

Teachers' Guide

WHAT IS THE SEMI-SKILLED TRADE PROGRAM?

- Work-Oriented Training Path: Two programs
- Objectives of the program
- What are the semi-skilled trades?
- What will student learn during the work placement?

ADMISSION AND GRADUATION

- Admission criteria
- Admission procedures
- Graduation

SCHOOL SUBJECTS

- Mandatory subjects
- Schedule – example

ACADEMIC PORTION

- Learning progression
- Assessment
- Diagnostic Evaluation (if required)

WORK PLACEMENTS

- School Coordinator Responsibilities
- Assessment
- Collaboration with employers (and tax credit)

APPENDICES – TEMPLATES

- Pedagogic Material (academic and career portion)
- Agreement between KI and Nunavik organizations
- Student Training Plan (local agreement) – template
- Guidelines for work placements (school coordinator)
- Workplace Supervisor's Checklist
- Accident Report
- Material damages report
- List of Trades
- Websites – Career exploration and trainings
- Parents Consent Form
- **Parents Documentation – upcoming in august 2018**
- **School Paths Illustration – upcoming in august 2018**
- Certificate – sample
- List of possible partners in communities

AVAILABLE ON THE DB SERVER

- List of competencies for main trades (eg. Cook's helper, Janitor's Helper)
- Funding opportunities
- Forms: Hiring a consultant - Excursion Authorization - Ordering school materials, etc.
- Stay in School Procedures
- Other documentation for employers (insurance letter, etc.)
- Nunavik Job's Directory (KRG) EN and FR
- Individual Education Plan (IEP) – Forms and Guide

WORK-ORIENTED TRAINING PATH

Pework Training Program

Pinasulaurani pigiursatitauniit

<p>Duration: 3 to 5 years</p> <p>Age of students: 13 to 21 years old</p>
<p>Objectives of program Students will:</p> <ul style="list-style-type: none"> ⇒ Explore the job market by learning a variety of work skills (in school or outside of school) ⇒ Develop attitudes appropriate to the world of work ⇒ Strengthen important life skills
<p>Work exploration</p> <ul style="list-style-type: none"> ⇒ Work placements are optional and flexible ⇒ Job observation, visits on the work place ⇒ Receive visits of employers in schools
<p>Opportunities after graduation</p> <ul style="list-style-type: none"> ⇒ Bridge to a <i>Training for a Semi-Skilled Trade</i> ⇒ Enter the job market
<p>Certification Pework Training Certificate (PWTC)</p>

Semi-Skilled Trade Training

Pinasuvvimi Sungiusisarniq

<p>Duration: 1 year</p> <p>Age of students: 15 to 21 years old</p>
<p>Objectives of program Students will:</p> <ul style="list-style-type: none"> ⇒ Learn specific competencies and skills linked to a semi-skilled trade. ⇒ Example of trades: cook's helper, assistant educator, public buildings maintenance, camp assistant, etc.
<p>Work placements</p> <ul style="list-style-type: none"> ⇒ 375h of work placement over the year (about 10 hours/week) ⇒ Must be related to a specific trade, and allow students to develop competencies for this trade. ⇒ Work placements are mandatory
<p>Opportunities after graduation</p> <ul style="list-style-type: none"> ⇒ Enter the job market ⇒ Complete another Semi-Skilled Trade ⇒ Enter Adult Education sector (DVS or general education)
<p>Certification Training Certificate for a Semi-Skilled Trade (TCST)</p>

WHAT IS THE SEMI-SKILLED TRADE PROGRAM?

Objectives

Students will :

- ⇒ develop specific competencies associated with one semiskilled trade;
- ⇒ go through a work placement and gain real job experience;
- ⇒ develop their numeracy and literacy skills through project based learning or in regular class;
- ⇒ pursue their learning of other school subjects (Inuktitut, Phys. Ed., Culture, etc.), either in regular classes or through a project-based class.

What are the semi-skilled trades?

A list of semi-skilled trades is available online under the [Directory of Semiskilled Trades](#)

Important: **Not all work placements can lead to a Certificate for a Semi-Skilled Trade Training.** The work placement must be linked to a semiskilled trade listed in the Ministry's Directory. Here are some examples of trades that could be relevant to Nunavik's context:

Cook's Helper	Grocery Store Clerk
Assistant childcare educator	Reception Centre Clerk
Recreation assistant (elders)	Warehouse Clerk
Vehicle Cleaner	Furniture Deliverer Helper
Hotel Cleaner	Furniture of Cabinet Assembler
Residential Cleaner	Delivery Driver

***See the [complete List of Trades](#) at the end of this document

What if the trade I want is not in the Directory?

Talk to your pedagogic counsellor to propose this new trade. We can work to have it recognized by the Ministry of Education.

What will student learn during the job placement?

Competencies for each trade are listed in the Directory of Semiskilled Trades. *Student's Training Plan* should be based on these guidelines. Make sure employers are aware of competencies to be achieved by the students.

[Back to Table of content](#)

ADMISSION AND GRADUATION

Admission criteria

- Student is **at least 15 years old**
- Student **has achieved** the objectives of the elementary level programs of studies for **language of instruction and mathematics**, but has not earned the credits in the first cycle of the secondary level in those subjects
- For some trades: there might be some special requirements (ex. driving licence)

OR

- **Bridge** : Students who have successfully completed the “Work Skills” part of Pework Training Program can enter a semi-skilled trade in their last year of training. (no admission test is required)

Admission procedures

1. A meeting must be held with the following people: school principal, current teacher, future teacher, the student and the students’ parents.
2. An **Individual Education Plan** (IEP) has been filled-in for the student; previous adaptations and modifications have been tried and recorded. The IEP will be reassessed every term with the Semi-Skilled teacher and a specialist while the student is in the program.
3. Consent is required from the student and parents (see [consent form](#))
4. Before the beginning of the work placement, a *Student Training Plan* should be filled-in in collaboration with the employer and the school teacher
5. All students must be registered in the Semi-Skilled program before September 30th.

