



WOTP Mentoring and Communities of Practice 2014-2015

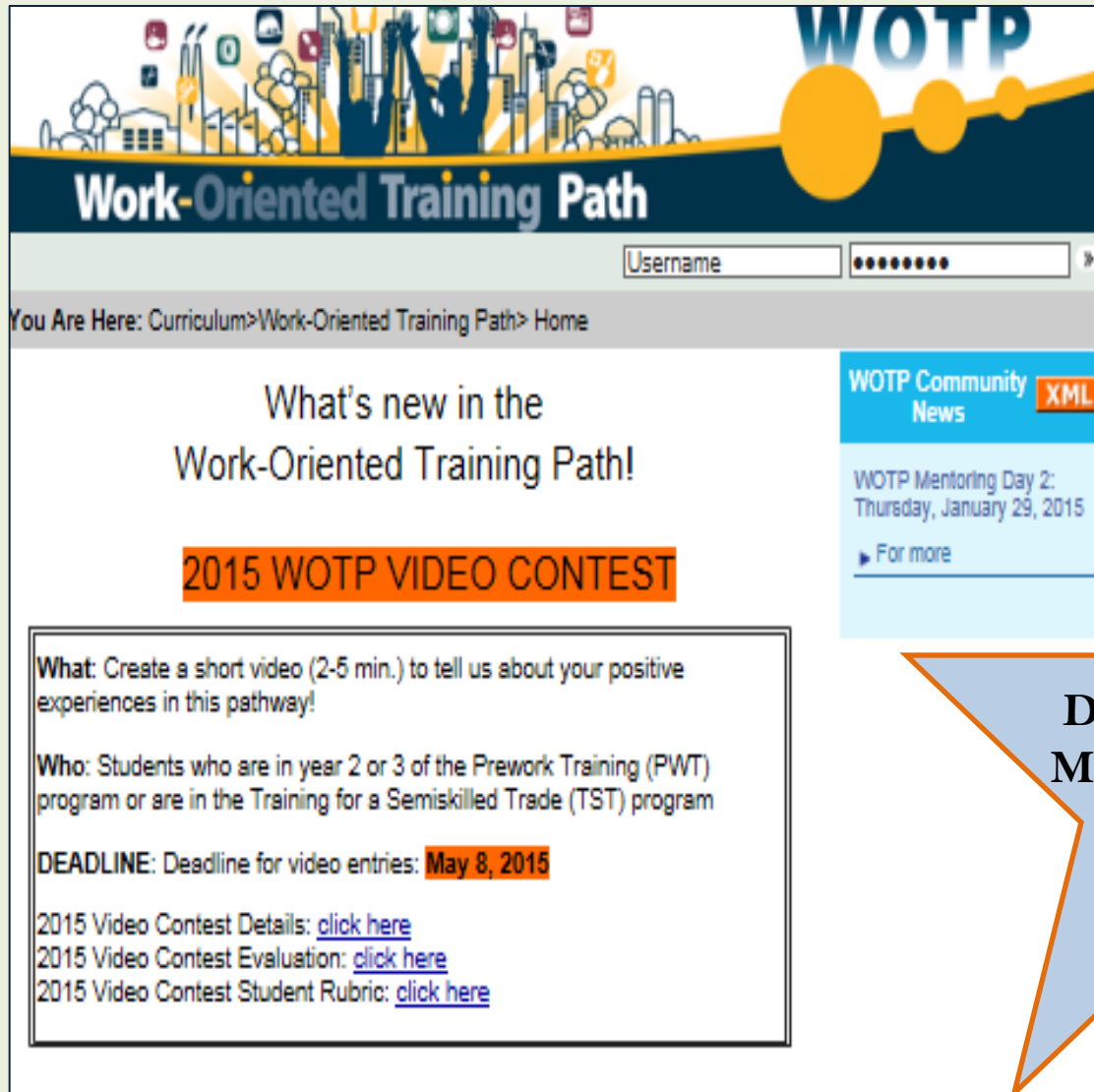
WELCOME TO DAY 3!

