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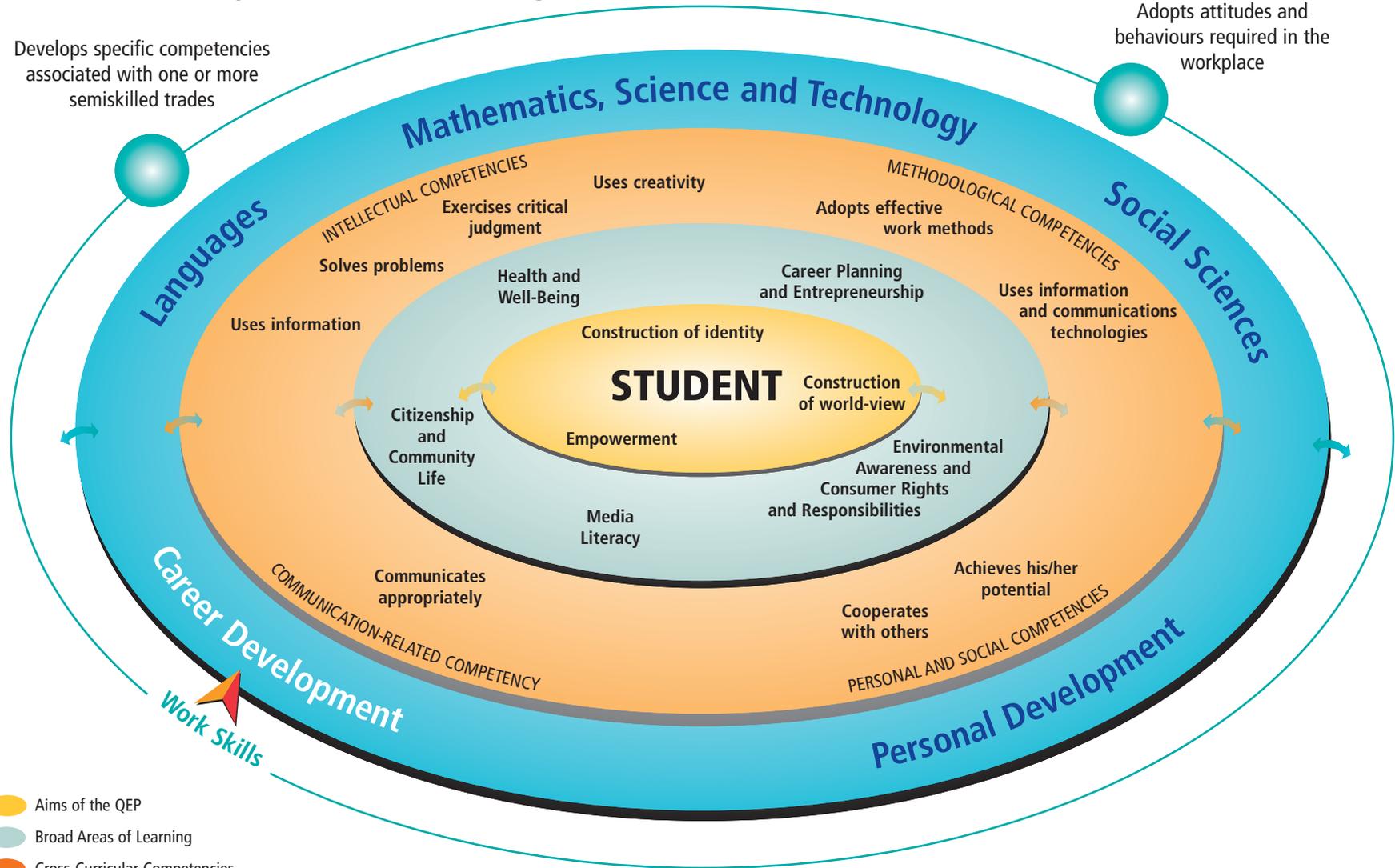
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Making Connections: Work Skills and the Other Subjects in Prework Training

Develops specific competencies associated with one or more semiskilled trades

Adopts attitudes and behaviours required in the workplace



- Aims of the QEP
- Broad Areas of Learning
- Cross-Curricular Competencies
- Subject Areas
- Subject-Specific Competencies in Work Skills



Introduction to the Program

That which must be learned before it can be done is learned by doing.
Aristotle

The Work Skills program is an essential element of Prework Training. The program begins in the second year and is primarily based on the work-study approach, an important aspect of the Work-Oriented Training Path. It enables students to develop specific competencies associated with one or more semiskilled trades and leads to an official certificate attesting that they meet the criteria of qualifying training.

The aim of the program is to help students construct their occupational identity, adopt behaviours and attitudes

This program is primarily based on the work-study approach, an important aspect of the Work-Oriented Training Path.

required in the workplace and foster their gradual integration into the work force, by offering them the opportunity to develop work-related competencies in actual work settings. They will also gain a better understanding of employers' requirements and their need for competent, reliable workers.

Each practicum is preceded by a classroom preparation period and includes activities for which the students return to the classroom.

