

CD and WOTP Info

Issue 13 | March 2013

Personal Orientation Project | Exploration of Vocational Training | Entrepreneurship | Work-Oriented Training Path

It's March already! The March break has finished and we are in the home stretch. This edition of the newsletter will feature resources, ideas and classroom stories, along with a separate article dedicated to end-of-year evaluation and reporting in the WOTP.

Resources are always available on the Career Development Web site

Visit the Career Development pages for the first time, or again, to discover the many resources supporting the POP, Explo and EN programs. These resources, along with teacher-friendly explanations, can be used immediately in the classroom.

Since our last newsletter the follow resources have been added or updated:

Graphic Organizers (GO) have been completed (PDF versions) and are displayed in easy-to-understand tables, along with a print-friendly table for easy reference.

New EN activities have been added.

The POP tool kit Teacher's Guide has been updated.

Check them out on line!

http://learnquebec.ca/en/content/curriculum/career_dev/index.html

EN Activity | Taking stock of your progress

There are 12 EN activities available to you for your Entrepreneurship classroom. These activities are targeted, purposeful teaching and learning moments that build competency.

The EN activity *Taking stock of your progress* was developed for students to evaluate their progress and determine how well their entrepreneurial project is proceeding. It can be done after the students have planned out their entrepreneurial project with their group, assigned tasks to individual group members and have begun to implement their plan. It can provide an opportunity for reflection and a chance to refocus the students on their goals.

Would your students benefit from this activity? Check it out and learn more about other activities.

http://www.learnquebec.ca/en/content/curriculum/career_dev/entrepreneurship/Entrepreneurship_Activities_Index



POP and Explo activities can be found on the Career Development Web site also at:

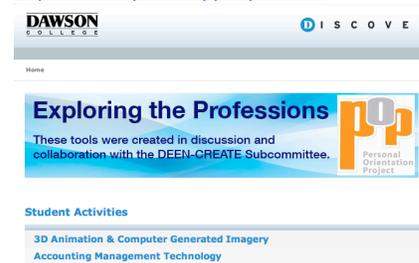
http://www.learnquebec.ca/en/content/curriculum/career_dev/pop/POP_Activities_Index

http://www.learnquebec.ca/en/content/curriculum/career_dev/explo/Explo_Activities_Index

POP Index | A favourite student resource

This Web site continues to be an indispensable career exploration resource for students! Many new sites have been recently added including “Exploring the professions”. Dawson College, with input from your consultants, has developed booklets that allow students to try out work tasks in 16 technical programs. Do you have a student interested in 3D animation, professional theatre or physical rehabilitation? Check out this new experiential tool with your students. It can be found on the POP Index Web site by entering “Exploring the professions” in the search function.

<http://www.repertoireppo.qc.ca/en/>



POP Tool Kits | Updates and new ones

Now that most POP classrooms across the province have a complete set of tool kits, work has started on updating them. This work is comprised of updating URL links and resources, along with improving upon some activities using feedback from our community.

To date this school year, the Actuarial Science and Dentistry tool kits have been updated. In addition, a new tool kit, Nursing, has been made available to order for your POP classroom.

The Nursing tool kit has students performing triage, creating a personal work plan, monitoring patients and advising on travel vaccinations. Students will read about potential careers and be encouraged to research available academic options.



Don't forget that the tool kit *Teacher's Guide* and other documentation can be found in a section dedicated to tool kits:

http://www.learnquebec.ca/en/content/curriculum/career_dev/pop/tool_kits.html

POP Links | Updates on tool kits

Do you know which tool kits have been updated and what the changes are? By clicking on the heading *Change history and previous versions*, in the POP Links Web site you will be able to see a brief overview of any changes made to a tool kit activity guide (if applicable). In some cases, you will also have access to previous versions of the activity guide, so you can see how it has evolved over time.



This logo indicates that the changes made to the guide were significant enough to have pedagogical impact. (Read the change history to see what changes were made.)

Most updates will not impact directly on students' use of the tool kits, as students have access to an electronic version, in addition to access to the updated URL links and resources on the POP Links Web site.

Become familiar with this Web site and the changes to the existing tool kits.

<http://liensppo.gc.ca/>



Exploration of Vocational Training | Hands-on Explo

As a means of offering 15-year-old students who are experiencing some academic difficulty an opportunity to explore their options, the Sir Wilfrid Laurier School Board has created the ACTIVE Program, using a derogation offered by the Ministry of Education. ACTIVE (Academic Connections to Innovative Vocational Education) students have additional time to attain Secondary III core-subject competencies and have the unique opportunity to visit and explore various vocational training centres as part of their Exploration of Vocational Training (Explo) course.

On Thursday, January 31st, the ACTIVE students from Rosemere High School visited CDC St. Eustache and CDC Pont-Viau where they were given the opportunity to explore, in a very hands-on way, several of the vocational training opportunities available within the Sir Wilfrid Laurier School Board. Carpentry, Hotel Reception, Secretarial Studies, Accounting, Licensed Practical Nursing and Computer Repair were some of the vocational training programs students were able to explore, experience, and question during their day-long visit.

