



WOTP Mentoring Community of Practice

All About the Practicum

December 3, 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

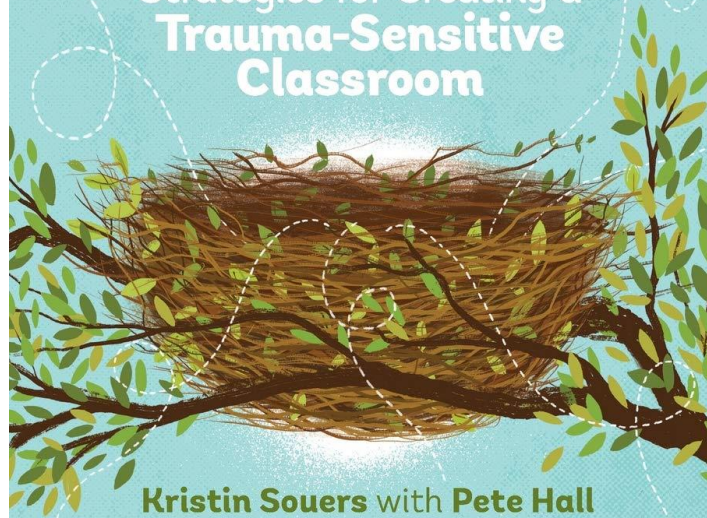
CFEE

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. Practicum Overview | 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



The Practicum in WOTP



Evaluation of Practical Training

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).

Sample Training Plan

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: Joe Hill- Pet Store

		YEAR 2	YEAR 3		
COMPETENCY		TERM 1	TERM 2	TERM 3	COMMENTS
1	830101 Maintain the living quarters of animals (Pet Care Attendant)				
2	830103 Attend to the basic needs of dogs, cats or other small mammals (Pet Care Attendant)				
3	830401 Interact with animals (Grooming Assistant)				
4	712 Handle food and other products (Grooming Assistant)				
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

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: Joe Hill- Assistant in a Tattoo Shop

		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					

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 		

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:

- 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 		



Roles in Practical Training

Teacher



Introduction to the
World of Work



Preparation for the
Job Market



Work Skills



Preparation for a
Semiskilled Trade

- Guide students in choosing a practicum.
- Consult the Directory of Semiskilled Trades.
- Support in choosing appropriate competencies from the Directory.
- Draw up a list of practicums available to them.
- Identify their interests, abilities, and needs.

Practicum Supervisor

- Provide students with constant support throughout their experience in the workplace.
- Hold frequent meetings with each student to address individual matters.
- Lead group discussions in the classroom (express needs and concerns and an opportunity to benefit from one another's experiences).
- Identify general education aspects needed to help students meet the requirements of a given practicum.
- Provide students with different tools to record information about the progress of their learning (e.g., logbook, communication booklet, learning booklet, activity sheets, checklists, portfolio, etc.).
- Help students reflect on their experience(s) in the workplace.
- Meet with the workplace supervisor before the practicum begins to discuss
 - the student's training plan
 - his/her characteristics and needs
 - most effective strategies for ensuring his or her adaptation and learning (Initially, a student may need to be accompanied by a resource person from the school to support them in completing their assigned tasks)
- Schedule an initial meeting with the student, workplace supervisor and practicum supervisor to allow the student to introduce themselves, get acquainted with the workplace and review the student training plan.
- Ensure that the student is familiar with
 - Work schedule
 - Means of transportation
 - Meals
 - Clothing
 - Equipment
- Supervision is intended to help the student develop the competencies in their training plan.
- Point out progress and achievements
- Identify difficulties and potential solutions

Workplace Supervisor

- Provide guidance adapted to the students' needs.
- Welcome students.
- Show them how to perform certain tasks.
- Help them understand the culture of the work environment.
- Facilitate their integration.
- Model tasks and appropriate behaviour.



Teamwork Makes the Dream Work!

- The allocation of resources depends on the availability of the cycle team. The quality of the training provided is predicated on the allocation of sufficient time for certain tasks, such as the support and supervision of students in the school, the recruitment of host companies, the supervision of practicums and support for workplace supervisors.
- Students could be supervised by one teacher or the whole cycle team. Decisions are made based on the opportunities that are offered for applying learning acquired in the workplace in every program.

Tools and Resources for Evaluation



Evaluation Toolkit

- Created in 2015 by a team of WOTP teachers and consultants.
- A set of evaluation tools for the Work Skills and Preparation for a Semiskilled Trade courses in the Prework Training and Training for a Semiskilled Trade options of the Work-Oriented Training Path.