This program is a continuation of the Introduction to the World of Work program. It runs for two years, during which students will participate in practicums, applying the competencies they developed in general education and workshops at school. The practicums provide opportunities for introducing students to a trade, training them in the workplace and

facilitating their integration into the work force. They will make it easier for students to enter the work force by introducing them to certain workplaces and enabling them to acquire actual experience and meet other workers and potential employers. The students will try their hand at work-related activities in keeping with their interests and abilities, which may give them a sense of

motivation and help them to find meaning in their academic learning. Each practicum is preceded by a classroom preparation period and includes activities for which the students return to the classroom, ideally on a weekly basis, to integrate the learning they have acquired in the workplace.

This program focuses on the following two competencies:

- Develops specific competencies associated with one or more semiskilled trades
- Adopts attitudes and behaviours required in the workplace

Making Connections: Work Skills and the Other Subjects in Pework Training

The Work Skills program provides students with numerous opportunities to apply and consolidate the competencies acquired during their training. Languages are particularly important. During the preparatory period, students regularly use their reading, oral communication and sometimes written communication skills to make appropriate choices concerning the fields they are interested in, the specific competencies they wish to develop and the workplaces that will enable them to develop these competencies. They must select the information required, assess the relevance and reliability of the information gathered and validate their perceptions with people they trust. All of these skills are also targeted in the language programs.

In another practical course, Preparation for the Job Market, students learn to develop their personal and occupational profile and to put together a résumé. They must use these competencies, as well as their ability to write short texts, in order to write real practicum applications explaining who they are, what they feel capable of doing and what they would like to do with their life.

The competencies students developed in the Autonomy and Social Participation course are particularly useful during the practicums, since students must demonstrate autonomy and the ability to adapt to various environments, establish interpersonal relationships unlike those they have at school and become part of new groups. The practicums can also be an opportunity for them to become aware of some of their weaknesses, in particular in language of instruction and mathematics. They can make up for these by working harder in their general education courses.

In the workplace, students will face new and sometimes difficult situations. The ability to analyze a situation and solve problems, which they acquired as they developed the mathematics competency *Solves a situational problem*—a competency related to the cross-curricular competency *Solves*

problems—could prove very useful. They will also come to understand that the healthy lifestyle habits encouraged in Physical Education and Health—getting enough sleep, eating healthy foods and engaging in regular physical activity, for example—have a positive effect on their performance during the practicums. Finally, reflecting on their practicum experiences in classroom activities will enable them to make connections between the competencies they acquire in the classroom and those they develop in the workplace.

Many of the social realities and concepts addressed in the Geography, History and Citizenship Education program can provide students with avenues for reflection on their academic and career path and have an influence on their

decision to explore one sector of activity over another. Thus, their choice of practicum may vary depending on the economic characteristics of the region, the proximity of a given company and the possibility of being hired at the end of the practicum. Questions related to the rapid evolution of the job market and the impact of this phenomenon on Québec businesses, jobs, unemployment and work force qualifications in the short and longer terms should help students understand the importance of lifelong learning.

Reflecting on their practicum experiences in classroom activities will enable them to make connections between the competencies they acquire in the classroom and those they develop in the workplace.

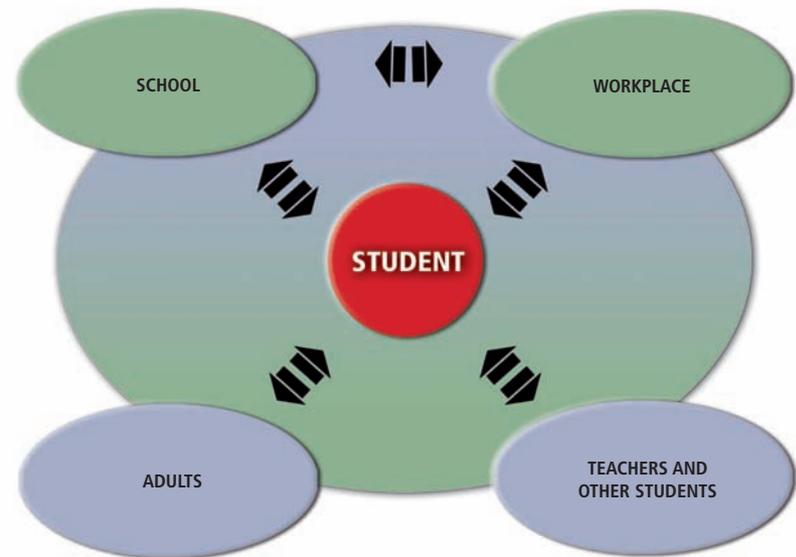
Pedagogical Context

Every trade requires an apprenticeship.
Jean de La Bruyère

Partnership Between the School and the Workplace

Because the Work Skills program is based on the work-study approach used in vocational and technical training, students spend time performing actual tasks in the workplace. Periods of training in the workplace (practicums) alternate with periods of general education and practical training in school. The school portion of the Work Skills program includes periods devoted to the content of each of the practicums, as well as periods of reflection, readjustment and knowledge integration.

