMATION PROFESSIONNELLE: SERVICES ET PROGRAMMES D’ÉTUDES, p. 10

THE BRIDGE, OR *PASSERELLE*, IS NOW
PERMANENT.

THE BRIDGE

- EXPEDITED ACCESS TO DEP PROGRAMS THAT WOULD ORDINARILY REQUIRE SECONDARY III LEVEL ELA, FSL AND MATH.





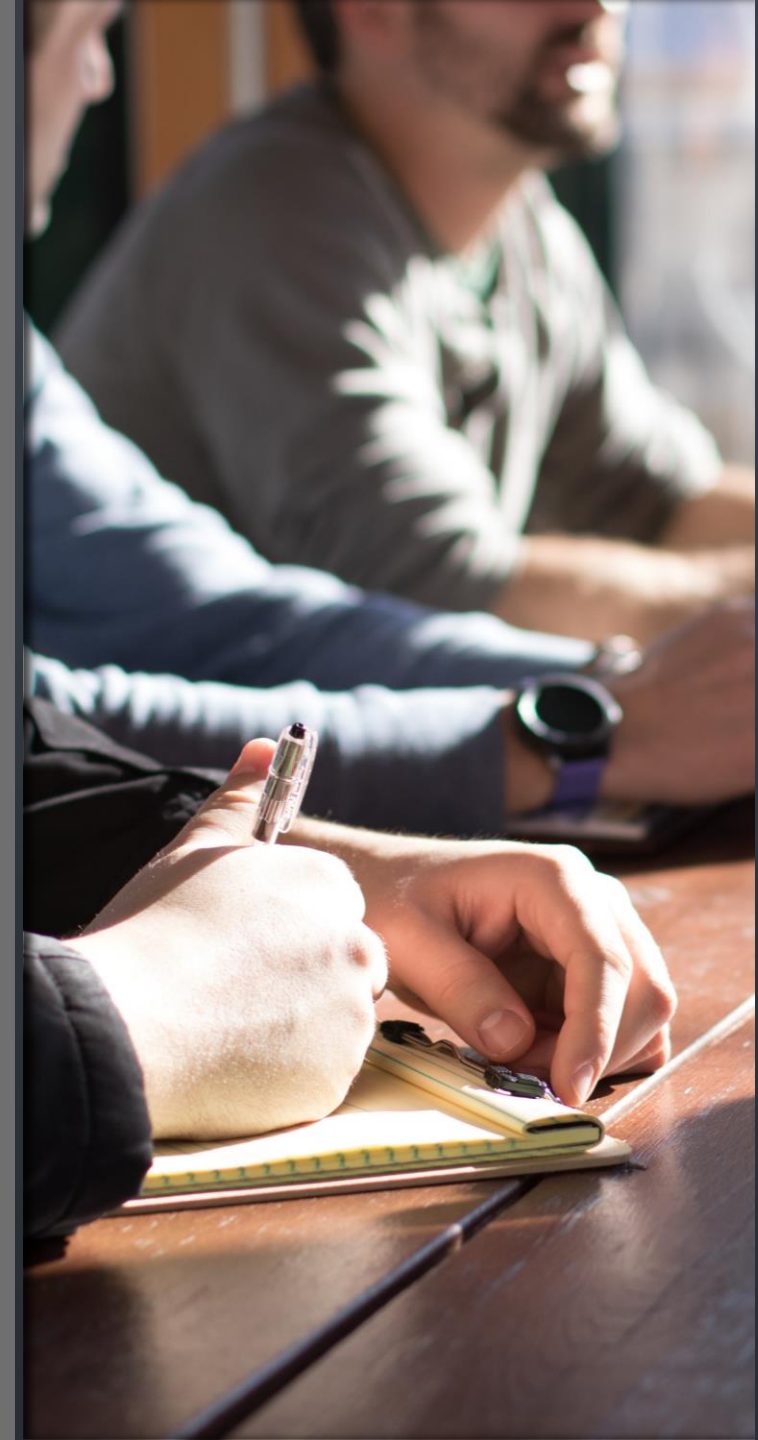
QUESTIONS?



BATHROOM BREAK!

