



Work-Oriented Training Path

Chapter 5

Prework Training Training for a Semiskilled Trade

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5.1 Introduction

There's more courage than talent in most success stories.

Félix Leclerc

The school should be able to provide students with a rich, stimulating education of high quality so that they can fulfill themselves as individuals, citizens and, later, workers. The Québec Education Program is designed to give all young people, whatever their characteristics and needs, a chance to succeed in terms of education, social development and qualifications. It must not only meet the demands of a society in constant evolution, but also take into account the diversity of students' personal and educational experience. The diversification of learning paths¹ in Secondary Cycle Two is an important way to achieve this.

The Work-Oriented Training Path is part of the diversified services provided. It is a renewed form of the Life Skills and Work Skills Education (LSWSE) programs in the individualized paths for learning in the youth sector. This path differs from the others in Cycle Two in its practical nature and its objective of immediate preparation for the job market, and it is designed for students who, for all kinds of reasons, are having difficulties in school. It gives these students the opportunity to experience success in different contexts through adapted instruction. It uses a systemic approach that takes into consideration the interaction of personal and social factors and their effects on the students' overall development, and helps them to acquire lasting, useful, meaningful, effective knowledge that includes culture. For the first time, it allows students to obtain an official certificate attesting that they have met the criteria for an educational qualification.

1. See the table "Learning Paths In Secondary Cycle Two," in Chapter 4, which outlines the various learning paths.

5.2 A Training Path Established in a Spirit of Diversification

It is from identity that difference is born.
Heinz Pagels

There are many studies, reports and briefs describing the distressing situation of students who are having difficulty meeting academic requirements.² Too many of these students leave school prematurely and find themselves without any recognized qualifications with which to meet the challenges of integrating into society and the job market. They are vulnerable and lack the personal resources needed to begin their lives as adults and workers in a society that increasingly needs all its members to contribute.

Students enrolled in the Work-Oriented Training Path are young people who, despite the support provided, have had and continue to have major difficulties in school. For each of them, it is through the process of drawing up an individualized education plan³ that this path was chosen as the one that would best meet their needs. Cooperation between the student, his or her parents and the school staff members concerned should make it possible to better understand the student's situation and to identify his or her strengths, abilities and difficulties, in order to enable the student to pursue studies through concrete, stimulating, validating experiences.

Students in this path are like other young people in many ways, but they are different in some ways. They share the interests and aspirations of other adolescents and dream of playing an active role in society. Like other students, they have a variety of skills in different spheres of activity, are curious and may show originality, resourcefulness and social commitment. They face the same social issues and challenges in life and work as students in other paths. They should therefore have opportunities for similar experiences.

However, they are different in the seriousness of the learning difficulties they have had from the start of their life at school. These may involve problems with language, attention, perception or memory, or weaknesses in the use of strategies, especially those related to metacognition. These difficulties often lead to a lack of motivation, which is related to a feeling of lack of control of their learning. In addition, repeated failures in school affect their self-esteem and social recognition. Teachers have to deal with the many facets of this situation. By providing a training plan at their level and encouraging them to assume their responsibilities, the programs in this path

allow students to be fully involved in their learning and to develop their autonomy, affirm themselves and demonstrate their ability to succeed. Encouraged to see obstacles as challenges, and errors as opportunities for learning, they will be better able to recognize their strengths, regain confidence in their possibilities for the future and look forward to their lives as adults and workers.

It is through the process of drawing up an individualized education plan that the Work-Oriented Training Path is chosen to meet a student's needs.

2. Québec, Ministère de l'Éducation, *Learning Difficulties: Reference Framework for Intervention* (Québec: Ministère de l'Éducation, 2004).

3. Québec, Ministère de l'Éducation, *Individualized Education Plans: Helping Students Achieve Success: Reference Framework for the Establishment of Individualized Education Plans* (Québec: Ministère de l'Éducation, 2004).

5.3 One Path . . . Two Learning Options

Since there are many facets of intelligence and many ways to achieve success, and since practical skills also have recognized value, the Work-Oriented Training Path consists of programs whose scope and objectives have been adjusted in accordance with the students' areas of interest and their relationship to learning. It provides opportunities for personal and career exploration and planning, and puts the emphasis on practical training. It provides two learning options, Prework Training and Training for a Semiskilled Trade, at the end of which students will have acquired competencies that will be recognized by potential employers.

The Work-Oriented Training Path shares the aims of the Québec Education Program: construction of world-view, construction of identity and empowerment. It shares the educational aims of the same broad areas of learning and targets the development of the same cross-curricular competencies. It is essential to read the first three chapters of this document in order to understand the

programs in this path in light of these fundamental dimensions of the Québec Education Program. Chapter 4 covers the subject areas, including Career Development, and is also important to read, because it outlines the foundations of each program of study. However, the Work-Oriented Training Path uses a particular pedagogical method and organizational structure: the work-study approach.⁴

To understand the programs in this path, it is essential to read the first four chapters of this document.

The Work-Study Approach

The work-study approach, which is widely recognized for its pedagogical effectiveness, brings the school environment closer to the realities of the world of work. It allows for diversity in training methods and places where training is given, and demands complementarity and interaction between general education and training in the workplace. Thus classroom learning prepares students for learning in the workplace. In turn, their experience in the workplace allows students in a practical context to master concepts that might otherwise have seemed too abstract, thus encouraging the transfer of learning.