This type of pedagogical organization is dependent on the quality of the partnership between the school and the different workplaces. Although the conditions of such partnerships may vary, effective communication mechanisms are essential. The partners must share their educational vision, expertise and methods in order to meet the challenge of providing integrated training. This involves ensuring that students make a smooth transition between the two environments, that their training is consistent and that they receive the appropriate guidance. The *Guide to Organizing Practicums in the Workplace*¹ should prove very useful in this regard. In addition to organizational considerations, close collaboration between students, parents, school staff and workplace representatives is key to the success of practical training.



1. Ministère de l'Éducation, du Loisir et du Sport, *Guide to Organizing Practicums in the Workplace* (Québec: Gouvernement du Québec, 2007).

Guidance

While students are the main architects of their learning, they should also benefit from the appropriate guidance so that they can develop greater autonomy. In order to foster student success, the program recommends a differentiated guidance approach based on the knowledge of students' specific needs, as recorded in their individualized education plan. If they are to progress in their learning, students need to form quality relationships with the adults involved in their training. These relationships should be based on mutual respect, faith in the students' ability to achieve success and ongoing adjustment of the training to each student's needs.

Role of Partners

The school and the different workplaces play an important role in helping students make the most of their experiences in the workplace, in accordance with their individualized education and training plans.² These roles are complementary and based on the responsibilities of each party.

Role of the School

The practicums help students develop specific competencies associated with one or more semiskilled trades and develop attitudes and behaviours required in the workplace. Throughout the two-year Work Skills program, students will require the support of their teacher, who should guide them in the choices they will have to make for each of their practicums: the employment sector,³ the specific competencies required for certain trades

2. The training plan is a document containing the terms and conditions for the practicum agreed upon by the school and the workplace: the duration of the practicum and the work schedule, the nature of the practicum, the specific competencies to be developed, the related tasks, and the signatures of a school board representative, a workplace representative, the student and his or her parents. A sample training plan appears in the *Guide to Organizing Practicums in the Workplace*.

3. Secondary vocational training sectors

4. Québec, Ministère de l'Éducation, du Loisir et du Sport, Direction de l'adaptation scolaire, *Directory of Semiskilled Trades*, preliminary electronic version, site reserved for schools and universities, 2007.

and the host company. The teacher will also help them consult the *Directory of Semiskilled Trades*,⁴ draw up a list of the practicums available to them, and identify their interests, abilities and needs.

In providing guidance, the teacher also ensures that each student is given the opportunity to develop a sufficient number of specific competencies and to adopt attitudes and behaviours required in the workplace.

The teacher should see to it that the degree of complexity of the competencies students want to develop represents a realistic and stimulating challenge. The teacher's support is particularly important for those who, under certain conditions, might want to take the practical training leading to a semiskilled trade to obtain the related certificate.

The teacher provides guidance and acts as an intermediary between the school and the workplace.

As for the practicum supervisor at the school, he or she should provide students with constant support throughout their experience in the workplace. This involves frequent meetings with each student to address individual matters, as well as group discussions in the classroom. The meetings should enable students to express their needs and concerns, while the discussions should provide them with an opportunity to benefit from one another's experiences and provide mutual assistance as needed.

Discussions could focus on the different aspects of entering the work force, available resources, on-the-job supervision, achievements, difficulties encountered and strategies for overcoming obstacles. Discussions can also help students realize the importance of general education in learning practical skills. They make it possible to identify general education aspects needed to help students meet the requirements of a given practicum.

Quality guidance means frequent meetings with each student to address individual matters, as well as group discussions in the classroom.

Role of the Workplace

As the school's partner, the workplace must have the same educational objective as the school: to help students develop the competencies associated with the Work Skills program. To this end, the workplace supervisor must provide guidance adapted to the students' needs. It is his or her responsibility to welcome students, help them understand the culture of the work environment and facilitate their integration. He or she is a resource person who must be both reassuring and available.

The workplace supervisor should provide students with regular guidance in their learning. He or she must be sensitive to the fact that the students are in training, and rely on his or her own expertise to help them develop occupational practices and specific competencies associated with a semiskilled trade. He or she should guide the students so that they learn to perform their tasks correctly and adopt the appropriate behaviours, i.e. demonstrate tasks and provide explanations, supervision and correction as needed. He or she must also encourage them to reflect on their practices in order to help them understand the significance of the tasks they are being asked to perform rather than content themselves with going through the motions. The supervisor must be aware that he or she is a model for the students, while encouraging them to develop their own skills and providing them with opportunities to demonstrate autonomy and a sense of responsibility.

Evaluation

The school is responsible for evaluating students' level of competency development and for making evaluation decisions. It should, however, exchange information with the workplace and ensure communication between students, workplace supervisors and the school. Students should be evaluated regularly and progressively during the learning process so that they become actively involved in the development of their competencies and learn to adjust their approach as needed.

The practicum supervisors at the school should provide students with different tools to record information about the progress of their learning. This information might include achievements, difficulties encountered and strategies used to overcome obstacles. Recording tools might include such items as a logbook, a communication booklet, a learning booklet, activity sheets, checklists, a portfolio or a Webfolio. They should help students reflect on their experience in the workplace and evaluate themselves throughout the practicums.

