

# Career Development 10

*Guide*

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## Career Development 10

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Prepared by the Department of Education and Early Childhood Development

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# Career Development 10

Curriculum Guide

2020

## Background

Career Development 10 is designed to introduce learners to the career planning process. This course is intended to be experiential in nature with outcomes that can be delivered through an integrated inquiry and project-based approach.

In Career Development 10, learners will engage in self-assessment. This involves an evaluation of personal characteristics such as interests, skills, learning styles and aptitudes. The self-discovery process will support learners in reflecting on the relationship between the results of their self-assessments and career pathways they are interested in pursuing.

As learners' self-awareness increases, they will be better prepared to take on the challenge of key decisions they will be faced with when setting goals for their future. In this course, learners will investigate effective goal setting strategies and the role goal setting has in achieving success in life and careers. Learners will also evaluate the many types of influences that can impact their decisions and goals and examine strategies to manage these influences in terms of their own personal ambitions.

As part of this course, learners will examine the changing world of work and analyse ways they can be prepared for a future that is continually evolving. This will require them to be intentional in their focus on the development of skills that will enable them to adapt to change and be prepared for a more fluid way of working. The career research they undertake will need to be purposeful to ensure they understand the training and education necessary to enter and be successful in the workforce.

Learners will be introduced to budgeting, financial decision making and money management strategies to prepare them for the financial commitments they will face upon graduation. They will also investigate the financial obligations associated with training programs and postsecondary education. The exposure to these key concepts will enhance their financial literacy and provide them with the foundation to develop a financial plan to achieve their career goals.

While learners will have interests in specific careers, it is important for them to examine careers in terms of Labour Market Information (LMI). This course will introduce them occupational data and labour market insights so they can determine if their career goals are realistic in terms of opportunities. By analysing LMI, learners will be better informed when making decisions about their future.

Career Development 10 will also provide learners with insight into the realities of the workplace including workplace structures and policies, codes of conduct, confidentiality, and other workplace expectations.

What learners need to understand at the conclusion of this course is that career goals and plans will change and be influenced by lived experiences. It is important that they recognize that career planning is recursive in nature and extends well beyond this course. As they document their learning from Career Development 10 in their portfolio, they are positioned to refine their goals and plans on an ongoing basis, enabling learners to use their portfolio in other courses and in their life.

To explore specific career opportunities in greater depth, learners may wish to consider taking a Co-operative Education course in Grade 11 or 12 to apply their understanding and knowledge of career planning in a work setting.

## Learning through the lens of Competencies and Skills

In 2015 the Council of Atlantic Ministers of Education and Training (CAMET) released their findings to a review of the Atlantic Canada Essential Graduation Learnings which had been developed in 1995 as a framework for curriculum development. The review questioned whether the existing model responded to the changing demands of work and life in the 21st century. This review resulted in an updated document, the Essential Graduation Competencies, placed emphasis on the importance of articulating clear statements of what learners are expected to know, be able to do, and reflect on by the time they graduate from high school. These competencies describe expectations, not in terms of individual curricular areas but in terms of attitudes, skills, and knowledge developed throughout the curricula.



### What are competencies?

A competency is an interrelated set of attitudes, skills and knowledge that is drawn upon and applied in a particular context for learning and living. **Competencies** are developed over time through engagement in learning experiences and a supportive learning environment.

### Shift from EGLs to Competencies

This shift requires a reconceptualizing of learning. Our rapidly ever-changing society means that learners need new kinds of transferable skills, many of which are not even fully understood and will continue to evolve. This is why preparing learners for a fast-paced world, where society and the economy are focused on knowledge and innovations, is essential. The EGLs while innovative in 1995 were aligned with specific disciplines (knowledge based) rather than the development of skills and attitudes.

EGLs	Competencies
Aesthetic Expression	Creativity and Innovation
Citizenship	Citizenship
Communication	Communication
Personal Development	Personal – Career Development
Problem Solving	Critical Thinking
Technological Competence	Technological Fluency

**Citizenship (CZ)**

Learners are expected to contribute to the quality and sustainability of their environment, communities, and society. They analyse cultural, economic, environmental, and social issues, make decisions, judgment, solve problems, and act as stewards in a local, national, and global context.