The work-study approach gives students opportunities to explore work situations related to one or more semiskilled trades and to experience the role of worker in a variety of simulated or real contexts. It thus helps them to develop their employability, that is, the general and specific competencies, knowledge and attitudes needed to enter and remain in the labour market. This is also conducive to awakening students' interest in certain trades and making them aware of the competencies related to these trades, which can contribute to the construction of their occupational identity.

Two Distinct Options

The two options differ in their duration, in the general education and practical training programs included in them, and in their certification requirements. They are aimed at students who have different academic backgrounds.

4. Based on the following document: Québec, Ministère de l'Éducation, du Loisir et du Sport, *Alternance travail-études en formation professionnelle et technique, c'est plus que des études*, www.inforoutefpt.org/ate. See also Québec, Ministère de l'Éducation, du Loisir et du Sport, *The Work-Study Approach in Vocational and Technical Education (General Framework)*, www.inforoutefpt.org/wsp/default.asp.

Pework Training

Pework Training is for students at least 15 years of age whose competency report at the end of Secondary Cycle One shows that they have not achieved the objectives of the elementary-level programs of study for the language of instruction and mathematics.⁵ It is spread over a period of three years and leads to an official Pework Training certificate granted by the Minister; an annual summary of the student's learning is also provided by the school.

The purpose of Pework Training is to prepare students for the demands of life in society and the world of work. The training is based on programs in general education and practical training supplemented with content related to citizenship education and culture.

- The general education programs are the following: language of instruction; second language; Mathematics; Technological and Scientific Experimentation; Geography, History and Citizenship Education; Physical Education and Health; Autonomy and Social Participation. In most of these programs, the competencies targeted are essentially the same as those in the Québec Education Program for elementary education and Secondary Cycle One, but with greater emphasis on their concrete application in situations in everyday life.
- The practical training programs are the following: Preparation for the Job Market; Introduction to the World of Work; Work Skills. Through the use of simulated or real situations, these programs provide structured opportunities to develop specific competencies⁶ directly related to trades found in the *Directory of Semiskilled Trades*.⁷ Many students will be able to demonstrate new aptitudes and acquire skills different from those developed in previous activities at school. These students will be able to grasp the importance of subject-specific knowledge and cross-curricular competencies as they will have to use them in learning situations related to the world of work.

The content of the general education programs has been established by taking into account the students' characteristics and needs in order to allow them to progress at their own pace. None of the content is prescribed—a distinctive aspect of Pework Training—but teachers have to draw on the content of the various programs and make appropriate choices based on the students' individualized education plans, which contain information on their occupational

aspirations. In some cases, they should teach elements of content required by students who have the ability and are interested in going on to a higher level of training, such as for a semiskilled trade.

The practical training programs have been designed to develop students' employability. One part of the training takes place in the school; it aims to allow students to know themselves better, to learn about the world of work and to develop technical skills and desirable behaviours. The second part takes the form of practicums in the workplace. In both cases, exploration and experimentation play a major role, and academic and career planning is central to the targeted competencies and thus the elements of content.

Some students in Pework Training may go on to Training for a Semiskilled Trade if they have completed the Work Skills program (taken in their second year of training) and they meet the requirements for the trade of their choice. Where appropriate, they may take the Preparation for a Semiskilled Trade program in their third year during the time prescribed for Work Skills. This bridge will allow them to obtain a training certificate in a semiskilled trade if they meet the certification requirements for it. It is up to the school to make students aware of the possibilities that exist for them to pursue their education as far as possible.

The following diagram provides an overview of Pework Training.