Claiming Expenses



The WOTP Video Contest

2014-2015



The image shows a screenshot of the WOTP (Work-Oriented Training Path) website. At the top, there is a banner with the text "WOTP" and "Work-Oriented Training Path" alongside a graphic of industrial buildings and people. Below the banner is a navigation bar with a "Username" field and a password field. A breadcrumb trail reads "You Are Here: Curriculum > Work-Oriented Training Path > Home". The main content area features the heading "What's new in the Work-Oriented Training Path!" and a prominent orange box containing the text "2015 WOTP VIDEO CONTEST". To the right, there is a "WOTP Community News" section with a sub-heading "WOTP Mentoring Day 2: Thursday, January 29, 2015" and a "For more" link. A large blue star with an orange outline is overlaid on the right side of the page, containing the text "DEADLINE May 8, 2015!!".

WOTP
Work-Oriented Training Path

Username

You Are Here: Curriculum > Work-Oriented Training Path > Home

What's new in the
Work-Oriented Training Path!

2015 WOTP VIDEO CONTEST

What: Create a short video (2-5 min.) to tell us about your positive experiences in this pathway!

Who: Students who are in year 2 or 3 of the Prework Training (PWT) program or are in the Training for a Semiskilled Trade (TST) program

DEADLINE: Deadline for video entries: **May 8, 2015**

2015 Video Contest Details: [click here](#)
2015 Video Contest Evaluation: [click here](#)
2015 Video Contest Student Rubric: [click here](#)

WOTP Community News **XML**

WOTP Mentoring Day 2:
Thursday, January 29, 2015

► For more

DEADLINE
May 8, 2015!!

Exploring Our Unique Attributes: WOTP Teacher Workshop

Work Oriented Training Path (WOTP) teachers are important, unique educators. They bring particular skills to their role to best work with diverse challenges while supporting students.

In *Exploring Our Unique Attributes*, WOTP teachers will have an opportunity to reflect on these special skills and qualities and how you use these in your WOTP classroom.

This workshop is an opportunity to see what strengths we bring to our jobs (through feedback from self and other) while fostering moments of connection. Understanding what makes us special as WOTP teachers leads to a greater understanding of the spirit of the program and our role in it.



Kit Malo Consulting

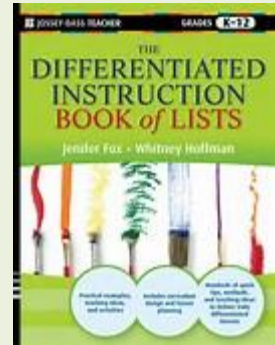
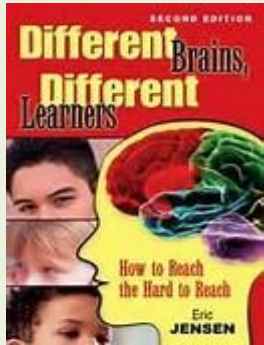
Mentor-Mentee Chat

WOTP Teacher Profile: What qualities do you think a WOTP teacher should have? If you were a Principal interviewing a potential WOTP teacher what kind of questions would you ask them?

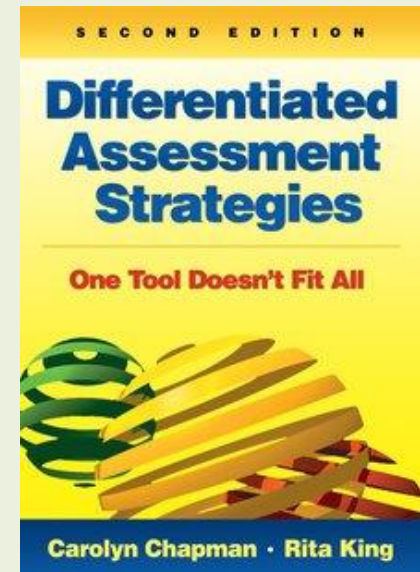
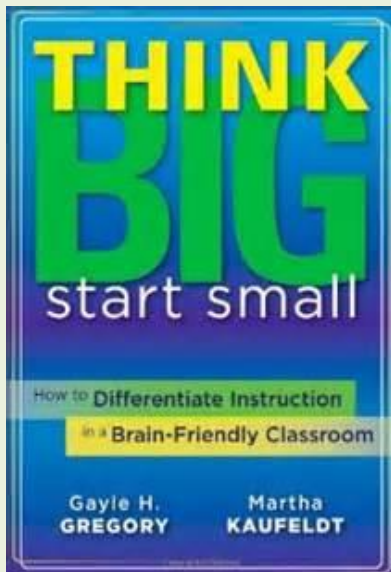
Topics of interest: How is your class going this year? What are you excited about? What are you feeling discouraged about?



