

# Exploration of Vocational Training



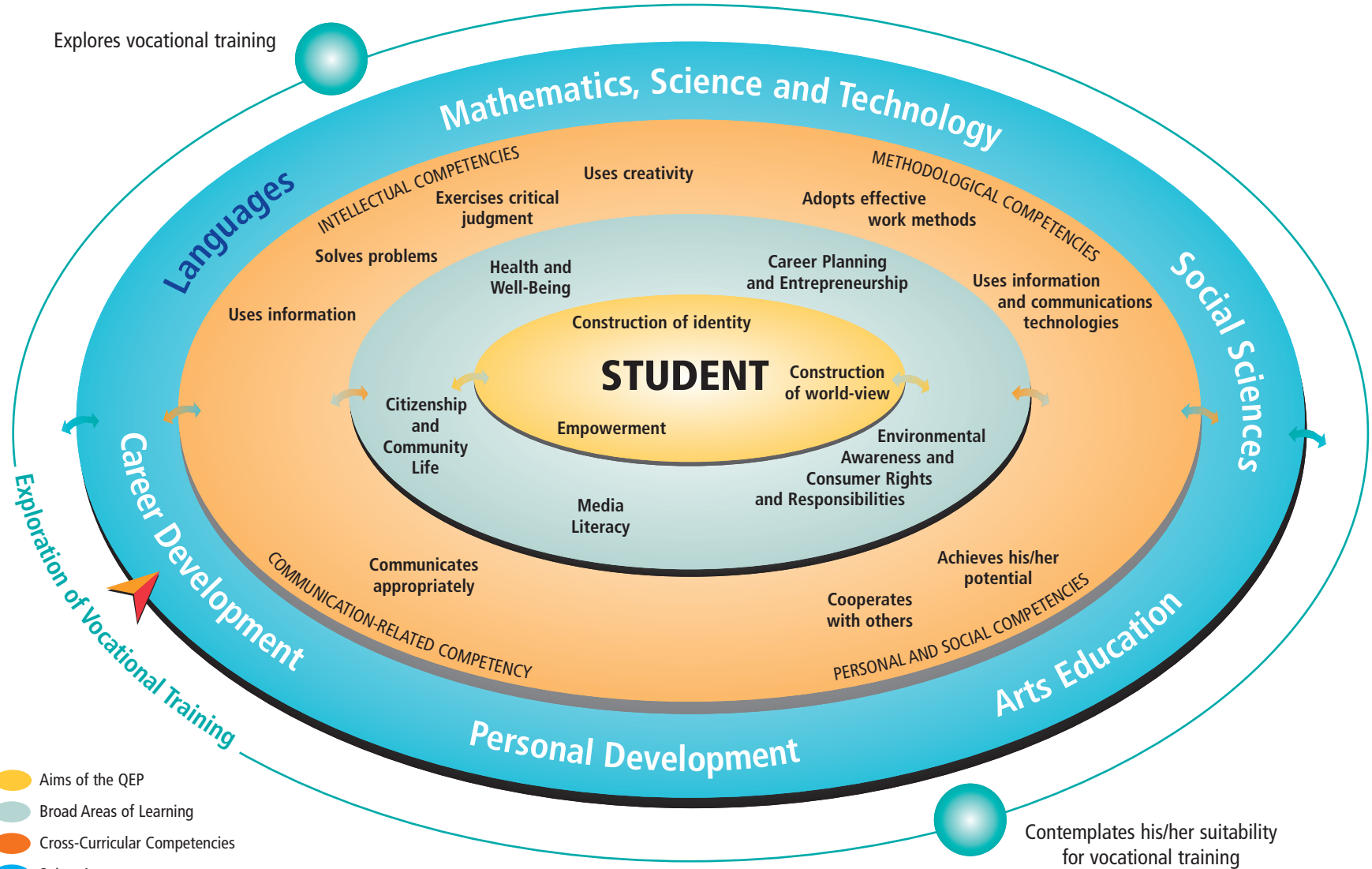
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## Exploration of Vocational Training

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# Making Connections: Exploration of Vocational Training and the Other Dimensions of the Québec Education Program (QEP)



- Aims of the QEP
- Broad Areas of Learning
- Cross-Curricular Competencies
- Subject Areas
- Subject-Specific Competencies in Exploration of Vocational Training



# Introduction to the Program

The Exploration of Vocational Training program offers young people the opportunity to become familiar with the vocational training sectors and the world of work. It enables them to discover a number of trades and occupations that might appeal to them, and to explore some of them more closely. Thus it encourages them to think about their future, identify their aptitudes, aspirations and keenest interests, and see themselves as future workers.

Students in Secondary Cycle Two have to make numerous choices that will affect their academic progress and career plans: choices between different educational paths, optional courses, immediate or deferred entry into the job market, etc. This program can help them contemplate their suitability for vocational training, whether they are interested in obtaining qualifications or simply curious about the different options offered by the school system. The diversity of exploration activities proposed in the program and the resulting reflections and exchanges should help students step back to take a critical look at the myths, prejudices and stereotypes associated with vocational training. Thus they will be better equipped to make decisions concerning their career and their education in accordance with their ambitions. Some will choose a specific trade or occupation or at least vocational training at the secondary level, while others will opt for a technical or preuniversity college program to fulfill their aspirations and develop their potential.

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*The Exploration of Vocational Training program encourages students to think about their future, identify their aptitudes, aspirations and keenest interests, and see themselves as future workers.*

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*Schools are like airport hubs; student passengers arrive from many different backgrounds and take off for widely divergent destinations. Their particular takeoffs into adulthood will demand different flight patterns.*

**Mel Levine**

## Nature of the Program

The Exploration of Vocational Training program is largely based on programs developed by school boards, recommendations made by various bodies and guidance-related theories.<sup>1</sup> It offers students the opportunity to explore all vocational training sectors and to become thoroughly acquainted with vocational training centres and their workshops. The program is characterized by a wide variety of activities<sup>2</sup> that can take place in the classroom, in a vocational training centre or in the community, and whose frequency may vary depending on the particular characteristics of the communities and

regions. The methodology suggested is aimed at helping students learn more about themselves and about the range of possibilities offered to them. Their exploration is based on concepts related to vocational training, the job market and the decision-making process.

The teacher, who proposes several learning and evaluation situations, guides the students as they reflect, try their hand at tasks and observe. They also receive the support of nonteaching professionals and other educational resource persons. During the course of their exploration process, they are encouraged to draw on the support of classmates, sharing their reflections, experiences and discoveries with them, and to interact with parents, workers and other people they trust

1. Specifically, the active job search approach and model developed by A.M. Saks, which focuses on variables affecting the job search process such as self-efficacy and self-esteem.
2. For example: discussion, experiential learning, information gathering, workplace observation, reflection and other activities.

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*Exploring vocational training involves taking advantage of opportunities to discover its richness and diversity.*

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in the community. If enrolled in the four-credit course,<sup>3</sup> students also take part in one or more experiential job-shadowing activities and take a close look at the constraints and obligations associated with the trades and occupations they are considering.

### How the Competencies Work Together

The Exploration of Vocational Training program targets the development of two closely linked competencies:

- Explores vocational training
- Contemplates his/her suitability for vocational training

Exploring vocational training involves taking advantage of opportunities to discover the richness and diversity of vocational training: its many sectors, its programs of study, the culture and organization of training centres, and the trades, occupations and qualifications that it leads to. Students must use the resources made available to them to find information, consult specialists, learn about specific trades and occupations, etc. Sharing their perceptions, reflections and questions with their teacher, classmates, parents or other people they trust should also help them identify their fields of interest and make connections between their personal qualities, the trades and occupations that interest them and program requirements. Throughout this exploration process, students should be encouraged to question their desire to pursue vocational training, to confirm their goals and to envisage steps in their learning path. These reflections, which must take place at the same time as the activities designed to help students gather information, and observe and try out tasks, will help them contemplate their suitability for vocational training. Like the Personal Orientation Project (POP), this is an interactive process in which action and reflection build on one another and help students not only discover vocational training but also structure their identity.

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3. The competency diagrams and the Development of the Competency tables explain the differences between the four-credit and the two-credit courses. In this document, elements of the four-credit course are shown in italics.

The synergy between the two competencies is combined with the synergy that develops in the classroom, where the students' actions and the ensuing discussions contribute to the gradual building of the students' resources, broadening their career horizons.

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*Exploration is an interactive process in which action and reflection build on one another.*

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### Exploration of Vocational Training and the Personal Orientation Project

The POP and this program have much in common. In both cases, students contemplate their academic and career goals. Also, in both cases, it is essential that students update their personal profile and share their knowledge and experiences. However, each program is unique and has its own *raison d'être*. While Exploration of Vocational Training limits students' reflection by having them consider only the possibility of pursuing secondary-level vocational training, the POP opens doors to three learning paths: vocational training, college-level education and university education.

In addition, although both programs include a competency focused on exploration, their competencies differ in many respects. In the POP, students should learn to carry out a process of exploration by themselves and to diversify their methods of exploration. They should also plan their own learning and career path and acquire the learning they need on the basis of their own interests. The process is essentially an individual one. In Exploration of Vocational Training, students are given closer supervision in their exploration and career-planning process. In addition to attitudes, strategies, tools and relevant sociocultural references, the program also presents a certain number of concepts related to vocational training, the job market and the training process. More group activities are also involved, particularly with regard to the exploration of all sectors of vocational training. The aim of these activities, which can be carried out in large or small groups, is to kindle students' interest in certain sectors. However, students are given a certain amount of leeway to explore specific programs, trades and occupations.

In spite of these differences, both programs involve a similar pedagogical context, have the same types of connections with the broad areas of learning, cross-curricular competencies and other subjects, and share certain program content. It will not be surprising, then, to find in this program passages borrowed or adapted from the Personal Orientation Project.

Students who have already carried out a Personal Orientation Project may decide to enroll in Exploration of Vocational Training if their exploration leads them in this direction. On the other hand, those who show a definite interest in trades may choose to take only Exploration of Vocational Training. In short, the POP may kindle an interest in vocational training and serve as a springboard for more in-depth exploration. Or, conversely, students enrolled in Exploration of Vocational Training may want to expand their options by enrolling in the POP program. In this case, they themselves will plan and carry out their own career exploration activities.<sup>4</sup>

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*Exploration of Vocational Training limits students' reflection by having them consider only the possibility of pursuing vocational training.*

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4. See Appendix C for different course choices that illustrate how these two programs and the Entrepreneurship program can be combined.

# Making Connections: Exploration of Vocational Training and the Other Dimensions of the Québec Education Program

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## Connections With the Broad Areas of Learning

Exploration of Vocational Training is closely related to the five broad areas of learning. The issues in these areas cover all sectors of vocational training, which is itself a reflection of the needs of society and a tangible expression of the social phenomena associated with the broad areas of learning.

### Health and Well-Being

Exploring trades and occupations enables students to discover their various aspects related to the area of *Health and Well-Being*. For example, students may be interested in the possible effects of the workplace and working conditions on workers' health, safety and lifestyle habits. Exploring a wide range of trades and occupations allows them to compare various work environments (e.g. hospital, processing plant, office, forest) and become better aware of the conditions and constraints associated with working in these settings. As a result, they can better define their needs and values and gradually refine their academic and career plans.

The program's information-gathering, observation and experiential learning activities also allow students to observe that trades and occupations are governed by occupational health and safety regulations, and to identify the main regulations covering the trades and occupations in which they are interested. Thus, they become aware of workers' responsibilities with respect to their own safety and that of others, and understand the importance of preventive measures.

### Career Planning and Entrepreneurship

By giving students the opportunity to explore various trades and occupations, discover different avenues of vocational training and share their experiences and reflections, this program helps them define their interests and discover

their talents. Thus students learn to know themselves better, acquire resources for achieving their potential, and determine their place in the job market and in relation to the options that are available to them. The program also enables them to get an accurate picture of several sectors of activity related to vocational training in their region and throughout Québec. It should also help them realize that they may already possess or can develop entrepreneurial qualities such as initiative, leadership and creativity, which they can use in any number of fields, for example tourism, plumbing, electricity or sales and marketing. All of this helps them recognize their potential and empowers them to make career choices.

### Environmental Awareness and Consumer Rights and Responsibilities

The students are encouraged to examine life at work and the dynamics of the job market, and to establish close links with their milieu. Their discovery of job prospects and the regional character of certain sectors of activity, as well as their exploration of workplaces in which goods and services are produced, will introduce them to economic and social aspects of the consumer world.