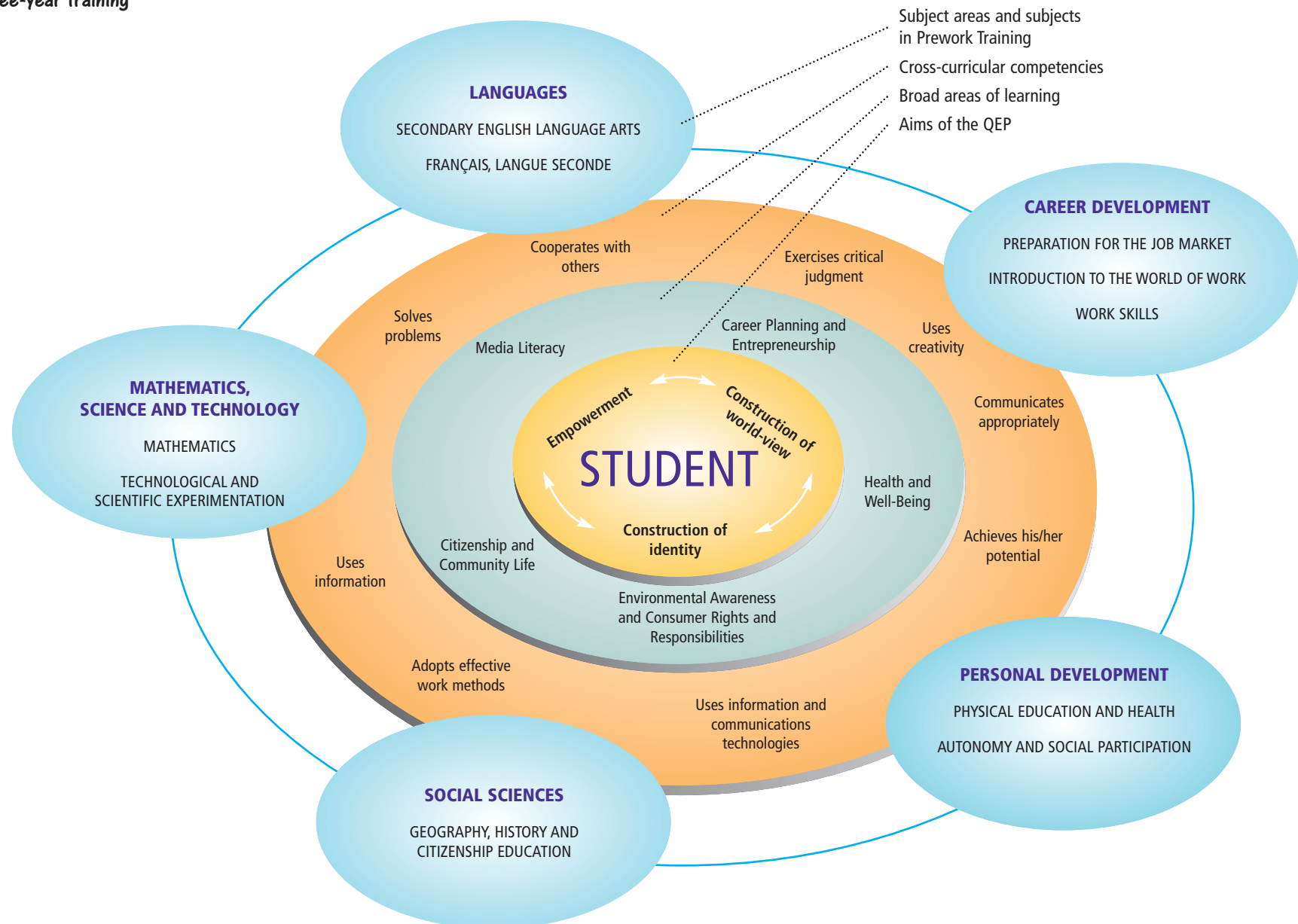
5. This means that they have not gone beyond the first level of competency development in these subjects according to the scales of competency levels for Secondary Cycle One.

6. Tasks related to the specific competencies in the *Directory of Semiskilled Trades* will be used to structure the learning and evaluation situations and draw up the training plan for the practicums.

7. See the Web site www.mels.gouv.qc.ca/sections/metiers/index_en.asp.

PREWORK TRAINING

Three-year training



Training for a Semiskilled Trade

Training for a Semiskilled Trade is for students at least 15 years of age whose competency report at the end of Secondary Cycle One shows that they have attained the objectives of the elementary-level programs of study in the language of instruction and mathematics, but without obtaining the credits for Secondary Cycle One in these subjects.⁸ The training lasts for one year and leads to an official training certificate in a semiskilled trade, granted by the Minister, as well as a competency report provided by the school.

Students who want to take further training can continue their studies in vocational training at the secondary level if they meet certain conditions. They can also return to General Education or Applied General Education. However, some will choose to enter the job market. In all cases, it is up to the school to make students aware of the importance of continuing to learn.

The purpose of Training for a Semiskilled Trade is to prepare students to meet the demands of life in society and the world of work. It is based on programs in general education and practical training supplemented with cultural content.

- The general education programs are the following: language of instruction; Mathematics; second language. The students thus continue their general education and will later be able to develop competencies of a higher level, for example, by taking the Secondary III second language program.

- The practical training programs are Preparation for the Job Market and Preparation for a Semiskilled Trade. Competencies are developed using the work-study approach. One part of the training takes place in the school; it aims to allow students to know themselves better and to learn about the world of work. The second part consists of practicums in the workplace; it is devoted to the acquisition of specific competencies related to a semiskilled trade and the attitudes and behaviours needed in the workplace.

While focusing on raising the students' level of culture, teachers should approach the content of the general education programs with a view to students' integration into society and the job market in the short term. In addition, to interest and motivate the students, teachers should provide opportunities for students to put their learning into practice so that they can discover how to use it in their personal lives and career development.

The general education programs—language of instruction, Mathematics and second language—are those in the Québec Education Program for Secondary Cycle One.

Training for a Semiskilled Trade should make it possible for students to integrate subject-specific knowledge and knowledge related to their chosen trade. This integration will be furthered by good partnerships between the school and the workplace, and a spirit of sharing and cooperation. The *Guide to Organizing Practicums in the Workplace*⁹ is an important resource for this.