CASE STUDY GROUP ACTIVITY

- 3 DIFFERENT CASE STUDIES.
- FORM GROUPS OF 5-6 (MIX OF NEW AND VETERAN TEACHERS PLEASE!).
- 25 MINUTES TO READ OVER AND FIND POSSIBLE SOLUTIONS.
- EACH TEAM WILL SHARE SOLUTIONS WITH GROUP.





CASE STUDY #1

KYLE IS A PREWORK YEAR II STUDENT WHO IS EXCITED ABOUT GOING OUT ON HIS FIRST STAGE. KYLE HAS TRANSFORMED SINCE HE ENTERED WOTP; HIS SELF-ESTEEM HAS SKYROCKETED, HIS COMMUNICATION SKILLS HAVE IMPROVED, AND HE NOW ATTENDS SCHOOL ON A REGULAR BASIS. OVER THE PAST YEAR, HE HAS INDICATED THAT HE IS INTERESTED IN MOVIES, COMPUTERS (ESPECIALLY GAMING) AND SKATEBOARDING. IN HIS FIRST YEAR OF PREWORK HE FLOURISHED IN MATH BUT STILL HAS A LOT OF DIFFICULTY COMMUNICATING IN FRENCH.

GIVEN KYLE'S APTITUDES AND INTERESTS WHAT WORK STUDY
WOULD YOU RECOMMEND AS A GOOD FIT FOR HIM AND
WHAT COMPETENCIES WOULD YOU INCLUDE IN HIS TRAINING
PLAN?

AS EXPECTED, KYLE EXCELLED IN HIS WORK-STUDY! WHAT
WOULD THE TEAM RECOMMEND FOR KYLE IN PREWORK
TRAINING YEAR III? WHAT DOES HIS TRAINING PLAN LOOK
LIKE?

CASE STUDY #2

THIS YEAR YOU'VE BEEN ASSIGNED TO TEACH THE PREWORK TRAINING YEAR I STUDENTS THE FOLLOWING CLASSES: INTRODUCTION TO THE WORLD OF WORK AND AUTONOMY AND SOCIAL PARTICIPATION. SO FAR EVERYTHING HAS BEEN GOING FINE, BUT YOU'RE STARTING TO WORRY. NEXT YEAR THE STUDENTS ARE EXPECTED TO COMPLETE 300 HOURS OF A WORK-STUDY. AT THE MOMENT, THIS IS DIFFICULT TO ENVISION. THE MAJORITY OF THE STUDENTS LACK INDEPENDENCE; AFTER YOU'VE EXPLAINED A TASK THEY ALWAYS ASK FOR YOUR ONE-ON-ONE SUPPORT AND MANY STUDENTS HAVE TO BE REMINDED (SEVERAL TIMES) OF WHAT IS EXPECTED OF THEM IN AND OUTSIDE OF THE CLASS. YOU'VE ALSO OBSERVED THAT THEIR PRAGMATIC LANGUAGE SKILLS (SOCIAL LANGUAGE SKILLS) ARE LACKING AND THEY'RE OFTEN MISINTERPRETED AS BEING RUDE. PLUS, YOU'VE NOTICED THEIR BASIC HYGIENE SKILLS ARE QUESTIONABLE.