Successful completion of the Work Skills program involves attaining the required level of development of the two competencies, as specified in the evaluation document containing the scales of competency levels. It is important to note that successful completion of this program is one of the conditions for obtaining a certificate in Prework Training.

Successful completion of this program is one of the conditions for obtaining a certificate in Prework Training.

COMPETENCY 1 Develops specific competencies associated with one or more semiskilled trades

Doing is demonstrating that you know it.
Richard Bach

Focus of the Competency

In the Work Skills program, students spend time in a real work environment to develop specific competencies associated with one or more semiskilled trades in the workplace. In the Introduction to the World of Work program, they performed tasks as part of an activity or project and participated in simulated work situations in a more structured setting. They were introduced to simple specific competencies associated with different semiskilled trades. The practicums in the workplace are intended to allow students to pursue their learning by providing them with an opportunity to develop some of these specific competencies in the workplace.

The practicums allow students to develop specific competencies in the workplace.

The *Directory of Semiskilled Trades* is a list of semiskilled trades grouped together under the different training sectors and detailing, for each trade, specific competencies, performance criteria and related tasks. This list, explained by the teacher, should help students choose an employment sector for their practicum and to establish their workplace training plan. Students must also choose, based on their abilities and the resources available in the workplace, the specific competencies they wish to develop, and learn to perform the related tasks.

The specific competencies the students are required to develop may be related to semiskilled trades in different training sectors, for example, competencies specific to the semiskilled trade *convenience store clerk* (Food Services and Tourism sector) or competencies related to the semiskilled trade *recreational tourist centre attendant* (Food Services and Tourism sector). Students may also develop a number of specific competencies associated with different semiskilled trades belonging to the same sector, for example, various competencies inherent in the trades of *stage hand*, *television*

production worker and computer graphics helper (Arts sector). They may also decide to develop several specific competencies associated with a single trade.

The teacher should support students during each phase of the learning process associated with the practicum: preparation, performance and integration. This means helping them take a critical look at their experience in the workplace and at how they integrated and methodically performed the required tasks, as well as their ability to use the available resources. The workplace supervisor is responsible for helping students gain a practical understanding of the tasks inherent in applying the specific competencies,

introducing them to these tasks and providing support throughout the learning process. Acquiring methods consistent with their abilities should enable students to experience the satisfaction of taking on responsibilities, meeting challenges, applying their knowledge and skills, and even participating in teamwork in an actual work setting. If these experiences are successful, they should help improve students' confidence and self-esteem. This competency has three key features: Recognizes work methods; Performs required tasks; Reflects on his/her methods.

There are three phases in the learning process associated with the practicum: preparation, performance and integration.

These three key features do not reflect a strict learning sequence corresponding to specific phases of the practicums. Obviously, applying the competency will require some preparation and, for this reason, the recognition of work methods must precede the other operations. However, students will more easily recognize the different ways of performing a task throughout the practicums by performing the required tasks and reflecting on the methods used.

Recognizes work methods

To recognize different work methods, students must first, with the help of a workplace supervisor, examine each task involved in the application of the specific competencies. For example, in the semiskilled trade *fruit and vegetable clerk*, the competency *Handle food and nonfood products* involves the following tasks: use lifting and handling equipment (hand truck, cart, etc.), unpack products and put away products.

The students must become familiar with the legal and regulatory provisions governing the workplace, in particular occupational health and safety rules. They must also take into account the particular conditions for the application of the different specific competencies. For example, the requirements for cleaning and disinfecting work areas in a restaurant are different from those for carrying out maintenance in a high-traffic area in a superstore.

Then, for each task involved in each of the specific competencies, students must understand the associated sequence of operations: what to do, in what order and when. They must also become familiar with the appropriate methods, techniques, tools and equipment needed to perform the various tasks. There are several ways of understanding and envisioning work methods. Students can observe the supervisor, listen to explanations, ask questions concerning things they do not understand, call upon their prior knowledge and use other strategies as needed. In addition to the guidance provided by the supervisor, other resources may prove useful, in particular task descriptions, instruction manuals, directions and the advice of colleagues.

Performs required tasks

Once they have looked at work methods, students must take action and perform tasks related to the development of each of the specific competencies associated with their practicum. They must closely follow the sequence of operations and take the necessary measures to overcome any difficulties they encounter. They must observe all the rules of occupational health and safety and comply with the appropriate legal and regulatory provisions. In order to avoid injuring themselves or others (e.g. cuts, burns, falls), they should develop the habit of showing constant concern for integrating health and safety into their techniques and tasks.

To develop the competencies specific to a semiskilled trade, students construct their knowledge by listening, observing, experimenting or reproducing observed behaviour. They must learn to use the appropriate methods, techniques and equipment. For example, the competency *Assemble a bicycle* requires precise techniques: adjusting the handlebars, seat and pedals; checking the tire pressure and adding air if necessary, etc. To do so, they must select the appropriate tools and observe the associated safety rules, etc. They must also perform tasks according to instructions and specifications. Requirements may vary depending on the context. Thus, students who are learning to prepare food must pay particular attention to hygiene and cleanliness, especially hand washing. Similarly, students who are learning to provide basic customer service in a convenience store must show concern for their language and adopt courteous behaviour.