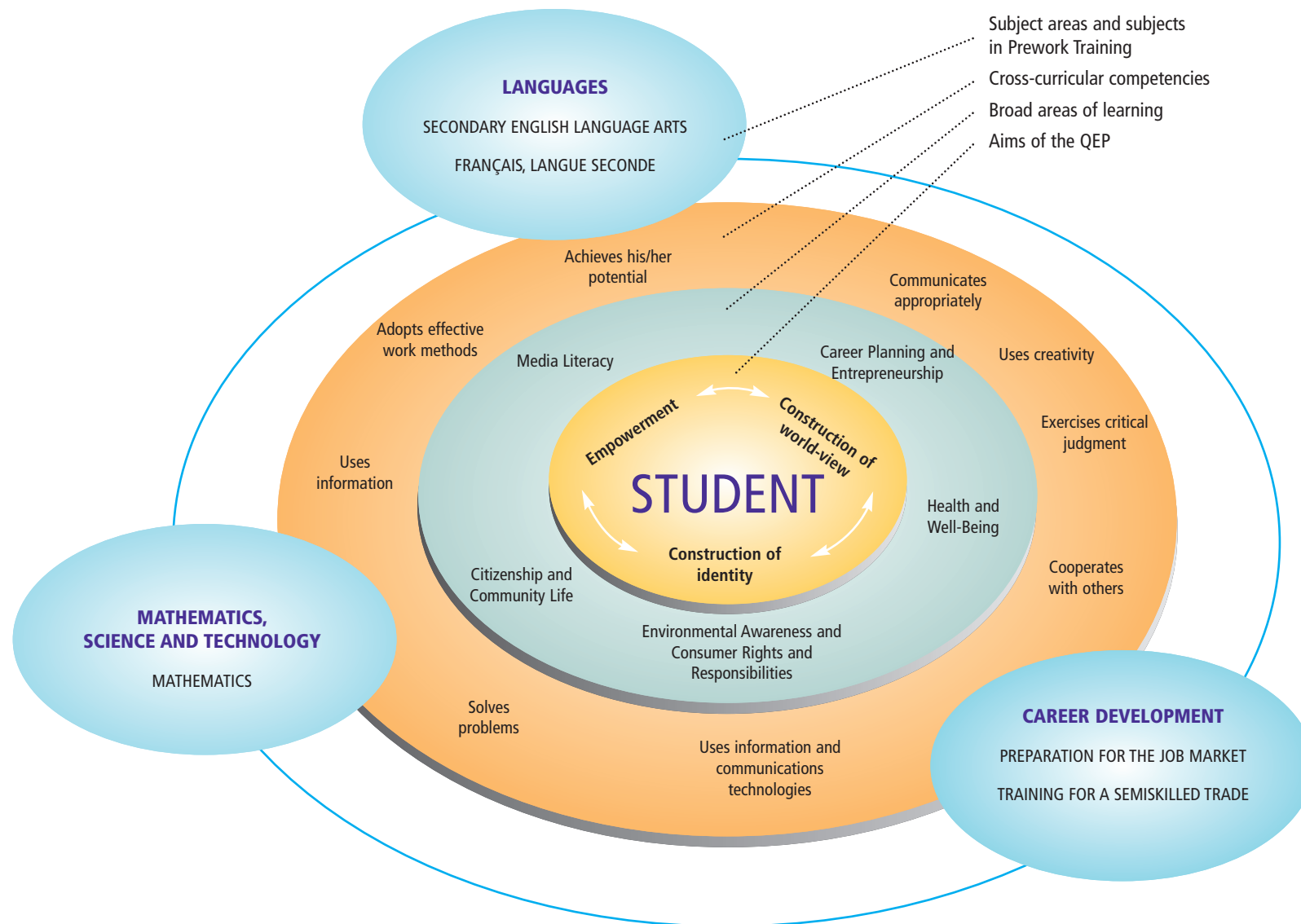
The following diagram provides an overview of Training for a Semiskilled Trade.

8. This means that they have reached the second level of competency development according to the scales of competency levels for Secondary Cycle One.

9. Québec. Ministère de l'Éducation, du Loisir et du Sport, Direction de l'adaptation scolaire. *Guide to Organizing Practicums in the Workplace*. Provisional electronic version, reserved Web site for schools and universities, 2007.

TRAINING FOR A SEMISKILLED TRADE

One-year training



5.4 A Training Path That Includes the Arts

In previous cycles, students have had the opportunity to develop competencies in one of the Arts Education subjects (Drama, Visual Arts, Dance or Music). They have become familiar with the artistic language, content and concepts related to that subject in an open, flexible context that allowed for the expression of differences. They have learned to use their body, voice, gestures, creative imagination, culture and values, as well as the diversity of their experiences, to translate their perceptions of reality and develop their creative potential. They have had opportunities to use their creativity to deal with the unexpected and to venture off the beaten path.

Although the Work-Oriented Training Path does not include any Arts Education courses as such, students should be given opportunities to develop competencies in these areas,¹⁰ since these competencies may prove valuable to them in integrating into society and the job market, as when they need to use creativity or exercise critical judgment. Education in the arts can take various forms.

For example, students can be given learning and evaluation situations that include an arts dimension and they can be encouraged to apply their artistic talents in extracurricular activities. They can also be encouraged to explore the world of the arts by attending cultural events, meeting artists and taking part in cultural life in the school and the community. In this way, they may discover occupations related to the arts, such as stagehand, set builder, costume maker, stock handler in a musical instruments store or salesclerk in a bookstore. In addition, the school can use the time that is not allocated in the timetable to offer an Arts Education subject as part of Prework Training.

10. Please refer to the Arts Education programs for Secondary Cycles One and Two.

5.5 A Path With a Distinctive Pedagogical Context

*We need teachers at our side in order to learn—teachers who care about us, listen to us and take the time to help us discover words and the world.
A class of students aged 16 to 18*

The school's educational project should take into consideration the particular needs of students enrolled in the Work-Oriented Training Path, and the whole cycle team should be encouraged to build a shared view of the educational services to be provided for them. The contribution of the parents and the community—businesses, community organizations, employment centres and other external resources—is also very important.