Graduation

Upon graduation from this program, student will receive a TCST: **Training Certificate for a Semi-Skilled Trade**
Student can:

- ⇒ Enter the job market
- ⇒ Complete another Semi-skilled Trade (e.g. Assistant Child Worker + Cook’s Assistant).

During this program, student must:

- ✓ **complete** a minimum of 900 hours of training (450 hrs of general education + 450 hrs of practical training)
- ✓ **successfully complete** the practical training for the semiskilled trade **(a minimum of 375 hours)** It is included in the 450 hours of practical training

NOTE: “**successfully completed**” means that student satisfies the requirements listed for that particular trade in the Directory of Semiskilled Trades, and complies with the performance criteria.

Adult education and Vocational Trainings

Holders of a TCST can enter certain **vocational trainings programs** in the **prerequisite 2 category** IF: ??

- Student is at least 16 years old
- Student have earned the required credits in language of instruction, second language and mathematics in Secondary 2.

SCHOOL SUBJECTS

Mandatory subjects

During this program, student must:

- ✓ **complete** a minimum of 900 hours of training (450 hrs of general education + 450 hrs of practical training)
- ✓ **successfully complete** the practical training for the semiskilled trade (**a minimum of 375 hours**)

Here is a list of mandatory subjects, and how they could be unfolded over a 34 weeks calendar. Typically, the subjects in blue are taught by the project-based teacher.

Matières / Subjects	Minutes / Cycle
Inuktitut	600
L2 (FLS/ESL)	375
Math	540
CDC / CCD	195
Stage à l'extérieur de l'école / Work placement outside of school	1440
TOTAL	3150

School Responsibilities

1. Create a schedule integrating the work placement of the student
2. Make sure student follow his/her learning of Inuktitut, Second Language and Mathematics
3. If possible, include the course Career and Community Development into student schedule
4. Hire a work placement coordinator

ACADEMIC PORTION

Learning progression

Students will develop their literacy and mathematics skills through project-based learning. They will also develop a variety of work skills and acquire attitudes conducive to the job market.

Projects should reflect students' and teachers' interests and skills, and should be based on the needs of the community. Academic contents may vary according to the projects and the student's needs and interests. However, teachers should refer to the KI curriculum and have each student progress as much as possible.

Curriculum information:

- ⇒ **ENGLISH:** Consult the Program and the **Progression of Learning for Secondary 1.0 to 2.3** to know what is expected of students in Secondary 1.0. Use this as a basis to set up objectives for your group and individual objectives for students. These documents are available on the DB Server.
- ⇒ **FRENCH:** Consult the **Programme FLS** on the DB Server to know what is expected from students at each level.
- ⇒ **MATH:** Refer to Jump Math 7.0 or to the Artic Hare Series to set up objectives for students.

Pedagogic material can be ordered through the [KI online catalogue](#). (see [how to order material](#))

Assessment (academic portion)

Individualized Education Plans (IEP) should be used to follow-up on students' progression in project-based groups. IEPs are filled-in for students with learning or behavioral difficulties (including absenteeism and dropping-out).

IEPs are first filled-in by a team of professionals (eg. teacher, special ed. teacher, principal) upon admission to the program (or even before).

Teacher's responsibilities:

- Make sure each student has an IEP
- Use the IEP to set learning objectives with your student (work skills, participation, behavior, math, languages, etc.)
- At the end of each term: meet with the student and special education teacher to underline successes and review objectives.
- Teachers are also free to use additional assessment tools.

*** If there is no special education teacher in your school, and you have some questions regarding IEPs, contact your pedagogical counsellor, or the KI pedagogical counsellor for Special Education.

See the DB Server for more information about IEPs and how to fill them in:

- Complete Guide for the Development of Individualized Education Plans
- IEP Form
- Three Levels of Differentiation (flexibility, adaptation, modification)

Aside from that, the contents and progression are unique to each individual, there is no standardized assessment of academic learning for this program. Teachers choose the means of evaluating student learning.

Diagnostic evaluation (if required)

Assessment materials are available on the DB Server for teachers who wish to assess their students for readmission to the regular stream. You might also create your own evaluation, using the following as a guideline.

For English, you may:

1. Use the exam for Intercycle 1.0 (Heroes). This exam, equivalent to grade 6, can be rolled-out over several weeks.
2. Create your own exam. You'll find benchmarks for each grade in Exemplars for Competency 2 and Competency 3 (on the DB Server). You can adjust your exam to the benchmark you wish.

For Maths, there is an evaluation available for 1.0, 1.1 and 1.2 on the DB Server. Use the Excel Generator to create a different exam for each student.

For French, you can access the file "Anciens examens" in the DB Server and use these former exams to assess the level of the students. You'll find exams for grade 6 and Sec. 1.2. If you wish to adapt these exams to assess a different level (eg. Sec 1.0 or Sec 1.1), you can do so. Please consult the benchmarks for each level under the file "Programme FLS."

WORK PLACEMENTS

School Coordinator Responsibilities

BEFORE THE WORK PLACEMENT

1. Finding a work placement

Make connections within the community to help students find a work placement that meet his/her interests.

Before you start, consult the Guidelines for work placements and the [Directory of Semi-Skilled Trades](#) (or the included [List of Trades](#)) to know what are the trades proposed by the Ministry of Education. If your work placement doesn't correspond to any trade in the list, talk to your pedagogic counsellor to see if this trade can be recognized.

Consult [List of possible partners](#) to have more ideas of institutions you could partner with within your community. You might also want to ask your principal and your center director for some advice. You might want to put an add on your community's facebook page, or on FM radio.

2. Using the [work place supervisor's check list](#), meet with the mentor or employer to clarify the role of the employer.
3. Make sure the [consent form](#) has been signed by parents.
4. Get a copy of the **criminal background check** of any employee that will work closely with the student (mentor, supervisor, person in charge on the work place). Give the copy to you school principal and sent one to your pedagogic counsellor.
5. Help student with logistics (transportation, meals, safety equipment, etc.)
6. Ask your pedagogic counsellor to give you the **list of competencies** for your trade.
7. Meet with student and the partner (work place) in in order to sign the [Student's Training Plan](#) and agree on terms and conditions. Hand out signed documents to the school principal and to your pedagogic counsellor
8. Set clear expectations for student and employer.
9. Inform the employer of competencies to be achieved during the work placement (Ministry requirements).