**Personal-Career Development (PCD)**

Learners are expected to become self-aware and self-directed individuals who set and pursue goals. They understand and appreciate how culture contributes to work and personal life roles. They make thoughtful decisions regarding health and wellness, and career pathways.

**Communication (COM)**

Learners are expected to interpret and express themselves effectively through a variety of media. They participate in critical dialogue, listen, read, view, and create for information, enrichment, and enjoyment.

**Creativity and Innovation (CI)**

Learners are expected to demonstrate openness to new experiences, engage in creative processes, to make unexpected connections, and to generate new and dynamic ideas, techniques, and products. They value aesthetic expression and appreciate the creative and innovative work of others.

**Critical Thinking (CT)**

Learners are expected to analyse and evaluate evidence, arguments, and ideas using various types of reasoning and systems thinking to inquire, make decisions, and solve problems. They reflect critically on thinking processes.

**Technological Fluency (TF)**

Learners are expected to use and apply technology to collaborate, communicate, create, innovate, and solve problems. They use technology in a legal, safe, and ethically responsible manner to support and enhance learning.

The streamlined CD 10 curriculum outcomes are comprised of skills, concepts, and opportunities for engagement with the competencies. Each outcome has suggested indicators to assist in developing those concepts and skills to demonstrate achievement. The design reflects an opportunity for a natural cross curricular approach.

- Indicators have been identified for each outcome; the indicators are aligned with competencies and are suggested ways to scaffold skill development through conceptual exploration in order to provide a depth of understanding in relation to the outcome.
- Concepts are the key ideas, information, and theories that learners come to know through the aligned skill. Guiding questions are offered as possible ways to approach learning associated with the skill and concept.

Competencies are listed at the end of each indicator. These are closely aligned with the combination of skill and concept that are found in the indicator. The competencies can be used by teachers to frame learning experiences. This framing provides opportunities for learners to engage with and develop the related competency.

## Example

### Outcome

The skill is Investigate

Learners will **investigate** strategies for developing and maintaining personal and workplace relationships.

#### What does investigate look like for learners?

Investigate is a process whereby learners collect information and communicate new understandings. Learners will:

- ask and revise questions
- locate several relevant and dependable details to support an answer
- organize and compare details
- identify relationships, recognize represented perspectives
- communicate findings.

#### Indicator (suggestion to assist with skill development and achievement of outcome)

The skill is Investigate

**Apply** conflict resolution strategies (PCD, COM, CZ, CT, CI)

The skill found in the indicator is apply.

Competencies

#### What does apply look like for learners?

Learners will use prior and/or new knowledge to complete a task. As part of their learning and skill development, this will require them to carry out, use or complete a procedure/ process/ technique.

### Concept and Guiding Question

#### Conflict Resolution

- How can conflict be addressed in the workplace?
- Why is it important to effectively and appropriately address conflicts in the workplace?

## Learning Experiences

The suggested indicators are organized in a way to scaffold learning in support of the outcome. The exploration of skills and concepts for this outcome can be done in any order, concurrently, or selectively based on the progression of learning. The experience described below is presented independently from the other indicators that support the outcome, however, in practice, multiple indicators can be addressed simultaneously.

Learners can be introduced to the concept of conflict resolution by their teacher through explicit instruction. This may require learners to gather information on ways conflict in the workplace can be managed, reviewing the information they find for accuracy and relevancy. This learning would take place prior to community partners being brought into the classroom as an extension of their learning. Partners such as a Human Resource Director, a union representative or a Mi'kmaw elder can support students in learning about how conflict can be effectively managed through an interactive workshop and discussion format where learners apply strategies to case studies related to workplace conflict.

Critical Thinking (CT) - This provides learners an opportunity to ask critical and purposeful questions.

**Suggestions for learning experiences for each outcome can be found in the CD 10 moodle.**

## Evidence of learning for the indicator

In this indicator, learners need to apply strategies that can effectively address conflict in the workplace. Learners can co-construct rubrics that reflect success criteria for their learning. Teachers can observe how learners apply conflict resolution strategies to the case studies presented by community partners. Evidence of learning can also be collected as learners communicate their findings with their classmates.



## Portfolios to Showcase Learning

Portfolios are essential to supporting student learning throughout the Career Development 10 course. A portfolio showcases development of skills and competencies and offers evidence of student growth and learning in relation to curriculum outcomes.