Rosemere High School teacher Jennifer Lozyk, who guides the ACTIVE students through the Explo course, described the outing as 'an excellent experience for (her) students'. She added that her students came back 'motivated, with a greater sense of purpose and a far better understanding of the vocational opportunities available to them'. She also complimented the staffs of both CDCs for the hands-on experiences that they provided her students, which she described as 'ideal for these learners and essential to a strong Explo program'.

Entrepreneurship | Interesting talking points

A very powerful way to convey a message is through storytelling. Entrepreneurs have many stories to tell and most are very entertaining. Check out these articles on entrepreneurship and perhaps subscribe to an email newsletter.

Bronson: Listen to your mother:

<http://www.canadianbusiness.com/article/100113--branson-listen-to-your-mother>

Lessons learned by an entrepreneur

<http://www.mri.gov.on.ca/blog/index.php/2012/12/bali/>

If you would like to receive a daily, free email newsletter on entrepreneurship, subscribe at this address:

SmartBrief on Entrepreneurs

<http://www.smartbrief.com/news/entrepreneurs>

WOTP | Engaging Students on Day One!

Howard S. Billings' WOTP teachers Angela Croteau, Sandra Iacovozzi, and Ryan MacKenzie were looking for a way to demonstrate to their brand-new WOTP students how the program could be a new adventure into learning for them. Ryan describes the project the teachers developed together for the first day of school:

As a WOTP team, we were searching for a way to exploit our physical resources (a kitchen and a greenhouse) while at the same time changing our incoming students' expectations of what school could be like for them. Our students were returning to the same building they have always attended, so we needed a way to create a disconnect between the building itself and their belief that WOTP would simply be another opportunity to fail at school, or just more of the *status quo*.

On the first day of school, each new WOTP student was confronted with a fragrant basil plant. Most of our students are not accustomed to working with plants, so we taught them each how to prune and re-pot their own plant and then carefully transport it to our greenhouse. The students knew they would be expected to water and re-prune their plant over the coming weeks. The freshly-pruned leaves were placed in Ziploc bags and taken to the kitchen where the students tried out the new challenge of preparing pesto sauce to serve with lunch. Our goal was not to maintain this level of activity over the course of the entire year, but to immediately try to foster a belief in our students that they could be successful in many different ways, and WOTP would

offer them the opportunity to try! Pruning, re-potting and pesto preparation are very forgiving activities. Even the plant which fell onto the floor made it to the greenhouse and is thriving. The students will eventually bring each of their basil plants home.

We hope our current students will grow next year's basil plants from seed. This will reduce the cost of the activity, as seeds are cheap and plentiful. More importantly, we are trying to generate a sense of community among our students, knowing that they are now helping to prepare the very experience which welcomed them on their first day of WOTP.

Submitted by Ryan MacKenzie, WOTP Teacher, Howard S. Billings Regional High School, New Frontiers School Board

Mentoring Communities of Practice | POP, Explo, EN

The provincial Career Development Mentoring project is currently underway. Career Development teachers and consultants from across the province met on December 5th and again on February 8th to share experiences, resources and best practices in a collaborative environment. Since POP, Explo and Entrepreneurship are typically a small part of a larger teaching load, and because of the unique instructional and pedagogical characteristics of these courses, having an opportunity to learn from experienced teachers and share with others new to Career Development is a powerful experience. If you are interested in participating in the Career Development Mentoring project either directly or virtually, it is not too late. Please contact your board's consultant responsible for Career Development for more information. You could attend our next meeting!

http://www.learnquebec.ca/en/content/curriculum/career_dev/Mentoring_Communities_of_Practice/index.htm

Mentoring Communities of Practice | WOTP

Thanks to new funding this year from the MELS, the mentorship model for professional development is now available for WOTP teachers across the province too! To date, over 40 teachers and consultants have come together for two full days (Dec. 4th and Feb. 5th) of digging into the WOTP curriculum and sharing classroom practices and resources. Special thanks to John Grant High School in Montreal for hosting our last

session together and for showing us your students and teachers in action in your school! There will be a third Mentoring/Communities of Practice day held this spring. For more information about the WOTP Mentoring program, please contact your school board's WOTP consultant.

Evaluation | Career Development

For POP, Explo, and EN evaluation resources including MELS Framework for the Evaluation of Learning visit the Career Development LEARN Web site at

http://www.learnquebec.ca/en/content/curriculum/career_dev/Evaluation_index.html



End-of-Year Evaluation and Reporting | WOTP

Attached to this newsletter is a separate article dedicated to end-of-year evaluation and reporting in the WOTP. It is an invaluable resource for all WOTP educators.

Please note that this article will be available to download separately to the newsletter. Look for it on the LEARN website, along with previous CD-WOTP Info issues (see below).