In fact, certain sectors, such as Food Services and Tourism or Agriculture and Fisheries, are replete with examples illustrating the many connections between production and consumption and the impact of certain phenomena, such as globalization, on the environment. These considerations are consistent with the main focuses of development in the broad area of learning *Environmental Awareness and Consumer Rights and Responsibilities* and may have an important influence on students' relationship to the environment and their eventual career choices. Thus, a student concerned with making healthy, responsible consumer choices may choose to enroll in a program such as *Protection and Development of Wildlife Habitats* in order to pursue a career that promotes the rational use of raw materials.

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*The broad areas of learning deal with major contemporary issues. Through their specific approaches to reality, the various subjects illuminate particular aspects of these issues and thus contribute to the development of a broader world-view.*

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## Media Literacy

Exploration of Vocational Training is closely related to the broad area of learning *Media Literacy*, since students have to use technical and technological tools for research, experiential learning and communication. They have to develop their critical judgment with regard to different information sources, assessing the relevance of the academic and career information they find. This is the case, for example, when they have to evaluate the accuracy of information in the context of advertising or recruitment.

The representations of vocational training conveyed by the different media may not necessarily be true. There are a number of myths surrounding trades and occupations—tasks are easy and repetitive, salaries are low, etc.—and students must analyze them. They may discover, for example, that programs such as *Business Equipment Technical Service* or *Dental Assistance* prepare students for an astonishing variety of tasks, that it would be unwise to underestimate the complexity of the tasks associated with such lines of work as cabinetmaking, stationary engineering or computer support, and that workers who have studied plumbing, restaurant services, industrial construction or maintenance mechanics, for example, can earn handsome salaries. The ability to dispel popular myths and misconceptions is especially important in reassuring students in their choices and preventing them from making the wrong decisions, which could have serious consequences on their future. The use of different technologies for communicating the results of their research or experiences to classmates should be an opportunity to learn to respect intellectual property rights.

## Citizenship and Community Life

The pedagogical context of this program involves cooperative work and the exchange of ideas so that students draw on and learn from each other's values and areas of interests. They are urged to speak up and to help each other in a spirit of dialogue. This is conducive to openness to other people and awareness of different beliefs and points of view. It familiarizes students with the broad area of learning *Citizenship and Community Life*, in particular the focus of development involving participation, cooperation and solidarity. These attitudes are highly valued in several vocational training sectors, since

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*The cross-curricular competencies are not developed in a vacuum; they are rooted in specific learning contexts, which are usually related to the subjects.*

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people in different trades and occupations often work together. The presence of students of different ages in vocational training may introduce secondary school students to a situation common in the job market.

## Connections With the Cross-Curricular Competencies

### Personal and social and communication-related competencies

The Exploration of Vocational Training program draws on all the cross-curricular competencies and is conducive to their development. However, special attention is given the competencies *Achieves his/her potential*, *Cooperates with others* and *Communicates appropriately*. The students are encouraged to define and develop their personal and work-related identity as they observe or try out functions or tasks related to different trades and occupations. Learning and

evaluation situations provide many opportunities for students to make connections between their personal qualities and the trades and occupations explored, to express their opinions and preferences, and thus to contemplate their suitability for vocational training. This construction of a personal and work-related identity is supported by the exercise of the competency *Cooperates with others*, a competency that is at the heart of the program and is particularly essential when discussing the myths and misconceptions surrounding vocational training or male-dominated trades and occupations. Through discussion and listening, students learn to accept other people as they are and to draw on different points of view and situations that foster cooperation. Sharing their research, discoveries, observations and experiences also allows students to exercise the competency *Communicates appropriately*, using different means of communication to describe their activities and present their points of view and learning from the reactions of their teacher, parents, employers, friends, etc.

### Intellectual competencies

The program also draws systematically on the intellectual competencies. In order to construct a representation of the vocational training sectors, the students must know how to find and use relevant information. The amount of information to be researched and analyzed demands that students use investigative and other strategies to determine the elements that are



relevant. Whether this information comes from documents or people, the students have to validate it before using it to create their personal profile or sharing it with classmates. The competency *Exercises critical judgment* comes to the fore here, as well as when students have to compare trades and occupations and take their aspirations and aptitudes and program requirements into account.

When they consider the possibility of vocational training, students have to take into account their personal qualities, family or social factors as well as emotional considerations, such as leaving their region, the influence of parents, prejudices or stereotypes associated with certain programs, insecurities about their aptitudes, etc. But these factors need not be considered obstacles; they can serve as springboards for students to solve problems and use creativity. Thus, for students who are rigid or lack self-confidence, the exploration of an unfamiliar trade or occupation can be an opportunity to take risks, to proceed by trial and error and to demonstrate an open mind. When a program is not readily accessible for some reason (e.g. program enrollment quota, need to move, high fees, desire to stay in their home region, etc.), students have to envision possible solutions or alternatives. This context requires that students be flexible so that they can analyze the situation from different angles and thus find satisfactory solutions. How can students reconcile a serious interest in a given trade or occupation and the need to move in order to enroll in the program? Should they consider a program that requires specific knowledge of mathematics when they know they have weaknesses in that subject? To answer such questions, they will have to use their problem-solving skills and creativity. Moreover, because the ability to create one's own job or become an entrepreneur in one's trade or occupation is often crucial for individuals as well as communities, this program will allow students to gauge their entrepreneurial interests and aptitudes.

### Methodological competencies

To explore the trades and occupations that interest them, students must adopt effective work methods that will help them find, select and mobilize the resources they need to conduct their research and reflect on their

options. When the time comes to fine-tune or enhance their personal profile, they must analyze their process and consider other steps that will help them contemplate their suitability for the numerous possibilities that vocational training offers.

The Exploration of Vocational Training program is based on the assumption that students have access to computer tools so that they can use software designed to help them find academic and career information and access a wide range of Web sites. Whether they make a virtual visit to a vocational training centre or company, view a worker's personal account of his/her job, or engage in an on-line discussion with a mentor, students must be able to take advantage of these tools that are now increasingly essential. This technology also includes applications students can use to communicate, create productions and keep records of their exploration process, giving them a unique opportunity to apply and consolidate the competency *Uses information and communications technologies*.

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*Reality can seldom be carved into distinct, logical subjects. Its multiple facets can only be understood by combining the different fields of knowledge.*

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## Connections With Other Subject Areas

### Languages

#### English Language Arts

Communication plays an important role in Exploration of Vocational Training, and there are many opportunities to communicate orally, as well as to read and write. The classroom is a place where students share their reflections, questions, experiences and discoveries and compare their perceptions and their career explorations, exercising their competency in oral communication. They also have to consult a variety of sources of academic and career information and choose those they will need to use in their career explorations. Strategies related to reading will be of great use to them: taking notes, organizing ideas, evaluating the credibility of sources, summarizing information gathered, etc. Competency in writing is required in recording information, producing short written arguments or corresponding with others outside the school—for example, to inquire about job shadowing or to thank an employer. The students are placed in situations in which they realize the

importance of various conventions of written or oral communication: that classmates and potential employers are not addressed in the same way, for example, or that there are different requirements in writing texts for oneself and for other people.

In addition to making students aware of the value of linguistic competencies, the program can open up new career possibilities for them by allowing them to make connections between these competencies and those required in a variety of trades and occupations such as secretarial work, sales, refrigeration, interior design, nursing, etc.

### *Français, langue seconde, and Spanish as a Third Language*

Most occupations and trades require a knowledge of French. Students should therefore consider their level of mastery of French when considering certain vocational training programs. Those with an aptitude for languages may be interested in trades or occupations for which bilingualism is required and the knowledge of a third language such as Spanish is an important asset, if not a requirement (e.g. travel sales, secretarial work, hotel reception, sale of mechanical parts and accessories).

## **Mathematics, Science and Technology**

### *Mathematics*

Mathematics has a significant impact in the workplace because it can be applied in so many areas. Several vocational training programs make use of the competencies and knowledge acquired in Mathematics. For example, the concept of logarithm is widely used in machining techniques and the knowledge acquired in geometry is an integral part of cabinetmaking and residential and commercial drafting. All the math options lead to vocational training sectors. For example, the *Cultural, Social and Technical* option and the *Technical and Scientific* option enable students to acquire learning that will prove useful in such lines of work as hairdressing, professional cooking, sawing, carpentry and tiling. They also prepare students for vocational programs in which math is very important, for example industrial drafting, surveying and topography, and aircraft structural assembly. Although the *Cultural, Social and Technical* option includes the study of instruments that are based on the application of mathematical concepts and are used in certain trades and occupations, the *Technical and Scientific* option devotes more time

to it. For example, analyzing an anemometer, an altimeter and the Beaufort scale is very relevant for a student interested in flight dispatch. Understanding how a multimeter and oscilloscope work is an asset for anyone who wants to study electricity, electronic equipment repair or light motor vehicle mechanics.

### *Science and Technology*

Students enrolled in Exploration of Vocational Training may wish to use their experiments in Science and Technology to help them contemplate their academic and career paths. The study of problems related to the themes addressed in the course can lead to an interest in related trades or occupations. For example, questions about deforestation can stimulate an interest in silviculture and forestry. Similarly, the study of electrical circuits can lead students to analyze tasks related to the installation of electrical power lines or alarm system installation and maintenance.

### *Applied Science and Technology*

The Applied Science and Technology (AST) program focuses on developing competencies in which action is central. It offers students enrolled in Exploration of Vocational Training many opportunities to make connections between technological applications and certain trades or occupations. The applications are grouped together in several technological fields that are closely connected to many vocational training sectors. For example, a student who analyzes GPS technology may see a possible use in handling surveying instruments or driving transport trucks, while a student interested in automobile mechanics might be particularly interested by the study of hybrid vehicles in his or her AST course (technological field of transportation). By studying the properties of composites and plastics (technological field of manufacturing), another student might become interested in vocational training involving the use of composites.

## **Social Sciences**

### *History and Citizenship Education*

Many of the social phenomena and concepts in the Secondary Cycle Two History and Citizenship Education program can serve as focal points for students' reflection on their learning and work possibilities and may

influence their decision to explore one employment sector rather than another. Thus, a student who has learned about disparities in Québec's economic development might decide to explore fields in which his or her competencies will serve the region. A student interested in other social issues, sustainable development, for example, may aspire to hold a position in which he or she can play a direct role in environmental decision making and to seek a path leading to occupations such as forestry worker, fishery officer, wildlife officer, etc. The analysis of certain social issues and the study of social phenomena associated with economic development may lead students to ask questions about Québec's situation in today's context of globalization and the short- and medium-term impact of globalization on businesses, jobs, unemployment rates and employment qualifications in Québec. These questions may fuel their reflection regarding their learning and work possibilities. For example, although the textile industry is currently undergoing major changes brought about by the globalization of markets, a student may decide to enroll in industrial clothing production with the intention of finding a job in a company that has developed new technical textiles.

### Contemporary World

The analysis of various contemporary economic phenomena may lead students to take a stand on certain issues and thus influence their career path. Students who are made aware of certain problems may think about ways of solving these problems. Their solutions may influence various aspects of their lives, including their career choice. Thus, the exploration of vocational training may help students discover programs of study that will allow them to develop their potential in accordance with their convictions.

### Arts Education

The career exploration process used in Exploration of Vocational Training also has similarities with the creative dynamic in the arts, since both of them require introspection and authenticity and both contribute to self-confidence, autonomy and perseverance in pursuing goals. Learning and practising an artistic discipline also helps students become aware of their preferences, impressions, emotions, aptitudes and interests, all of which can help them make choices. For example, drama students who discover their capacity for communication or leadership could turn toward sectors they might not previously have considered, such as

hotel services and tourism. The arts are also part of many trades and occupations that students may become aware of through learning situations in this subject area. Students with artistic skill might be interested in trades and occupations such as computer graphics, photography and floristry. Others could discover that some programs require special artistic skills: pastry making involves making decorative elements, printing requires the handling of colour schemes, stonecutting makes use of complex finishing techniques, etc.

### Personal Development

#### Physical Education and Health

The Physical Education and Health program aims to help students develop personal and social skills that go well beyond motor efficiency; these skills will be profitably applied to exploring vocational training. Students learn to analyze a situation, to solve problems in different contexts of physical activity, to cooperate with classmates in developing, using and evaluating shared action plans, to respect safety rules and rules of conduct, and to take responsibility for their health and well-being. They also learn to look critically at their exploration process and its results and to judge their abilities, behaviour and attitudes in a given situation. This ability to look at themselves is particularly useful to students considering vocational training, since they need to be able to recognize their preferences and aptitudes and assess whether they have the qualities needed to practise the trades or occupations that interest them or to meet the admission criteria of different programs of study.