A student's portfolio is a living document that conveys a story. While portfolios can serve multiple purposes and take many forms, it is important to clarify their role in supporting the learning process with learners so they can be effectively used throughout this course. When supporting learners in the development of portfolios, it is essential that process, the journey of learning, is more the focus than the development of a final product. Portfolios are intended to represent informed cumulative efforts and learning over time.

The creation of a portfolio must be purposeful and intentional. This requires a clear understanding of the role of reflective practice in the portfolio development process. Reflective practice is the ability to reflect on or think about what you do (action), why you have done it, and what you can learn from it. It is through reflection that learners will become thoughtful managers of their own learning. The portfolio also provides teachers with the opportunity to offer meaningful timely feedback on student growth and be an active participant in the student learning process.

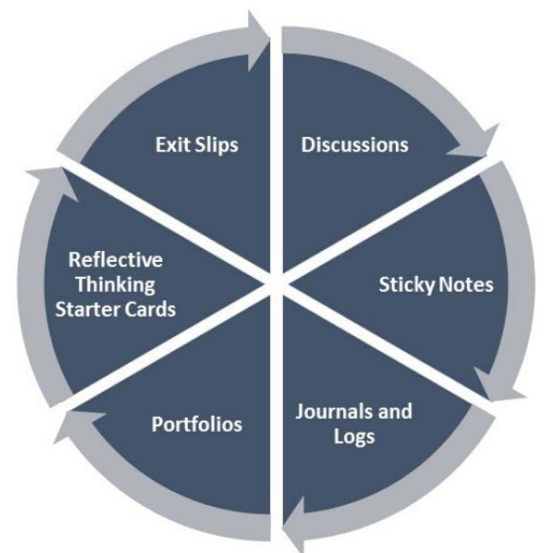
In Career Development 10, portfolio learning happens throughout the course and allows learners to plan, organize and document accomplishments, skills, experiences, and attributes in relation to classroom learning and personal experiences.

## Course Delivery:

The design of Career Development 10 is module based. While each of the four modules could be delivered independently, the course should be viewed and delivered in a nonlinear way.

Learning in Career Development 10 will be enhanced through an experiential and integrated approach. Experiential learning requires learners to meaningfully engage in the experience/ activity while reflecting upon the learning and the competencies and skills they are developing. Reflective practice supports learners in applying their learning and skills to their everyday lives and in planning for their future. A range of options should be used for learners to reflect on and demonstrate this learning.

By delivering the curriculum through an integrated approach, higher level thinking and active participation are encouraged. This approach supports learners in a deeper understanding of content and offers expanded opportunities for achievement of outcomes in a meaningful way.



### Inquiry Based Learning

Inquiry-based learning is an approach that promotes inquiry, the creation of ideas, and observation. The process typically involves investigations, aimed at answering a big question or solving a problem. These investigations require that students learn how to develop questions, look for information, and to identify possible solutions or conclusions.

### Project Based Learning

Using "big ideas" as a starting point, students learn through practical projects that require them to acquire a thorough understanding of the subject that they can apply in the real world. This approach engages students in formulating questions, investigating for answers, building new understandings, communicating their learning to others, while developing critical thinking skills, collaboration, communication, reasoning, synthesis skills, and resilience. Project Based Learning typically is concluded with a final product that is presented to a school and/or a community-based audience.

How experiential learning benefits learners:

- Makes learning relatable and relevant for learners
- Provides motivation through contextual learning
- Helps learners integrate and practice concepts and theories learned in the classroom
- Creates opportunities for development of skills and success in learning
- Helps learners reflect on career options and explore potential career pathways

### **What could it look like in the classroom?**

Learners will:

- Seek and pursue opportunities for innovation
- Introduce and test ideas
- Assess opportunities
- Set goals and action plans
- Demonstrate self-awareness
- Engage in ongoing reflection
- Take risks

### **How do I know it's working?**

Learners are developing as:

- Flexible collaborators
- Reflective leaders
- Calculated risk takers
- Adaptive and resilient problem solvers
- Effective communicators
- Self-aware learners

## Resources to Support Curriculum Delivery:

To support the delivery of Career Development 10, resources and tools are identified below. Specific details on partners available to supplement in school instruction and learning can be found in the google site and Moodle.

