



I take pride
in my trade

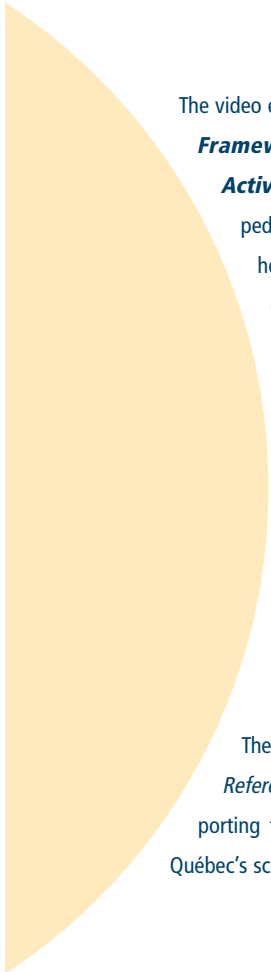


Competency – now it makes sense to me



Reach for
your Dreams


Québec



The video entitled *I Take Pride in My Trade* and the **Reference Framework for Planning Learning and Evaluation Activities** are specific to vocational training and were developed in collaboration with the school system. If these tools can help teachers and other educators gain a better understanding of what a competency is and how it is recognized, an important objective will have been achieved in the implementation of programs of study.

Special thanks goes to Commission scolaire des Premières-Seigneuries and Collège de Champigny for the loan of human and material resources. We would also like to thank our employers, Jean Lapointe and Jean Soulard, as well as the actors, extras and production team for their contribution to the success of the video.

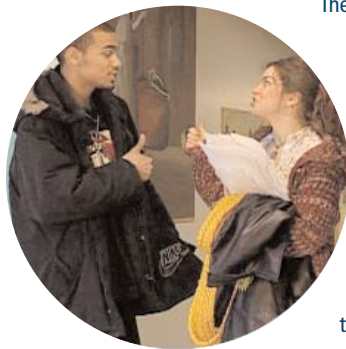
The Fédération des commissions scolaires believes that the *Reference Framework* and video are an excellent means of supporting the development of the competency-based approach in Québec's school boards.



This document can be consulted
on the Ministère's Web site:
<http://www.mels.gouv.qc.ca/>
or on Inforoutefpt:
<http://www.inforoutefpt.org/>

I take pride in my trade

This short document accompanies the video *I Take Pride in My Trade*. It also provides a few guidelines included in the *Reference Framework for Planning Learning and Evaluation Activities*.¹



The themes in the video interconnect and help capture the viewer's attention while explaining concepts and describing the learning process in vocational training. The story follows two students in the day-to-day reality of acquiring the competencies necessary to practise a trade or occupation.

Other essential messages are related to the acquisition and recognition of competencies. The headings and key words below refer to scenes in the video and concepts in the *Reference Framework*.

¹. Québec. Ministère de l'Éducation, du Loisir et du Sport. Direction générale des programmes et du développement. *Reference Framework for Planning Learning and Evaluation Activities*. Québec, Gouvernement du Québec, 2005.

INTRODUCTION

Catherine and Sammy are looking for a trade or occupation that will provide them with a sense of accomplishment and satisfaction. They have access to a number of resources² and know how to recognize those that will help them achieve their goal of learning a trade or occupation.



Catherine is a young single mother with a strong background in construction. To be able to return to school and still fulfill her personal obligations, she needs to plan carefully. Sammy lives with his parents and his involvement in the family kitchen has kindled in him the desire to work in the food industry, a decision that his friends and family wholeheartedly support.

The video follows Catherine and Sammy in their pursuit of a diploma. From career choice to qualification, we watch as they learn their trade or occupation and share their successes and difficulties. In addition, five other trades and occupations are addressed as a means of implementing the main components of the *Reference Framework*.

The topics on the following pages are included in the different sections of the video. Additional information is available in the *Reference Framework*.

² Resources to support learning can be found on page 5 of the *Reference Framework*. The environment, the students' progress and motivation are addressed on pages 13, 14 and 51.

COMPETENCIES³ AND THE PLANNING OF LEARNING AND EVALUATION ACTIVITIES

The video begins by defining the concept of “competency,” addressing the expectations of employers with respect to their employees.

To help students meet these expectations and job market needs, teachers carefully plan learning and evaluation activities in an appropriate environment—that of vocational training.

PHASES OF COMPETENCY ACQUISITION⁴

The process involved in acquiring a competency provides a model for the planning of learning and evaluation activities.

Students develop better control of their learning thanks to a variety of support measures provided by the teacher.



Exploration

The student and teacher:

- establish links between the competency and other competencies in the program (relevance)
- make use of personal resources, competency-based knowledge and know-how, and one or more comprehensive tasks involved in the practice of the trade or occupation
- work together and identify the steps involved in acquiring the competency

³. See pages 7 to 9 of the *Reference Framework*.

⁴. The phases are presented on pages 10 and 11. They are addressed in terms of learning and evaluation activities in Section 4.1 (p. 29-37).

Basic Learning

The student:

- constructs his or her learning on the basis of knowledge and know-how (i.e. knowledge, skills, attitudes, strategies, perceptions and so on)
- processes the information received and takes action in competency-related tasks

The teacher:

- monitors the student's progress, provides support for learning or fosters enrichment
- presents competency-related knowledge and know-how in meaningful contexts

Practice

The student:

- applies basic learning in occupational activities or tasks
- uses knowledge and know-how to gradually practise applying the competency

The teacher:

- presents the competency in a variety of work contexts and situations in order to allow the student to integrate learning and to practise
- evaluates the student's progress and supports self-evaluation
- helps the student catch up and helps enrich learning

Transfer

The student:

- mobilizes knowledge and know-how in order to act successfully and evolve
- uses what he or she knows, in real time, in accordance with the leeway he or she has, with all the freedom, risk and judgment that it implies

The teacher:

- makes sure that the student uses his or her knowledge and know-how in an effective and timely manner (integration and transfer of learning to the competency)
- presents the competency in new contexts, in a variety of complex situations, without supervision
- uses information, verifies learning for certification purposes and supports the student in his or her progress

EVALUATION TO SUPPORT LEARNING⁵

Definition and process⁶

Peer evaluation and self-evaluation⁷

Objective judgment⁸

The teacher is the one who is ultimately responsible for evaluation. He or she:

- gathers information using instruments and ensures objectivity
- establishes a balance between actions and needs
- shows concern for justice, equality and equity in order to provide students with the best chances for success



Remedial and corrective teaching activities⁹

The teacher supports students in their quest for improvement and helps them catch up.

CERTIFICATION¹⁰ OF COMPETENCIES

- Acquisition of a competency in accordance with requirements specified in evaluation criteria
- Performance of a task representative of the competency (practice of a trade or occupation)
- Evaluation in a work context
- Arrival at a pass/fail decision
- Recognition of the competency at entry level on the job market

⁵. See Section 4.2 of the *Reference Framework* (p. 38-42).

⁶. See Section 4.4 (p. 46-50).

⁷. See p. 40 and 41.

⁸. See p. 50.

⁹. See p. 48-53 and the instruments for gathering information on which to base a judgment in Section 4.5 (p. 54-62) and in the appendixes (p. 79-95).

¹⁰. See Section 4.6 (p. 63-71).

*My dream,
gonna see it through*



*Will you hire me,
make it work for you*