Physical Education and Health teachers can help students define their career options by enabling them to make connections between their personal qualities as demonstrated in the program and the demands of various trades and occupations: physical endurance for a bricklayer or firefighter, visual-motor coordination for a welder or machinist, proprioceptive qualities for a structural assembler, etc. In Physical Education and Health class, students can assess their potential, in particular with respect to their physical capacities and skill in manipulating objects or establishing a sequence of actions to be taken in carrying out a work plan. The students may discover unsuspected strengths, such as the ability to cooperate with teammates to adopt team strategies, and may as a result take an interest in trades and occupations in which they can draw on these strengths, for example, dental assistance, internal systems installation or catering and restaurant services.

Finally, the focus on safety rules and rules of conduct in Physical Education and Health should help make students aware of the importance of protecting their health and well-being in the workplace: on construction sites, in processing plants, hospitals, restaurants, forests, mines, etc.

### *Ethics and Religious Culture*

There are many common points between the Ethics and Religious Culture program and Exploration of Vocational Training. Both seek to develop students' self-awareness, their values and their ability to make informed choices. In both, the classroom is seen as a life laboratory, a place of discussion and dialogue where the sharing of knowledge and experiences is encouraged and mutual respect, listening and seeking together are valued. This context fosters the development of metacognitive competencies. The capacity to reflect, to explain their perceptions, preferences, feelings, ideas and values, to justify their points of view and to envisage various individual and collective ways of carrying out their plans are all part of the essential learning in Ethics and Religious Culture, and are indispensable to students for consolidating their personal profile with regard to learning and work possibilities. The metacognitive strategies and concepts related to logical argument in this program can also contribute to the exploration process students undertake in order to contemplate their suitability for vocational training.

### *Career Development*

Three career development programs are offered to students in both the General Education Path and the Applied General Education Path: Personal Orientation Project (POP); Exploration of Vocational Training and Entrepreneurship. Since the relationship between Exploration of Vocational Training and the POP has already been discussed, this section will focus on the connections with the Entrepreneurship program.

### *Entrepreneurship*

The Entrepreneurship program shares many elements with Exploration of Vocational Training, particularly with regard to competencies and program content. In Entrepreneurship, students are placed at the heart of the action by taking part in entrepreneurial projects, which constitute a form of exploration centred on specific dimensions. In both programs, students are asked to perform as the workers they will be in the future, based on their interests and personal qualities, and to share their experiences and discoveries with their classmates. Both programs also share definite similarities, particularly in terms of the knowledge, concepts, strategies or attitudes suggested as resources for students as they prepare their entry into the job market.

Exploration of Vocational Training, like the Personal Orientation Project, is part of an overall process of career development that is envisaged, in the spirit of the guidance-oriented approach to learning, as a continuous process beginning in elementary school. This approach involves providing individual or collective services and pedagogical resources and activities based on the Complementary Educational Services programs established by the school board and included in the school's educational project and success plan. All school personnel participate, according to their competencies and expertise, in helping students discover their identity and plan for the future so that they are able to take their place in society. In addition, the guidance-oriented approach to learning helps support students in the many choices they have to make from Elementary Cycle Three to the end of their secondary studies: choices associated with the transition from elementary to secondary school, choices regarding their learning path at the end of Secondary Cycle One,<sup>5</sup> choices regarding electives in each year of Secondary Cycle Two or options in Mathematics in the first year of Secondary Cycle Two, etc.

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*Exploration of Vocational Training is part of an overall process of career development that is envisaged, in the spirit of the guidance-oriented approach to learning, as a continuous process beginning in elementary school.*

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## The Guidance-Oriented Approach to Learning and Instructional Services

The aim of the guidance-oriented approach to learning is not only to enable students to find out about trades and occupations and the education and training leading to them, but also to help them recognize their talents, aptitudes, strengths and limitations. This is done through classroom learning

activities led by teachers whose pedagogical practices include addressing the broad area of learning *Career Planning and Entrepreneurship*.

In doing a mathematics project, a student may realize that he or she is capable of coordinating a team or is better at research than at manual work. Teachers who are familiar with the guidance-oriented approach to learning will help students become

aware of their strengths and consider trades and occupations that are appropriate for them. Teachers can also provide the class with learning and evaluation situations on trades and occupations related to their subject, in accordance with the principle of infusion,<sup>6</sup> which is discussed in materials on the guidance-oriented approach to learning.

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5. Students in the Applied General Education Path must take the POP in the first year of Cycle Two. They may register for it a second time as an elective. The POP, Exploration of Vocational Training and Entrepreneurship can be offered as options for students in the General Education Path and must be offered as options for students in the Applied General Education Path.

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6. "Infusion involves bringing together the processes of instruction and career guidance. This means making connections between the content in the various subjects and the world of work, thus infusing personal and career planning objectives into the objectives of the subject programs." Québec, Ministère de l'Éducation, Direction de l'adaptation scolaire et des services complémentaires, *Complementary Educational Services: Essential to Success. Examples of Projects*, 2002, p. 25.

## The Guidance-Oriented Approach to Learning and Complementary Educational Services

Under the *Basic school regulation for preschool, elementary and secondary education*, school boards must establish four integrated Complementary Educational Services programs,<sup>7</sup> one of which, Counselling Services, is designed to help students throughout their studies, with their academic and career choices and with any difficulties they encounter. The form of this program may vary, but it is always based on interaction between specialized personnel, other members of the school team and the community.

There are many collaborative activities that can help students discover their talents and open up new possibilities for them in learning and work. Teachers, in collaboration with an information and guidance professional and community organizations, could organize a trades and occupations week, or a spiritual care and community involvement animator, in collaboration with the psychologist or guidance counsellor, could set up a peer support group to enable students to determine whether they possess the qualities needed to form helping relationships. In short, any school activity can provide opportunities for students to enrich their reflection about themselves and their plans for education. The same is true of many extracurricular activities, such as a pottery course or a job as a cashier.

In addition to playing various roles in these initiatives, guidance and academic and career information counsellors can support their fellow professionals and teachers by proposing guidance-oriented practices.

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7. Please see Québec, Ministère de l'Éducation, *Complementary Educational Services: Essential to Success*, 2002.

## The Contribution of the Exploration of Vocational Training Program

In theory, the career explorations carried out by students up to the end of Secondary Cycle One provide the basis and the resources for their choice of learning path and their subsequent academic and career choices. Having begun to build their personal profile, developed the habit of recording useful information in a personal education plan, portfolio or logbook and become familiar with the many avenues offered by the Québec school system, some students may already be interested in vocational training. Students may choose to enroll in the Exploration of Vocational Training program for a variety of reasons: discovery of an affinity for a particular trade or occupation, pursuit of certain career aspirations; motivation and ability to pursue their studies, etc. These factors can also influence their choice of one of two learning paths, both of which can lead to either vocational training at the secondary level or college studies.

Exploration of Vocational Training gives students in both the General Education Path and the Applied General Education Path an opportunity to pursue their career exploration and develop competencies that will allow them to discover and take advantage of vocational training options. For example, after discovering an especially interesting vocational training program that also provides a bridge<sup>8</sup> to a college-level program, a student may be motivated to choose the courses and make the efforts required to attain this goal.

By enabling them to know themselves better and familiarize themselves with appropriate tools for career information and exploration and by teaching them to diversify their explorations of vocational training, this program encourages students to take responsibility for their academic and career development.

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8. The harmonization of vocational and technical training programs includes the establishment of bridges based on course equivalencies between secondary school and college programs.

## Pedagogical Context

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*It is as agents, with more or less defined plans and a number of competencies, that students begin their training.*  
**Elisabeth Malazon and Bruno Bourassa**

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*Teachers need the collaboration of people involved in vocational training, general education in the youth sector, and the community.*

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Because the Exploration of Vocational Training program relies on students' involvement in their own career exploration process and is based on experiential and differentiated learning, it is essential that the learning and evaluation situations be sufficiently varied to enable students to carry out a dynamic and diversified exploration of vocational training. It is also important that the students be motivated to play an active role in this process, which means that each student should have access to numerous appropriate pedagogical resources. To this end, teachers need the collaboration of people involved in vocational training, general education in the youth sector, and the community. The program's implementation is based on the resources available in each environment, takes into account the possibilities offered and requires a school organization based on these realities, the students' needs and the prescribed program content.

### An Open Classroom Atmosphere That Promotes Discussion Among Classmates

The classroom atmosphere must promote cooperation and enable students to learn about vocational training together by sharing their exploration process. Time should be set aside for group discussion, actual or virtual tours of training centres or businesses, personal accounts, demonstrations, etc., at the same time as students conduct individual research or try out the trades and occupations they have selected based on their preferences and interests. The classroom becomes a veritable laboratory of dynamic exploration

conducted through a variety of individual and group activities. As a result, it is important that students have access to computers and a vast array of resources, as these represent an important source of motivation and contribute significantly to competency development.

Just as discussions among classmates, involving sharing and comparing perceptions of different trades and occupations or vocational training programs, can create a classroom atmosphere conducive to dialogue, open-mindedness and discovery, so can regular communication with resource persons. The result is learning and evaluation situations in which trust and respect for others support exploration.

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*The classroom atmosphere must promote cooperation and enable students to learn about vocational training together by sharing their exploration process.*

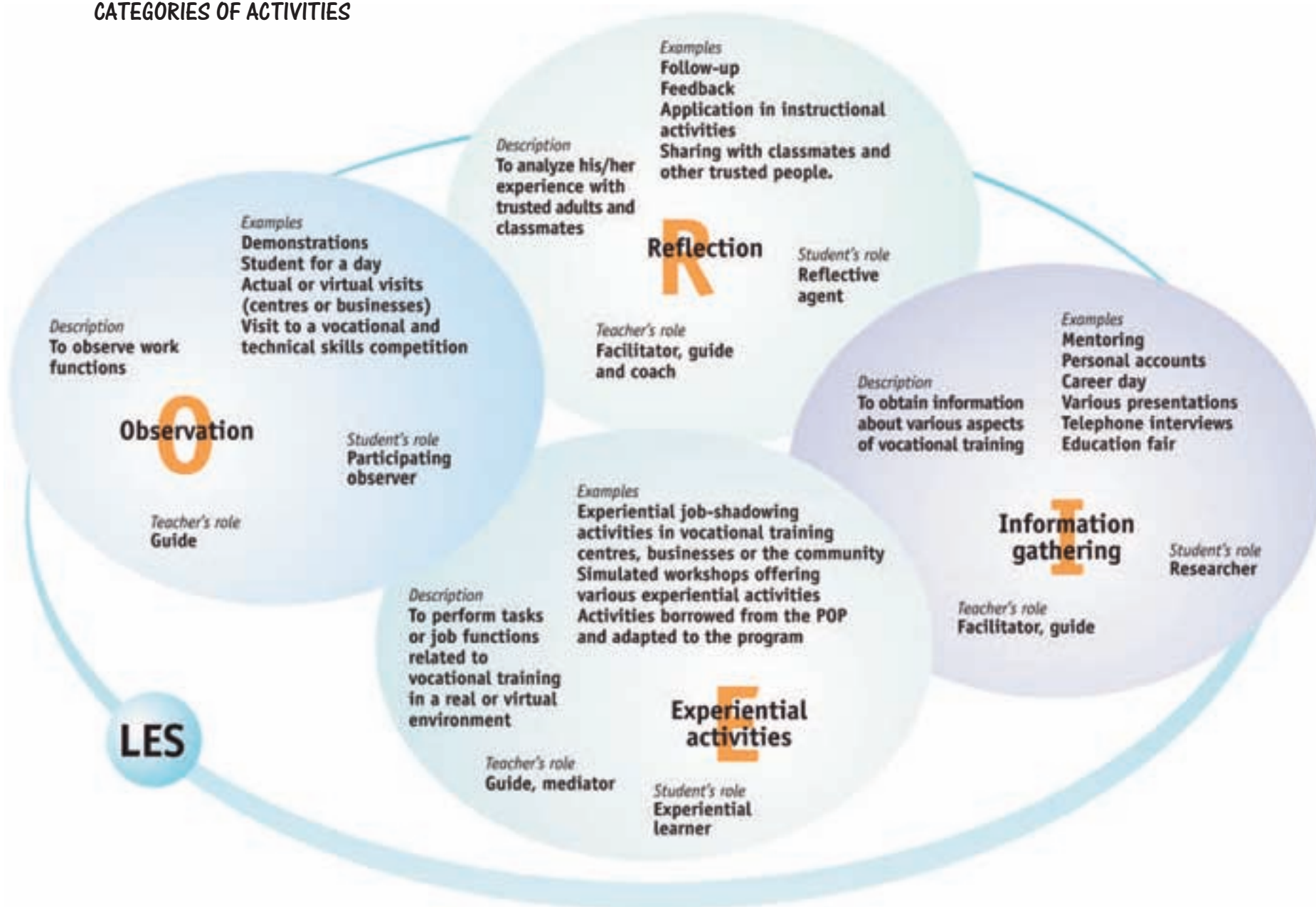
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### Characteristics of Learning and Evaluation Situations

#### Diversified Learning and Evaluation Situations

Competency development should be based on a wide variety of learning and evaluation situations, which can be divided into four broad categories: Observation, Reflection, Information gathering and Experiential activities (ORIE). Each of these categories is defined and illustrated in the diagram below. This typology helps teachers design rich and varied activities that make it possible to attain the program objectives. The examples presented are provided for information purposes only. They do not constitute an exhaustive list of possible activities.