SCHOOL INFO AND/OR LOGO



EVALUATION TOOLKIT

PREWORK TRAINING
WORK SKILLS COURSE

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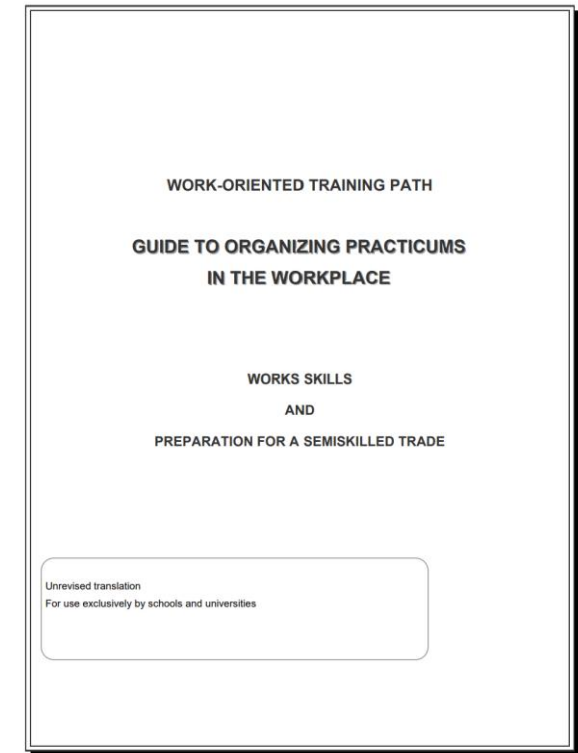
TRAINING FOR A SEMISKILLED TRADE
PREPARATION FOR A SEMISKILLED TRADE COURSE

This Evaluation Toolkit for the WOTP contains the following working documents:

Program/Course	Document Title	Intended Use
Prework Training Work Skills	TEACHER RECORD SHEET Competency 1 Work Skills	This document could be used by the teacher to evaluate the seven competencies chosen from the Directory of Semiskilled Trades. The teacher can use evidence and comments from the School-based Practicum Supervisor (if this person is different than the teacher) and the Workplace Supervisor to help inform evaluation. However, it is essential that the teacher observes the students performing the chosen competencies (and related tasks) in person, as it is the teacher's responsibility to determine if competence has been achieved.
Training for a Semiskilled Trade <i>Preparation for a Semiskilled Trade</i>	TEACHER RECORD SHEET Competency 1 <i>Preparation for a Semiskilled Trade</i>	This document could be used by the teacher to evaluate the required competencies associated with the chosen semiskilled trade in the <i>Directory of Semiskilled Trades</i> . The teacher can use evidence and comments from the School-based Practicum Supervisor (if this person is different than the teacher) and the Workplace Supervisor to help inform evaluation. However, it is essential that the teacher observes the students performing the established competencies (and related tasks) in person, as it is the teacher's responsibility to determine if competence has been achieved.
Prework Training Work Skills	SCHOOL-BASED PRACTICUM SUPERVISOR RECORD SHEET Competency 1 <i>Work Skills</i>	This document could be used by the School-based Practicum Supervisor to provide anecdotal evidence (with date indicated) and comments about the students' progress in their workplace practicums. This evidence and associated comments will help inform the teacher's evaluation process.
Training for a Semiskilled Trade <i>Preparation for a Semiskilled Trade</i>	SCHOOL-BASED PRACTICUM SUPERVISOR RECORD SHEET Competency 1 <i>Preparation for a Semiskilled Trade</i>	This document could be used by the Workplace Supervisor to provide anecdotal evidence (with date indicated) and comments about students' progress in their workplace practicums. This evidence and associated comments will help inform the teacher's evaluation process.
Both	WORKPLACE SUPERVISOR FEEDBACK FORM <i>Development of specific competencies/skills</i>	This document could be used by the Workplace Supervisor to provide anecdotal evidence (with date indicated) and comments about students' progress in their workplace practicums. This evidence and associated comments will help inform the teacher's evaluation process.
	WORKPLACE SUPERVISOR FEEDBACK FORM <i>Development of attitudes and behaviours required in the workplace</i>	This document could be used by all those who are involved in the supervision and evaluation of the students' workplace practicums. The evidence gathered here could help to inform the teacher's final evaluation of the student.
	STUDENT REFLECTION SHEET Competencies 1 & 2	This document could be used by the student to reflect on aspects of Competency 1 and 2 as they progress through their workplace practicum. These reflections could be used by the teacher to inform the evaluation process.
	STUDENT OVERALL REFLECTION	This final student reflection sheet gives students an opportunity to reflect on their practicum as a whole. This reflection could be used by the teacher to inform the evaluation process.