DURING THE WORK PLACEMENT

1. Weekly follow-up with student (individual meeting or group discussions)
2. Regular visits on the work place, and follow-up with the work placement coordinator (employer) to make sure :
 - a. Student fulfills his/her duties, has a positive attitude, and completes the tasks required;
 - b. Tasks and responsibilities given to the student are relevant and in line with the competencies to achieve;
 - c. School activities are adjusted to what is happening in the work place;
3. Inform the employer, the school direction and the pedagogic counsellor of any problem.
4. Assess the progress made by the student. If necessary, adapt or adjust objectives, or change work placement.
5. In class, organize professional exploration activities (using the pedagogic guide « Career and Professional Exploration » from the DB Server and [Nunavik Job's Directory \(FR version\)](#)).

CONCLUSION OF WORK PLACEMENT

1. Receive input from the employer to complete student assessment.
2. Meet with student for reflection upon the experience and next steps (What will the student do next? Complete another training? Find a job?)
3. If possible, see what resources are available in the community to help student keep his/her job.
4. Meet with the teacher and school direction for a wrap-up and evaluation of the year.

Assessment – Work placement

To graduate, student must successfully complete the **practical training** for the semi-skilled trade. Use the **list of competencies** provided by the Ministry to set goals for students and create your own assessment tool. Objectives can also be discussed with employers. See DB Server for more templates and assessment materials.

There is no academic assessment for this program. For academic portion, IEP should be used to set objectives with students.

Collaboration with employers

Some tools and templates have been created for you to use if needed. You can find it in the DB Server.

- [Guidelines for work placements](#) (for school coordinator)
- [Employer's Check List](#) (summary of responsibilities)
- [Incident Report](#)
- [Material Damages Report](#)
- [List of possible community partners](#)
- Letter to employers (proof of insurance)

Tax Credit for an on-the-job training period (Crédit d'impôt pour stage en milieu de travail)

Some employers might be admissible for at [Tax Credit](#). **Contact your pedagogic counsellor** to have the school board fill the necessary forms.

Form CO-1029.8.33.10 must be completed by a recognized educational institution in order to attest to the participation of trainees in a qualified training period at the establishment of an individual, corporation or partnership that is claiming the tax credit for an on-the-job training period. Revenu Québec's language policy requires that French be the language of communication between corporations established in Québec and Revenu Québec. Therefore, the form must be completed in French.
--

APPENDICES

PEDAGOGIC MATERIAL AND TEACHERS RESOURCES

Mathematics

The Arctic Hare Series

- Shopping at the coop (order or operations)
- My Inukshuk (measurement and geometry)
- The Nature Center (fractions)
- The Greenhouse (data and diagrams)
- It's Hockey Time (statistics and probabilities)

Each of these units contains:

- **Student Book** – Suggestion: activities in student book can be done in group, following the procedure described in Teacher Guide for each activity. Once the concept is explained and understood, reproducible materials can be used for students to work individually (there are different levels of difficulty).
- **Teacher Guide** – Find here preparation activities and hands-on activities linked to the Student Book, as well as the resources and materials needed
- **Reproducible material** – extra material for students to train. There are different levels of difficulty.
- **Posters**

Jump Math 7

Unlike the Arctic Hare Series, **Jump Math 7** is not used in the regular stream. Books 1 to 6 are used in elementary schools, and Jump Math 7.1 can be considered a recap of the previous grades (5-6). Jump Math 7.2 goes further into Sec. 1.0 notions.

Mental Maths : This section gives plenty of strategies to improve mental calculation. It can be a good start to assess students level. *Available online and on DB Server.*

Teacher's Guide: The Teacher's Guide is KEY to Jump Math. All exercises presented in student book should be used at the end of each lesson, to reinforce what was learned during the lesson, using Teacher Guide's activities. *Available online and on DB Server.*

Teaching Resources: extra exercises, grids, quizzes and tests, reproducible materials. Available on DB Server.

SMART activities : activities for SMART Board. Available on DB Server.

Prism Maths

- Red : Beginner
 - Orange: Intermediate
 - Yellow: Advanced
- *** All levels available on DB Server

Literacy (Reading, Writing, Speaking and Listening)

English

Programs and Resources for teachers:

- **Secondary ESL Program** : Kativik ESL program for cycle 1 and 2
- **Secondary Progression of Learning** : detailed progression of learning from 1.0 to 2.3
- **The Writing Process**: hints for writing activities

In DB Server, under “2nd Language → Sec → En → KSB ESL Program Guides, Exemplars, & Forms”

Magazines and Newspapers:

- **What in the World**: news articles for teenagers (In DB Server, under “2nd Language → Sec → En”)
- **Canadian Reader Issues**: news articles for teenagers (In DB Server, under “2nd Language → Sec → En”)
- Air Inuit (EN, FR, IN): <https://www.airinuit.com/fr/edition-courante>
- Inuktitut (EN, FR, IN): <https://itk.ca/inuktitut-issue-120/>
- Up Here: <https://uphere.ca/>
- First Air, Above & Beyond, Canada’s Arctic Journal: <http://arcticjournal.ca/>
- Newspapers: Nunatsiaq online: <http://www.nunatsiaqonline.ca/>
- Qarjuit Youth Council newsletter: **Uvikkait ULLUMI**

Other reading materials:

- [Let’s tell a story](#) , Nunavik Publications (useful for work placements in Daycare centers, gives ideas of art craft you can do with kids)
- Books on tape, songs, movies.
- See interesting material under Social Studies file, DB Server

Français

Programme de Français langue seconde : In DB Server, under « 2nd Language → Sec → Français → Programme FLS »

Banques d’activités en français : jeux et vidéos pour pratique du français

In DB Server, under « 2nd Language → Sec → Français → Banques activités »

Le monde en marche : articles sur des sujets d’actualité. De nouveaux articles sont continuellement ajoutés.

