

# PEC Success Plan 2010-2015



Lester B. Pearson School Board – September 14, 2010

### OUR VISION

Centre of excellence preparing highly skilled graduates for success.

### WHAT WE VALUE

- A respect for self, for each other, for our diversity and for our environment;
- Striving for excellence by maximizing the potential of each individual and by promoting a commitment to lifelong learning;
- The fostering of responsible citizenship, cooperation and a strong work ethic;
- The importance of a caring and safe environment that is responsive to the needs of all;
- An atmosphere of openness, honesty, integrity and accountability.

### OUR MISSION

- To provide a professional learning environment with the focus on student-centered, hands-on learning allowing for all students to reach their full potential.
- To prepare individuals to assume their roles as responsible, competent and successful citizens who are capable of working cooperatively within an ever changing society.

### INTRODUCTION

The Pearson Electrotechnology Centre, offering programs in Electricity and Installation and Repair of Telecommunications Equipment, is the only public vocational training centre of its kind serving the Anglophone community in Quebec. PEC opened its doors to the first Electricity group in November, 2007 and the first Telecom group in March, 2008.

The centre is delivering on the promise to be a vibrant and dynamic educational institution. This state-of-the-art facility saw the transformation of Bishop Whalen School into a vocational centre. It was renovated to include specialized workshops and laboratories to house programs intended to provide more trade options to the Anglophone community in Quebec.

The challenges of building a centre from the ground up are many. The key to creating the type of educational facility envisioned by the school community lies in bringing together a team of highly skilled and experienced teachers in their respective fields, in a collaborative environment to create a culture of excellence in Electrotechnology. PEC is leading the way when it comes to establishing community and industry partnerships. The resulting initiatives are helping to pave the way so that PEC students may be ready to meet market demands and adhere to industry standards.



# PEC Success Plan 2010-2015

---

## SITUATION

---

**Location:** 5000 René-Huguet  
Lachine, QC  
H8T 1M7

**Community:**

- Located in the western part of Lachine
- Suburban neighborhood
- Close to a train station and industrial park
- Clientele comes from the greater Montreal area and beyond

---

## CENTRE PROFILE

---

**History of the vocational programs offered since opening in 2007**

- PEC brought in its first cohort in the Electricity program in November 2007 and the first cohort in the Telecom program in March 2008.
- To date, four Electricity cohorts have completed their program and two in Telecom.

**The Programs**

- Both programs are 1800 hours in duration (approximately 16 to 18 months)
- Both programs are sanctioned by the Ministry of Education, Leisure and Sports and lead to a Diploma of Vocational Studies.
- Graduates can expect to enter two sectors of industry that are struggling to meet their manpower needs.

**Electricity**

- The *Electricity* program prepares students to practice the trade of electrician. Successful candidates will be able to install electrical systems in the residential, commercial, institutional, industrial and public work sectors, as well as maintain building electrical systems in the manufacturing, institutional and industrial sectors.

**Installation and Repair of Telecommunications Equipment**

- The *Telecommunications* program will prepare students to install and repair telecommunications equipment in the five main segments of the industry: telephony service suppliers, satellite and cable television distributors, internet service providers, structured cable companies, and related telecommunications suppliers.



## PEC Success Plan 2010-2015

### Technical support for the professional and instructional staff:

- A total of seven smart Boards have been installed primarily in classrooms, computer labs, and electronics labs
- Two teachers have been designated as the DLP leaders
- The hiring of two dedicated technicians for Sector 5 has assisted greatly in the successful use of technology
- The use and acquisition of AV materials and software continues to grow
- PROCURE – Implementation and training of support staff
- TOSCA NET for teaching staff to enter attendance on line
- Half-time Educational Consultant
- Teacher leader coordinating technical aspects of the two programs

### Professional Development

- MELS stages – short term –long term
- Professional technical upgrades and teacher certification
- Staff attendance at Vocational Education conferences

### Publicity

- Continued participation at Education Training Fairs
- Public relations overtures for industry
- Distribution of brochures in Publi-Sac
- Student for a day program grows continuously
- Increase in student tours – Outreach
- Increased involvement with community groups, local media outlets
- The establishment of an adult and vocational web site has helped increase visibility [www.pearsonskills.com](http://www.pearsonskills.com)
- Maintaining PEC's website up to date; video clips on the website describing the two programs
- New program pamphlets with a recognizable school board motif
- Visits to schools whenever approached by guidance counselors
- Participation in career events within the board and outside
- Close circuit TV ads on the "Health and Wellness Network" on C.A.T. TV.
- Increased visibility on the web

