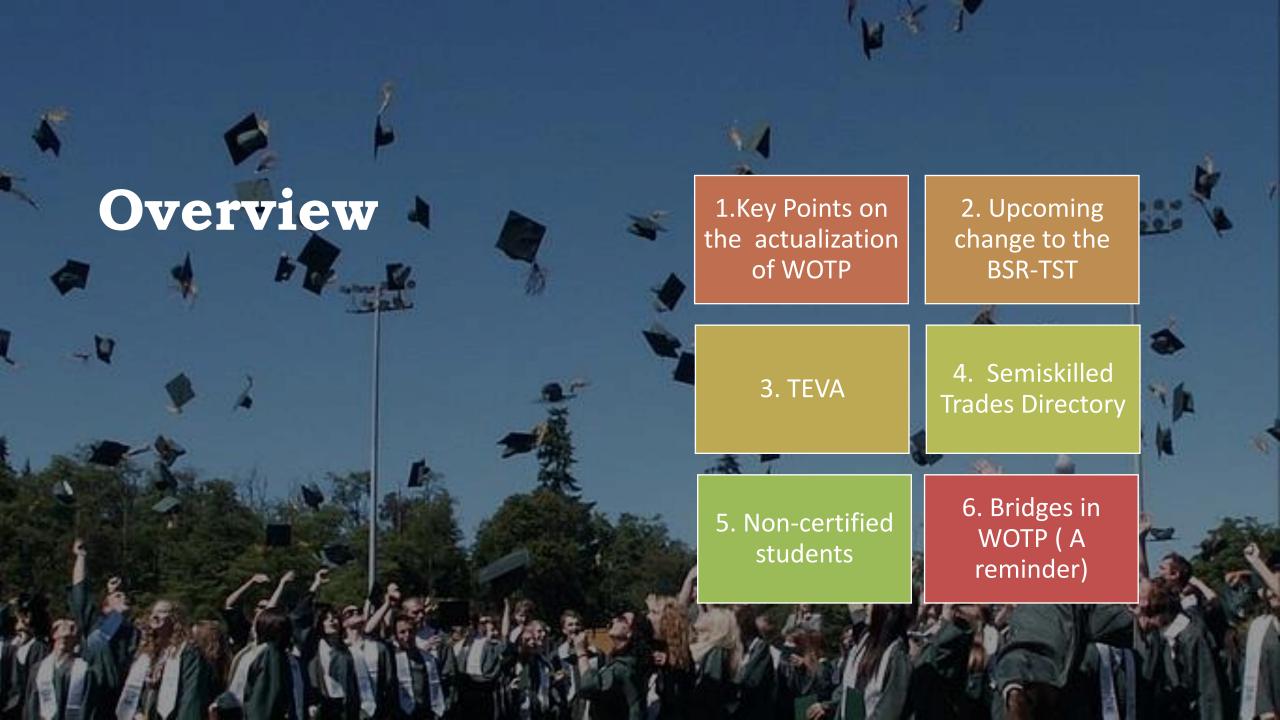
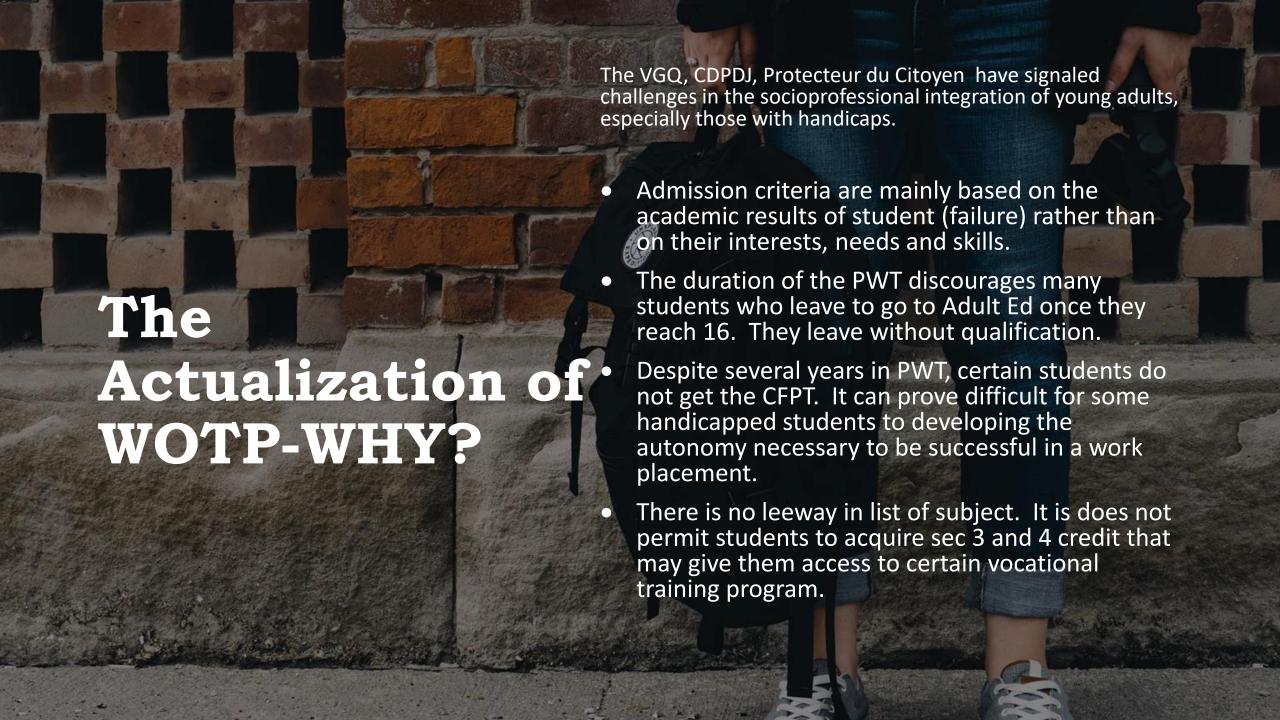