While the roles of the various partners in this path are officially recognized,¹¹ establishing good partnerships involves special requirements. The following examples show the diversity of students' needs, the complexity of relationships in the work-study approach and the need to adapt educational services.

- Students should participate actively in their learning and adhere to the objectives of the work-study program. They should also adapt to new learning contexts with different cultures, take

Students in this path should be recognized as stakeholders in educational actions concerning them.

every opportunity for learning that arises, and take action to tap the resources they need. Finally, it is important that they apply their learning in new contexts. Students are considered to have primary responsibility for their learning, and now more than ever, they should be recognized as stakeholders in educational actions concerning them.

Parents are essential partners who can contribute to young people's success.

- Parents should help their adolescents stay motivated by recognizing the efforts demanded of them and the progress they make throughout their education. This can also take a more concrete form. For example, they can help students get to the workplace or they can agree to talk to a class about their own work experience. Parents are important partners who can contribute to young people's success.

- Teachers should work with partners in the school and the various workplaces that offer practicums, as well as with parents, to help students develop life skills and work skills. It is important that they know their students' characteristics and needs, and adapt their teaching accordingly. Their actions should be flexible yet systematic so as to provide the support needed by students who have experienced obstacles in their school career.

- Complementary educational services personnel¹² should support teachers by giving them the information and cooperation they need to help students progress in school. Their actions should involve the school team as well as students and their parents. Guidance professionals in particular will be called on, since students are in the process of actively making choices regarding training and work.

Guidance professionals in particular are called on, since students are in the process of actively making choices regarding training and work.

11. These roles are defined in the *Education Act*, as well as in Chapter 1 of the *Québec Education Program*, the *Guide to Organizing Practicums in the Workplace*, the *Work Skills and Preparation for a Semiskilled Trade programs*, collective agreements, etc.

12. Québec, Ministère de l'Éducation, *Complementary Educational Services: Essential to Success* (Québec: Ministère de l'Éducation, 2002).

- School principals, who are primarily responsible for implementing the school's educational project and coordinating activities in the school and with the community, play a determining role in work-study programs. They have to consider the particular needs of these students and encourage everyone involved to show flexibility, creativity and perseverance in seeking appropriate ways to support the students in their learning. They should encourage collegiality and concerted action and ensure that everyone is concerned with the students' success.
- Supervisors in the workplace should see to the quality of the students' reception, supervision and support in order that the students benefit fully from their work placement. In collaboration with the supervisors in the school and the students themselves, they have to provide the conditions for the students to develop the competencies targeted in their training plan. Throughout the process and at the end of the practicum, they have to communicate the necessary information to the school so that the teachers can evaluate the students' competencies.

School principals should encourage collegiality and concerted action and ensure that everyone involved is concerned with the students' success.

5.6 A Path That Uses Appropriate Practices

In accordance with the orientations of the Québec Education Program and the Policy on Special Education,¹³ the Work-Oriented Training Path calls for pedagogical practices that are chosen for their relevance and their effectiveness in meeting the students' particular needs. These practices, whose purpose is to maximize learning, should foster recognition and understanding of students' individual differences and help create a climate of respect and trust that is conducive to the development of competencies. They should also favour democratic process in class, encourage students to work together and support their participation in management structures, school activities and projects.

Among the practices to be used, differentiated instruction is of prime importance. This is “an approach that involves using a variety of teaching and learning methods in order to enable students of different ages, backgrounds, aptitudes and skills to take different paths to attain shared objectives and ultimately achieve educational success” [translation].¹⁴ This approach may involve content, processes, productions or structures. It should be based on knowledge of the students' prior learning and their various needs. A detailed understanding of the programs in this path is also essential

for effective adapted instruction, which should draw on a range of pedagogical approaches, such as strategic instruction, explicit instruction, cooperative learning, lecturing, project learning and inductive teaching.

Teachers are experts in pedagogical activity.

In work-study programs, pedagogical practices based on partnership, individual guidance and support, and the mutual enrichment of practical training and general education foster the development and application of competencies. Teachers and supervisors should help students improve their ability to transfer their knowledge from one context to another. Guidance and support are important for students' success and should help them develop autonomy.

The expectations for all students should be high but realistic in order to maximize the development of their potential, prevent exclusion, reduce risk factors, decrease their vulnerability and enhance their self-esteem. Teachers and supervisors should provide access to information, help students recognize their real level of learning, give them freedom to express their views and help them grasp the significance of their own role in their academic and career planning. It is also important to help them acquire the knowledge, skills, attitudes and behaviours that are generally expected in the workplace. Finally, by being encouraged to participate actively in their training, students will be better able to grasp the value of all this in relation to their interests and needs.

13. Québec, Ministère de l'Éducation, *Adapting Our Schools to the Needs of All Students: Policy on Special Education* (Québec: Ministère de l'Éducation, 1999).

14. Québec, Conseil supérieur de l'éducation, *Rapport annuel sur l'état et les besoins de l'éducation 1992-1993: Le défi d'une réussite de qualité* (Québec: Publications du Québec, 1993).

5.7 A Path in Which Evaluation Is Used to Support Learning

The view of the school as being centred on student success implies that teachers see evaluation as support for learning, not as an end in itself. Evaluation becomes a tool that enables students to fully develop their potential. The *Policy on the Evaluation of Learning*¹⁵ and the *Policy on Special Education* both stress the importance of respect for differences in the evaluation of learning. The evaluation process should lead to decisions and actions that allow students to continue learning according to their capacities and interests, and to meet challenges that are suited to their level and involve relevant demands.