### Services to Community/Business

- CCQ training facility
- BICSI Authorized Training Facility
- Emploi Quebec forklift training



## PEC Success Plan 2010-2015

### Industry Partnerships/Links to community

- New signage to let community know our role as an educational centre
- Industrial reps and speakers
- Professional Associations
- BICSI member

### Resources available

- *Carrefour Jeunesse Emploi* worker once a week linking to community services
- Dedicated part-time computer technician
- Part-time ped consultant
- Storekeeper
- Student supervisor for evening groups
- Conference/meeting facilities
- Computers in all classrooms
- Additional lab space for business training

### Resources needed for the functioning of the Centre

- Teacher leaders
- Technical consultant
- Ped. consultant

## FACILITIES

---

- 9 workshops and 2 labs for the Electricity program
- 4 workshops and 3 labs for the Telecommunications program
- workshops and laboratories are equipped with the latest technology in the field
- outdoor training area with manholes, electricity poles, and cable towers
- a workshop for three phased transformers, one for programmable controllers, one for lighting systems another for heating systems and so on
- a computer lab and an electronics lab for each program
- a “store” where all the tools and materials that teachers and students need are stored
- cafeteria and a rec. room/auditorium for students
- Finally, there is also a business centre with 2 classrooms, 2 computer labs (one equipped with computers already) and 2 conference rooms to serve the business community’s training and professional development needs

---

## STUDENT PROFILE

---

### Graduate Profile:

- Graduates tend to join the trade for which they have been trained
  - Some students return to other programs in the same sector for complementary or advanced training
  - Some students seek higher education at CEGEP or university
  - Many more have already frequented CEGEP and/or university
- 

---

## STUDENT EXIT PROFILE

---

What skills, knowledge, values and experiences does our centre want for our students upon graduation or upon leaving the centre?

### Graduates should be able to:

- Exhibit professional set of competencies
- Demonstrate a code of professional ethics
- Communicate effectively
- Collaborate in teamwork situations
- Work independently
- Solve problems
- Adapt to change
- Develop an appreciation of lifelong learning
- Master an appropriate use of technology

## PEC Success Plan 2010-2015

<b>Students' Place of Residence</b>				
<b>City</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
Baie-D'Urfé	1	1		
Beaconsfield		3	6	
Brossard	2	1	1	
Candiac		1	1	
Carignan		1	1	
Châteauguay		4	8	
Chatham		1	1	
Côte-Saint-Luc	1	1	3	
Deux-Montagnes			1	
Dollard-Des Ormeaux	2	5	12	
Dorval	2	6	9	
Godmanchester			1	
Greenfield Park		2	5	
Hampstead	1	1	1	
Harrington			1	
Hinchinbrooke	1	1		
Howick	1	1	1	
Hudson		1	2	
Ile-Bizard	1	3	4	
Île-Perrot			3	
Kahnawake	2	2	1	
Kirkland	2	5	7	
Lachine	5	13	16	
Lasalle	7	27	30	
Laval	7	9	11	
LeMoyne		1	2	
Longueuil	1	1	1	
Montréal	19	39	50	
Montréal-Nord		1	1	
Montréal-Ouest	1	2	2	

## PEC Success Plan 2010-2015

Notre-Dame-de-l'Île-Perrot		1	3
Ormstown		2	2
Pierrefonds	8	12	15
Pincourt	3	3	3
Pointe-aux-Trembles			2
Pointe-Claire	2	12	13
Rigaud		2	2
Roxboro		1	1
Saint-Chrysostome			1
Saint-Constant	1	2	1
Sainte-Anne-de-Bellevue	2	2	2
Sainte-Catherine		1	1
Sainte-Genève	1	1	2
Sainte-Julie		1	1
Sainte-Lucie-des-Laurentides	1	1	1
Saint-Hubert		1	2
Saint-Laurent	2	6	6
Saint-Lazare	2	3	4
Saint-Léonard		3	5
Terrebonne		1	1
Vaudreuil		1	1
Vaudreuil-Dorion	3	5	7
Verdun	3	6	6
Wentworth	1	1	1
Westmount		1	2
	<b>85</b>	<b>202</b>	<b>267</b>

# PEC Success Plan 2010-2015

## 2009-2010

### Indicators

ELECTRICITY (5795)

#### Total Registered

	2004-2005	2005-2006	2006-2007	2007-2008
Total number of students registered				58
Female				
Male				58

#### Number of New Registrations

	2004-2005	2005-2006	2006-2007	2007-2008
Total number of new students				58
Female				
Male				58