### Career Education Framework

This framework is intended to provide Nova Scotia learners with a stronger understanding of themselves and their strengths, interests, and skills as they access a range of learning opportunities to guide them in making meaningful decisions about their life, education, and career goals.

### Curriculum Website

This site contains all curriculum documents that support PSP courses in Nova Scotia.

### **Google Site**

The resources contained on the google site and the Moodle are the same; the At a Glance and curriculum guide can be found on both the google site and Moodle.

The site contains suggestions for learning experiences that align with each of the outcomes, indicators and concepts. These were developed by teachers who have taught Career Development 10.

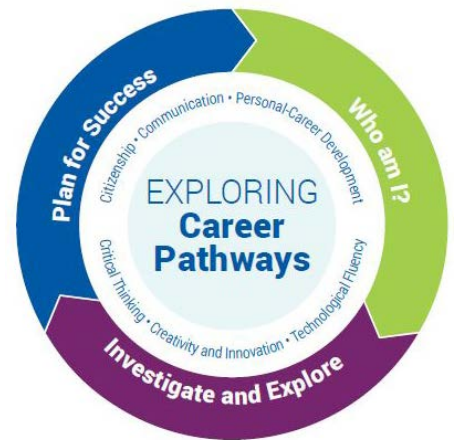
The google site also contains additional resources, links to partner organizations and supporting documents.

### [myBlueprint.ca](http://myBlueprint.ca)

myBlueprint is available to all Nova Scotia public school learners in grades 4-12. This resource allows learners to complete self-assessments, explore careers and post-secondary options, plan high school pathways and access labour market information.

### **Moodle**

Accessible through the google landing page. Contains the same resources as the google site.



## Module 1 Process of Self Discovery

### Rationale

Self-awareness is an important concept in the career planning process. Being self aware is a continuous, ongoing process and requires self reflection. As part of reflective practice, learners will acquire a better understanding of their personal interests, aptitudes, strengths and challenges, skills and values and the role these have in influencing education and career goals.

As learners are introduced to the importance of employability and essential skills in the workplace and how they are utilized in everyday life, an increased self-awareness will support them in making connections between personal attributes and these skills. They will explore strategies for the development of skills and investigate their relevance in the education and career planning process. As part of their exploration of careers and the workplace, learners will investigate the organizational structure of different work environments reflecting on their personal suitability for those environments. This will also require learners to examine the importance of maintaining appropriate and effective relationships in the workplace.

## Outcome

Learners will analyse personal interests, aptitudes, and skills in relation to establishing education and career goals.

## Skill

### Analyse

Gather and select appropriate information; determine accuracy, validity, and relevance of the information; consider the implications of the information from multiple perspectives; communicate findings.

## Indicators

- Analyse results of personal inventories or assessments in relation to interests, aptitudes and skills (PCD, COM, CT, TF)
- Analyse personal interests and skills as they relate to personal goals (PCD, CT, COM)
- Investigate personal Employability Skills and Essential Skills in relation to education and career goals (PCD, CT, COM, TF)
- Analyse employability skills in relation to various education and career goals (PCD, CT, TF)

## Concept & Guiding Questions

### Inventories

- How have the results of the personal inventories or assessments impacted your understanding of the career planning process?
- What role do learning styles have in career planning?

### Goal Setting

- Why is goal setting important in developing a career and education plan?
- How is goal setting an integral part of achieving success?
- Why is it important to see goal setting as a fluid process?

### Employability Skills

- How can Employability Skills be demonstrated in the workplace? And in life?
- What role does awareness of employability skills have in career planning?
- How can employability skills help shape a career?

### Essential Skills

- What impact do learning styles have on the development of essential skills?
- How can Essential Skills be demonstrated in the workplace? And in life?
- How can you develop your Essential Skills to prepare you for career opportunities?

## Outcome

Learners will reflect on the role of self-awareness in influencing education and career goals.

## Skill

### Reflect

Ask questions of experiences and/ or concepts. Examine further ideas and information; consider ideas, perceptions, and perspectives about experiences and/ or concepts. Evaluate perceptions and perspectives in relation to experiences and/or concepts. Synthesize perceptions, and perspectives in relation to experiences and/or concepts. Communicate the impact of the process.

