



Phases of the KEP Learning Process targeted:



<b>Activity title</b>	<b>Building a Vocational Profile</b>
<b>Overview</b>	Students build a profile for themselves as individuals and as workers. This is an essential component to assist them with finding meaningful and fulfilling employment.

<b>Duration</b>	50 min	<b>Materials</b>	
<b>ICT</b>	Smartboard, projector, computer, etc (if available)		
<b>Grouping</b>	individual	pairs	small groups
<b>Teaching</b>	whole class	small groups	individual
<b>Student product</b>	A personal profile as an individual and worker that is recorded in a written document, a blog, a digital portfolio, etc.		

Links with the <i>Exploration of Vocational Training</i> program		
<b>Competencies</b>	<b>Competency 1</b> Explores vocational training	<b>Competency 2</b> Contemplates his/her suitability for vocational training
<b>Key Features</b>		Updates his/her personal profile Considers the possibility of enrolling in vocational training

Explo Program Content			
<b>Program Content</b> <i>QEP: pp. 26-30</i>	<b>Using tools</b>	<b>Adopting attitudes</b>	
	Information-gathering and documentary research tools	Introspection - reflectiveness	
	<b>Learning strategies</b>	<b>Acquiring concepts</b>	<b>Considering socioeconomic and cultural factors</b>
Information-gathering - consulting reference tools Metacognitive strategies - taking time for reflection alone, or as part of a group - recognizing required attitudes, attitudes to be developed	Vocational training sectors Vocational training programs	Students' immediate context - family influence - influence of peers	

**Evaluation Criteria** (Updated framework for the evaluation of learning)

\* For feedback purposes, not to be considered in the student's report card mark.

**Information clarifying the criteria**

**Proficiency of subject-specific knowledge targeted in the program content (QEP)\***

**Effectiveness in exploring vocational training**

**Relevant summary of discoveries**

**Relevant reflection**

Reflection on personal profile as well as perception of the trades and occupations explored and of vocational training

<b>Evaluation tools</b>	• checklist	• <b>observation</b>	• <b>reflection</b>
	• peer evaluation	• self-evaluation	• <b>profile</b>

 <b>Process</b>		
	<b>Role of teacher</b>	<b>Role of student(s)</b>
<b>Before</b>	Using yourself and your profession as an example, ask students to help you identify the personal and professional characteristics of a good teacher. Have a list of criteria (aptitudes, interests, requirements of the job, working and environmental conditions, etc.) prepared ahead of time so that you can prompt students if necessary. Talk about the characteristics you have and the impact they have had on your career satisfaction. Note your motivation and the characteristics you had to develop in order to be a better teacher.	Students begin to understand that learning about themselves is the first key to finding employment that is personally satisfying.
<b>1</b>	Talk to students about the need to understand themselves as individuals and in the context of discovering vocational training programs that will interest them. As part of creating an environment where students can seriously consider their vocational training potential, they begin thinking about personal profiles of themselves as individuals and as workers. Invite students to share their thoughts.	With the teacher, students discuss and share their thoughts on the value of creating a personal profile.
<b>2</b>	With the students, build a list of categories to help them structure their personal profiles (aptitudes, interests, results in personality quizzes, learning style, etc.).	As a class and with the teacher's guidance, students develop a structure they can use to create their personal profile.
<b>3</b>	Introduce the different choices students have for recording and storing their personal profiles. Have students select a place to record their profile information. They may chose to use a Word document, a blog, an online portal space, etc.	Students must select a place to store the information that will comprise their personal profile. Ex: A Word document, a blog, an online portal space, etc. It should be a tool with which they are comfortable. With teacher guidance, students explore some of the ways in which they can record their personal profiles.
<b>4</b>	Use a variety of online tools to help students create their personal profiles.  <i>Career Cruising</i> <a href="http://www.careercruising.com">www.careercruising.com</a> <i>CLICKVOC</i> (quizz) <a href="http://clcfp.qc.ca/en/index.php">clcfp.qc.ca/en/index.php</a> <i>Labour Market Information</i> (quizz) <a href="http://www.lmiworks.nl.ca/CareerGuide/SelfAssessment.aspx">www.lmiworks.nl.ca/CareerGuide/SelfAssessment.aspx</a>  *Provide students with several tools to explore and allow them to chose which tools work best for them.	Students explore some or all of the online tools introduced by their teacher to help them build / expand their profile. They individually select the tools that work best for them.  Students consider many factors that may be components of their profile. What hobbies do they have? What do they enjoy doing? What subjects are they strongest / weakest in school? This information becomes part of their profile. They begin creating and recording the elements of their personal profile.

5	<p>To help students build their profiles, introduce the 21 vocational training sectors using introductory information found on the following websites:</p> <p><i>HeadingForSuccess.com</i>  <a href="http://www.headingforsuccess.com">www.headingforsuccess.com</a>  <i>inforouteFPT.org</i>  <a href="http://www.inforoutefpt.org/default.aspx?langue=en">www.inforoutefpt.org/default.aspx?langue=en</a></p> <p>Ask the students to think of the personal and professional characteristics (aptitudes, interests, physical requirements, working conditions, environmental conditions) required of a specific training program within a specific sector.</p> <p>Ask guiding questions to support students as they build their profiles. For example, if they are shy with people, does this motivate them to try harder to master this challenge or does it lead them toward other vocational training programs that limits their interaction with others?</p> <p>Have students use the categories determined in Step 2 to structure their profiles.</p>	<p>Students consider the 21 vocational training sectors. They practice profile building by creating a list of the personal and professional characteristics of one particular training program.</p> <p>Students use various tools, their selected recording place and the predetermined categories to begin building their personal profiles.</p>
6	<p>Ask students to cover three vocational training programs and consider their profiles to date. Ask if they learned something about themselves by exploring a particular vocational training program. (They may respond, for example, I do not want a job where I have to be outside in the winter. Therefore, many of the careers in <i>Agriculture and Fisheries</i> may not match my profile.)</p>	<p>In light of three selected vocational training programs, students review and update their personal profiles to date. Should these explorations inspire any new personal findings for the student, that information is added to the profile. As they build their profiles they use the information to help determine their suitability for vocational training.</p>
Follow-up	<p>Have students write a reflection as they begin to use their personal profiles to attempt to determine their suitability for various vocational training programs. Have them revisit this reflection and their personal profiles as they explore different vocational training programs in greater depth.</p>	<p>Students use their personal profile to write a reflection about their suitability for various vocational training sectors. They regularly revisit their reflection and personal profile as they explore various vocational sectors.</p>