



WOTP
MENTORING
COMMUNITY
OF PRACTICE

THURSDAY, 11 MARCH 2021
FROM 12PM-1PM
@ZOOM



Welcome

Land Acknowledgement

Kanien'kehá:ka Nation: founding nation of the Haudenosaunee/People of the Longhouse (Iroquois) Confederacy which is also comprised of the Seneca, Tuscarora, Cayuga, Onondaga, and Oneida Nations.

The City of Montreal is known as Tiohti:áke in Kanien'kéha, and Mooniyang in Anishinaabemowin.

(Source: McGill, Indigenous Initiatives & Concordia University's Indigenous Directions Leadership Group (2017))



11 MARS

Journée de commémoration nationale
en mémoire des victimes de la COVID-19



Agenda

Welcome

Sharing of NEW resources

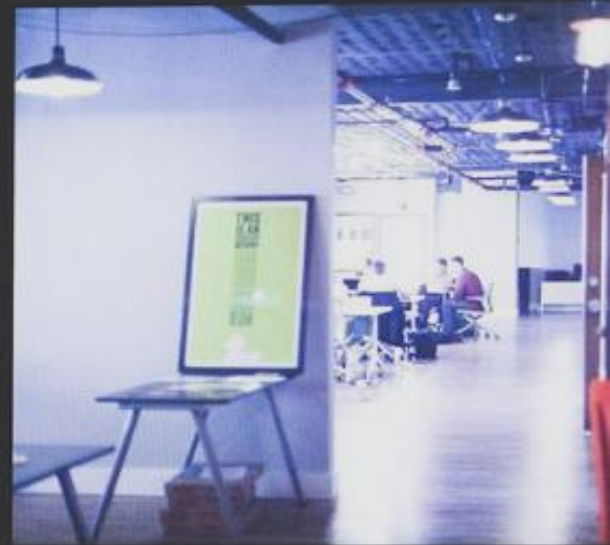
Introductions

Question Period

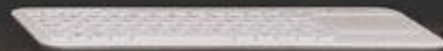
WOTTP

101

A learning capsule series



SAMSUNG



Practical Training Resources on WorkPress

Practical Training



Resources for both PWT and TST

[Guide to Organizing Practicums in the Workplace](#)

[Evaluation Toolkit for Work Skills & Training for a Semiskilled Trade](#)

[Preparation for the Job Market Curriculum Map](#)

[CNESST](#)

[WHMIS_Pictograms_Template_FR](#)

[WHMIS_Pictograms_Template_EN](#)

[Guide to Vocational Training in English \(MEES- 2014\)](#)

[The One-Week Job Project](#): The One-Week Job Project was created by Sean Aiken who worked 52 jobs in 52 weeks to discover his passion.

[Up Skills for Work](#): Resources for developing and improving employability skills

[Emplois d'avenir](#): Discover jobs with promising futures in Quebec.

[Career Bullseyes](#): An Australian resource that allows students to explore career pathways by selecting a learning area you enjoy.

[Career Planning How-To Guides](#) from McGill Career Planning Service: comprehensive guides have been developed to help you during the job search process. You are encouraged to consult them as you write your CV or cover letter, prepare for an interview, job fairs.



Follow Us



Stage Spotlight on...Sylvain at MarkerSpace North

[March 9, 2021](#)

Sometimes a work placement opportunity comes up that is so interesting and different, it's hard to pass up. This is what happened to Sylvain at D'Arcy McGee High School in Gatineau. MakerSpace North is a rental working space that helps the development of projects and supports local entrepreneurs, emerging start-ups, and small businesses. It is [...]



Peer Pairing



Evaluation of Practicum

Prework Training

- Successful completion of the **WORK SKILLS** education program of not less than 900 hours (BSR, 33.)
 - Year 2: 300 hours
 - Year 3: 600 hours



Evaluation of Work Skills

- In order to successfully complete the Work Skills program, students must satisfy the program requirements with respect to the competencies,
 - “Develops specific competencies associated with one or more semiskilled trades” and
 - “Adopts attitudes and behaviours required in the workplace.”
- These competencies each have the same weighting in the calculation of the subject mark.
- For the competency “Develops specific competencies associated with one or more semiskilled trades,” **students must demonstrate proficiency in at least seven specific competencies**

(Source: Framework for the Evaluation of Learning, WOTP, Prework Training, Work Skills).