### What's Ahead for WOTP





### Some Key Points



- Admission conditions must meet the needs of the students:
  - The IEP is the central document to be used in planning the educational path of the student. It includes a life project including his/her needs, interest, aspirations. Those should be the prerequisite to the decision to admit a student in WOTP and not an administrative decision.
- Facilitating the passage between FPT and FMS to simplify the access to a first qualification
- Use the Transition école-vie active (TEVA-Transition School-Active Life (TSAL)) to promote the educational success of students. TEVA to be integrated into the academic curriculum of students and in the IEP.
- Add unapproportioned time to the list of subject in FMS to give schools flexibility in meeting the interests of students.

# Upcoming change to the BSR

Add unapproportioned time to the list of subject in TST to give schools flexibility in meeting the interests of students.



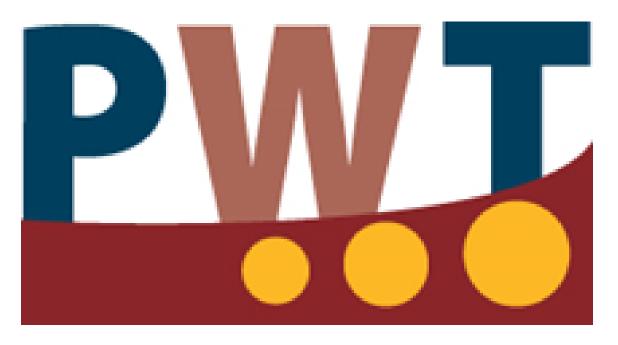
	General Education		
	Allocated Hours	Course Code Sec I	Course Code Sec II
English Language Arts	175h	632106	632206
Mathematics	<mark>125h</mark>	563106	563206
FSL	100h	634106	634206
<b>Unproportioned time</b>	50 h		
	Practical Training		
Preparation for the Job Market	75h	699233	699233
Preparation for a Semiskilled Trade	375h	696204	696204
Total Hours	900h		

# 3. TST Course codes& Time allocations

- Currently in consultation For application in August 2025
- -Reduction of 25 h for ELA and Math
- -50 h unproportioned time created. Subjects to be decided locally.