## Indicators

- Evaluate strategies that support self-awareness (PCD, COM, CT, CI)
- Analyse factors that influence personal values (PCD, CT, CZ)
- Investigate ways education and career goals can be influenced (PCD, COM, CT, CZ)
- Analyse how self-awareness can impact decisions (PCD, CT, CZ, CI)

## Concepts and Guiding Questions

### Self-Awareness

- How can I increase my personal self-awareness?
- What impact does self-awareness have on career and education goals?
- How does knowing who you are and how you see yourself impact your career and education goals?
- What is the relationship between self awareness and personal well-being?

### Personal Values

- How do you identify your personal values?
- What factors can influence your personal values?
- What role can values have in the career decision making and planning process?

### Influences

- How are education and career goals influenced by culture, community, relationships, interests, and family?
- How can personal responsibilities influence your goals for the future?
- How can a positive personal identity influence how you make decisions about your education and career goals?

## Outcome

Learners will investigate strategies for developing and maintaining personal and workplace relationships.

## Skill

### Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

## Indicators

- Investigate hierarchical structures and relationships that exist in the workplace (PCD, COM, CZ, CT)
- Investigate appropriate and effective workplace communication (PCD, COM, CZ, CT)
- Apply conflict resolution strategies (PCD, COM, CZ, CT, CI)

## Concept & Guiding Questions:

### Workplace Organizational Structure

- How does the organizational structure impact working relationships?
- What are the different types of relationships that can exist in a workplace? How do these contribute to an effective work environment?
- What constitutes a collegial and productive workplace relationship?

### Workplace Communication

- How is communication affected by level of responsibility and role in the workplace?
- What does appropriate and effective communication look like in the workplace?

### Conflict Resolution

- How can conflict be addressed in the workplace?
- Why is it important to effectively and appropriately address conflicts in the workplace?



## Module 2 Exploring Career and Education Goals

### Rationale

There can be many influences on learners' career and education goals, some of which may change as learners investigate their options and fields of interest. It is important for learners to be able to identify factors that can impact their choices and decisions such as life's circumstances, academic achievement at school, increased awareness of labour market information, and outside influences that includes family and friends. Learners need to understand how to assess and manage these factors in the context of education and career goals so they can make informed decisions when planning their future. They must also be prepared to problem solve and overcome challenges that can affect goal achievement.

When exploring education and career goals, learners need to be prepared for a "reality check". To do so, learners must analyse and reflect on personal skills, attitudes and aspirations to determine how they align with postsecondary and workplace expectations. This will require learners to examine multiple options and the skills that are expected in a range of workplace settings. They will also analyse the consequences of taking a gap year as part of their reality check and how a gap year could impact achievement of goals.

As part of the "reality check", learners will show evidence of their learning by creating goals and formulating a preliminary plan for achievement of these goals. They will investigate what it means to be resilient in a workplace/career, reflecting on whether their goals would align with workplaces that are facing rapid changes. Learners will also analyse the impact of taking a gap year on achievement of education and career goals.

## Outcome

Learners will evaluate factors that can influence education and career goals.

## Skill

### Evaluate

Review processes and results from an inquiry. Consider and communicate varying perspectives and alternative solutions of findings. Identify potential new problems and/or issues. Justify decisions and/or findings.

## Indicators

- Analyse steps required to make informed decisions to achieve education and career goals (PCD, COM, CT)
- Investigate the role of labour market information in setting education and career goals (PCD, CT, COM, TF)
- Investigate the types of barriers and challenges that may impact achievement of education and career goals (PCD, COM, CT)

## Concepts and Guiding Questions

### Decision Making

- What factors can influence education and career choices?
- Why is it important to understand steps that contribute to informed decision making? (consider choices, gather information, consider advantages & disadvantages, make decisions, evaluate decisions)
- What role does school course selection have in achieving education and career goals?
- How can social media presence impact achievement of education and career goals?

### Labour Market Information

- How can labour market information help in making informed decisions to achieve education and career goals?
- How do you determine which labour market information is most relevant and reliable? (ie source, categories etc)

### Barriers and Challenges to Achieving Education and Career Goals

- How can school course selection affect education and career options?
- What barriers or challenges could prevent achievement of education and career goals?
- How could you overcome barriers or challenges to your goals?

## Outcome

Learners will analyse the skills and attitudes needed for success in post- secondary and the workplace.