# CATEGORIES OF ACTIVITIES





## Students' Role

The students' process will depend on the tools available to them and the possibilities offered by their environment. The activities suggested should normally allow students to use different tools and means of exploration and thus enable them to acquire various strategies as they assimilate concepts related to vocational training, the job market and the career guidance process. In addition, these activities should have students act as observers, researchers, reflective agents or experiential learners, roles in which they are expected to participate fully, take charge of their own process and adopt appropriate attitudes.

As **observers**, students need to be open-minded and inquisitive in order to broaden their horizons. They must be able to listen to and share their discoveries with their classmates, parents or other people whom they trust. They should also use metacognitive strategies in order to fully benefit from their observations.

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*Students take the role of observer, experiential learner, researcher and reflective agent.*

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As **experiential learners**, students learn about different trades and occupations. They are actively engaged in their learning, as they question themselves about their interests and skills. Using the tools of experiential learning, they learn to identify and understand information about their personal profile, vocational training programs and trades and occupations that will help them make informed choices.

As **researchers**, students use a variety of academic and career information resources to obtain information about vocational training and to assimilate concepts related to vocational training and the job market. They must show initiative and intellectual curiosity in their use of tools and methods in their environment. Thus, they become familiar with information-gathering strategies and learn to reflect on the strategies used and to process and critically assess the information gathered.

As **reflective agents**, students must acquire metacognitive and career-planning strategies. In order to contemplate their suitability for vocational training, they need to develop introspective skills that will allow them to analyze their experiences and discoveries and update their personal profile. Concepts related to career planning, reflection and follow-up tools, and methodological tools support the students' process.

While all students are encouraged to extend their exploration to all of the vocational training sectors, each student is free to focus on the trades and occupations that correspond to his or her personal profile. This should help students discover new interests, aptitudes, values, etc., and is particularly important for adolescents concerned with their sociovocational integration, their career path and their need to acquire qualifications.

## Evaluation to Support Learning

In the spirit of the Québec Education Program and in accordance with the *Policy on the Evaluation of Learning*, evaluation during the school year is seen as a way of helping students learn and helping teachers guide students in their exploration and reflection processes. Toward the end of the year, evaluation is done mainly for purposes of recognition of competencies, describing the level of development achieved. In order to support the assessments required for the competency report, the teacher must have sufficient pertinent information. Using this information and the scales of competency levels, the teacher makes a well-founded assessment of the students' competency development.

Students' participation in their own evaluation and that of their classmates is essential if they are to take responsibility for their learning, become autonomous in exercising their competencies, and learn to share in the exploration process of others.

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*Students' participation in their own evaluation and that of their classmates is essential.*

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## Making the School a Learning Organization

Students need supervision and support to fully explore the vocational training sectors. They also need to be given frequent opportunities to learn, observe and try out different tasks. The teacher and academic and career information professionals play an important role, but students need to be able to count on the whole school team, as well as on their families, partners in the community and, in particular, resource persons in the vocational training sector.

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*The teacher acts as facilitator, mediator and coach.*

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Joint action by everyone involved and a common will to support the students in their career explorations are essential conditions for success. It is up to the school administration, working closely with the education consultants, to create this common will and to act as an interface between school personnel and partners outside the school.

In addition, school boards must provide organizational links between vocational training and general education in the youth sector. A particular type of organization and leadership is necessary to help all stakeholders assume their respective roles in accordance with available resources and the prevailing organizational culture.

### The Role of the Exploration of Vocational Training Teacher

Teachers must modify their approach according to the type of activities they propose. Therefore, they must alternate between different roles: as **facilitators, guides** or **coaches** with students, as **mediators** with organizations. As

facilitators, for example, they help students discover the different aspects of

vocational training and encourage them to explore programs with which they are unfamiliar. As coaches, they help them contemplate their suitability for vocational training by reflecting on what they learned.

Teachers can make use of a variety of strategies from several educational approaches, including strategic teaching, differentiated instruction and cooperative learning. The most important thing is to motivate students to explore different vocational avenues through observation and experiential learning, and to help them broaden their horizons through research and reflection.

Teachers plan and implement learning and evaluation situations that promote the development of targeted competencies; however, they do not need to know everything about vocational training. Rather, they should guide the students in their exploration process. They must be able to use local resources and make contact with resource persons who can help students and answer their questions. These people can provide expertise and support. Thus, parents should also play an important role, encouraging their children to take part in certain activities and discussing their academic choices.

Given the importance young people place on peers, teachers can encourage them to discuss different aspects of their plans with classmates. This will also enable them to address certain myths and prejudices, shed light on any inconsistencies in their positions, and help them in their exploration process by raising a number of questions, leading to the development of critical judgment. Possible questions include:

- How strongly are they attracted to a given sector?
- What connections can they make between their personal profile and a given trade or occupation? What sectors or programs are they interested in?
- Are their perceptions influenced by family and social pressures? How do the media influence them?
- How much influence does peer pressure have on their choices?

### Teachers of Other Subjects

Teachers of other subjects are also essential partners. By taking into account students' career exploration queries in their learning and evaluation situations, they can expose students to various aspects of the world of work and even sometimes provide the stimulus they need to choose a trade or occupation to explore.

### Complementary Educational Services Personnel

With the implementation of the new Complementary Educational Services programs, all professionals are required to take into account the guidance-oriented approach to learning and provide students with support in their career planning. Their words and actions can have a decisive influence on their students' path in school and thus contribute to the vocational explorations of students enrolled in this program.

Academic and career information and guidance counsellors are essential resource persons for both students and teachers. They may collaborate with teachers in creating learning and evaluation situations. Depending on their availability, they may also come into the classroom and they may accept

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*Teachers do not need to know everything about vocational training; rather, they should guide the students in their exploration process.*

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*The most important thing is to motivate students to explore different vocational avenues through observation and experiential learning, and to help them broaden their horizons through research and reflection.*

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requests for individual consultations by students with specific questions resulting from their career exploration. They help by obtaining documentary and experiential resources and communicating with people in the community, parents and other resource persons. They help students validate their hypotheses regarding a vocational training path and, when needed, support them in their choice of electives or vocational training programs harmonized with college programs.

### Parents and the Family

Students will find their families a source of inspiration, support and information in their reflection and decision making. The trades and occupations of their parents and members of their extended family are often the ones in which students first show an interest. It is thus important to inform parents of the meaning and scope of the program and urge them to become actively involved in their children's explorations. Family members may use their expertise to guide students in learning about the world of work and help them diversify their avenues of exploration and their means of exploring them.

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*Collaboration between the vocational training sector and general education in the youth sector is of prime importance.*

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### Resource Persons in Vocational Training Centres and the Community

Vocational training centres also offer interesting and important opportunities for students to engage in activities involving observation and experiential learning. An actual or virtual visit to a classroom or workshop at a vocational training centre often has an impact on students, who discover a totally new and stimulating school setting. Teachers and academic and career information professionals in these centres should provide different means of obtaining information about their programs of study. Collaboration between the vocational training sector and general education in the youth sector is of prime importance if school boards are to develop a school organizational model that supports Exploration of Vocational Training teachers.

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*Vocational training centres also offer interesting and important opportunities for students to engage in activities involving observation and experiential learning.*

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The school's outside partners are also essential collaborators. They can offer certain students places to try out different tasks and provide expertise in their fields. It is thus very important that schools cultivate good relations with these partners and strive to maintain their collaboration. In some cases, the school board can take action to encourage the collaboration of businesses or community organizations in the region.

### School Organization Adapted to Exploration of Vocational Training

The Exploration of Vocational Training program consists of 50 or 100 hours of training over the course of a school year. The longer duration is recommended given the variety of possible activities<sup>9</sup> and the amount of time required for experiential activities in particular. Indeed, these activities require much in terms of organizational structure, i.e. collaboration between the school, the school board and, to some extent, the community. Thorough preparation, close supervision, a variety of activities and careful planning are all essential for a rich and meaningful exploration of vocational training, regardless of the duration of the program.

The tables in Appendixes A and B provide examples of organizational models based on the four categories of activities (ORIE). The choice of activities, their sequence and their relative weighting may vary depending on available resources and the characteristics of each environment, provided that all four categories of activities are taken into account. Thus, schools with several vocational training centres in the vicinity may adopt an organizational model that provides students with numerous opportunities for observation and experiential activities. Others might choose a model in which observation and experiential activities take place in the classroom, using specialized Web sites, demonstrations, and so on.

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9. See the diagram outlining the categories of activities on p. 13.

## Appropriate Resources

### Documentary Resources

The students' explorations must be based on solid documentation, as students' first contact with vocational training often occurs as they analyze documentation. There should be a variety of documentation that is regularly updated by a professional. It may consist of written documents, books, prospectuses, Web sites and other information sources. It should be easily accessible in the library, the academic and career information centre or the classroom.

### Material Resources

The process of exploration goes beyond documentary research; it is also experiential. Students should immerse themselves in the subject they are studying and should gain a general impression of the trade or occupation or sector they are exploring by combining concrete experience with the information they gather. Thus they will be able to reflect more deeply on their discoveries.

Various resources may be used, many of which exist on electronic media. It is therefore important that students have access to a room where there are enough computers with Internet connections for them to do individual research or exploration on Web sites<sup>10</sup> that enable them to observe and try out different tasks and that contain personal accounts by workers, virtual visits to vocational training centres or businesses, and so on. Tool kits designed for the Personal Orientation Project could be borrowed for activities involving simulations of job functions in different trades and occupations.

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10. The Ministère de l'Éducation, du Loisir et du Sport has created a Web site where POP teachers and students can find these types of resources: <<http://www.repertoireppo.qc.ca/en>> This site is also useful for students in Exploration of Vocational Training. A selective search will provide information about vocational training.

It should be noted that the purpose of observational and experiential job-shadowing activities in the workplace or in vocational training centres is not the acquisition of knowledge, but rather the exploration of a program of study. Their planning is based on the organizational structure of the school and its regulations. These activities may also take place on pedagogical days or outside class hours.

### Resource Persons

Students often construct their representations of the fields they explore through personal contact. It is therefore important that they have access to resource persons they trust. These may include people from the world of work, mentors, students, teachers and parents. Professionals in academic and career information have an essential role to play here.

### Institutional Resources

Public and parapublic agencies, museums, research centres, engineering firms, hospitals, CLSCs, industries, local businesses and other community resources are ideal settings in which to conduct experiential, observation and information-gathering activities.

## COMPETENCY 1 Explores vocational training

### Focus of the Competency

Several research studies indicate that young people are unfamiliar with the possibilities offered by many trades and occupations. The tendency to consider only a limited range of vocational training programs is as widespread among boys as it is among girls. A sustained and supervised process is therefore necessary if students are to broaden their horizons and explore vocational training in all its richness and diversity. Students must become aware of the wide variety of programs offered, recognize the employment opportunities associated with different trades and occupations and determine their level of interest in vocational training.

To this end, students must be introduced to all of the different vocational training sectors and become familiar with the classification of programs. They must consult different academic and career information sources individually or in groups. This is an important activity that can take different forms. Documentary research (e.g. books, prospectuses, electronic files) and actual or virtual visits to training centres and workplaces are only two of the means by which they can obtain information about a multitude of vocational training programs, trades and occupations. This exploration could pique their curiosity or spark their interest in certain programs, trades or occupations. At the same time, students can meet with workers or vocational training teachers or students in their respective settings, or use electronic tools to consult mentors, experts or other resource persons.

As they discover and observe, students broaden their understanding of the trades or occupations they are curious about and better define their interests. They can discover an attraction or even a passion for a given trade or occupation in any number of situations. Their decision to explore a trade or occupation in depth is often the result of documentary research or a visit to a vocational training centre, but may also be influenced by a classmate's presentation, a school assignment or project, etc. However, students should

explore several trades and occupations in different training sectors in order to broaden the range of possibilities.

In exploring a trade or occupation, students must learn about its specific requirements, assess its advantages and disadvantages, and consider its employment opportunities. This exploration would not be complete without the performance of certain trade-related tasks or operations in an actual or virtual setting that allows students to try out various job functions, whether in the classroom, the POP room, a workshop,<sup>11</sup> or during *experiential job-shadowing activities*<sup>12</sup> in the workplace. Students must also become familiar with the different aspects of vocational training: type of teaching, course schedules, composition of groups (e.g. age, sex, number), financial assistance, pass conditions, practicum possibilities, admission requirements, etc.