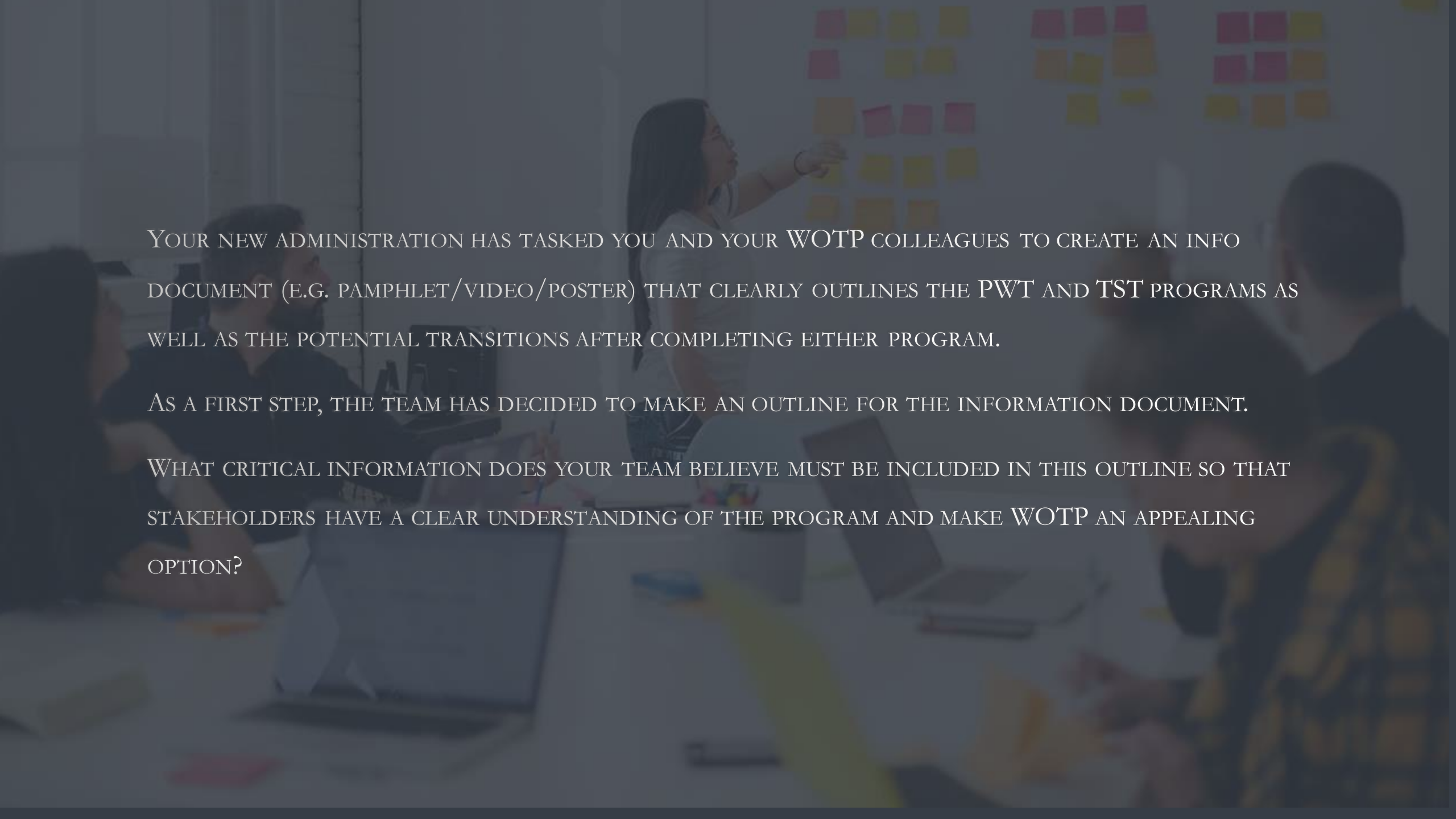
GIVEN THIS REALITY, WHAT ARE SOME TOPICS/THEMES THAT YOU WOULD COVER TO INCREASE THE STUDENTS' ABILITY TO MEET THE COMPETENCIES PRESCRIBED IN THE CURRICULUM AND GET THEM READY TO SUCCESSFULLY COMPLETE A WORK-STUDY PLACEMENT IN YEAR 2?

EXPAND: FOR ONE TOPIC/THEME, WHAT ACTIVITIES/LESSONS/RESOURCES HAVE YOU USED OR WOULD YOU RECOMMEND?

CASE STUDY #3

IT IS THE TIME OF YEAR AGAIN WHEN YOU ARE MEETING WITH POTENTIAL NEW WOTP STUDENTS (PREWORK TRAINING AND TRAINING FOR A SEMISKILLED TRADE) AND THEIR PARENTS.