Guide to Organizing Practicums in the Workplace

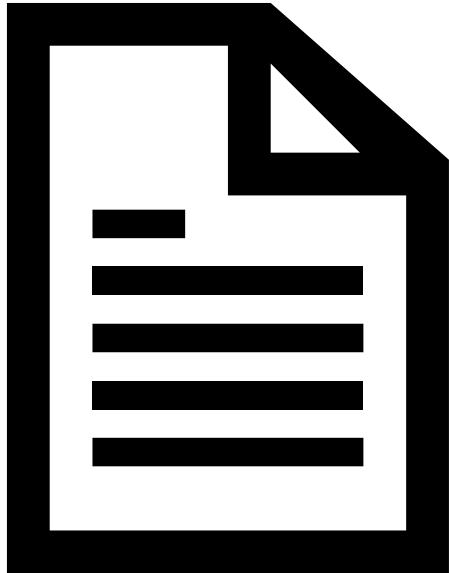
- MEQ document
- provides references to help educators organize practicums in the workplace, taking into account the orientations of the Québec Education Program, students' needs and the socioeconomic community.
- provides guidelines for setting up the school organization to accommodate practicums, particularly with respect to the course schedule and the allocation and distribution of resources.
- contains sample contracts, work/course schedules and information on how to implement WOTP.





Directory of Semiskilled Trades

- 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 Annual Directives



Framework for the Evaluation of Learning

- Assist teachers in the process of evaluating the competencies targeted by the two training options in the Work-Oriented Training Path.
- Outlines exemptions and rating scales for PWT & TST
- Weighting of each competency in each subject and evaluation criteria
- Link between evaluation and reporting



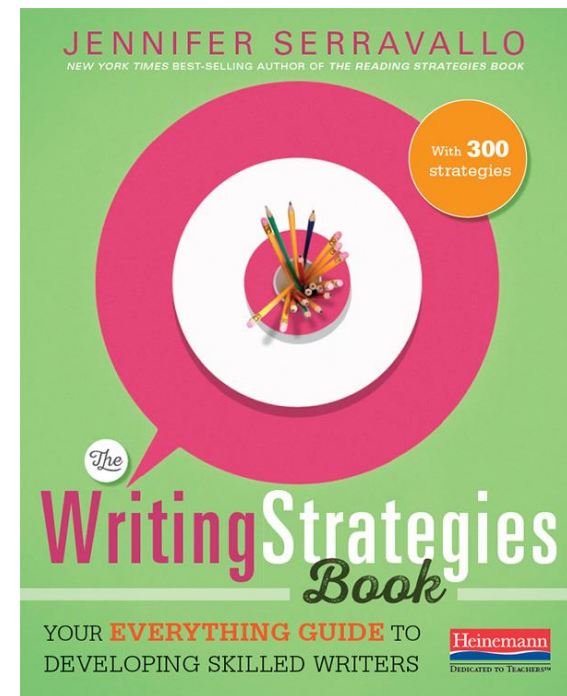
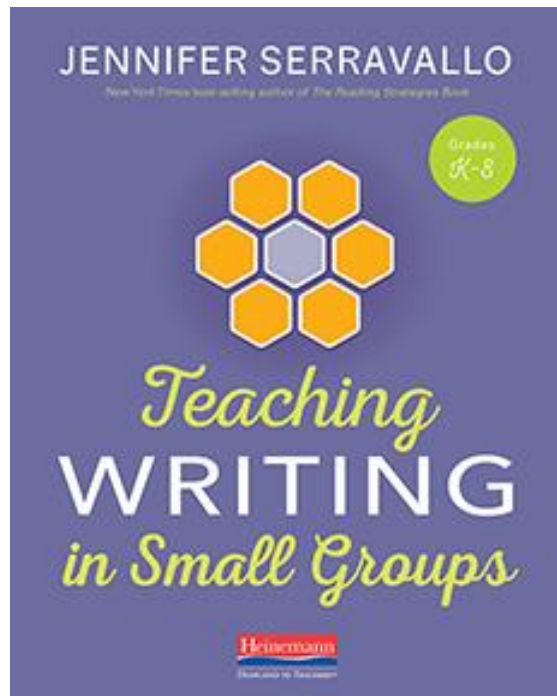
Part I

- Kelly- Communication
- Sherri Lee- Inspiring Story!

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 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



- Antoine- Motivation
- Isabelle- Evaluation
- Melissa- Placement

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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