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*Students must become aware of the wide variety of programs offered and recognize the employment opportunities associated with different trades and occupations.*

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At different times, students must be able to analyze their discoveries and adjust their perceptions of the trades and occupations they have explored. Through reflection activities, they can determine their level of interest in different vocational training sectors and make connections between the trades and occupations they are interested in and the related programs of study. They should also be encouraged to reflect on and

adjust their exploration process, and take stock of what they have learned.<sup>13</sup> This will enable them to consider new activities in the categories of observation, experiential learning, reflection and information gathering. It will give them the opportunity to study certain aspects of the trades and occupations in greater depth, understand what type of training they require and expand their knowledge of the employment prospects they provide.

11. Vocational training centres have classroom facilities and simulated work environments for practical training.

12. Components specific to the four-credit course are shown in italics.

13. The four-credit course requires students to prepare a detailed report on their job-shadowing activity(ies).

## Key Features of Competency 1

### **Consults different sources of academic and career information**

Becomes familiar with the classification of programs by sector

- Uses various documentary resources
- Visits training centres and workplaces
- Meets with workers or vocational training teachers or students
- Makes connections between elements of information gathered

### **Learns about different trades and occupations**

Performs tasks associated with selected trades and occupations

- Considers the specific requirements of these trades and occupations
- Recognizes the advantages and disadvantages of practising these trades and occupations
- Considers the career prospects associated with these trades and occupations
- *Participates in one or more experiential job-shadowing activities*

### **Explores vocational training**

### **Takes stock of his/her discoveries**

Makes connections between these trades and occupations and the related programs

- Identifies the particular features of vocational training
- Adjusts his/her perception of the trades and occupations explored and of vocational training
- *Writes a report on his or her experiential job-shadowing activity(ies)*

## Evaluation Criteria

- Diversity of explorations
- Diversity of exploration strategies
- Validation of information gathered
- Accurate analysis of his/her discoveries

Note: Components specific to the four-credit course are shown in italics.

## End-of-Year Outcomes

At the end of the program, students are able to explore vocational training, using diverse means in order to construct a complete, up-to-date representation of the sector.

They are familiar with the classification of programs by sector and know how to use a variety of documentary, human, material and institutional resources. They are proficient in several exploration strategies and can use them to gather information, observe and try out tasks. They make connections between programs and trades and occupations from several different angles: advantages, disadvantages, requirements, career prospects, etc. Through discussion and critical analysis, they become familiar with the culture of vocational training, take stock and draw up a detailed assessment of their discoveries.

*In the four-credit course, the following outcome is added:*

*The students draw up a detailed report of their discoveries at the end of their experiential job-shadowing activity(ies).*

**Development of the Competency** *Explores vocational training*

Teachers may use the following table to vary the parameters of the learning and evaluation situations they offer students, gradually increasing the complexity of the situations and ensuring the development of the competency. They will find guidelines for beginning the process with the students, varying it and increasing its complexity.

Aspect of the Competency	Parameter of the Situation	Variation of the Parameters	
		Beginning of Program	End of Program
<b>Mobilization in context</b>	Use of academic and career information sources	The situation requires that students gather information or observe a familiar trade, occupation or vocational training sector.	The situation requires that students gather information or observe an unfamiliar trade, occupation or vocational training sector.
	Introduction to trades and occupations	The situation involves an experiential activity related to a familiar trade, occupation or vocational training sector.	The situation involves an experiential activity related to an unfamiliar trade, occupation or vocational training sector. <i>The situation involves one or more experiential job-shadowing activities.</i>
	Expected production	The situation requires that students provide a brief record or succinct communication on the discoveries made, the information validated or the exploration strategies used.	The situation requires that students provide a detailed record or communication on the discoveries made, the information validated or the exploration strategies used. <i>The situation requires that students provide a detailed report of their discoveries at the end of their experiential job-shadowing activities.</i>
<b>Resources</b>	Resources for experiential activities	The situation involves one or more experiential activities using easily accessible resources.	The situation involves one or more experiential activities using resources that are not readily available. <i>The situation involves an experiential job-shadowing activity.</i>
	Resources for information-gathering and observation activities	The situation involves use of a limited number of documentary, human, material or institutional resources.	The situation involves use of a wide range of documentary, human, material or institutional resources
	Mobilization of strategies, tools, attitudes and compulsory concepts	The situation defines the required strategies, tools, attitudes and concepts to be mobilized.	The situation requires that students themselves define the strategies, tools, attitudes and concepts to be mobilized.
<b>Reflection</b>	Reflection on the exploration process	The situation explicitly sets a time for reflection on the students' perceptions of vocational training.	The situation stresses the diversity of explorations and requires students to analyze their perceptions of vocational training.

Note: Components specific to the four-credit course are shown in italics.

## COMPETENCY 2 Contemplates his/her suitability for vocational training

### Focus of the Competency

Students in Secondary Cycle Two are obliged to make a number of choices that will affect their future academic paths and their career plans. These may include not only choosing a Mathematics option or an elective, but also deciding whether to enroll in a vocational training path after the first, second or third year of the cycle. Those who choose this path must also determine whether they are interested in a vocational training program that will lead to a technical training program. It is therefore important that students learn to contemplate their suitability for vocational training at this stage in their studies. They will also be able to draw on this competency throughout their lifetime, since many factors—limited enrollment in certain vocational training programs, job market conditions, personal challenges, etc.—can lead to a career change.

By learning about the range of vocational training programs available, students can confirm their interest in certain trades and occupations or opt for sectors of activity they had never before considered. Their knowledge of their preferences, aptitudes and values grows as they participate in information-gathering, observation and experiential (hands-on) activities. Reflection activities can also lead them to make connections between their personal qualities and what they have learned about certain jobs, and help them view themselves in a new light as individuals and future workers. *Students enrolled in the four-credit program will also have to examine the limitations or obligations associated with the trades and occupations explored and take these into account in their deliberations: the importance of continuing education in certain trades or occupations, seasonal work in certain areas such as horticulture, shift work, physical requirements of certain trades such as firefighting, hairdressing or bricklaying–tile setting, etc.*

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*By learning about the range of vocational training programs available, students can confirm their interest in certain trades and occupations or opt for sectors of activity they had never before considered.*

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In this new light, students should ask themselves if they wish to pursue a vocational training path. To answer this question, they will need to compare their goals and aptitudes with the requirements of the trades and occupations they are interested in. If they are considering vocational training, they must be able to envision some of the steps in their learning path. For example, a student may decide after the second year of Cycle Two to enroll in a vocational training program that requires considerable math skills and thus choose a Mathematics option that will provide the necessary preparation. Another might decide to enroll in a vocational training program that leads to a technical training program and choose his or her Cycle Two electives to meet the requirements of that program.

Determining their suitability for vocational training requires more than solitary reflection. Students must also share their impressions and compare their perceptions with those of their classmates. They must therefore learn to discuss their experiences and their representation of a given program, trade or occupation.

The communication strategies they use should enable them to convey their experiences, impressions or questions as accurately as possible, and to draw on the experience and opinions of others to enrich their reflection and to envision new possibilities if necessary. Teachers should also encourage students to discuss their plans or questions with parents or other adults they trust, in order to benefit from their more extensive experience.



## Key Features of Competency 2

### Updates his/her personal profile

Reexamines his/her personal qualities • Makes connections between his/her personal profile and the trades and occupations explored • Makes connections between his/her personal profile and vocational training program requirements • *Takes into account the limitations or obligations of the trades and occupations explored*

### Considers the possibility of enrolling in vocational training

Compares his/her aspirations and aptitudes with vocational training program requirements • Envisions a few steps in his/her learning path • Examines his/her desire to pursue a vocational training path

### Contemplates his/her suitability for vocational training

### Shares his/her reflections

Discusses the results of his/her exploration with classmates • Talks with parents or other people he/she trusts • Draws on these discussions to broaden his/her reflections

## Evaluation Criteria

- Relevance of the elements of reflection on his/her personal profile
- Relevance of the elements of reflection on his/her choice of path
- Effectiveness of information sharing

Note: Components specific to the four-credit course are shown in italics.

Québec Education Program

## End-of-Year Outcomes

By the end of the program, students are able to present a structured reflection on the possibility of enrolling in vocational training or in another type of training. They make connections between their personal profile and aspirations, and vocational program requirements. As a result of their explorations and discovery of several trades, occupations and job possibilities, and based on their knowledge of their preferences and aptitudes, they envision some of the steps in their learning path. They can formulate their reflections in a coherent and structured way, refer to them, share them and enrich them through discussion. They are able to take stock, make an assessment or summary of their reflections and discuss their explorations with adults. They use strategies that are useful and appropriate to their personal situation.

*In the four-credit course, the following outcome is added:*

*The students draw up a detailed report on the internal and external factors affecting their decision, including the limitations and obligations of the trades and occupations they are considering.*

## Development of the Competency *Contemplates his/her suitability for vocational training*

Teachers may use the following table to vary the parameters of the learning and evaluation situations they offer students, gradually increasing the complexity of the situations and ensuring the development of the competency. They will find guidelines for beginning the process with the students, varying it and increasing its complexity.

Aspect of the Competency	Parameter of the Situation	Variation of the Parameters	
		Beginning of the Program	End of the Program
<b>Mobilization in context</b>	Personal qualities	The situation requires that students identify one of their own personal qualities based on their initial exploration of vocational training programs, trades or occupations.	The situation requires that students make connections between some of their personal qualities and vocational training programs, trades or occupations. <i>The situation requires that students specify some of the internal and external factors affecting their decision.</i>
	Definition of steps involved	The situation requires that students determine the steps involved in a learning path leading to vocational training.	The situation requires that students anticipate certain steps in their learning path, given their personal profile and aspirations.
	Expected production	The situation requires that students briefly note some of their characteristics or make a short report on their personal profile.	The situation requires that students record in detail and communicate the steps of their future learning path and make clear connections between these steps and their personal profile. <i>The situation requires that students provide a detailed report on the factors affecting their decision.</i>
<b>Resources</b>	Required strategies, tools, attitudes and concepts	The situation specifies the strategy(ies), tool(s) and attitude(s) to be adopted and concepts to be mobilized.	The situation requires that the students themselves determine the strategies, tools, attitudes and concepts to be mobilized.
<b>Reflection</b>	Reflection on the possibility of enrolling in vocational training	—	The situation explicitly sets aside time for students to reflect on their possible enrollment in vocational training.
	Sharing opportunities	The situation sets aside time for sharing information on a specific topic.	The situation requires that the students set aside time for sharing information and define the topic.

Note: Components specific to the four-credit course are shown in italics.

*The choice of a career option must not be dictated by educational failure.  
All students must be offered a range of genuine vocational choices.  
Conseil supérieur de l'éducation*

To explore vocational training, students need both internal and external resources. Internal resources consist of strategies and attitudes that are essential in order for them to attain their objectives. In the diagram below, there are four categories of strategies: exploration strategies, metacognitive strategies, career planning strategies and communication strategies. There are also three categories of attitudes: responsibility for the exploration, open-mindedness and introspection.

External resources consist of various tools needed to explore vocational training: experiential tools, observation tools, information-gathering tools, reflection and follow-up tools and methodological tools. Socioeconomic and cultural references that may affect career options are also considered external resources. They are grouped according to their context: the student's immediate context, the provincial and national context and the international context. External resources also include concepts associated with vocational training, the job market and the career planning process.