« 2nd Language → Sec → Français → Ressources additionnelles → Le Monde en Marche »

Nos nouvelles : articles pour adolescents sur des thématiques canadiennes

« 2nd Language → Sec → Français → Ressources additionnelles → Nos nouvelles »

Career exploration and work skills

Career and Professional Exploration:

Teacher's Guide and Student Book available on DB Server, under career (both in FR and EN). Before using it, you might want to check if other teachers are already using it with your students. The course is divided in three sections:

- Term 1 - Discover your interests, aptitudes and personal trait
- Term 2 - Gain understanding of School Pathways and the Job Market
- Term 3 - Carry out a Cooperative or Entrepreneurial Project

[Nunavik Job Directory EN](#) and [Nunavik Job Directory FR](#) : detailed description of hundreds of jobs in Nunavik. (DB server and [online](#))

Self-regulation and pedagogic flexibility

Zones of regulation: strategies to foster self-regulation and emotional control

Transformative Life Skills: a four units guide to enhance health and well-being through mindful yoga, breathing techniques, and mediation

- Unit 1 - Stress Response
- Unit 2 - Physical and Emotional Awareness
- Unit 3 - Self-Regulation
- Unit 4 - Healthy Relationships

Guide for the Development of Individualized Education Plans: teaching strategies for students with specific needs.

*Available on DB Server

DB Server – Section WOTP (Work Oriented Training Path)

- Pedagogic materials and learning progression for literacy, maths, work skills and more
- Directives and forms for outdoor trips; forms to hire a consultant
- Funding opportunities; how to make a requisition
- Safety and security in workshops and the kitchen

Agreement for the organization of work placements

Work-Oriented Training Path (WOTP)

This agreement provides a framework for the conduct of training courses under the **Work-Oriented Training Path**, which includes the following training programs:

1. **Training for a Semi-Skilled Trade (TCST)**, a one-year training that includes a 375-hour on-the-job training.
2. **Prework Training Program (PWTC)**, a 3 to 5 years training that may include placements of a varying duration, depending on the student's profile.

Partners' mandates

The parties agree to the following:

THE SCHOOL BOARD

- 1.1 Certifies that the student trainee is enrolled in a school and maintains his/her status as a student for the duration of the internship.
- 1.2 Declares that Kativik Ilisarniliriniq has insurance for its civil liability in all workplace training activities for an unpaid intern. Student trainees are also covered by the insurance plan of Quebec's *Commission des normes, de l'équité, de la santé et de la sécurité du travail* (CNESST). However, if a host company or organization requires the services of the student outside the scheduled internship hours, the student is no longer under the School Board's responsibility.
- 1.3 Appoints for each student an internship supervisor who will provide adequate support during the internship period.
- 1.4 The internship supervisor, in collaboration with the workplace supervisor appointed by the host company or organization, establishes a training plan for the student trainee, as well as an internship schedule.
- 1.5 Throughout the internship, the supervising teacher assesses the student's performance, attitudes and behaviours in the workplace, in collaboration with the supervisor in the workplace.
- 1.6 A ministerial attestation will be issued to the student trainee who meets all the requirements for successful completion of the Semi-Skilled Trade and Prework Training programs.

THE COMPANY OR THE HOST ENVIRONMENT

- 2.1 Introduce the student to his/her work premises for the duration of the internship, in order to enable him/her to develop the skills listed in the "*Student's Training Plan*".
- 2.2 Agrees with the school supervisor on the student's daily and weekly schedule for the portion of training in the company.
- 2.3 Designates a workplace supervisor who will be responsible for the student in the company for the duration of the internship, and who will assist the student in the learning to be achieved. This supervisor will be the internship contact person in the school.
- 2.4 Ensures that the work placement supervisor works with the school internship supervisor to develop the *Student Training Plan*.
- 2.5 Ensures student safety: ensures that tasks can be performed safely.

2.6 Throughout the internship, the workplace supervisor, in collaboration with the teacher in charge of the internship, evaluates the student's performance, attitudes and behaviour in the workplace.

2.7 The company undertakes not to hire the student full time before the end of his/her training. Furthermore, the company has no obligation to pay the student a salary. However, it may hire the student outside school hours.

2.8 The company undertakes to give the school supervisor free access so that he/she can regularly visit the internship site to discuss with the workplace supervisor and the student the completion of the internship, so as to make the necessary adjustments and ensure better monitoring of the student's progress.

CONDITIONS APPLICABLE TO THE STUDENT TRAINEE

3.1 Students under 18 cannot be left alone with children; an adult must be present at all times.

3.2 Under no circumstances shall a student replace an employee in the company.

3.3 Throughout the work placement, students shall:

- actively participate in the internship and complete the training in which they are enrolled;
- observe the work schedule as agreed between the school board and the company;
- notify the workplace supervisor and the school supervisor of any absence or problem during the internship;
- comply with the regulations in force in the company;
- adopt a respectful and safe attitude at work towards colleagues, management personnel or any other person with whom they are in contact in the context of their training.

LEGAL AND CIVIL LIABILITIES

4.1 Any amendment to this Agreement shall be subject to an agreement between the parties.

4.2 The company, in conjunction with the School Board, may terminate the student's internship as a result of exceptional circumstances or conduct prejudicial to the company. The decision is forwarded to the student by the teacher in charge of the internship.

4.3 The School Board, the company and the student undertake to respect the rules of ethics regarding the confidentiality of personal information concerning the company and the persons involved in the project.

4.4 For each placement, a local agreement will be signed between a representative of the school and a representative of the company. This will include the terms of the internship, the student training plan and the contact information of the local supervisors.

4.5 Students who receive on-the-job training and whose activities are unpaid benefit from the protection of the Quebec *Occupational Health and Safety Act* and the Kativik Ilisarniliriniq School Board's portfolio of general civil liabilities.

4.6 Students who receive on-the-job training are not paid and are not legally considered as employees of the company and, as such, are subject to the **Act respecting labour standards**.

TAX CREDIT

A company that welcomes one or more individuals on internships as part of the work-study program may receive financial assistance in the form of a refundable tax credit. For more information, visit [Revenu Québec](#)

PARTIES' SIGNATURE

The parties acknowledge that they are aware of the terms and conditions of this partnership agreement, of the conditions set out in the agreement and they undertake to respect its terms and conditions.