## Skill

### Analyse

Gather and select appropriate information; determine accuracy, validity, and relevance of the information; consider the implications of the information from multiple perspectives. Communicate findings.

## Indicators

- Analyse skills that are needed to succeed in work, learning and life. (PCD, COM, CT, TF)
- Investigate expectations associated with entering the workforce, postsecondary institutions, workplace training programs, Apprenticeship and Entrepreneurial opportunities. (PCD, COM, CT, TF)
- Investigate the role of resiliency in the workplace (PCD, CI, CT, COM)
- Investigate attitudes expected in workplace environments (PCD, COM, CZ)

## Concepts and Guiding Questions:

### Skills

- How are 21st century skills critical to student success?
- How are transferable skills important to career growth?
- How can you adapt if your job changes/ becomes obsolete?
- What is the importance of soft skills in personal lives as well as in the workplace?
- How do your skills align with your potential education and career choices?

### Real World Expectations

- Why is it important to explore a range of options to achieve education and career goals?
- What do today's employers expect of new employees?
- What attitudes are needed for success in the workplace?
- What are the expectations of learners entering postsecondary or workforce training programs?
- If you were to consider an entrepreneurial pathway, what is it you would need to be successful?

### Career Resiliency

- What does it mean to be resilient in the workplace?
- What is the importance of being resilient during times of change?
- How can transferable skills be used to your advantage as changes happen in a workplace?
- How is resilience important in achieving academic and career success?

## Outcome

Learners will create education and career goals.

## Skill

### Create

Develop an idea; communicate a representation for a process and/or a product; produce a product; modify as necessary; evaluate results and/or modifications.

## Indicators

- Investigate goal setting strategies needed to achieve goals (PCD, COM, CI, CT)
- Analyse factors that can influence the achievement of education and career goals (PCD, CT, CI, COM, CZ)
- Investigate the role of gap year in achievement of education and career goals (PCD, CI, CT, COM)
- Evaluate the impact of setting long term education and career goals (PCD, COM, CI, CT)

## Concepts and Guiding Questions

### Education and Career Goals

- How can the SMART goal process support the development of education and career goals?
- How can an action plan be developed using SMART goals?
- How can setting short term goals be advantageous in achieving education or career goals?
- What factors could impact the success of the achievement of goals?
- How could attending postsecondary provide a wider range of career opportunities?

### Impact of Taking a Gap Year

- What is the appeal of taking a gap year?
- What are the benefits of taking a gap year?
- What are the disadvantages of taking a gap year?
- How could taking a gap year impact achievement of education and career goals

## **Module 3: Financial Literacy**

### **Rationale**

As learners begin to explore careers and education that may be required to enter different career pathways, they need to understand the importance of being financially literate in their everyday lives as well as in how it relates to their career exploration process. To support their awareness of the importance of being financially literate, they will investigate and analyse basic money management principles, and how to apply them to personal spending decisions. This will extend to how decisions can contribute to vulnerabilities and risk related to personal financial identities. Through a range of learning experiences learners will show evidence of understanding of financial options for pursuing education and career goals.

## Outcome

Learners will analyse the impact of their personal financial decisions.

## Skill

### Analyse

Gather and select appropriate information; determine accuracy, validity, and relevance of the information; consider the implications of the information from multiple perspectives. Communicate findings.

## Indicators

- Investigate influences in the financial decision making process. (PCD, CT, COM, CZ, TF)
- Analyse the benefits of being financially literate (PCD, CT, TF)
- Investigate the importance of establishing and maintaining a secure personal financial identity (PCD, TF, CZ, COM)

## Concepts & Guiding Questions

### Financial Decision Making

- What does it mean to be financially literate and why is it important?
- What factors can affect personal financial decisions?
- How can spending practices be influenced by family and culture?
- What strategies can be used to ensure responsible financial decision making?
- How could creating goals make a difference in financial decision making?
- How can advertising and social media affect your financial decisions?
- What does it mean to be financially independent?

### Personal Financial Identity

- How can securing your personal financial information protect you against fraud and financial abuse?
- How can misuse of your personal financial information have long reaching consequences?

## Outcome

Learners will analyse financial options for pursuing education and career goals.

## Skill

### Analyse

Gather and select appropriate information; determine accuracy, validity, and relevance of the information; consider the implications of the information from multiple perspectives. Communicate findings.