Questions, comments, article suggestions

Do you have any questions? Do you have any comments you would like to share? Would you like to suggest a topic or write an article for the next edition? Please contact your Career Development and/or WOTP consultant.

Previous issues available on-line

http://learnquebec.ca/en/content/curriculum/career_dev/

Please note that clicking URLs longer than one line in this PDF document does not work. Type or copy and paste the complete URL address into your Web browser.

End-of-Year Evaluation and Reporting in the WOTP

Written by Ingrid Hove, Project Development Officer for the WOTP

Evaluation and reporting; these two words have the power to raise the blood pressure of even the most experienced teachers. For those new to teaching in the WOTP, stress levels can creep even higher. How does end-of-year evaluation and reporting unfold within the Work-Oriented Training Path? There are two different answers to that question because within the WOTP we work with two completely different programs: Prework Training (PWT) and Training for a Semiskilled Trade (TSST).

Before we discuss these important differences, it is important to remember that **assessment for learning** happens throughout the year no matter what program you teach. By now we are all becoming more familiar with the work of educators and authors like Grant Wiggins, Jay McTighe, Richard Stiggins and Damian Cooper. We understand that assessment **for** learning should be at play throughout the whole learning process. What is it, exactly, that I want my students to know, understand and be able to accomplish when we conclude this particular unit of study? Are these learning objectives clear to my students at the outset? How will I monitor my students' understanding throughout the learning process so that I can adapt my teaching as needed along the way? How will both I, and my students, know when we have reached our goal? **If assessment for learning is part of our everyday teaching, then assessment of learning at the end of year becomes significantly less stressful.** The WOTP QEP supports this concept of assessment and evaluation throughout the learning process:

“Throughout the training, teachers should gather relevant information in order to intervene rapidly and effectively with students. To help students become more autonomous, teachers should encourage them to play an active role in their evaluation. By learning to assess their own progress and recognize their main strengths, and thus experience personal validation, students prepare to take on responsibilities related to their integration into the job market and society.”

WOTP QEP Chapter 5, page 12⁽¹⁾

Assessment both for and of learning within the WOTP means becoming familiar with the QEP chapters ⁽¹⁾ for the subjects you teach and the accompanying Frameworks for the Evaluation of Learning ⁽²⁾ for these subjects. Please note that the use of these Frameworks is compulsory. Reviewing the contents of these documents early in the school year will arm you with the knowledge and confidence that the content you are teaching and assessing throughout the year is the same learning that you are expected to report on at the end of the year. This will go a long way to reducing much of the stress associated with end-of-year evaluation.

A third vital document in the evaluation process is each student's Individualized Education Plan or IEP. While the IEP is important for all our WOTP students, it is especially so for our Prework Training students. **In the three-year PWT program students are evaluated throughout the teaching of a subject against objectives set for them individually,** according to the following chart found in the annual General Directives ⁽³⁾:

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

HOWEVER, in Prework Training, if the result is for a subject that will no longer be taught in the subsequent year, the final result in the last report card of the school year is communicated using the following rating scale:

A	The student meets the program requirements very well.
B	The student meets the program requirements.
C	The student partially meets the program requirements.
D	The student does not meet the program requirements

All of the reporting exemptions for students with special needs also apply to students in Prework Training. It will be helpful for teachers and consultants to refer to the General Directives ⁽³⁾ for all of the details of these exemptions.

Evaluation and reporting for students in the Training for a Semiskilled Trade (TSST) program is similar, but not identical, to that for Cycle I Secondary students in general education. For example, grades for TSST students are reported in percentages. However, there are also important reporting exemptions for students in TSST. The General Directives ⁽³⁾ describe these as follows:

“Students enrolled in Training for a Semiskilled Trade

The exemption for these students applies to the:

- *group average, as described in section 30.1 of the BSR*
- *obligation to include the student's result for an examination set by the Minister (20%) in the student's final mark, as described in section 30.3 of the BSR*

The marks entered on these students' report cards are expressed as percentages.

No group averages are entered on these students' report cards.”

The TSST program recognizes that our Semiskilled Trades students also face learning challenges and perhaps long end-of-cycle learning and evaluation situations may not be the most optimal format for them to fully demonstrate their learning.

Please do not hesitate to contact your consultant for the WOTP at your school board with any further questions. Happy end of year to all!

Links to References:

- (1) The entire Quebec Education Program for WOTP can be found at:
http://www.mels.gouv.qc.ca/sections/parcoursFormation/index_en.asp?page=parcours_formation
- (2) The Frameworks for the Evaluation of Learning for WOTP can be found at:
(hover your mouse over Search for an Evaluation Framework):
https://www7.mels.gouv.qc.ca/dc/evaluation/index_en.php
- (3) The General Directives for 2012-2013 for the youth sector can be found at:
<http://www.mels.gouv.qc.ca/sections/publications/index.asp?page=fiche&id=54>