In performing their tasks, students must show concern for the quality of the product or service provided, recognize employers' performance requirements and find ways of meeting them to the best of their ability.

Reflects on his/her methods

The students should be encouraged to take a critical look at their progress in the practicums and in the development of specific competencies, as well as at the impact of their learning on their training leading to a semiskilled trade. Whether in meetings with supervisors (in the workplace or at school) or with different workers, classmates in other types of practicums, parents

or friends, they will benefit from communicating their reflections and hearing others' comments.

Students should be encouraged to take the time to regularly examine how they are performing the required tasks and to ask themselves questions about their experiences: "Did I follow the indicated methods? Did I apply the techniques properly? Did I use the tools and equipment correctly? Did I take appropriate initiatives within the limits of my responsibilities? Are my strategies effective? Is my workplace supervisor satisfied with my performance? Did I follow advice? Do I like this type of work?"

With the help of the teacher and their practicum supervisors, students can consolidate their learning, find ways of improving the quality of their practical training, develop an interest in performing more challenging tasks and find the energy they need to do so. This reflection should help students understand that they can apply the skills they have acquired to develop new specific competencies that will help them better define their choices for their next practicum.

Key Features of Competency 1

Recognizes work methods

Considers each of the tasks involved • Becomes familiar with the appropriate methods and techniques • Identifies the necessary resources • Is concerned with the related legal and regulatory provisions

Performs required tasks

Takes into account the requirements associated with the specific competency • Uses the appropriate methods and techniques • Complies with the related legal and regulatory provisions

Develops specific competencies associated with one or more semiskilled trades

Reflects on his/her methods

Verifies the conformity of his/her methods and techniques with the requirements of the tasks • Shares his/her reflections • Envisions different ways of improving his/her performance

Evaluation Criteria

- Thorough preparation
- Effective strategies
- Relevant reflections on his/her work methods and experience

Learning Targets

By the end of the program, students have developed specific competencies associated with one or more semiskilled trades. They know how to use strategies to improve how they learn, as well as their performance in the practicums. They show concern for the quality of the product or service provided.

To recognize work methods, students are able to examine each task related to the specific competency associated with the chosen trade, clearly understand the sequence of operations involved and identify the methods and techniques appropriate to each work situation. They can take into account legal and regulatory provisions related to each situation and the particular conditions for performing the different tasks, using different methods. They may, for example, ask questions about aspects they do not understand or observe the practicum supervisor in the workplace.

To perform required tasks, students make effective use of performance strategies. They observe the characteristics of the workplace and model themselves on good workers. They pay attention to instructions and explanations. They make sure they understand the tasks they are to perform.

By sharing their reflections with supervisors and peers, students are able to evaluate how they perform tasks. They can identify their achievements and difficulties encountered and envision ways of improving their performance. They can also appreciate the impact of their experience on their practical training.

COMPETENCY 2 Adopts attitudes and behaviours required in the workplace

Employability skills are developed in school and through a variety of experiences outside school. The student, the family and the education system, supported and enhanced by the rest of society, share this responsibility.
Conference Board of Canada

Focus of the Competency

Performing a task associated with a semiskilled trade requires precise work methods, as well as the appropriate attitudes and behaviours. For example, workers must be able to correctly identify their role in the organization, adapt to different events and people, work alone or in a team, and demonstrate open-mindedness and confidence.

In this program, students should be encouraged to behave like workers. They must integrate into different practicum settings, take the performance context of their assigned tasks into account, adapt to different supervisors and face difficulties. They must address supervisors, colleagues and clients with the proper respect at all times. With the help of their practicum supervisor in the workplace, they must learn to take the culture of the work environment into account, to recognize the complexity of interpersonal relationships and to adapt their attitudes and behaviours accordingly. When they reflect on their practicums in class, the teacher should encourage them to think about their attitudes and

Developing the attitudes and behaviours required in the workplace enables students to improve their employability

behaviours in the workplace and to understand the importance of adopting appropriate attitudes and behaviours if they are to successfully complete their practicums.

Students enrolled in Prework Training have already begun to develop the appropriate attitudes and behaviours in simulated work situations at school. They have also learned to recognize and avoid inappropriate behaviours.

In order to improve their employability and facilitate their integration into the job market, they must now consolidate their learning and apply it in a

work setting. They can model themselves on workers with the appropriate social skills, including cooperation, mutual assistance and communication.

This competency has three key features: Recognizes expected attitudes and behaviours; Adapts to the workplace; Reflects on his/her attitudes and behaviours in the workplace.

Recognizes expected attitudes and behaviours

To be able to identify the attitudes and behaviours required in the workplace, students must consider the field of activity in which they are working and its specific behavioural requirements. For example, they should understand that a company that provides customer service will have high performance requirements with respect to courtesy, while a manufacturing company may have greater expectations with respect to precision and observance of procedures.

By experiencing various situations in the classroom or a practicum setting, students learn to anticipate the impact of certain attitudes and behaviours in the workplace. They must be aware, for example, that a certain behaviour might result in congratulations or even a promotion, while another could lead to a reprimand or dismissal. They must also understand that it is necessary to maintain good relations both with their supervisor and their colleagues. They should learn the importance of establishing harmonious relationships in order to improve the quality of life at work and to be appreciated for who they are as individuals, as well as for their work.