For Kativik Ilisarniliriniq

<hr/>	<hr/>	<hr/>
Signature	Function	Date
For the company:		
<hr/>	<hr/>	<hr/>
Signature	Function	Date

Local Agreement and Student's Training Plan

School Program :

- ☐ Pework Training Program
- Nb of years in the program : _____
- ☐ Semi-Skilled Trade
- Trade: _____

Student information

Name : _____

School : _____

SIN : _____

Phone nb : _____

Adress : _____

Emergency contact:_____

Work placement Schedule

Dates : From _____ to _____

Total hours (duration) : _____

Working schedule: From _____ to _____

Monday ☐

Tuesday ☐

Wednesday ☐

Thursday ☐

Friday ☐

OBJECTIVES OF TRAINING (what will student be able to do by the end of training):

1.

2.

MAIN TASKS

1.

2.

3.

Other comments concerning logistics (eg. meals, equipment required, minimum age, transportation, etc.) :

Partners Contact Information

Teacher: _____

Email: _____

Phone: _____

Employer (supervisor): _____

Email: _____

Phone: _____

Address: _____

Partners roles and responsibilities

Partners have read the agreement signed by KI and the host organization and are aware of terms and conditions.

Student's responsibilities :

1. I respect my schedule. I arrive on time.
2. I attend to my school classes and activities until the end of my training.
3. I respect the rules and regulations of the enterprise.
4. I complete the tasks that are given to me.
5. I respect my colleagues and all staff members.

Signature : _____

Date : _____

Employer's responsibilities (supervisor)

1. Consult the Student Training Plan and clarify expectations
2. Train student on all safety and hygiene rules
3. Give to student tasks and responsibilities in line with his/her Training Plan
4. Share expertise with the student. Teach him/her how to do the work that is expected.
5. Communicate with student and school staff if there is any change in schedule.
6. Inform the student and the teacher of any problem arising during the work placement
7. Give input for student assessment.
8. Other : _____

Signature : _____

Date : _____

School coordinator

5. In classroom, organize activities in preparation to work placement
6. Support the student with logistics (transport, clothing, meals, SIN number, criminal record check, etc.)
7. Ensure a weekly follow-up with student (individual meetings or group discussions), explore career paths
8. Regular follow-up with the work placement supervisor
9. Communicate any problem to the employer, to school direction and/or to the pedagogic counsellor in charge of the program
10. Have parents sign the consent form

Signature : _____

Date : _____

☐ Criminal record check of student required

Guidelines for work placements - School coordinator

1. By law, school attendance is compulsory until the age of 16. A young person under the age of 16 cannot hold a job during school hours. (However, it is permitted to receive remuneration as part of a *training internship*).
2. The placement coordinator must obtain a copy of the criminal background check from any employee who works closely with a trainee (mentor, placement supervisor or person in charge at the workplace). A copy must be given to the principal and the to the pedagogic counsellor of the program.
3. Under no circumstances does the trainee replace an employee or perform tasks in his or her place.
4. The company hosting a trainee undertakes not to hire him or her full time before the end of the training, even if he or she is of legal working age. However, the company is free to hire students outside school hours.
5. If the employee responsible for supervising the trainee is absent, the placement period must be cancelled or postponed.
6. The school coordinator must be present during students' placement periods if it is part of the agreement with the company or organization.
7. Internships are unpaid. Should a company agree to pay compensation to students or the group, the placement coordinator is responsible for managing the money paid to the group.
8. A criminal record check of students must be done at the request of companies or organizations. (The student must present themselves at the local police station with two pieces of identification. This is free of charge).
9. In the event of an accident, the placement coordinator is responsible for ensuring that all parties have fulfilled their responsibilities (see the procedure in the event of an accident).
10. The coordinator must ensure that the activities carried out during the internship meet the objectives of the training and are relevant to the student. (The student does not replace the employee in his duties)
11. The coordinator is responsible for maintaining a positive link with partners (by thanking them, by making an adequate follow-up, and by answering their needs and questions).
12. The coordinator ensures the continuous improvement of the internship program and relations with partners. Feedback from employers (e.g. training needs, concerns or issues raised, etc.) is forwarded to the pedagogic counsellor of the program.

Other considerations:

Some youth already work in their communities after school and on weekends as part of KRG's **Challenge Part-Time** program. Be careful that internships are not redundant with their part-time jobs, otherwise students may not see the value of learning a trade they already have and for which they are already paid.

For more information on the laws concerning student workers, consult the [Act respecting labour standards](#) and the CNESST document on insurance (DB Server).

Work-placement conditions for Daycare Centers :

- The teacher must have a written resolution signed by the local Board of Directors of the childcare. To do so, please contact your local Center Director and cc. Julie-Ann Berthe, Assistant Director, Childcare, KRG. (JABerthe@krg.ca)
- The teacher has to be on-site with the student at all time.
- Students must be at least 16 years old, and provide their judicial verifications (if you need ID for a student, your KRG local office can provide it)
- An educator from KRG (older than 18) must be present at all time. If no educators are there to open a room, the students should not open the room. They should be relocated to another room where there is an educator present.

Monetary compensation

- Childcare Centres cannot afford to pay students for all the hours they are helping in daycares. However, in some cases, an agreement could be worked out between the childcare centre and the school in order for the childcare centre to give an amount of money to the school group. Money could be reinvested in the school projects.

Insurances:

- KI students will be covered by the school's insurances as those work placements fall under school projects.
- KI teachers will be covered by the school's insurances as he/she is conducting a project with his/her employer.

Workplace Supervisor's Check List

First steps - Introduction

- Meet with the student and the school coordinator to fill-in *Student Training Plan*
- Welcome the student into the work place, introduce him/her to the team
- Make sure expectations, roles and responsibilities are clear
- Inform student and school coordinator of all safety and hygiene rules that apply on the work place.