# PWT Course codes & Time allocations

No change for the 2025-2026 school year



		Allocated Hours Course Codes	Year 3
	General Education		
English Language Arts	150h 630130	100h 630230	50h 630234
Mathematics	150h 567130	100h 567230	50h 567234
FSL	50h 635130	50h 635234	
Geography, History and Citizenship Education	50h 593130	50h 593230	50h 593234
Technological and Scientific Exploration	100h 559134		
Physical Education and Health	50h 545130	50h 545234	
Autonomy and Social Participation	100h 603130	100h 603230	50h 603234
Unapportioned Time	50h	50h	50h
	Practical Training		
Preparation for the Job Market	50h 699130	100h 699230	50h 699233
Introduction to the World of Work	150h 609134		
Work Skills		300h 608230	600h 608234
Total Hours	900h	900h	900h

#### TEVA

Use the Transition école-vie active (TEVA-Transition School-Active Life (TSAL)) to promote the educational success of students. TEVA to be integrated into the academic curriculum of students and in the IEP.

# Three Webinars on TEVA La démarche TEVA au cœur du PFAE

- Volet 1 : Amorcer la démarche TEVA avant l'admission de l'élève au PFAE et les meilleures pratiques pour y arriver;
  - Given in August and September 2024
- Volet 2 : L'accompagnement de l'élève tout au long de sa formation;
  - Given in February and March 2025
- Volet 3 : Accompagner l'élève ayant obtenu une qualification vers sa prochaine transition
  - Planned for August and September 2025

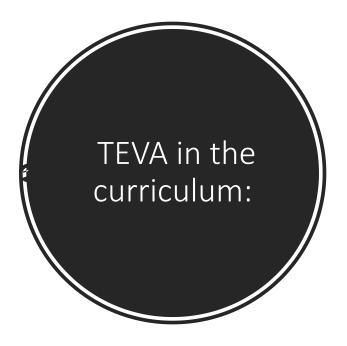




- All WOTP student should have an IEP prior to entering the program.
- TEVA is to be put in place to facilitate the transition of students.
- A measure to hire a TEVA
   professionnal has been given to the
   SB. The SB have challenges due to
   the number of CISSS/CIUSSS each
   territories cover.
- School Boards have been requested to include TEVA into the IEP and to have it recorded in GPI

#### **Prework Training Competencies**





English Language Arts (150-100-50 h)

Mathematics

(150-100-50 h)

First and foremost a literacy program. This program is centered in the connection between the students' needs as future workers and their needs as people living in a complex world. Language is both a means of communicating feelings, ideas, values, beliefs and knowledge, and a medium that makes active participation in all aspects of democratic life possible.

- Uses language/talk to communicate and to learn
- Reads and listens to written, spoken and media texts
- · Produces written, spoken and media texts

... focus on selected elements in accordance with each student's level of learning and, in some case, job requirements... By the end of the program, students will have exercised their mathematical competencies at home, in the workplace or in their leisure activities.

- · Solves a situational problem
- · Uses mathematical reasoning
- · Communicates using mathematical language

Geography, History and Citizenship Education (50-50-50 h) Students should become more familiar with their community and become more involved in it, while remaining aware of the complexity and constantly changing nature of the social context.

- Builds a sense of belonging to his/her home territory
- · Builds a sense of belonging to Québec society

and provi implement

. is intended to enable students to make a smooth transition between school and the job market. It gives them an opportunity to prepare for the challenges involved in entering the job market and provides reference points to help them develop and implement a sociovocational integration plan

- Establishes his/her personal and occupational profile
- Gains an understanding of the job market
- Carries out a sociovocational integration plan

Physical Education: 50 h Year I and Year 2; Unapportioned time: 50 h each year

Français Langue Seconde (50-50 h) ... fournir aux élèves qui vivent dans une société pluraliste d'expression française les outils linguistiques et culturels d'ont-ils ont besoin pour y participer activement.

- Interagir en français (constitue l'élément central du programme)
- · Lire des textes variés en français
- · Produire des textes variés en français

Technological and Scientific Experimentation (100 h) ... proposes a range of situations that enable students to find answers to questions about their everyday environment; to create, understand and handle technological tools ...

- Seeks answers or solutions to scientific or technological problems
- Makes the most of his/her knowledge of science and technology
- Communicates in the languages used in science and technology

Autonomy and Social Participation (100-100-50) ... designed to help students acquire tools that they will need to meet their needs on their own, to live in harmony with themselves and with others, and to make their contribution to society

- · Demonstrates autonomy in everyday situations
- · Takes an informed position on everyday issues
- Participates in community life (experiments with community service)

ntroduction to the World of Work (150 h) Work Skills Enables students to become familiar with the characteristics and obligations of the working world and to develop competencies as workers. In Year I, students practice work tasks within the school setting. In Years II & III, students work in the community and develop specific competencies associated with one or more semi-skilled trades.