Adapts to the workplace

Each practicum in the workplace provides students with an opportunity to discover different cultures and to work with different colleagues, managers and supervisors. To adapt to a new workplace, they must be familiar with its nature, function and main characteristics. For example, they must know what type of company they are working for (large company or small neighbourhood business), its field of activity and its target clientele. They must also find information about different characteristics of the practicum setting, including whether the work is done indoors or outdoors, the noise level, the quantity of dust, the type of equipment used, and safety measures. Other factors can have an impact on students' adaptation to the practicum setting: the distance they need to travel to get there, the presence of a friendly and helpful supervisor, the working climate, the facilities provided, etc.

By being open-minded and flexible, students can approach the practicums in the workplace with confidence. They will benefit from the ability to express their opinions appropriately and discuss their ideas with others in order to enrich their reflection. They must learn to face difficult situations (e.g. equipment breakdowns, assembly errors, aggressive clients or a cash deficit at the end of the shift) responsibly, like real workers. To do so they might call upon their supervisor, a more experienced colleague or other resource people, then apply the appropriate solution. They will understand that it is normal to have to deal with unforeseeable and sometimes difficult situations and they will learn to see these situations as challenges.

Reflects on his/her attitudes and behaviours in the workplace

Throughout their practicums, at work and in the classroom, students should question the consequences of their behaviours in the workplace. For example, they might discover that an attitude of perseverance in learning a technique can help them develop a specific competency.

In order to help students enrich their reflection during the review periods in the classroom, the teacher should encourage them to share their perceptions with him or her and with their classmates and help them determine the attitudes and behaviours to retain, improve or develop. The teacher will thus provide students with an opportunity to define the attitudes and behaviours likely to help them succeed and those that could lead to failure. They will then be able to envisage ways of making the desired changes. Students should also be encouraged to share the strategies they developed to help them adapt to various situations, in order to add to their resources. To make informed judgments, they must take advantage of their meetings with their practicum supervisor in the workplace and other people they trust. These periods of reflection and discussion should also help them to determine the attitudes and behaviours required in other practicum settings.

Key Features of Competency 2

Recognizes expected attitudes and behaviours

Takes the culture of the work environment into account
 • Understands the consequences of attitudes and behaviours in the workplace
 • Adopts appropriate attitudes and behaviours

Adapts to the workplace

Considers the work context
 • Is open-minded and flexible
 • Overcomes difficulties by adopting the appropriate behaviours

Adopts attitudes and behaviours required in the workplace

Reflects on his/her attitudes and behaviours in the workplace

Considers the consequences of his/her attitudes and behaviours
 • Shares his/her reflections
 • Determines areas requiring improvement

Evaluation Criteria

- Accurate choice of attitudes and behaviours
- Degree of adaptability to the workplace
- Relevant reflections on the attitudes and behaviours adopted in the workplace

Learning Targets

By the end of the program, students are capable of adopting the attitudes and behaviours employers expect. Through their experience in the classroom and different practicum settings, they can anticipate the impact of certain behaviours and attitudes on the successful completion of their practicums.

Students are capable of identifying the appropriate attitudes and behaviours in different work situations. To this end, they demonstrate self-discipline (e.g. attendance, punctuality, appropriate attire). They consider the general characteristics of the workplace, its nature and function, taking into account the specific requirements imposed by the workplace, as well as other elements that might affect their behaviour. They also demonstrate an ability to deal responsibly with unforeseeable situations and take suitable measures, such as asking their supervisor or a more experienced colleague for help, or expressing their opinion appropriately. They are open-minded and flexible, and show concern for establishing harmonious interpersonal relationships. They understand that it is normal to have to deal with delicate situations and take every opportunity to learn and improve their skills. Their self-control, among other things, improves their employability and facilitates their integration into the work force.

Whether in a practicum setting or in the classroom, students reflect appropriately on their attitudes and behaviours. In frequent discussions, in particular with their supervisors and other people they trust, they identify attitudes and behaviours to retain, improve or develop. Thus they envision ways of making the desired changes and adopting attitudes and behaviours expected in other practicum settings.

Program Content

Competency development in the Work Skills program is based on training content that can be broken down into four major types of resources to be mobilized:

- a learning process
- strategies
- attitudes and behaviours that foster job retention
- documents and other resources

The learning process for each practicum is divided into three phases: preparation, performance and integration. The actions required of students are grouped together by phase. This approach is essentially intended to show how activities are conducted in a work-study approach.

The strategies are also grouped together by phase. They were selected on the basis of their relevance to each phase, but can also be used in other phases as needed.

The attitudes and behaviours that foster job retention are presented in the table entitled “Appropriate Attitudes and Behaviours.” This is not an exhaustive list; rather, it contains behaviours and attitudes that meet employers’ needs and improve employability.

The section below entitled Documents and Other Resources contains an introduction to the *Directory of Semiskilled Trades*, an essential resource in this program, and the *Guide to Organizing Practicums in the Workplace*, which is useful in planning practicums.