On-the-job training

- Make sure the student respect safety and security rules
- Give to student interesting tasks or challenging tasks (where he/she can gain some useful knowledge or competencies)
- Give to student tasks and responsibilities in line with his/her *Training Plan*
- Give clear instructions, make sure the student understands what he/she has to do and how to do it.
- Share expertise with the student. Teach him/her how to do the work that is expected.
- Give some time to student to reflect upon their experience
- Encourage motivation and school retention (be aware of signs of demotivation)
- Collaborate with school coordinator and allow them to visit the work place.
- Communicate with student and school staff if there is any change in schedule
- Inform the student and the teacher of any problem arising during the work placement
- At any time, the work place supervisor can communicate with the school coordinator to ask for support, help or for any questions.

Evaluation

- Be attentive to student's needs and progress during work placement
- Support student, et pour l'aider à augmenter sa confiance
- Give input to school coordinator for evaluation

WHAT TO DO IN THE EVENT OF AN ACCIDENT

What should **STUDENT** do in the event of an accident :

- Inform the employer and my teacher of the event, even if I do not need immediate medical care.
- Fill the *Incident Report*
- See a doctor as soon as possible, if necessary
- If I consult a doctor, ask for a medical attestation, and give this attestation to his/her school teacher.

What should **EMPLOYER** do ?

- Keep record of work accidents that happen, in a register
- Have the student sign the register

The ***Act respecting industrial accidents and occupational diseases*** states that :

« The **employer shall enter in a register the work accidents that happen in his establishment** that do not make the employee unable to carry on his employment beyond the day his employment injury became apparent; he shall **present the register to the worker for his signature confirming that he suffered the accident and the date of its occurrence.**”

INCIDENT REPORT

Student name: _____

Phone (at home):_____

School and community:_____

School program: _____

Where did incident occur? (exact place):

Date of incident: _____ **Time:** _____

Detailed **description of event** (student’s testimony). **Where? When? How? People involved?**

According to you, could this accident have been avoided? ☐ Yes ☐ No

If the answer is YES, please explain how:

WITNESSES

Was the student alone when accident occurred? ☐ Yes ☐ No

If the answer is NO, provide names, position and contact information of witnesses and their version of the events.

Describe the **injury or pain** felt by student.

On the day of the event, did the student complete his/her working shift? ☐ Yes ☐ No

If not, at what time did they leave? _____

Date of completion of report : _____

Signatures

Student : _____

Date: _____

Employer or Teacher : _____

Date : _____

MATERIAL DAMAGES - REPORT

Student name: _____

Phone (at home): _____

School and community: _____

School program: _____

Teacher's name: _____

WHERE DID EVENT OCCUR?

Contact information of the employer or the person involved.

Name and Last name: _____

Name of business/organization: _____

Address: _____

Phone number: _____

Date of incident: _____ **Time:** _____

Description of the event (student's testimony). **Where? When? How?**

Where there any people injured? ☐ Yes ☐ No

****If so, fill the Incident Report*

WITNESSES

Was the person alone when accident occurred? ☐ Yes ☐ No

If the answer is NO, provide **name, position and contact information of witnesses** and their **version of the events**.

DESCRIPTION OF DAMAGES

Description of material and equipement:

Description of damages:

Estimation of cost of damages:

Signatures

Student : _____Date: _____

Employer or Teacher : _____Date : _____

LIST OF SEMI-SKILLED TRADES

⇒ *A [complete list](#) of semi-skilled trades can be found [online](#).

Administration, commerce and computer technology	
Film Developer	Tumiit Media (Derek Tagoona)
Tool and Equipment rental Clerk	
Agriculture and Fisheries	
Attendant Pet Care	
Poultry Farm Labourer	Kuujjuaq Greenhouse and Poultry Farm
Indoor Plant Tender	NV - Greenhouses (Kuujjuaq, Inukjuaq, Wakeham)
Production Horticulture labourer	NV - Greenhouses (Kuujjuaq, Inukjuaq, Wakeham)
Gatherer of non-timber Forest products	
Food Services and Tourism	
Grocery Store or supermarket clerk	Northern's, Newviq'vi, Coop Stores (FCNQ)
Cook's Helper	Pre-college (Wakeham), Residences (Inukjuaq), Daycares, Kuujjuaq Inn
Baker's helper	Robie's Bakery, Kuujjuaq
Butcher's Helper	Newviq'vi, Northern (Kuujjuaq)
Convenience Store clerk	Northern's, Newviq'vi, FCNQ
Food service Helper	Tim Horton's counter (140-120)
Fast Food Counter Attendant	Residences (Inukjuak), Kuujjuaq Inn, Tim Horton's counter (140-120)
Food-Processing Worker	
Sports Equipment rental attendant	Arena (NV), Hockey program, Schools (skis, etc.)
Packer	
Stock Handler in a distribution Center	KI, Air Inuit, First Air, Hopital
Dishwasher	Kuujjuaq Inn?
Winter sports equipment repairer	NV, Schools
Hotel Cleaner	FCNQ
Bicycle Repair Attendant	Municipal Garage ? (NV)
Hotel porter	
Public Area maintenance attendant	NV (forum, ice skating rinks, community centers, sewing center)
Wood working and furniture making	
Woodpanel cutters	Newviq'vi
Furniture or Cabinet assembler	Maintenance KI,

PVC Window Assembler	Maintenance KI, KRG, Makivik, Health Board, KMHB
Sander	
Wood Door and Window Assembler	
Buildings and Public Works	
public Building Cleaner	NV, Youth Center
Janitor's Helper	KI, KMHB, KRG, Makivik Airport
House Cleaner	KI, KMHB, Elder's House (NV)
Residential Cleaner	KI, KMHB, NV
Water and Sewer Labourer	NV
Outdoor Skating Rink Maintenance Worker	NV
Land Use Planning and the Environment	
Ecocentre Worker	NV
Sorting Equipment Operator	
Clothing Sorter/Labeller	Hunter Support, I Care we Care, Churches?
Reception Centre Clerk	NV?
Fur Trapper	
Electrotechnology	
Electronic Component Assembler	
Electric or Electronic Equipment assembler	
Electronic Equipment recycling Clerk	
Motorized Equipment Maintenance	
Vehicle Cleaner	Municipal Garage
Service Station Attendant	NV, FCNQ
Tire Installer	Municipal Garage
Rusproof Coater	Municipal Garage
Helper- Automotive Glass repair and installation	Municipal Garage
Auto Recycling Facility Worker	
Mechanical Manufacturing	
Metal Fabrication Labourer	
Metal Grinding Worker	
Metal Polishing Worker	
Metal Polishing Worker	
Mechanical Assembler	
Plastic/Rubber Products Assembler	

