



JP NFP

8^e Journée pédagogique nationale
en formation professionnelle

Updating my Professional Skills

Ideas and Courses of Action

FRIDAY, NOVEMBER 8TH, 2024

Le Victorin Hotel, Victoriaville

Call for papers

The 8th National Pedagogical Day in Vocational Training (JPNFP) will take place on November 8, 2024, in person. It will bring together vocational training teachers, educational counselors, executives, and other stakeholders from the field who, like you, are involved in the recognition, development, and enhancement of vocational training.

For nearly 20 years, the National Pedagogical Day in Vocational Training (JPNFP) has been an essential reference in vocational training. The event notably contributes to the professional expertise of teachers by offering new means of action validated by research or drawn from well-documented professional experiences. Year after year, the event brings together the largest community of teachers working with learners from diverse backgrounds, demanding increasingly varied pedagogical approaches. Several hundred people from here benefit from this event, which shines through the richness of content and the diversity of communications.

In recent years, many stakeholders in education have witnessed significant challenges faced daily by various teaching environments, particularly in vocational training. The concern for quality teaching, aiming at respecting curriculum standards and meeting the needs of learners, proves particularly demanding, especially in terms of inclusion of individuals experiencing learning difficulties.

As part of the annual training day 2024, we aim to focus on the essentials, namely the professional competence of the teacher, and the challenges they face, especially those encountered by today's vocational training staff.

Professional competence could be defined as the "**combinatorial knowledge** of an individual, their ability to combine and mobilize resources, and 'the skills' they produce with this combinatorial knowledge. The competent person is one who knows how to develop relevant skills to manage complex professional situations" (Le Boterf, 1998).

The competent individual has developed their "power to act" because they possess the resources and experience from situations in which action is appropriate, and furthermore, they demonstrate the ability to assess the relevance of their actions. Competence thus corresponds to what we would call a reflective action knowledge (Develay, 2015).

The conditions for this power to act involve the means to acquire resources for action (knowledge, various skills, professional behaviors, emotional resources...) and to develop the capacity to implement relevant professional practices in situational contexts (Le Boterf, 1998).

The fields of professional competences to be updated should focus, among other things, on communication, digital literacy, problem-solving, environmental considerations, collaboration, adaptation to changes, and the development of judgment.

In this context, how can one appropriate resources to enable action?

How can the capacity to implement relevant professional practices in situational contexts be developed?

It is on the basis of these concerns that we have chosen to orient the next National Pedagogical Day in Vocational Training under the theme: **"Updating my Professional Skills : Ideas and Courses of Action."**

The day is organized by the Conseil pédagogique interdisciplinaire du Québec (CPIQ) in collaboration with the Association québécoise de l'alternance études travail (AQAÉT), the Association québécoise des professeurs en soins esthétiques (AQPSE), the Association québécoise des cadres scolaires (AQCS) and the Center for Applied Research in Educational Instrumentation (CRAIE), as well as individuals from the Eastern Townships School Board and the Capital School Services Center. A member of the Quebec Advisory Council on Vocational Training, a subcommittee of PROCEDE, represents the English-speaking sector.

The organizing committee invites you to share your experiences and reflections on these issues or any other matters of general interest to vocational education teaching.

Looking forward to hearing from you !

The organizing committee of the 8th National Pedagogical Day in Vocational Training.



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GENERAL INFORMATION

- The proposals must be received no later than **June 21, 2024**.
- The length of the presentations is **60 minutes**, unless otherwise specified.
- An acknowledgment will be sent via email upon receipt of the proposal.
- Those whose proposals are accepted will receive free registration for the National Pedagogical Day in Vocational Training, up to a maximum of two people per submission. (**This discount does not apply to resource persons acting on behalf of a commercial enterprise or those directly benefiting from the sale of products or services presented in the workshop.**)

FIRST POINT OF CONTACT

Last Name: _____

First Name: _____

Profession or position: _____

Department or service: _____

Institution or organization: _____

Mailing address: _____

Postal code: _____

Phone (home): _____

Phone (work): _____

Email: _____

SECOND POINT OF CONTACT

Last Name: _____

First Name: _____

Profession or position: _____

Department or service: _____

Institution or organization: _____

Mailing address: _____

Postal code: _____

Phone (home): _____

Phone (work): _____

Email: _____

TITLE OF THE PRESENTATION: _____

Detailed presentation of the communication*

This text is intended for the organizing committee. You are invited to present the content and foundations of the presentation and to explain its implications for teaching and learning in vocational training (maximum 200 words).

The presentation must comply with the specified 200-word limit.

Word count: _____

ABSTRACT OF THE PRESENTATION

The abstract should outline the main points of the content and its relevance. This text will appear in the Program of the 8th National Pedagogical Day in Vocational Training.

The presentation must comply with the specified 50-word limit.

Word count: _____



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FORMAT

- A - Presentation with discussion: Presentation by one or more resource persons, followed by a discussion period.
- B - Forum: Discussions between participants led by a resource facilitator.

NATURE OF PRESENTATION (check one or more boxes, if necessary)

- 1 - Analysis and Research - Presentation of the results of a systematic analysis or research process.
- 2 - Narrative of practice - Presentation of the modalities and results of a pedagogical or professional practice
- 3 - Organizational development practice - Presentation and analysis of an educational management action
- 4 - Product presentation - Presentation of products for teaching and learning
- 5 - Information - Sharing information on services and activities available to teachers