Learning Process

The learning process in the Work Skills program is divided into three phases: preparation for the practicum, performance in the practicum and integration. It is a dynamic, iterative and flexible process that can be adapted to students' needs and the available resources. The teacher and practicum supervisor in

the workplace must support students throughout the learning process, which will be applied as often as necessary during the two-year program.

Preparation

Preparation is a determining factor in the students' choice of practicum. During this phase, students must apply all of their knowledge, as well as their personal and occupational profile, which they established in the Preparation for the Job Market program, to choose a practicum based on their interests and aptitudes, particularly those acquired or developed in the Introduction to the World of Work program. This phase also provides them

with access to the information they need to make an informed choice. It enables them to focus on their training needs, envision different ways of meeting them, increase their motivation and alleviate their fears about undertaking a practicum.

The students must:

- take advantage of their work-related and volunteering experience
- define their interests
- recognize their aptitudes and potential
- validate their perceptions by consulting people they trust
- identify the important elements to consider (e.g. employment sector, nature of tasks, distance and transportation options, specific requirements)
- identify the knowledge they need to perform the tasks
- envision expected attitudes and behaviours
- anticipate the resources they can use
- determine their first and second choice of practicum
- review the preparation phase

Performance

At this phase, students focus on the development of the targeted specific competencies, as well as on the adoption of attitudes and behaviours expected in the workplace where they will be doing their practicum. They

use the necessary knowledge, methods and techniques to perform their tasks and conform to the related legal and regulatory provisions.

The students must:

- become familiar with the work context and organization, the culture of the work environment, appropriate behaviours, etc.
- make sure they understand the tasks to be performed: ask questions, pay attention to instructions and reformulate them as needed
- become familiar with the supervisory structure, communication methods, facilities and work tools
- follow instructions, respect deadlines and do their best
- during the practicum, check with their supervisor or work colleagues that they are meeting requirements and expectations, and make any necessary adjustments
- review the performance phase

Integration

This phase gives students an opportunity to reflect on all their practicum activities and take a critical look at the quality of their adaptation and training in the workplace. This reflection will enable them to discover their strengths and learning, and to identify any necessary improvements and determine strategies for making them. They may also examine how much

the practicum enabled them to validate their perception of the employment sector they chose and whether they are still interested in it. They will then be able to plan the next step in their training.

The students must:

- evaluate the quality of their adaptation and performance in the workplace
- take a critical look at different work methods and uses of resources
- take stock of their discoveries and determine how they enrich their personal and occupational profile
- consider their attitudes and behaviours, evaluate their consequences and make any necessary adjustments
- consider the effectiveness of the strategies used to overcome difficulties, especially in unforeseen circumstances
- consider different ways of improving their performance
- anticipate applying their competencies in other contexts
- reflect on the integration phase

Strategies

These strategies are useful resources that enable students to improve their learning approach and performance during the practicum. Students with learning difficulties will most likely need a variety of strategies to take charge of their performance. They must learn to recognize the need to use strategies in order to succeed, to evaluate the effectiveness of the ones they use and

to develop new ones as needed. The following table contains strategies associated with each of the phases in the process. Some may be used in other phases as well.

Preparation Strategies	Performance Strategies	Integration Strategies
<ul style="list-style-type: none"> – Learning about the different employment sectors: <ul style="list-style-type: none"> • talking to workers, parents, school staff, friends, classmates, etc. • consulting different resources: the <i>Directory of Semiskilled Trades</i>, <i>Inforoute de la formation professionnelle</i>, <i>Emploi-Québec</i>, <i>REPÈRES</i>, etc. • determining the employment sectors that correspond to their interests, aptitudes and training plan – Identifying possible practicum positions: <ul style="list-style-type: none"> • consulting the bank of practicum positions provided by the teacher • consulting directories in local employment centres, Carrefours jeunesse-emploi, chambers of commerce, etc. • locating potential practicum positions in their surroundings – Consulting a complementary educational services staff member, in particular, a guidance counsellor – Envisioning ways of managing stress – Making contact with different workplaces in order to make an informed choice – Applying for a practicum position 	<ul style="list-style-type: none"> – Observing the characteristics of the workplace – Modelling themselves on good workers – Listening and being open to instructions and explanations – Verifying how to perform the required tasks – Breaking down the task into steps if necessary – Repeating certain tasks to facilitate the acquisition of automatic responses – Bearing the expected outcomes in mind – Accepting that they will not understand everything and asking questions as needed – Taking every opportunity to learn – Paying attention to the terminology associated with the employment sector and using it appropriately – Reformulating the supervisor's instructions to make sure they understand – Using a problem-solving process as needed – Finding ways of remembering the applicable health and safety rules (e.g. taking notes, paying attention to pictographs) – Consulting their workplace or school supervisor when faced with a problem 	<ul style="list-style-type: none"> – Basing their reflections on facts rather than impressions – Discussing their experiences in the workplace with classmates: <ul style="list-style-type: none"> • support received • working climate • availability of resources • requirements • positive and negative aspects • stressful situations • leisure-school-work balance – Discussing different aspects of their competency development with their practicum supervisors at school and in the workplace <ul style="list-style-type: none"> • practical aspects of their integration into the workplace • adaptation to the new environment • achievements • attitudes and behaviours • difficulties encountered • means used to improve their performance • more complex tasks to come – Asking classmates and supervisors for suggestions on how to make improvements

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

Documents and Other Resources

Directory of Semiskilled Trades

The *Directory of Semiskilled Trades* is an essential tool for school staff and students. In particular, it is used to establish the student's workplace training plan, since it contains information about the specific competencies associated with the different semiskilled trades. All of the trades are presented according to the same structure: the title of the trade, its field of application, other job titles and specific competencies, accompanied by performance criteria and a list of tasks. Optional competencies and tasks are indicated by an asterisk. An excerpt of the Directory is presented in the appendix.