#### Students Registered Under the Age of 20

	2004-2005	2005-2006	2006-2007	2007-2008
Number of new students under the age of 20				8
Female				
Male				8
Percentage of new students under the age of 20				13.8
Female				
Male				13.8

#### Students Obtaining a DEP

##### Obtained a DEP in the same program

	2004-2005	2005-2006	2006-2007	2007-2008
Proportion obtaining a diploma				
Female				
Male				

##### Obtained a DEP in any other program

	2004-2005	2005-2006	2006-2007	2007-2008
Proportion obtaining a diploma				
Female				
Male				

#### Work Study

	2004-2005	2005-2006	2006-2007	2007-2008
Proportion in work-study program				
Female				
Male				

# PEC Success Plan 2010-2015

## 2009-2010

### Indicators

#### Installation and Repair of Telecommunications Equipment (5766)

#### Total Registered

2004-2005      2005-2006      2006-2007      2007-2008

Total number of students registered				15
Female				
Male				15

#### Number of New Registrations

2004-2005      2005-2006      2006-2007      2007-2008

Total number of new students				15
Female				
Male				15

#### Students Registered Under the Age of 20

2004-2005      2005-2006      2006-2007      2007-2008

Number of new students under the age of 20				7
Female				
Male				7
Percentage of new students under the age of 20				46.7
Female				
Male				46.7

#### Students Obtaining a DEP

2004-2005      2005-2006      2006-2007      2007-2008

##### Obtained a DEP in the same program

Proportion obtaining a diploma				
Female				
Male				

##### Obtained a DEP in any other program

Proportion obtaining a diploma				
Female				
Male				

#### Work Study

2004-2005      2005-2006      2006-2007      2007-2008

Proportion in work-study program				
Female				
Male				



## PEC Success Plan 2010-2015

### Breakdown of Students 20 Years Old and Younger

	2007-2008	2008-2009	2009-2010	2010-2011
17 years old		3	1	
18 years old	5.00	14	19	
19 years old	10	18	22	
20 years old	3	17	23	
<b>TOTAL</b>	<b>18</b>	<b>52</b>	<b>65</b>	

### ETP Statistics

<b>Electricity</b>	2007-2008	2008-2009	2009-2010	2010-2011
Projected	44.20	133.92		
Sanctioned	31.50	118.07		
<b>Telecom</b>	2007-2008	2008-2009	2009-2010	2010-2011
Projected	8.36	43.16		
Sanctioned	5.86	41.87		
<b>TOTAL</b>	2007-2008	2008-2009	2009-2010	2010-2011
Projected	52.56	177.08		
Sanctioned	37.36	159.94		

## PEC Success Plan 2010-2015

Strategic Direction 1	Maximizing Student Learning in a Culture of Learning
-----------------------	--

Objectives	Strategies	Indicators	Target/Results
1.1 To increase the number of ETP's.	<p>Promote vocational education as a viable educational pathway for students under the age of 20.</p> <p>Increase the number of vocational programs offered.</p>	<p>The percentage of students under the age who enrol in the programs offered.</p> <p>Collaborate with other vocational education centres of LBPSB and other boards to obtain ententes to increase the number of DEP's offered.</p>	<p>To increase by 15% the number of students under the age of 20.</p> <p>To increase by 10% the number of Students-for-a-day under the age of 20 in each program.</p> <p>To participate in a minimum of 5 career fairs at the high school and or CEGEP level.</p> <p>To bring in one cohort per year in at least two new programs.</p>
1.2 To increase the qualification rate for students enrolled.	<p>Support interventions for teachers and students that promote success.</p>	<p>The percentage of students who begin and end their training within the prescribed time.</p> <p>The professional development activities organized by the PEC consultant.</p> <p>The number of professional development activities initiated and animated by PEC teachers.</p>	<p>Ensure that 18 or more students out of the prescribed 22 finish with a diploma. Ensure that we do not lose more than 2 students under the age of 20 per group.</p> <p>Have an organized professional development activity for each local ped.day. for a total of 3.</p> <p>Ensure that monthly Department meetings focus on at least one agenda item of professional development.</p>



## PEC Success Plan 2010-2015

<p>1.3 To increase French literacy to allow better access to the job market for students.</p>	<p>Support academic on-site and off-site interventions and initiatives that help students increase their working level of French. Collaborate with Adult Education centres of the LBPSB to facilitate this.</p>	<p>Create a glossary of English/French terms to be integrated it into the curriculum.</p> <p>Collaborate with Adult and Voc. Centres to share Rosetta Stone software and put it at the disposal of our students.</p>	<p>Bring the number of modules with glossary of terms to at least 5 per program.</p> <p>Bring in at least 5 work stations with the Rosetta Stone software for students.</p>
---	---	--	---