Support for learning is central, because it enables teachers to regulate the progress of learning and their own pedagogical action. The recognition of competencies leads to the competency report at the end of the year or the training; this report describes the level of the student's competency development for the purposes of certification of studies, so that the student can enter the job market or go on to further studies.

The two main purposes of evaluation are support for learning and recognition of competencies.

In order to help students develop their personal and occupational competencies as far as possible, a continuum of learning and evaluation situations should be planned in the context of the work-study program. The learning and evaluation situations should be organized in a logical progression based on their contribution to the gradual development of the students' competencies. It is important

to take into account the students' specific characteristics and previous learning, and to use their individualized education plans and their latest competency reports. Because the scales of competency levels are designed in terms of this progression, they may be used to guide teachers in planning learning and evaluation.

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.

Teachers will use the evaluation criteria set out in the program to make a judgment on competency development. These criteria are also means for regulating students' learning, and they should be presented and explained to the students in terms of the observable elements associated with the tasks involved. By making their requirements clear, teachers ensure students understand what is expected of them. It should be noted that the evaluation criteria are neither hierarchical nor cumulative, and that they are generic in that they are formulated in sufficiently general terms to apply to all the tasks involved in using the competency.

15. Québec, Ministère de l'Éducation, *Policy on the Evaluation of Learning* (Québec: Ministère de l'Éducation, 2003).

For each learning and evaluation situation, teachers use evaluation tools to gather information on the students' level of competency development. These tools should be sufficiently general to be used in a range of situations in order to avoid having an excessive number of them. The information gathered through the situations should be recorded and organized so as to allow teachers to make judgments on each student's level of competency development and include them in report cards during the year as well as in the competency report. As the recording tools may take different forms, teachers should choose those best suited to their class. They should also guide students in developing and using their own recording tools, such as a learning and evaluation file.

At the end of the year or the training, teachers prepare competency reports based on the competency levels attained by the students. These reports consist of more than mere compilations of data; teachers must consider which of the data recorded are most significant in order to make their judgments.

5.8 A Path That Provides an Integrated Education

Students enrolled in the Work-Oriented Training Path should, like those in the other learning paths, receive an education based on the broad areas of learning, cross-curricular competencies and subject-specific competencies. In the section on Prework Training, teachers will find examples showing how the broad areas of learning and the cross-curricular competencies contribute to the learning and evaluation situations. For Training for a Semiskilled Trade, examples may be found in the Québec Education Program for Secondary Cycle One, except in the case of the practical training programs, for which examples are provided along with those for Prework Training.

Connections With the Broad Areas of Learning

The broad areas of learning are a source of motivation for students and a frame of reference for teachers, who determine priorities in the knowledge to be acquired and the values to be stressed. Because they enable students to recognize the connections between learning in school and situations in everyday life, the broad areas of learning can help students grasp the uses of the learning involved. They also provide the various staff members with a shared framework that facilitates sharing of the values they convey to students.

Some subjects have special connections with some of these areas—Physical Education and Health with the area of Health and Well-Being, for example, or Autonomy and Social Participation with Health and Well-Being, Environmental Awareness and Consumer Rights and Responsibilities, and Citizenship and Community Life. However, teachers, practicum supervisors and other school personnel should use the educational aims of all the broad areas of learning as references in educational action. The aims should also serve as connecting threads among activities that are part of projects or tasks. Learning and evaluation situations should be planned so that the broad areas of learning and the tasks related to the development of subject-specific competencies intersect, so as to give learning greater meaning and significance.

Health and Well-Being

All students, especially those who are expecting to enter the job market in the short term, need to take responsibility for adopting healthy living habits. They need to learn the importance of avoiding high-risk behaviours, adopting an active lifestyle, eating a healthy diet and being responsible consumers. All these topics can be approached from various perspectives in all the subjects.

Physical Education and Health lends itself particularly well to this broad area. For example, when students are developing the competency *Adopts a healthy, active lifestyle*, they are encouraged to answer questions raised in class, media reports, research or discussions on these issues. They also have opportunities to discover the importance of adopting healthy living habits and carrying out a variety of physical activities regularly and safely.

Technological and Scientific Experimentation allows students to learn more about their bodies, how they function and how to take care of them. Health and Well-Being is a valuable source of material for learning and evaluation situations involving nutrition, reproduction or the relationship between human beings and their environment.



Career Planning and Entrepreneurship

This area has particular importance in the Work-Oriented Training Path, since the purpose of the path is to enable students to undertake training aimed at personal development and successful integration into society and the job market.

In the Introduction to the World of Work program, for example, students are encouraged from the first year to carry out tasks similar to those required in various jobs. Activities in the Preparation for the Job Market program are designed to help them know themselves better, define their tastes, interests and aptitudes, and learn more about the world of work, social roles and the requirements of different trades. They will also be able to learn various affective, cognitive and metacognitive strategies that will help them carry out a project. This may enable them to integrate into the job market and remain in it.

Throughout their training, students should become aware of the importance of further developing the competencies they need to deal with a broad range of situations. In the language of instruction and second language programs, for example, they discover the importance of communication skills—particularly in oral language but also in writing—in order to understand instructions or procedures in the workplace. They should realize that they need at least a basic ability to use a second language.