The Directory makes it possible to arrange the segment of the students' training plan that will be carried out in the workplace and to structure the practicums accordingly. With the teacher's help, students can consult the Directory and make connections between their interests, abilities and the specific competencies they could develop.

Guide to Organizing Practicums in the Workplace

The *Guide to Organizing Practicums in the Workplace* is based on the orientations of the Work Skills and Preparation for a Semiskilled Trade programs. It focuses on school organization, partnerships to be established with the different workplaces and student guidance. It is intended to facilitate the establishment of relationships between partners by specifying the roles of each of them. It also includes appendixes for schools and companies, which are useful for planning practicums.

Other resources

Other tools are useful or even essential in supporting competency development: information and communications technologies, documents on trades and occupations (e.g. brochures, books), a list of companies, checklists, procedural guides, sample work schedules, directions, etc.

APPENDIX – EXAMPLE OF THE PRESENTATION OF A TRADE IN THE *DIRECTORY OF SEMISKILLED TRADES*

Vocational training sector

03 – Food Services and Tourism

8613 – Butcher’s Helper

Field of application

Butcher’s helpers work in butcher shops or at the meat counter in grocery stores or supermarkets. They do not work in slaughterhouses.

Other job titles

Food preparer at the butcher counter

42 – Receive food and nonfood products

2

Performance criteria

Observance of occupational health and safety rules

Observance of rules of hygiene and sanitation

Compliance with instructions

Proper application of work techniques

Accurate information

Tasks

- Check the quality of the products received.
- Compare the quantities received against invoice and purchase orders.
- Fill out administrative forms and forward them to the appropriate department or person.
- Record information for inventory purposes.
- Prepare pallets and place them in their designated area.
- Unload trucks.

52 – Handle food and nonfood products

1

Performance criteria

Observance of occupational health and safety rules

Observance of rules of hygiene and sanitation (food products)

Compliance with instructions

Proper use of equipment

Compliance with warehouse plan

Tasks

- Use lifting and handling equipment (hand truck, cart, etc.).
- Unpack products.
- Put away products.

811301 – Prepare meat and butcher products

2

Performance criteria

Observance of occupational health and safety rules

Observance of rules of hygiene and sanitation

Compliance with instructions

Within the limits of the occupation

Proper application of work techniques

Proper use of equipment

Tasks

- Grind meat.
- Tenderize meat.
- Slice products.
- Do other types of preparations: deboning, dressing, tying, scraping, etc.
- Prepare portions for storage or freezing.

20 – Package and label food and nonfood products

1

Performance criteria

Observance of rules of hygiene and sanitation
Compliance with instructions
Proper application of work techniques
Accurate and visible labelling
Attractive presentation

Tasks

- Set up the work area and prepare the materials.
- Count or weigh the products.
- Sort or organize the products.
- Put products in containers, wrap them, bag them, etc.
- Label or place products on shelves, counters and displays.

21 – Stock counters, stands, shelves and displays

1

Performance criteria

Observance of rules of hygiene and sanitation
Compliance with instructions
Compliance with display plan
Attractive presentation

Tasks

- Read the display plan.
- Rotate products: check the expiry dates and remove expired products.
- Fill counters, shelves, displays, etc.

811302 – Serve customers at the butcher counter

2

Performance criteria

Courteous service

Attentive listening

Relevant, accurate and clear information provided

Concern for customer satisfaction

Tasks

- Greet customers.
- Take note of customers' requests.
- Provide information on butchery products.
- Direct customers toward the product requested.
- Hand products to customers.

10 – Receive payment from customers

2

Performance criteria

Compliance with instructions

Courteous service

Honesty

Accurate calculations and data entered

Proper use of equipment

Tasks

- Receive money and give change.
- Use a cash register, computerized sales equipment or a point-of-sale terminal to receive payment by credit or debit card.
- Charge amounts to the customers' accounts.
- Give receipts, sales slips, transaction records, etc.

Performance criteria

Observance of occupational health and safety rules

Observance of rules of hygiene and sanitation

Proper use of cleaning products

Order and cleanliness

Tasks

- Clean and disinfect counters and work areas.
- Clean and disinfect equipment, machines, materials and accessories.
- Clean and disinfect refrigerators and cold rooms.
- Scour ovens and other baking equipment.
- Wash dishes, glasses and utensils.
- Put away materials.
- Sweep and wash floors.
- Empty and clean garbage cans.
- Store cleaning products.

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