# PEC Success Plan 2010-2015

Strategic Direction 2	Fostering and Supporting a Commitment to Professional Growth for All
-----------------------	--

Objectives	Strategies	Indicators	Target/Results
2.1 To develop staff capacity to support the strategic directions.	Provide and support professional development activities to sustain best practices in-line with the strategic directions.	<p>The number of professional development activities targeting best practices in-line with the strategic directions.</p> <p>Requests submitted for professional development.</p>	<p>Increase the number of professional development activities by each department (teaching and non-teaching staff).</p> <p>Professional development plans and spending are in-line with the strategic directions.</p>
2.2 To enlist and recognize the contribution and expertise of all personnel toward student success.	Recognize and promote innovative practices that align with the strategic plan.	<p>The number of innovative practices recognized.</p> <p>The goals and objectives of each department.</p>	<p>A monthly newsletter that recognizes initiatives in-line with the strategic directions.</p> <p>Annual goals and objectives of each department (teaching and non-teaching staff) are consistent with the strategic directions.</p>

## PEC Success Plan 2010-2015

Strategic Direction 3		Enhancing School Collaboration and Community Partnerships	
Objectives	Strategies	Indicators	Target/Results
3.1 To develop opportunities for successful transitions into the work force.	Support programs and network with industry partners to ensure ample opportunities for job placement upon completion of DEP.	Information about potential stage hosts and job placements available for both programs.  Information about where students end up.	A data bank of potential stage hosts and job placements available for both programs.  A data base of where students end up.
3.2 To promote further technical training for our students.	Foster collaboration between vocational and CEGEP's technical training programs.	Establish passerelles with CEGEP's.  Collaborate with CEGEP's to promote technical programs.	Increase from 1 to 2 passerelles (Dawson and Vanier).
3.3 To enrich learning opportunities through industry partnerships.	Cultivate relationships and establish links with industry.  Imbed value added training into the current programs.	The number of partnerships with industry.  The number of additional credentials for students in our programs.	Increase from 2 to 5 partnerships with industry.  Increase from 2 to 8 credentials.
3.4 To promote vocational education	Inform the public and the educational community about the options available in vocational education.  Cultivate relationships and establish links with First Nations.  Collaborate with the International Language Centre with regards to international student placements.	The number of collaborative activities undertaken with the youth sector  The number of initiatives facilitating access to the programs at PEC.  The number of initiatives facilitating access to the programs at PEC.	Bring to fruition 2 such initiatives.  Bring to fruition 2 such initiatives.



# PEC Success Plan 2010-2015

Strategic Direction 4	Promoting Wellness in a Safe and Caring Community
-----------------------	---

Objectives	Strategies	Indicators	Target/Results
4.1 To develop a culture of pride and respect for the environment.	<p>Develop and support a school based plan for keeping shops clean.</p> <p>Develop and support a plan for managing recyclable materials used in the programs.</p>	<p>The number of shops that have written procedures for students and teachers for ensuring clean and orderly shops.</p> <p>The amount of money generated from collection of recycled materials.</p> <p>The number of initiatives in collaboration with community organizations to help make the school more environmentally friendly.</p>	<p>Ensure that there are no more than 5 interventions per year with regards to shops that are left in disarray.</p> <p>Increase by 5% the amount of money received for collection of recycled materials.</p> <p>Bring to fruition one such initiative.</p>
4.2 To support and expand programs that foster healthy living.	Support students in developing an intramural program.	The number of activities in which students can participate.	Have at least 1 student organized tournament per year.

## PEC Success Plan 2010-2015

<p>4.3 To provide a safe, secure, healthy, and welcoming environment.</p>	<p>Implement the CSST Action Plan.</p> <p>Provide comprehensive professional development and communication strategies to address Health and safety in the work place for staff and students.</p>	<p>The number of student initiated projects through the CSST “Défi Prévention” program.</p> <p>Use the diagnostic tool <i>Taking Charge in professional and Training Centres</i>.</p> <p>Number of students and teachers attending CSST safety awareness seminars</p> <p>The number of teachers with their ASP card.</p> <p>The number of professional development opportunities to properly train teachers.</p> <p>The number of protocols and procedures for the different labs and workshops.</p>	<p>Submit at least 2 projects.</p> <p>Achieve a perfect score.</p> <p>Ensure that we bring in the maximum number of participants allowed for PEC.</p> <p>Ensure that 90% the number of teachers with this qualification.</p> <p>At least 2 per year.</p> <p>One per workshop and lab.</p>
---	--	--	---