- Understands the requirements of different work situations (Introduction to the World of Work)
- Performs tasks associated with different work situations (Introduction to the World of Work)
- Develops specific competencies associated with one or more semiskilled trades (Works Skills)
- Adopts attitudes and behaviours appropriate to different work situations (Both courses)



Competencies are compatible with the TEVA process. Programs will be revamped in future years.

## Directory of Semiskilled Trade Site

For questions:

repertoire-MSS@education.gouv.qc.ca

#### Revamping of the Directory of Semiskilled Trades Site



<u>Directory of Semiskilled Trades</u> is currently going into some modernization and redesigning.



Trades are still being translated



Daycare and Daycare assistant trades are being revised.



New trades in the process of being accepted: Trades from the Funeral Sector (Gravedigger, funeral parlor employee etc)

### Non Certified Students

Despite several years in PWT, certain students do not get certified. It can prove difficult for some handicapped students to developing the autonomy necessary to be successful in a work placement

A Prework Training Certificate
(PWTC) attests to the students'
general employability and that they
have mastered a minimum of seven
individual work competencies,
which can be drawn from any of the
different trades listed in the
Directory of Semiskilled Trades

What happens to those students who do not master the minimum of seven?



# Bridges

Facilitating the passage between PWT and TST to simplify the access to a first qualification

#### LEARNING PATHS IN THE YOUTH SECTOR Cycle One Common basic curriculum Cycle Two Diversified basic curriculum ork-Oriented Training **General Education** Applied General Education Path Path Path Prework Training for training a semiskilled trade Vocational training ..... **Active life** College as a person, education Preuniversity citizen and worker \_\_ocs education fechnical training University degree Prework training certificate Training certificate for a semiskilled trade Indicates the usual transition Secondary School Diploma Diploma of Vocational Studies Attestation of Vocational Specialization Indicates possible transitions Diploma of College Studies if certain conditions are met Québec Education Program

# **WOTP Bridges** or *Passerelles*

Indicates possible transitions if certain conditions are met

Chart, page 24, Chapter 1, QEP Secondary Cycle Two

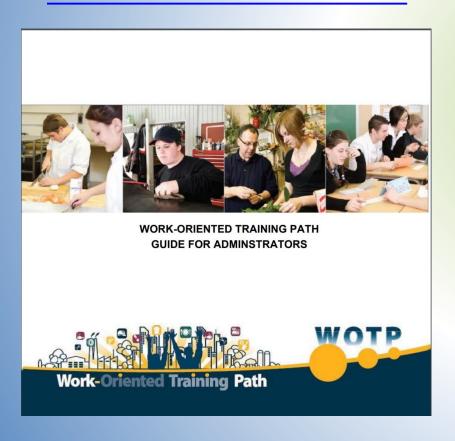
#### **Bridges in WOTP**

- WOTP in the QEP
- Bridge from PWT Year 3 to TST
- Bridge from TST to Vocational Training leading to a DVS
- Bridge from TST to Vocational Training leading to a STC

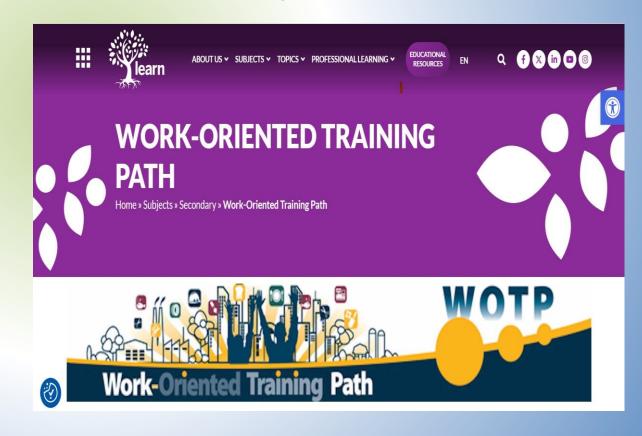


#### Resources

#### **Administration Guide**



#### **LEARN Quebec Website**



#### Resources