IN ALL HONESTY, YOU ARE NOT LOOKING FORWARD TO THESE MEETINGS. LAST YEAR SOME OF THE PARENTS WERE SHOCKED TO HEAR THAT THEIR CHILD WAS NOT ON THE PATH TO RECEIVE A HIGH SCHOOL DIPLOMA WITH THEIR PEERS, SOME STUDENTS REFUSED TO ACCEPT THE REALITY OF THEIR SITUATION AND OFTEN THESE MEETINGS ENDED WITH FRUSTRATION AND TEARS.

A group of people are gathered around a table in a meeting room. One person is standing and pointing at a wall covered in colorful sticky notes. The room is dimly lit, and the overall atmosphere is professional and collaborative.

YOUR NEW ADMINISTRATION HAS TASKED YOU AND YOUR WOTP COLLEAGUES TO CREATE AN INFO DOCUMENT (E.G. PAMPHLET/VIDEO/POSTER) THAT CLEARLY OUTLINES THE PWT AND TST PROGRAMS AS WELL AS THE POTENTIAL TRANSITIONS AFTER COMPLETING EITHER PROGRAM.

AS A FIRST STEP, THE TEAM HAS DECIDED TO MAKE AN OUTLINE FOR THE INFORMATION DOCUMENT.

WHAT CRITICAL INFORMATION DOES YOUR TEAM BELIEVE MUST BE INCLUDED IN THIS OUTLINE SO THAT STAKEHOLDERS HAVE A CLEAR UNDERSTANDING OF THE PROGRAM AND MAKE WOTP AN APPEALING OPTION?



[HTTPS://PADLET.COM/JMCKAY16/GVK0B1KXI231](https://padlet.com/jmckay16/gvk0b1kxi231)

SHARE YOUR NOTES ON THE
PADLET



LUNCH
12:00PM-12:45PM

ADMINISTRATION STUFF

- PLEASE ENSURE THAT YOU SIGN THE ATTENDANCE SHEET, AS THIS IS HOW YOUR SCHOOL BOARD WILL CLAIM FOR YOUR SUBSTITUTION COSTS.
- PLEASE DO CLAIM YOUR TRAVEL EXPENSES!
- 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.



ēducaloi

Teaching Legal Life Skills

FREE WORKSHOPS AND
TEACHING GUIDES



PWT

- ENGLISH LANGUAGE ARTS
- PREPARATION FOR THE JOB MARKET
- AUTONOMY AND SOCIAL PARTICIPATION
- GEOGRAPHY, HISTORY AND CITIZENSHIP

TST

- ENGLISH LANGUAGE ARTS
- PREPARATION FOR THE JOB MARKET

FREE RESOURCE!

CREATED BY TEACHERS FROM LA
COMMISSION SCOLAIRE DE LAVAL AND
TRANSLATED BY THE EASTERN TOWNSHIPS
SCHOOL BOARD.

Serving all
Student
NEEDS



BREAKOUT SESSIONS

Room 1207- *Les stratégies pour commencer l'année du bon pied en WOTP en français langue seconde* : Marc-Albert Paquette

In this room- New to WOTP teachers:
WOTP basics: Joanna McKay

Room 1254- *Skateboards and Tofu: John Grant High School Projects*: Anthony Fowler and Zhen Qin



WOTP

WorkPress: WOTP Community News

Work-Oriented Training Path

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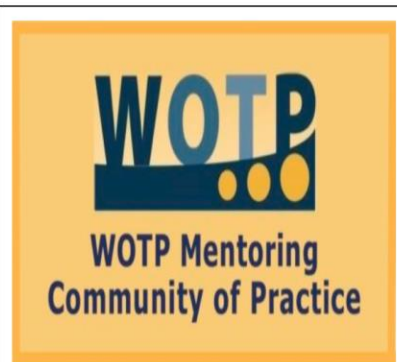
Community ▾

Contacts



Making the Grade

Follow Us



The first Mentoring session of 2019-20 will be on Thursday, October 3, 2019. Please contact your WOTP consultant for more information.

Deadline to enter 2019-2020 CNESST contest is

WORKPRESS



**IT'S NEVER TOO LATE TO
INTERVENE!**

NOVEMBER 14-15

thanks!



Tombow ABT
Acid Free

N15





**PLEASE TAKE A FEW MINUTES TO FILL
IN AN EXIT CARD.**



HAVE A GREAT DAY!