Extruder Operator Helper	
Press operator Helper	
Mining and Site operations	
Assistant Driller	
Core Sample Worker	
Camp Assistant	
Transportation	
Wharehouse Clerk	KI, Air Inuit, KMHB
Deliverer helper	KI, Air Inuit
Furniture Deliverer Helper	KI, Air Inuit
Delivery Driver	
Mover Helper	KI, Air Inuit
Fashion, Leather and Textiles	
Laundray room operator	Hotels
Sewing Machine Operator	(reparator?)
Social, Education and Legal Services	
Daycare Worker	Daycare
Assistant Childcare Educator	Daycare
Recreation Assistant	Youth Center, Elder's House, Youth Fusion (animator)
Beauty Care	
Hair Salon Assistant	

Websites – Employment and training information

Nunavik Job Opportunities

KRG's Local employment centers: <http://www.krg.ca/krg-departments/sustainable-employment/general-information/local-employment-office-contacts>

Summer Challenge program and Part-Time Challenge program (KRG)
<http://www.krg.ca/krg-departments/sustainable-employment/employment-training/programs>

Répertoire des emplois du Nunavik – Nunavik Job Directory (KRG)

EN: http://www.krg.ca/images/stories/docs/Employment_and_Training/English/Nunavik%20Job%20Directoryrev.pdf

FR :
http://www.krg.ca/images/stories/docs/Employment_and_Training/French/R%C3%A9pertoire%20des%20emplois%20au%20Nunavik.pdf

Jobs in Mining Industry: <http://exploresmines.com/en/>

Nunavik Training Opportunities

Sanajiit project (TRAINING) : <http://www.krg.ca/krg-departments/sustainable-employment/sanajiit-project>

- Health and safety on construction sites
- Carpentry skills, level 1 / summer skills
- Carpentry skills, level 2
- Advanced skills; Understanding the construction sector.
- Interior finishing; On-the-job training
- Introduction to construction trades
- Special projects

Tamatumani – Raglan program (Second Start): The Tamatumani program is an innovative program that provides access to training for Inuit employees looking to enrich their personal and professional development.

Health Board on-the-job Training: on-the-job training offered in partnership with Marie-Victorin College:
Communication en relation d'aide et Communication en administration (pour préposés en centre de santé)

Kativik Ilisarniliriniq : <https://www.kativik.qc.ca/fr/education-des-adultes/>

Kativik regional police force KRFP: <http://www.krpf.ca/fr>

Junior Canadian Rangers: <http://www.jcr-rjc.ca/en/where-we-are.page>

Websites for career exploration

Information sur le marché du travail (IMT) : imt.emploiuebec.gouv.qc.ca

Explore a trade or occupation • Find a training program • Find out about a sector of activity • Find a business

Formation professionnelle et technique : <https://www.inforoutefpt.org/>

Training programs • Vocational and technical training • Educational organizations • Special Services

Mon Emploi : www.monemploi.com

Avenir en santé : <http://avenirensante.gouv.qc.ca/en/carrieres>

Heading for Success - Tout pour réussir: www.headingforsuccess.com

Job exploration depending on your profile: directive, innovative, methodical, objective, social

Directory of semiskilled trades – Department of Education

Legal information (work regulations)

Éducaloi (FR and EN) : <https://www.educaloi.qc.ca/en> Interesting articles and videos making legal information accessible for youth. (e.g. Section families and couples: parenting, children and teenagers, marriage and couples, family violence)

Cégeps and other trainings

Nunavik Sivunitsavut: sivunitsavut.ca/ - *Global modern issues from an inuit perspective*

John Abott: <http://www.johnabbott.qc.ca/>

Mont Morrency College: <https://www.cmontmorency.qc.ca/>

Tukitaarvik – Inuit Student Center : <http://www.tukitaarvik.ca/> Online platform for Inuit interested in beginning the post-secondary education journey

Cégep de St-Félicien : <http://seccol.com/en/programmes/>

- Arctic Guiding in Nunavik
- Native Assistant Guide program in adventure tourism
- Native guide program in adventure tourism
- Etc.

Linguistic immersion and working abroad

Jeunesse Canada Monde / Canada Word Youth: <http://jeunessecanadamonde.org/>

Our volunteer programs range from **2 weeks to 6 months in length**. The volunteer projects **that you will contribute to** focus on a variety of different themes that will certainly spark your interest! Those projects are developed in close collaboration with partner organizations in 19 countries across Africa, Asia, Eastern Europe, Latin America and the Pacific.

All CWY programs are open to Canada's Indigenous youth. CWY also offers programs **specifically designed for Indigenous youth**, including some that involve living and working with Indigenous communities in other countries, with the support of CWY's international and Canadian partners.

Explore – 5 weeks linguistic immersion (FR) : <http://www.myexplore.ca/en/>

Explore is a **five-week intensive French-immersion bursary program that is offered during the spring or summer for people with any skill level in French**. Explore participants are awarded a \$2,200 bursary (taxable income) that covers tuition fees for the course, instructional materials, meals, and accommodation. You will discover another region of Canada while learning French in classes adapted to your language level.

Odyssey – Working as language assistant in Canada : <http://www.myodyssey.ca/en>

Odyssey is an opportunity to dive deep into another language and culture while sharing your own; travel and explore Canada; earn an income and get bilingual professional experience. Under the supervision of a teacher, you will use games and other activities on a daily basis to motivate students to learn more about English as a second language. You will have the opportunity to share your culture, drawing from your personal experiences. You will also share the unique linguistic features of your home region through art, music, stories, local expressions, and humour, and make a difference in the lives of young people.