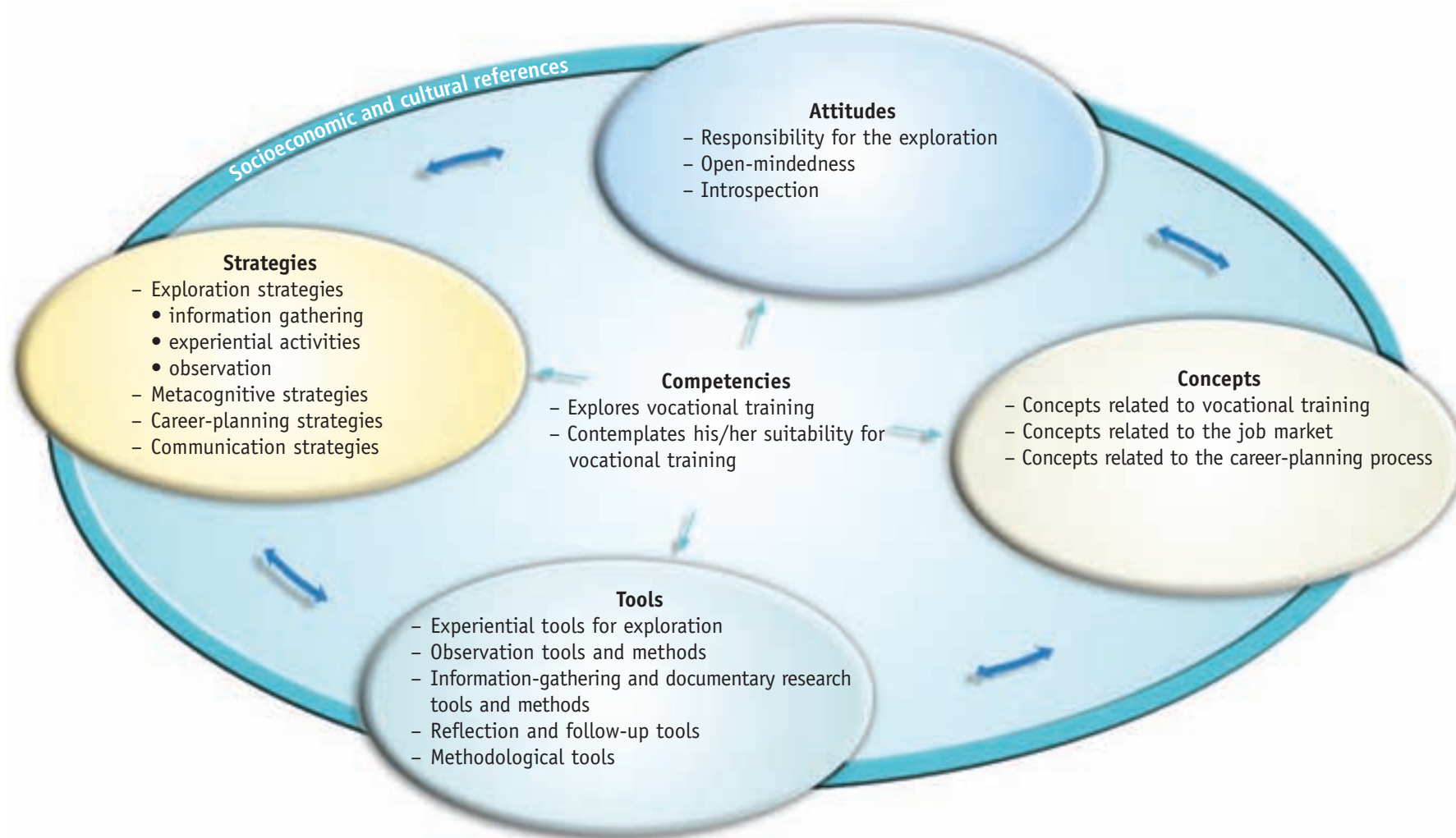
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*To explore vocational training, students use different tools and methods; adopt appropriate attitudes; learn different strategies; acquire concepts related to vocational training, the job market and the career planning process; and consider socioeconomic and cultural factors.*

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Except in the case of the concepts, only the categories and subcategories are prescribed. The detailed lists of strategies, tools and attitudes provided are neither exhaustive nor prescribed. These lists are intended to provide teachers and students with reference points to guide the learning process. However, all of the elements in the category of concepts are prescribed. A variety of learning and evaluation situations must be planned in order to help students assimilate the concepts related to vocational training, the job market and the career-planning process. Please note that components specific to the four-credit course are shown in italics; they are required only for students enrolled in this course.

## PROGRAM CONTENT



Note: All the categories of resources in this diagram are prescribed.

Students discover vocational training by:

Using tools	Adopting attitudes	Learning strategies
<p><b>Experiential learning tools</b></p> <ul style="list-style-type: none"> <li>– List of activities that allow students to explore:               <ul style="list-style-type: none"> <li>• vocational training (VT) activities</li> <li>• activities borrowed from laboratories used in the French-sector experimental course <i>Exploration technologique médiatisé</i></li> <li>• virtual job simulations</li> <li>• POP tools</li> <li>• <i>experiential job-shadowing activities</i></li> </ul> </li> </ul> <p><b>Observation tools</b></p> <ul style="list-style-type: none"> <li>– observation of a worker in action (observational job-shadowing activities)</li> <li>– observation of a vocational training student in action</li> <li>– actual or virtual visit to vocational training centres or businesses</li> <li>– vocational training activities (e.g. student for a day, open house)</li> <li>– visit to the skills competition</li> <li>– demonstrations:               <ul style="list-style-type: none"> <li>• exercises performed by a vocational training teacher or student</li> <li>• activities borrowed from laboratories used in the French-sector experimental course <i>Exploration technologique médiatisé</i></li> <li>• POP tools used by a classmate or by the Exploration of Vocational Training or POP teacher</li> </ul> </li> </ul>	<p><b>Responsibility for the exploration</b></p> <ul style="list-style-type: none"> <li>– commitment</li> <li>– sense of responsibility</li> <li>– initiative</li> <li>– resourcefulness</li> <li>– autonomy</li> </ul> <p><b>Open-mindedness</b></p> <ul style="list-style-type: none"> <li>– curiosity</li> <li>– rejection of prejudices and stereotypes</li> <li>– interest in comparing ideas</li> <li>– willingness to take risks and undertake challenges</li> <li>– interest in discovery</li> <li>– respect for self and others</li> <li>– critical judgment</li> <li>– tolerance of ambiguity</li> <li>– intellectual drive</li> </ul> <p><b>Introspection</b></p> <ul style="list-style-type: none"> <li>– genuineness</li> <li>– discernment</li> <li>– reflectiveness</li> <li>– integrity</li> <li>– self-criticism</li> </ul>	<p><b>Information gathering</b></p> <ul style="list-style-type: none"> <li>– calling on the expertise of a mentor</li> <li>– consulting reference tools (e.g. books, documents, Web sites, newspapers, magazines)</li> <li>– checking the quality and accuracy of information gathered</li> <li>– comparing various types of resources</li> <li>– researching increasingly specific information</li> <li>– attending events such as education fairs, employment fairs and career days</li> <li>– listening to personal accounts, lectures, life stories</li> </ul> <p><b>Experiential activities</b></p> <ul style="list-style-type: none"> <li>– participating in a student-for-a-day program in a vocational training centre</li> <li>– doing vocational training activities</li> <li>– doing POP activities</li> <li>– doing activities borrowed from laboratories used in the French-sector experimental course <i>Exploration technologique médiatisé</i></li> <li>– <i>performing tasks or operations in a school or vocational training centre, a company, the community (experiential job-shadowing activity)</i></li> </ul> <p><b>Observation</b></p> <ul style="list-style-type: none"> <li>– observing a worker in action (observational job-shadowing activity)</li> <li>– making real or virtual visits to vocational training centres or businesses</li> <li>– observing a vocational training student in action</li> <li>– participating in a student-for-a-day program in a vocational training centre</li> <li>– attending demonstrations of vocational training, POP or activities borrowed from laboratories used in the French-sector experimental course <i>Exploration technologique médiatisé</i></li> </ul>

Note: Components specific to the four-credit course are shown in italics.

## Students discover vocational training by: (cont.)

Using tools	Adopting attitudes	Learning strategies
<p><b>Information-gathering and documentary research tools</b> (e.g. print documents, prospectuses, Web sites)</p> <ul style="list-style-type: none"> <li>– listening to personal accounts (e.g. workers, vocational training students, parents)</li> <li>– meetings with information and guidance professionals</li> <li>– participation in vocational training activities (e.g. student for a day, open house)</li> <li>– contact with mentors</li> <li>– meetings with workers, vocational training students</li> </ul> <p><b>Reflection and follow-up tools</b></p> <ul style="list-style-type: none"> <li>– logbook</li> <li>– portfolio or Webfolio</li> <li>– assessment of his/her discoveries</li> <li>– evaluation checklist</li> <li>– networks of concepts</li> <li>– summary of reflections</li> <li>– <i>detailed reports (experiential job-shadowing activities, decision-making process)</i></li> </ul> <p><b>Methodological tools</b></p> <ul style="list-style-type: none"> <li>– tools for preparing for practicums</li> <li>– tools for preparing for meetings with academic information or guidance professionals</li> <li>– tools for conducting interviews with a mentor or worker</li> <li>– tools for making telephone calls</li> </ul>		<p><b>Metacognitive strategies</b></p> <ul style="list-style-type: none"> <li>– applying previous knowledge and experience</li> <li>– taking time for reflection, alone or as part of a group</li> <li>– recognizing required attitudes, attitudes to be developed</li> <li>– adopting criteria for self-evaluation</li> <li>– understanding the evaluation criteria</li> <li>– asking classmates for their views on his/her discoveries</li> <li>– evaluating strategies used</li> <li>– gauging the impact of stereotypes and prejudices on his/her representation of vocational training</li> <li>– examining the different aspects of the culture of vocational training</li> </ul> <p><b>Career-planning strategies</b></p> <ul style="list-style-type: none"> <li>– remembering that all decisions are the result of compromise</li> <li>– examining his/her career interests</li> <li>– drawing up an assessment of his/her discoveries and of the connections made between his/her personal profile and the trades and occupations explored</li> <li>– making connections between his/her personal qualities and discoveries</li> <li>– asking advice of adults: teachers, academic and career information and guidance counsellors, parents, workers, etc.</li> <li>– envisioning new possibilities</li> <li>– imagining alternative solutions</li> <li>– identifying information pertinent to future choices in reports on his/her performance in school</li> <li>– consulting guidance experts as needed to make informed choices</li> <li>– envisaging choices of electives in relation to possible vocational training programs</li> <li>– trusting his/her intuition when making decisions</li> <li>– <i>gauging the importance of internal and external factors that enter into decisions, including limitations or obligations associated with the trades or occupations considered</i></li> <li>– <i>evaluating the importance of beliefs and values in decision making</i></li> </ul>

Note: Components specific to the four-credit course are shown in italics.

Students discover vocational training by: (cont.)

Using tools	Adopting attitudes	Learning strategies
		<p><b>Communication strategies</b></p> <ul style="list-style-type: none"> <li>– discussing his/her discoveries and reflections with classmates and parents</li> <li>– discussing his/her representation of vocational training with different adults: teachers, academic information and guidance counsellors, parents, workers, etc.</li> <li>– choosing a type of production for communication purposes</li> <li>– drawing on the communications of classmates</li> <li>– defining a communicative purpose</li> <li>– taking the audience into account</li> <li>– setting objectives for listening</li> <li>– expressing his/her ease or difficulties with the possibility of enrolling in vocational training</li> </ul>

Note: Components specific to the four-credit course are shown in italics.

## Students discover vocational training by: (cont.)

Acquiring concepts	Considering socioeconomic and cultural factors
<p><b>Concepts related to vocational training</b></p> <ul style="list-style-type: none"> <li>– vocational training sectors               <ul style="list-style-type: none"> <li>• classification</li> <li>• characteristics</li> <li>• distribution of vocational training programs by region</li> </ul> </li> <li>– school organization               <ul style="list-style-type: none"> <li>• type of teaching: group or individual; classroom, workshop, job site, etc.</li> <li>• course schedules (number of hours, course hours, school calendar)</li> <li>• practicums</li> <li>• duration of the program</li> <li>• cost</li> <li>• financial assistance</li> <li>• simultaneous certification possibilities</li> <li>• group profile: age, sex, number</li> <li>• certification (pass/fail)</li> </ul> </li> <li>– vocational training programs               <ul style="list-style-type: none"> <li>• competencies</li> <li>• role of technologies</li> <li>• vocational training admission requirements (prerequisites)</li> <li>• selection criteria</li> <li>• pass requirements</li> <li>• practicum possibilities</li> <li>• work-study approach</li> <li>• limited enrollment</li> <li>• recognition of prior experiential learning</li> <li>• continuing education and training</li> </ul> </li> <li>– vocational training in the school system               <ul style="list-style-type: none"> <li>• vocational training certification (DVS, AVS)</li> <li>• bridges/programs leading to technical training</li> <li>• the myths vs. the reality concerning vocational training</li> <li>• skills competitions</li> </ul> </li> </ul>	<p><b>Students' immediate context</b></p> <ul style="list-style-type: none"> <li>– family influence               <ul style="list-style-type: none"> <li>• importance placed on studies and work</li> <li>• perceptions of vocational training, technical training and university studies</li> <li>• value placed on traditionally male- and female-dominated trades and occupations</li> <li>• values associated with work</li> <li>• desire for prestige, personal development, material goods</li> </ul> </li> <li>– influence of peers               <ul style="list-style-type: none"> <li>• influence of gang culture</li> <li>• counter-dependence among adolescents</li> <li>• tendency to reject the values of the preceding generation</li> <li>• effects of belonging to a specific culture</li> <li>• values associated with employment by young people</li> <li>• importance of recreation, work-family balance</li> </ul> </li> <li>– regional economic development               <ul style="list-style-type: none"> <li>• exploitation of natural resources</li> <li>• development of the primary, secondary and tertiary sectors</li> <li>• plant closings</li> <li>• job cuts</li> <li>• job prospects in the region</li> </ul> </li> </ul> <p><b>Provincial and national context</b></p> <ul style="list-style-type: none"> <li>– new economic and political trends, e.g. neoliberalism</li> <li>– growth of the tertiary sector in the economy</li> <li>– exploitation of natural resources (e.g. fisheries, mining, lumber)</li> <li>– regional development and disparities</li> <li>– trade-unionism</li> <li>– value of work               <ul style="list-style-type: none"> <li>• advent of the leisure society</li> <li>• value placed on work by different generations in Québec</li> </ul> </li> <li>– Québec population               <ul style="list-style-type: none"> <li>• migration toward cities</li> <li>• multiethnicity</li> <li>• impact of urbanization on job prospects</li> <li>• depopulation of some regions</li> <li>• impact of demographic data on the Québec labour force (declining birth rate, population aging)</li> </ul> </li> </ul>

Note: Components specific to the four-credit course are shown in italics.