Presenter	Topic	Time
The Differentiation Project	The Differentiated Brain	12:30-12:45
The Classroom Connections Project	School Tour Videos	12:45 – 1:00
Sherri-Lynn Duguay	WOTP: Ideas & Strategies from the Gaspé!	1:00 – 1:15
Michael Cazes	PWT at Jimmy Sandy Memorial School	1:15 – 1:30
Steve Greig	Themes Within The Directory of Semiskilled Trades	1:30 – 2:00



The Differentiated Brain



Kelly: "They have a different brain, not a broken one."

Darren: "an individuals life experiences create an intricate web of memories and shape the way new learning is received"

Kelly: "When people are under-motivated or overstressed, their performance suffers."

"I think one of the greatest challenges is to bridge the gap between university research and classroom practice.",
Darren

"I have recognized the need to really get to know and understand my students, much more emphasise at the beginning of the year should be placed on learning all about the student and how their brain works.", Kelly

Themes within the Directory of Semiskilled Trades

While working on a PDIG, a team of us from Western Québec School Board completed an examination of the Directory of Semiskilled Trades. In doing so we recognized reoccurring themes. We looked at both the Specific Competencies (what they are expected to do) and the Performance Criteria (how the student should be completing the tasks).

The six **Specific Competency** themes that emerged were:

1. Clean and tidy up the work area
2. Maintain the equipment and work areas
3. Prepare the workstation
4. Handle and receive food and non-food products
5. Receive payment from customers
6. Serve customers

We also examined the most common **Performance Criteria** and grouped them into three broad areas:

1. Health and Safety
2. Customer Service
3. Follow procedures

These themes are the most common components of the Directory of Semiskilled Trades and students may be evaluated on during their work in the Introduction to the World of Work or Preparation for a Semiskilled Trade courses. These themes are also the most common components of the Prework Training Path as success in them ultimately leads to a successful career.

We felt that students would benefit from workshops and/or lesson plans that developed from these themes and lesson plans **need not be** trade specific, such as Vehicle Cleaning. These themes could target skills and competencies that they may need in **many** trades and more specifically, from the Directory of Semiskilled Trades. The development of these broad areas helped to support this initiative.

Attached you will find a workshop/lesson plan template plus example and some suggestions for workshops that could be completed in school as part of the Introduction to the World of Work course in the Prework Training program.



PREZI!

Attitudes & Behaviours that Foster Job Retention

Flashcards Activity

Attitudes and Behaviours That Foster Job Retention

Various sources provide information about attitudes and behaviours that foster successful integration into the work force. Teachers can refer to the following table when developing learning and evaluation situations. In addition, several of the documents listed in the bibliography contain information on this topic, for example, *Essential Skills*, by Human Resources

and Social Development Canada (HRSDC), and *Building Essential Skills in the Workplace*, by the Conference Board of Canada. These documents can be consulted on-line (see Webography).

Appropriate Attitudes and Behaviours

- Sense of responsibility
- Respect for life and the environment
- Self-discipline (e.g. observance of schedules, politeness, courtesy, honesty, appropriate attire)
- Autonomy
- Team spirit and mutual assistance
- Reliability
- Thoroughness
- Constancy
- Attentiveness and open-mindedness
- Curiosity
- Sense of initiative (within occupational limits)
- Self-control
- Desire to learn and improve their skills
- Desire to establish harmonious interpersonal relationships

**DON'T FORGET
TO FILL IN
AND SUBMIT
YOUR EXIT
CARD!**

THANK YOU!



IF YOU HAVE ANY QUESTIONS, DON'T HESITATE TO CONTACT US!

Tara Wheeler

Project Development Officer for the Work-Oriented Training Path

Home Office: (514) 484-1018

Mobile: (514) 714-1018

tara.wheeler@cqsbc.ca

wotpmentoringproject@icloud.com

Marsha Gouett

Spécialiste en sciences de l'éducation, Ministère de l'Éducation, du Loisir et du Sport

514-873-3339, ext. 5270

marsha.gouett@mels.gouv.qc.ca