Evaluation Tool Kit

All WOTP Materials on the [LEARN Quebec Website](#)

SCHOOL-BASED PRACTICUM SUPERVISOR RECORD SHEET
Competency 1 – Work Skills
Develops specific competencies associated with one or more semiskilled trades



SCHOOL INFO AND/OR LOGO

STUDENT NAME: Jane Smith

Circle: **YEAR 2** **YEAR 3**

Evidence about a student's performance is any observable behaviour that gives evidence of the student fulfilling the requirements of the chosen competency and its associated tasks. This evidence can be recorded using check marks or symbols, or it can be anecdotal. It is suggested that a date be included.

COMPETENCY		EVIDENCE	COMMENTS
1	Maintain the living quarters of animals.		
2	Maintain public areas.		
3	Attend to the basic needs of dogs, cats or other small mammals.		
4	Interact with animals.		
5	Provide the animals with basic hygiene and care.		
6	Maintain the cages and enclosures.		
7	Serve Customers.		



WORKPLACE SUPERVISOR FEEDBACK FORM
Development of attitudes and behaviours required in the workplace



SCHOOL INFO AND/OR LOGO

Name:

Year:

- PWT: Work Skills
 TST: Preparation for a Semiskilled Trade

Accurate choice of attitudes and behaviours **Degree of Adaptability to the Workplace**

Attitude/Behaviour	Evidence	Evidence
Responsibility & Reliability <ul style="list-style-type: none"> • Is punctual • Attends work regularly • Follows verbal instructions • Communicates issues in a timely manner • Is dependable 		
Respect for the Work Environment <ul style="list-style-type: none"> • Maintains work area and equipment • Is actively aware of work environment • Respects health & safety guidelines 		
Self-Discipline <ul style="list-style-type: none"> • Demonstrates good personal hygiene and appearance • Is trustworthy • Does not demonstrate disruptive behaviours • Demonstrates positive attitude, despite external factors 		
Autonomy <ul style="list-style-type: none"> • Manages own schedule within requirements of workplace • Identifies workplace issues and problem-solves • Communicates basic needs • Demonstrates judgement & decision-making skills • Shows independence (completes tasks without supervision) 		
Relationships & Teamwork <ul style="list-style-type: none"> • Has appropriate relationships with co-workers • Has appropriate relationships with supervisors • Has appropriate relationships with clients • Demonstrates concern for others • Offers help (without prompt) 		
Thoroughness <ul style="list-style-type: none"> • Works steadily (time spent in productive work) • Sees a task through to completion • Checks for errors in own work (quality of work) • Is productive (quantity of work) 		
Attentiveness & Open-Mindedness <ul style="list-style-type: none"> • Listens to supervisor and coworkers • Respects others' diversity • Identifies positive role models • Accepts correction • Demonstrates flexibility/responds positively to new situations • Is able to transfer skills to a new task 		
Desire to Learn & Improve <ul style="list-style-type: none"> • Demonstrates motivation and interest in work • Demonstrates willingness and ability to learn • Asks relevant questions • Demonstrates interest in the global work environment (company, trade, or field of work) 		
Initiative <ul style="list-style-type: none"> • Offers help without prompt • Independently identifies and responds appropriately to needs of the workplace 		

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 Semi-Skilled Trades. They may be all level 1 competencies.



Training for a Semiskilled Trade

- Successful completion of the practical training component for the semi-skilled trade of not less than 450 hours.
 - 375h of Preparation for a Semiskilled Trade
 - 75h of Preparation for the Job Market



Evaluation of Preparation for a Semiskilled Trade

- In order to successfully complete the Preparation for a Semiskilled Trade program, students must obtain a pass mark of 60% for the competencies
 - “Develops the specific competencies associated with a semiskilled trade” and
 - “Adopts attitudes and behaviours required in the workplace.”
- These competencies each have the same weighting in the calculation of the subject mark.
- For the competency “Develops the specific competencies associated with a semiskilled trade,” students must demonstrate proficiency in all the specific competencies compulsory to the semiskilled trade chosen.