## Students discover vocational training by: (cont.)

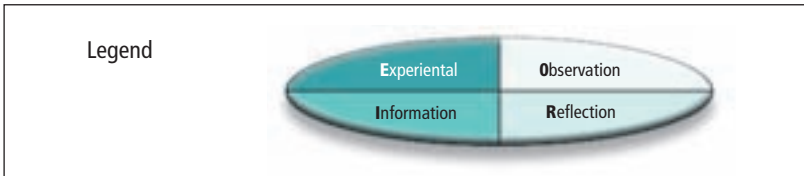
Acquiring concepts	Considering socioeconomic and cultural factors
<p><b>Concepts related to the job market</b></p> <ul style="list-style-type: none"> <li>– information about the specific requirements of trades and occupations               <ul style="list-style-type: none"> <li>• certificate of qualification and apprenticeship booklet</li> <li>• certificate of competency</li> <li>• Interprovincial Standards Red Seal Program</li> <li>• examinations required by businesses</li> <li>• certificate of qualification</li> <li>• tasks and functions associated with trades and occupations</li> <li>• continuing education and training</li> </ul> </li> <li>– opportunities and career prospects               <ul style="list-style-type: none"> <li>• work force and sectors of activity</li> <li>• employment situation in the different regions of Québec</li> <li>• occupational outlooks</li> <li>• male-dominated trades and occupations (women’s ghetto, Hats Off to You! contest, etc.)</li> </ul> </li> <li>– awareness of occupational health and safety:               <ul style="list-style-type: none"> <li>• rights and responsibilities</li> <li>• identifying health and safety hazards</li> <li>• preventive measures</li> </ul> </li> </ul> <p><b>Concepts related to the career-planning process</b></p> <ul style="list-style-type: none"> <li>– personal qualities               <ul style="list-style-type: none"> <li>• interests</li> <li>• aptitudes</li> <li>• personality traits</li> </ul> </li> <li>– goals               <ul style="list-style-type: none"> <li>• work-related values</li> <li>• time in school</li> </ul> </li> <li>– <i>decision-making process:</i> <ul style="list-style-type: none"> <li>• <i>internal and external factors</i></li> <li>• <i>limitations or obligations associated with trades or occupations</i></li> </ul> </li> </ul>	<p><b>International context</b></p> <ul style="list-style-type: none"> <li>– globalization of trade               <ul style="list-style-type: none"> <li>• structure and change in the international economy</li> <li>• global production and information networks</li> <li>• small- and large-scale subcontracting (outsourcing)</li> <li>• delocalization of companies</li> </ul> </li> <li>– sustainable development               <ul style="list-style-type: none"> <li>• consumer versus environmentally conscious society</li> <li>• environmental questions</li> <li>• global production and information networks</li> <li>• global warming</li> </ul> </li> <li>– technological development               <ul style="list-style-type: none"> <li>• changes in the relationship to work</li> <li>• increasing complexity of work functions</li> <li>• new organization of work</li> <li>• impact of the knowledge-based culture</li> <li>• increasing need for workers with certified qualifications</li> </ul> </li> </ul>

Note: Components specific to the four-credit course are shown in italics.

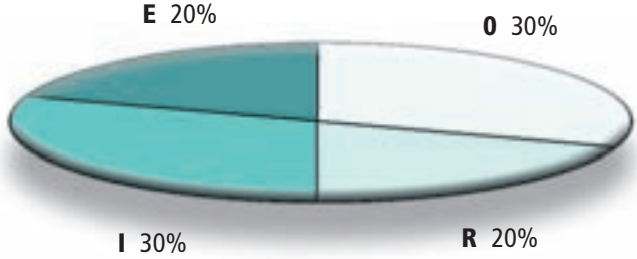
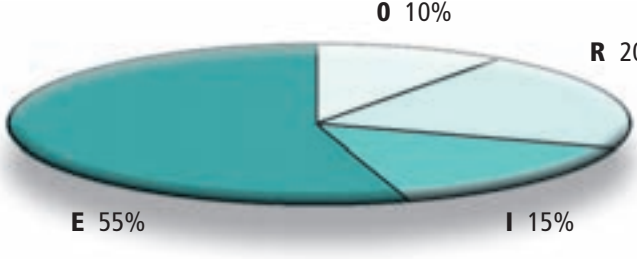


**Appendixes**

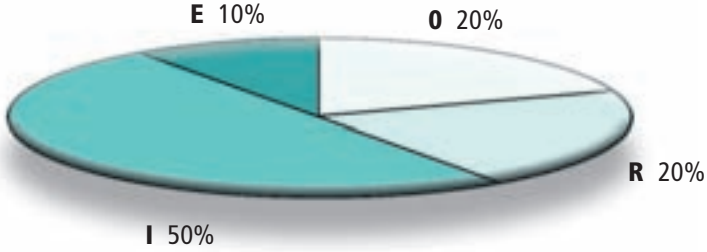
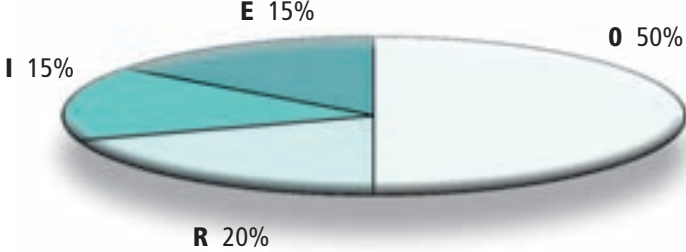
## APPENDIX A - EXAMPLES OF ORGANIZATIONAL MODELS FOR THE FOUR-CREDIT COURSE



Model	Relative importance of each category of activities										
<p><b>1. Program focusing on experiential activities</b></p> <p>This model is characterized by the predominance of experiential activities. After completing information-gathering and observation activities, and based on their personal profile, students can do various experiential activities and one or more reasonably long experiential job-shadowing activities.</p>	<table border="1"> <tr> <th>Category</th> <th>Percentage</th> </tr> <tr> <td>Experiential (E)</td> <td>65%</td> </tr> <tr> <td>Information (I)</td> <td>10%</td> </tr> <tr> <td>Observation (O)</td> <td>5%</td> </tr> <tr> <td>Reflection (R)</td> <td>20%</td> </tr> </table>	Category	Percentage	Experiential (E)	65%	Information (I)	10%	Observation (O)	5%	Reflection (R)	20%
Category	Percentage										
Experiential (E)	65%										
Information (I)	10%										
Observation (O)	5%										
Reflection (R)	20%										
<p><b>2. Program focusing on information-gathering, experiential and observation activities</b></p> <p>This model proposes a relatively equal distribution of different categories of activities, i.e. information-gathering activities (e.g. lunch-time talks, presentations of sectors based on a typology), experiential activities (e.g. short experiential job-shadowing activities) and observation activities (e.g. student for a day, meeting with a worker).</p>	<table border="1"> <tr> <th>Category</th> <th>Percentage</th> </tr> <tr> <td>Experiential (E)</td> <td>30%</td> </tr> <tr> <td>Information (I)</td> <td>30%</td> </tr> <tr> <td>Observation (O)</td> <td>20%</td> </tr> <tr> <td>Reflection (R)</td> <td>20%</td> </tr> </table>	Category	Percentage	Experiential (E)	30%	Information (I)	30%	Observation (O)	20%	Reflection (R)	20%
Category	Percentage										
Experiential (E)	30%										
Information (I)	30%										
Observation (O)	20%										
Reflection (R)	20%										

Model	Relative importance of each category of activities										
<p><b>3. Program focusing on information-gathering and observation activities</b></p> <p>This model is characterized by a range of information-gathering and observation activities. Exploration is based on a variety of learning situations proposed by the teacher. Only one short experiential job-shadowing activity is offered during or at the end of the program.</p>	 <p>A pie chart illustrating the relative importance of four activity categories for Model 3. The categories and their percentages are: E (20%), O (30%), I (30%), and R (20%). The chart is divided into four equal quadrants.</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>E</td> <td>20%</td> </tr> <tr> <td>O</td> <td>30%</td> </tr> <tr> <td>I</td> <td>30%</td> </tr> <tr> <td>R</td> <td>20%</td> </tr> </tbody> </table>	Category	Percentage	E	20%	O	30%	I	30%	R	20%
Category	Percentage										
E	20%										
O	30%										
I	30%										
R	20%										
<p><b>4. Introduction to vocational training based on experiential job-shadowing activities</b></p> <p>This model enables students to select two to four experiential job-shadowing activities based on their personal profile. For each trade or occupation selected, students take a personalized 15- to 25-hour introductory program. An infrastructure, i.e. equipment and facilities, is put in place to allow students to conduct this type of exploration.</p>	 <p>A pie chart illustrating the relative importance of four activity categories for Model 4. The categories and their percentages are: E (55%), O (10%), I (15%), and R (20%). The E category is the largest, followed by R, I, and O.</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>E</td> <td>55%</td> </tr> <tr> <td>O</td> <td>10%</td> </tr> <tr> <td>I</td> <td>15%</td> </tr> <tr> <td>R</td> <td>20%</td> </tr> </tbody> </table>	Category	Percentage	E	55%	O	10%	I	15%	R	20%
Category	Percentage										
E	55%										
O	10%										
I	15%										
R	20%										

## APPENDIX B - EXAMPLES OF ORGANIZATIONAL MODELS FOR THE TWO-CREDIT COURSE

Model	Relative importance of each category of activities										
<p><b>1. Program focusing on information-gathering and observation activities</b></p> <p>This model enables students to explore different vocational training sectors using information documents, virtual tools and observation activities (e.g. visits to training centres or businesses, student-for-a-day program). Students are introduced to trades and occupations in one-day observational job-shadowing activities in training centres or the workplace, or by using experiential tools.</p>	 <table border="1"> <caption>Relative importance of each category of activities for Model 1</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Information-gathering (I)</td> <td>50%</td> </tr> <tr> <td>Observation (O)</td> <td>20%</td> </tr> <tr> <td>Reflection (R)</td> <td>20%</td> </tr> <tr> <td>Experiential (E)</td> <td>10%</td> </tr> </tbody> </table>	Category	Percentage	Information-gathering (I)	50%	Observation (O)	20%	Reflection (R)	20%	Experiential (E)	10%
Category	Percentage										
Information-gathering (I)	50%										
Observation (O)	20%										
Reflection (R)	20%										
Experiential (E)	10%										
<p><b>2. Program focusing on observation activities</b></p> <p>This model fosters the exploration of vocational training through numerous observation activities, such as actual or virtual visits to workplaces, vocational training centres, skills competition sites, etc. Information-gathering or reflection activities and some experiential activities complete this process.</p>	 <table border="1"> <caption>Relative importance of each category of activities for Model 2</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Observation (O)</td> <td>50%</td> </tr> <tr> <td>Reflection (R)</td> <td>20%</td> </tr> <tr> <td>Information-gathering (I)</td> <td>15%</td> </tr> <tr> <td>Experiential (E)</td> <td>15%</td> </tr> </tbody> </table>	Category	Percentage	Observation (O)	50%	Reflection (R)	20%	Information-gathering (I)	15%	Experiential (E)	15%
Category	Percentage										
Observation (O)	50%										
Reflection (R)	20%										
Information-gathering (I)	15%										
Experiential (E)	15%										

Model	Relative importance of each category of activities										
<p data-bbox="254 320 1010 373"><b>3. Program focusing on information gathering and observation, including student-for-a-day activities</b></p> <p data-bbox="254 416 1035 572">This model enables students to explore the different vocational training sectors and to determine those they wish to know more about. It involves contacting different employers or vocational training centres to arrange student-for-a-day observational job-shadowing activities. A learning situation, conducted inside or outside the classroom, enables students to perform tasks or job functions related to a given trade or occupation.</p>	<p data-bbox="1129 416 1766 671">A 3D pie chart illustrating the relative importance of four activity categories. The categories and their percentages are: I (35%), O (35%), R (20%), and E (10%). The slices are colored in shades of teal and light blue.</p> <table border="1"><thead><tr><th>Category</th><th>Percentage</th></tr></thead><tbody><tr><td>I</td><td>35%</td></tr><tr><td>O</td><td>35%</td></tr><tr><td>R</td><td>20%</td></tr><tr><td>E</td><td>10%</td></tr></tbody></table>	Category	Percentage	I	35%	O	35%	R	20%	E	10%
Category	Percentage										
I	35%										
O	35%										
R	20%										
E	10%										

## APPENDIX C - EXAMPLES OF POSSIBLE COURSE SEQUENCES FOR CAREER DEVELOPMENT PROGRAMS IN THE TWO GENERAL EDUCATION PATHS

There are three programs in the Career Development subject area aimed at students in the General Education Path and in the Applied General Education Path: Personal Orientation Project, Exploration of Vocational Training, and Entrepreneurship. These programs are offered as electives for students in both learning paths.<sup>14</sup> Although the POP program is compulsory for students in the Applied General Education Path in the first year of Cycle Two, students may register for it a second time as an elective the following year. The other two programs are completely optional.