ᑲᑎᐃᑲ ᐃᑕᕐᕐᑕᑎᑎᑦᑲ
Kativik Ilisarniliriniq

Work-Oriented Training Path

Parent/Legal Guardian Authorization Form

I, the undersigned, parent/legal guardian of _____, accept the terms and conditions of the **Work-Oriented Training Path** offered at _____ School. I authorize that my child may participate in work simulations and work practicum (or in other work areas) as part of his/her education. I am aware that students in this program will not be obtaining a Secondary School Diploma (SSD) but will receive a certificate from the Ministry of Education, upon completing the performance criteria of this program.

Date

Signature of Parent / Legal Guardian



ᐅᑎᐱᐅ ᐃᑦᑲᑦᑕᑦᑎᑦᑕᐅ
Kativik Ilisarniliriniq

Programme de formation axée sur l'emploi

Formulaire d'autorisation des parents ou du tuteur légal

Nous soussignés, parents/tuteur légal de _____, acceptons les modalités du **programme de formation axée sur l'emploi** offert à l'école

_____. Nous autorisons la participation de notre enfant à des simulations de travail et à des stages de travail en entreprise (ou dans d'autres milieux de travail) faisant partie de son programme de formation. D'autre part, nous sommes conscients que ce programme ne mène pas à l'obtention d'un diplôme d'études secondaires (D.E.S.), mais plutôt un certificat officiel octroyé par le Ministère de l'Éducation.

Date

Signature du parent / tuteur légal

[illegible][illegible]

▷ ۷۵۲

ᐃᓄᓴ ᓃ ᓃᓄᓴ/ᐱᓃᓴ ᓃ ᐱᓴ ᓃ ᓃᓴ ᐃᐱᓃᓴ ᓃ ᓃᓴ

PARENTS DOCUMENTATION + SCHOOL PATH ILLUSTRATION

CERTIFICATE – EXAMPLE

Ministère de l'Éducation et
de l'Enseignement supérieur

Certificat
Certificate

Nous soussignés attestons que / We, the undersigned, attest that

a satisfait en 2016 aux conditions prescrites par la loi et les règlements.
En foi de quoi, nous lui délivrons le présent

*in the year 2016 satisfied the conditions prescribed by law and regulation.
In witness whereof, we award this*

CERTIFICAT DE FORMATION À UN MÉTIER SEMI-SPÉCIALISÉ
TRAINING CERTIFICATE FOR A SEMISKILLED TRADE

Aide-éducatrice, aide-éducateur
Assistant Childcare Educator

Fait à Québec, le 14 février 2018
Issued in Québec City on February 14, 2018

DUPLICATA
DUPLICATE

Diplôme : CHA17
Diploma

Code permanent :
Permanent code

Code de l'organisme : 883
School/School Board Code

La sous-ministre,

Le ministre,







List of possible community partners

***For work placements, trainings, workshops, special events or any type of collaboration with schools. For more contacts, reach out to your pedagogic counsellor.

Organization	Contact
YES - Youth Employment Services (Kuujuuaq-Inukjuaq)	http://www.krg.ca/krg-departments/sustainable-employment/youth-employment-services-nunavik
Local Employment Officer (LEO) / Agent local d'emploi	See Local Employment Centers
Pijunnaqunga (KRG)	Internship program for 18-35 (postsecondary) www.pijunnaqunga.org
Parcs Nunavik <ul style="list-style-type: none"> • Pingaluit (Wakeham Bay) • Kuururjuaq (Georges River) • Tursujuq (Umiujaq) • Ulittaniujalik (Georges River) 	Website : www.nunavikparks.ca/fr Nunavik Parks Beneficiary Access Initiative : http://www.nunavikparks.ca/en/nunavik-parks-beneficiary-access-initiative
Airports <ul style="list-style-type: none"> • Air Inuit • First Air 	https://www.airinuit.com/ https://firstair.ca/fr/ Contact person for work placements: Yves Pelletier, Director of Ground Operations: ypelletier@airinuit.com
Kativik Ilisarniliriniq <ul style="list-style-type: none"> • Center Director (schools) • Maintenance • Adult Education • Inukjuak Residences • Vocational Center (Inukjuaq) • Pre-college (Wakeham Bay) 	Maintenance: Contact person on Hudson Coast; Luc Denault, Puvirnituk, 819-988-2553. Contact person on Ungava Coast: confirm with your pedagogic counsellor Contact at Pre-College: Alexandre Prévost (KI): Alexandre.Prevost@kativik.qc.ca
Daycare centers	https://www.nunavikchildcare.ca/en/childcare-centres
Hotels <ul style="list-style-type: none"> • Hotels FCNQ • Kuujuuaq Inn (020) • Qaqqalik Center (Salluit) 	
N.V. - Municipality <ul style="list-style-type: none"> • Public buildings (arena) • Youth Center • Elder's home • Sewing Center • Radio • Municipal Garage • Hunter Support • Etc. 	

Organization	Contact
Coop (FCNQ) / Northern	
Poste Canada	
Hydro-Québec	
KRPF <ul style="list-style-type: none"> • Gun Safety Awareness • Firearms License • Search and Rescue • Good Touch/Bad Touch 	KRPF Cadet: http://www.krpf.ca/fr/programmes/cadets
Unaaq's men association of Inukjuaq	http://www.unaaqmen.org You tube video: https://www.youtube.com/watch?v=Xp0PQ6U3ykk
KMHB (Kativik Municipal Housing Bureau)	
Youth Fusion - Fusion Jeunesse	Youth Fusion Coordinator/Youth Fusion Animator: https://fusionjeunesse.org/en/
Wapikoni Mobile	http://www.wapikoni.ca/
Nunavik Arctic Survival Training Center (Puvirnituq) - NASTC	http://nastc.ca/
Greenhouse projects <ul style="list-style-type: none"> • Makivik Greenhouse Project (Inukjuaq) • Université Laval's projects: Kuujjuaq and Wakeham Bay 	
Qarjuit	http://www.katittaviktownhall.com/content/qarjuit-youth-council
Osentreprendre	Pedagogic counsellor for WOTP