Environmental Awareness and Consumer Rights and Responsibilities

The Work-Oriented Training Path offers many opportunities for students to consider their choices of products and to adopt thoughtful, responsible behaviour with regard to the environment and consumption.

In the Autonomy and Social Participation program, activities around consumption, which is highly valued by adolescents, may encourage students to question the appropriateness of making consumer choices that are beyond their means. In Geography, History and Citizenship Education, students increase their understanding of the territory where they live and their place in society, and may consider the social, economic and ethical aspects of consumption. The Technological and Scientific Experimentation program enables them to become aware of changes in consumer habits resulting from technological progress, to place these issues in their social and historical context and to step back and adopt responsible consumer behaviour. Teachers should also encourage students to be particularly careful when disposing of waste from their experiments.

In the language of instruction program, analyzing advertising, information texts and on-line presentations on subjects related to consumption or the environment may help students look critically at their consumer habits and the values underlying them. In Mathematics, learning and evaluation situations on personal finances should prepare them to make better-informed choices in



terms of their budget. They will also be able to use their mathematical skills in notation and representation (making plans, scale drawings, diagrams, etc.) to better understand certain characteristics of the environment.

Media Literacy

Messages in the media can have major repercussions on adolescents' behaviour, and it is important that teachers encourage students to exercise critical judgment regarding these messages. By giving students opportunities to make judgments on how news is presented and discussed in the media, teachers can encourage them to question the influence of these messages on their everyday life, on society and on their perception of reality. They should also encourage students to develop their ability to use information, communicate appropriately, use a variety of technological resources and judge what is relevant.

The second language programs lend themselves especially well to the analysis and production of various media documents: posters, advertising, videos, CD and DVD covers, song lyrics, etc. They also give students opportunities to learn basic technical terminology that can be helpful to them when using the Internet and multimedia games.

The Preparation for the Job Market program also lends itself to the use of the area of Media Literacy, and students should draw on a variety of technical and technological tools for research, experimentation and communication. They need to develop critical judgment with regard to the sources of information they consult and to judge the pertinence of the academic and occupational information they find, as, for example, when they must judge the accuracy of information provided in a job offer.



Citizenship and Community Life

In the Work-Oriented Training Path, students must be involved in their own educational and career planning, show openness to the various kinds of knowledge they need to acquire, cooperate with others and participate actively in the democratic process in class and in the workplace where they do their practicum, showing respect for differences and avoiding any form of exclusion. This learning prepares them to become autonomous, responsible citizens.

The Geography, History and Citizenship Education program and the Autonomy and Social Participation program are those that have the most affinities with Citizenship and Community Life; they offer excellent opportunities for making students aware of their responsibilities as citizens and enable them to better understand certain social phenomena. Defining the role of local community organizations may help them to understand the reasons for the existence of these organizations and promote their involvement in social action.

The Preparation for the Job Market program, the Work Skills program and the Preparation for a Semiskilled Trade program allow students to explore different aspects of citizenship in preparation for their integration into society and the job market in the short term. In school or in the workplace where they do their practicum, students will have to meet daily challenges regarding their personal commitment, rules of conduct and their contribution to creating a just and equitable society.



Connections With the Cross-Curricular Competencies

The inclusion of the cross-curricular competencies in the curriculum for the Work-Oriented Training Path gives students tools that will help them become responsible, autonomous workers capable of self-evaluation and adaptation to different situations. These competencies are recognized as essential in the world of work, regardless of the worker's level of responsibility. Employers are increasingly interested in competencies involving cooperation, communication and problem solving. The acquisition of these competencies improves students' chances of successful integration into society and the job market.

The cross-curricular competencies are essential tools that help students meet challenges and continue to learn throughout their lives. Their development takes place gradually, beginning in elementary school and continuing through secondary school and in the job market. These competencies broaden the scope of learning in the practicum and in class, because they require students to draw on a greater range of resources. To develop these competencies, students should be placed in situations in which they need them to solve problems, carry out plans and projects, and critically assess their actions, process and results.

Several examples of connections between cross-curricular competencies and subject-specific competencies in different programs in Prework Training are provided below. However, it should be noted that all the subjects enable students to develop and use all the cross-curricular competencies.

In the case of Training for a Semiskilled Trade, examples of connections with the different subjects are found in the Québec Education Program for Secondary Cycle One. In addition, some examples of connections between cross-curricular competencies and practical training are provided below.

Intellectual competencies

There are many opportunities for students to develop and use intellectual competencies. In the language of instruction and second language programs, for example, when students are asked to discuss a possible purchase, they must first form an opinion, and in order to do so, must use information from various written, oral or media sources. They must then exercise critical judgment in choosing the most pertinent information and judging the validity of information found on the Internet, in magazines or in advertising. Finally, they have to make connections among the various elements of information, form arguments to justify their choices and then make the choices. They carry out this task in order to solve a problem, and they have to use creativity to find the most appropriate means (poster, newspaper article, flyer, etc.) for presenting the results of their research in class.

The Autonomy and Social Participation program and the Introduction to the World of Work program lend themselves particularly well to learning to cooperate with others and exercise critical judgment, because working life involves collaborating with coworkers, following established work plans, finding safe work practices for oneself and coworkers, etc. Students also have to exercise critical judgment in Physical Education and Health, for example, when they consider products for slimming, bodybuilding, improving athletic performance, etc.