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

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.

SEMISKILLED TRADE:
Attendant-Pet Care

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 •

WORKPLACE SUPERVISOR FEEDBACK FORM
Development of attitudes and behaviours required in the workplace



SCHOOL INFO AND/OR LOGO

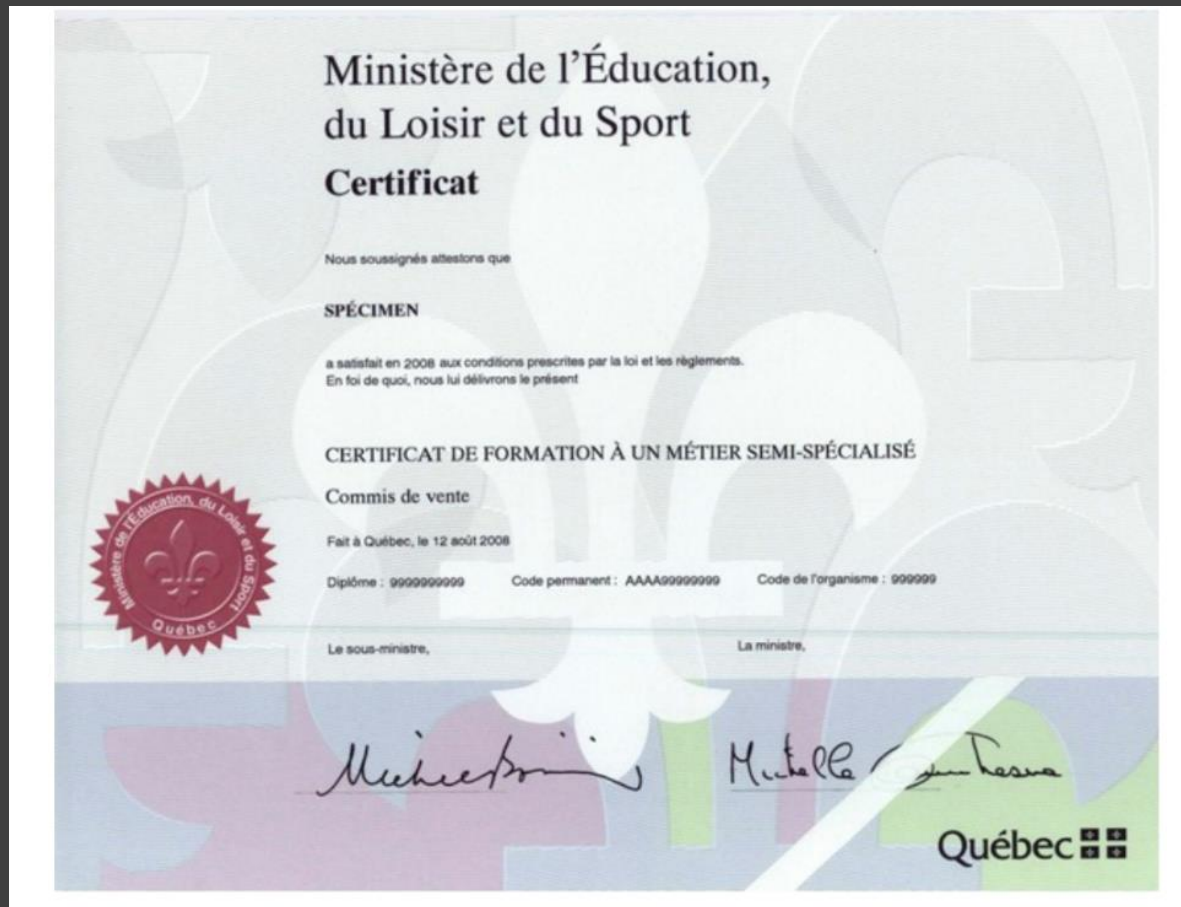
Name:

Year:

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Accurate choice of attitudes and behaviours **Degree of Adaptability to the Workplace**

Attitude/Behaviour	Evidence	Evidence
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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.

Discussion

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<https://blogs.learnquebec.ca/wotp/>



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