Secondary Cycle Two students may take one or more Career Development programs in a sequence that corresponds to their choices and the school's organization. The examples of possible sequences presented below are not exhaustive nor do they take into account other optional programs offered by the schools. They merely correspond to possible scenarios and demonstrate the variety of programs that students may take, depending on their career-planning needs and their desire to enter the job market and obtain qualifications in the short, medium or long term. It should be noted that some students may not wish to enroll in any of these programs and may prefer to participate in activities offered through the guidance-oriented approach to learning.

### 1. POP → Exploration of Vocational Training → Entrepreneurship

Students enrolled in the POP may discover they have a particular interest in vocational training and decide to enroll in Exploration of Vocational Training in order to explore vocational training sectors in greater depth and familiarize themselves with certain trades or occupations. Aware of the many opportunities that trades and occupations provide for future entrepreneurs and self-employed workers, these students may then enroll in the Entrepreneurship course in order to develop, through various projects, entrepreneurial competencies and qualities that will prove useful to them in both their personal lives and their careers.

### 2. Exploration of Vocational Training → POP

Students may enroll in the Exploration of Vocational Training program because they wish to enter the job market as quickly as possible, and then discover a particular vocational training program that can lead to a technical program. As a result, they may entertain the possibility of continuing on to a technical program and thus rethink their choice of electives in Secondary Cycle Two. To validate their plans and consolidate their choices, these students may enroll in the POP in order to try out various job functions and explore certain college-level programs.

### 3. Entrepreneurship → Exploration of Vocational Training

Students may enroll in the Entrepreneurship program because they have discovered during extracurricular or community activities that they possess entrepreneurial qualities and wish to develop these further. Participating in entrepreneurial projects will allow them to make sure they have the aptitudes needed to be an entrepreneur or intrapreneur<sup>15</sup> or to be self-employed. To have a better idea of the areas that may be right for them, they may then choose to enroll in Exploration of Vocational Training and explore different trades and occupations in these areas and learn about their requirements (e.g. certificate of qualifications, apprenticeship booklet).

14. According to the *Basic school regulation*, these three programs must be offered as elective subjects to students in the Applied General Education Path.

15. An intrapreneur is someone who uses entrepreneurial skills within an organization, a company, or a community.

#### **4. Entrepreneurship → POP**

Students may enroll in the Entrepreneurship program in order to verify that they possess entrepreneurial qualities or because they want to develop them. They may ask themselves if they want to put these qualities into practice as intrapreneurs in an existing organization, as entrepreneurs in their own business or as self-employed workers. They may then wish to explore a range of possibilities available in the job market, given what they have discovered about themselves. As a result, they may enroll in the POP in order to gauge their interest in certain sectors of activity and the related programs of study in secondary school, college or university.

#### **5. POP → Entrepreneurship**

After having explored several areas of interest, students in the POP program may wish to find out more about the trades and occupations that require entrepreneurial qualities. They may discover that many trades and occupations require such qualities and that numerous programs lead to them. They may consult a guidance counsellor to help them refine their search and decide, based on their discussions, to enroll in the Entrepreneurship program in order to find out the best way to develop these qualities.



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## Webography

### Annotated List of Web Sites<sup>16</sup>

#### 1. Inforoute – Vocational and Technical Training in Québec

<<http://www.inforoutefpt.org/home.htm>>

This Web site contains information about vocational training sectors, a list of programs by region, virtual visits to training centres, statistics and surveys, job prospects and student financial assistance.

#### 2. Virtual visits to vocational training centres and businesses

<[http://www.inforoutefpt.org/visites\\_virtuelles/](http://www.inforoutefpt.org/visites_virtuelles/)>

The purpose of this site is to promote vocational and technical training.

#### 3. Professional associations of teachers in vocational and technical training

<<http://www.inforoutefpt.org/associations/anglo/>>

This site lists vocational training teachers who can be contacted to request a visit or for further information.

#### 4. Témoignages en provenance du Bas-Saint-Laurent

<<http://inforoutefpt.org/bsl/utilisateur/temoignages.asp>>

This site presents the personal accounts of young workers, who explain why they chose a vocational or technical training path. Employers explain why they hire vocational and technical training graduates. This site is in French only.

16. This list is not exhaustive.

## 5. Work-study approach

<[www.inforoutefpt.org/wsp](http://www.inforoutefpt.org/wsp)>

This site provides information about the work-study approach and related programs. It also provides links to a variety of statistical documents and video accounts pertaining to the work-study approach.

## 6. Competitions

<[http://www.inforoutefpt.org/ensemble\\_dossiers\\_meq/anglo/contests.asp](http://www.inforoutefpt.org/ensemble_dossiers_meq/anglo/contests.asp)>

This site contains information about the different vocational training competitions: Hats Off to You!, Excellence in Science and the Québec Entrepreneurship Contest. It also contains a link to the skills competition site.

## 7. Distance and on-line training

<[http://www2.inforoutefpt.org/guide/anglo/programs\\_distance.htm](http://www2.inforoutefpt.org/guide/anglo/programs_distance.htm)>

This site provides links to various distance and on-line training centres.

## 8. Vocational and Technical Training in Québec, Overview, 2008 Version

<<http://www.inforoutefpt.org/documents/VTtinQuebec.pdf>>

This document gives a general overview of the vocational and technical training system and provides information about program offerings, school attendance and integration into the job market. It also contains information on the labour market outlook based on demographic trends and about future challenges and development activities.

## 9. Heading for Success

<[www.headingforsuccess.com](http://www.headingforsuccess.com)>

This site is indispensable for anyone who wants to find information by sector, region or keyword. It contains a five-step aptitude test to help students learn more about themselves, useful and practical information about the job market, a glossary, tips for parents, examples of learning paths and

information on financial assistance and student placement. It also includes short texts on stereotypes, disabilities and training, reasons for choosing vocational training, and information about access, training bridges, simultaneous certification opportunities and work-study programs.

## 10. CareerCruising

<<http://careercruising.com>>

This site for students, young people and adults interested in choosing a career and entering the job market provides extensive information about trades and occupations, and their related programs. It also provides access to a Webfolio and is consistent with the guidance-oriented approach to learning.

## 11. Student financial assistance

<<http://www.afe.gouv.qc.ca/en/index.asp>>

This site contains all the necessary information about the student financial assistance program, as well as an on-line assessment simulator (calculator).

## 12. Labour market information

<<http://emploiquebec.net/anglais/index.htm>>

This site offers five research options for more than 500 trades and occupations (e.g. duties, job prospects, wages and statistics, training programs); three research options for training programs, and four research options for 33 sectors of activity defined by Emploi-Québec on the basis of the North American Industry Classification System (NAICS). It also provides access to a 78-page document on job prospects for 2006-2010.

## 13. Workplace apprenticeship and qualification

<[http://emploiquebec.net/individus/qualification\\_en.asp](http://emploiquebec.net/individus/qualification_en.asp)>

This site provides lists of trades and occupations that are regulated, those subject to the Interprovincial Standards Red Seal Program and those that require a certificate of qualification, and occupational standards.

#### 14. Permis, cartes et attestations de travail – Emploi-Québec

<<http://www.cartes-permis.info.gouv.qc.ca/fr/index.asp>>

This site contains general information about different types of cards, permits and certificates. The site is in French only.

#### 15. Interprovincial Standards Red Seal Program

<[www.red-seal.ca](http://www.red-seal.ca)>

The Interprovincial Standards Red Seal Program (also known as the Red Seal Program) was established more than 45 years ago to provide greater mobility of skilled workers throughout Canada. This Web site will enable you to learn more about the Red Seal Program, apprenticeship, national standards and trade certification. You will also be able to access a comparative chart of provincial and territorial training programs (Ellis Chart), a list of Red Seal trades and the national occupational analyses (standards) that Red Seal endorsements are based on. The Web site also provides the addresses of provincial and territorial apprenticeship branch offices, as well as an order form that will enable you to get copies of publications produced in support of the Program.

#### 16. RECIT-VT and LEARN

<[http://www.recitfp.qc.ca/rubrique.php?id\\_rubrique=15](http://www.recitfp.qc.ca/rubrique.php?id_rubrique=15)>

<[http://www.learnquebec.ca/en/content/index\\_cp\\_pro.html](http://www.learnquebec.ca/en/content/index_cp_pro.html)>

<[http://learnquebec.ca/en/content/curriculum/career\\_dev/](http://learnquebec.ca/en/content/curriculum/career_dev/)>

These sites contain projects, files, a newsletter and information for teachers on the programs in the Career Development subject area.

#### 17. Visez dans le mille

<<http://www.visez.ca/>>

This Web site based on the French-language television series provides information about the world of work and trades and occupations here and elsewhere. It contains videos and information sheets on several trades and occupations. The site is in French only.

#### 18. CLICKVOC – Vocational training on the Island of Montréal

<<http://www.clickvoc.qc.ca/>>

This site contains extensive information about all the vocational training programs offered by school boards on the Island of Montréal. It also includes a quiz to help users identify their interests.

#### 19. Relance surveys

<<http://www.mels.gouv.qc.ca/Relance/Secondaire/RelSec.htm>>

Relance surveys of vocational training are conducted by the Direction de la recherche, des statistiques et des indicateurs (DRSI) of the Ministère de l'Éducation, du Loisir et du Sport.

The surveys provide data on the employment situation of new vocational training graduates and on the sectors of activity in which they are employed. Results are provided by training program, gender, training sector, administrative region, and for the province as a whole.

#### 20. Occupational health and safety

<[http://www.centredoc.csst.qc.ca/alswww1.d11/APS\\_OPAC?Style=Portal2](http://www.centredoc.csst.qc.ca/alswww1.d11/APS_OPAC?Style=Portal2)>

This site is the CSST's virtual resource centre. It provides access to an extensive collection of standards, scientific manuals, survey reports, technical reports, magazines and articles, videos and DVDs. It also offers a custom research service and a loan service.

<<http://www.csst.qc.ca/portail/en/travailleurs/workers.htm>>

This section of the site provides access to a great deal of information of interest to workers, particularly with regard to their rights.

## 21. Vocational and technical training in Quebec

<[http://www.inforoutefpt.org/ingenierieFPT/vteinquébec\\_interactive.pdf](http://www.inforoutefpt.org/ingenierieFPT/vteinquébec_interactive.pdf)>

This site is a veritable bible for understanding the principles underlying vocational and technical training: its orientations, organization of sectors based on similar vocational competencies, the competency-based approach, and the Québec education system.

## 22. Job Futures

<<http://www.jobfutures.ca/en/home.shtml>>

This specialized site provides information for anyone who wants to plan or prepare for training, integration into the job market or a career. It also offers general information about trades and occupations.

## 23. Other Web sites

The following sites are from outside Québec. Please note that not all trades are available in all regions.

<[http://www.careersinconstruction.ca/careers/index\\_e.asp](http://www.careersinconstruction.ca/careers/index_e.asp)>

Descriptions and video clips of careers in construction.

<[http://www.ilc.org/cfm/CM/Careers/cm\\_career\\_themes.cfm?theme\\_id=13](http://www.ilc.org/cfm/CM/Careers/cm_career_themes.cfm?theme_id=13)>

Career Matters – a site from Ontario that describes a group of trades. Some descriptions have video clips.

<<http://alis.alberta.ca/ce/cp/oi/video/video.html>>

A virtual library of career videos from an Alberta site.