Methodological competencies

Whatever tasks they have to carry out, in school or in the workplace, students must function effectively while dealing with constraints. They need to learn to strive for precision, to plan their work, to establish sequences of activities, to anticipate the resources available, to assemble the materials they need and to manage their time when carrying out tasks. All school activities can help students to adopt effective work methods, and it is important to consider this when providing learning support to students.

The ability to use information and communications technologies is another important asset for young people who will soon be in the job market. It can help them function more autonomously at work as well as in everyday life. All the subjects allow them to develop and apply this competency. In the language of instruction program or the second language program, students may be asked to use information and communications technologies to explore different subjects, for example, occupations or trades. They will consult Web sites, use CD-ROMs, communicate by e-mail with businesses and prepare a short multimedia presentation for their fellow students. These situations also allow them to develop their competencies in reading and writing different types of texts, using information and using information and communications technologies.

In the Technological and Scientific Experimentation program, students develop the precision associated with scientific and technological procedures. They learn to respect standards and conventions, as required in many of these procedures, which will help them develop all the employment-related competencies. Since information and communications technologies have contributed significantly to recent advances in science, using them can help prepare students for the world of work.

The ability to use information and communications technologies allows students to access an abundance of information. However, students have to learn to sort, assess and assimilate this information in order to extract useful knowledge from it. This cross-curricular competency is important in the Preparation for the Job Market program, because it enables students to acquire various kinds of knowledge through computerized simulations. It also allows students to share information, consult experts on-line, exchange data, communicate the results of their work and compare them with those of their fellow students.

Personal and social competencies

Students in the Work-Oriented Training Path should be encouraged to question themselves and their capacities and aptitudes, to recognize their personal resources and to take action to develop new ones to meet their personal and work-related needs as best they can. They should also develop their social competencies, recognize the resources offered by society and become aware of their own contribution to society. Finally, it is important that they be placed in situations in which they have to collaborate to carry out school or work tasks. The many opportunities in this training path for students to achieve their potential and to cooperate with others should be used to good advantage.

In all the subjects, it is possible to create learning and evaluation situations that demand cooperation. In Geography, History and Citizenship Education, for example, students can be asked to recommend films for a group of young newcomers to Québec. They will have to discuss and agree on which films best represent Québec's society, territory, important personalities and values. They should plan their work and set rules to ensure that they all contribute harmoniously. The Physical Education and Health program makes a special contribution to the development of personal and social competencies. Students have to recognize their potential and cooperate with others when they set rules of conduct with their partners, play a role in a team activity or take part in evaluating a strategy, performance or results. The same is true when they organize projects such as sports competitions, which require them to become aware of their personal qualities, use their resources in working collectively and take their place among others.

The personal and social competencies are essential for successful integration into society and the job market. The Introduction to the World of Work, Work Skills and Preparation for a Semiskilled Trade programs provide excellent opportunities to develop and use them to advantage. By participating in various work-related activities in the workshop class or the workplace where they do their practicum, students will be able to recognize some of their personal qualities and develop cooperation skills that are valued in the workplace.

Communication-related competency

Communicating appropriately is crucial in order for students to assert themselves, express and compare opinions constructively, interact within their family, with friends, in class, at work or in the community, and integrate successfully into society and the job market. This competency is closely connected to the ability to think in a structured way; it is needed to share thoughts, feelings and values, and is an important way of expressing identity. Students in the Work-Oriented Training Path should constantly be encouraged to develop this competency. Every program of study aims to allow them to become familiar with the language specific to the subject, and it is important that teachers encourage them to use precise vocabulary for objects, strategies and techniques in the field. This will also contribute to their awareness of social, ethnic and cultural diversity.

In the language of instruction and second language programs, students have to produce and transmit messages, regulate their communication, broaden their repertoire of language resources and respect the rules and codes of usage. The language programs enable them to express themselves with ease and thus to more easily take their place in society as individuals, citizens and workers.

In the Introduction to the World of Work program, the Work Skills program and the Preparation for a Semiskilled Trade program, students should be encouraged to recognize the importance of developing their communication skills, which are especially useful in dealing with clients, reporting to employers, transmitting information to colleagues, etc. Making oneself understood and understanding others is the basis of harmonious relationships, both in personal life and working life.

The decompartmentalization of the subjects allows teachers to contextualize learning and evaluation situations and address the needs of all students.

Connections Among the Subjects

The Work-Oriented Training Path is based on a systemic approach, that is, the components of the program are interdependent and are intended to provide a comprehensive education for students. It is essential to make connections among the subjects in order to enrich and contextualize the learning and evaluation situations in which the students develop their competencies. Thus each subject is enriched by the contributions of the other subjects and in turn enriches them.

The school should go beyond the boundaries between subjects to embrace common aims, and should monitor students' development throughout their training, while aiming for their integration into the job market in the short term. Both learning options should enable students to become open to the complex reality of the world and the connections among the various types of knowledge, their complementarity and interdependence. Teachers in the Work-Oriented Training Path should therefore support the integrated development of competencies by occasionally organizing interdisciplinary activities in the class and the school. Examples of connections between the subjects are presented in each of the programs to show that the decompartmentalization of the subjects can be a natural basis for teachers to use in planning meaningful learning and evaluation activities.

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