## Indicators

- Compare the costs associated with different postsecondary and training programs. (PCD, CT, COM, CI, TF)
- Investigate various financial options necessary to achieve education/ career goals. (PCD, CI, CT, TF)
- Investigate financial strategies to achieve education and career goals. (PCD, CT, COM, CI, TF)

## Concepts & Guiding Questions

### Paying for Your Education

- Why are there are differences in costs of different postsecondary and training programs?
- How can you figure out the true cost associated with postsecondary education and training programs?
- What funding options are available to pay for postsecondary or training programs?
- How can you prepare for the cost of postsecondary education and training?
- What steps could be taken to develop a plan that would address postsecondary and training costs?
- What challenges could individuals encounter in accessing options to pay for postsecondary or training programs?

## Module 4 Workplace Readiness

### Rationale

As learners begin their career exploration journey, they will be introduced to regulations and legislation that promote safety in the workplace. This will require learners to reflect on how safety risks can be managed/reduced in different work settings. As part of this process, learners will acquire knowledge of workplace safety procedures and Personal Protective Equipment (PPE) based on site specific needs. They will also investigate workplace hazards and incidents, analyzing the impact these have on employees as well as employers. They will investigate return to work processes for injured employees and how they can effectively be implemented.

As part of their investigation into workplace readiness expectations, learners will analyze workplace readiness skills, reflecting on their own employability skills and personal readiness. Learners will contribute evidence of their own personal readiness to their portfolio that includes connections between their learning experiences and their education and career goals.



## Outcome

Learners will analyse processes and regulations that support a safe workplace.

## Skill

### Analyse

Gather and select appropriate information; determine accuracy, validity, and relevance of the information; consider the implications of the information from multiple perspectives. Communicate findings.

## Indicators

- Investigate regulations and legislation related to workplace safety (PCD, CZ)
- Investigate employee and employer safety expectations (PCD, COM, CZ)
- Investigate ways workplaces promote safety (PCD, CT, CZ, COM)
- Investigate different types and uses of Personal Protective Equipment (PCD, COM, CT)
- Analyse the impact of workplace injuries and incidents (PCD, CT, CI, CZ)
- Analyse the benefits of a “return to work” process (PCD, CT, COM)

## Concepts and Guiding Questions:

### Legislation and Regulations

- Why is workplace health and safety legislation necessary?
- How do workplace health and safety regulations protect young employees?
- What is the role of an occupational health and safety committee in the workplace?
- How can safety risks for new or young employees be mitigated?
- What is the connection between employee and employer rights and responsibilities and safety in the workplace?

### Personal Protective Equipment (PPE)

- Why is it important to wear the proper PPE in the workplace?
- How can you determine what the appropriate PPE is in different workplaces?

### Impact of Workplace Injuries and Incidents

- What types of costs can be associated with workplace injuries or accidents?
- What supports may be required in a return to work plan?
- What challenges can employees and employers face in return to work situations?

## Outcome

Learners will reflect upon the development of workplace readiness skills.

## Skill

### Reflect

Ask questions of experiences and/ or concepts. Examine further ideas and information; consider ideas, perceptions, and perspectives about experiences and/ or concepts. Evaluate perceptions and perspectives in relation to experiences and/or concepts. Synthesize perceptions, and perspectives in relation to experiences and/ or concepts. Communicate the impact of the process

## Indicators

- Investigate how experiences and learning can contribute to workplace readiness skills (PCD, CT, CI, COM)
- Evaluate individual employability skills (PCD, CT, COM)
- Compare strategies that can help develop workplace readiness skills (PCD, CT, COM, CI)

## Concepts and Guiding Questions:

### Contributing factors to Workplace Readiness

- What factors could determine workplace readiness?
- What impact can your digital footprint have on workplace readiness?

### Workplace Readiness Strategies

- What role does self assessment have in determining and developing workplace readiness?
- How can you demonstrate workplace readiness?
- What actions can you take to improve workplace readiness?

### Employability Skills

- What is the relationship between employability skills and workplace readiness?
- How can you assess and plan for improvement of employability skills?
- Why is it important to target employability skills in a cover letter and resume?
- How can you effectively demonstrate your employability skills in an interview?

## Outcome

Learners will create a portfolio that aligns their learning with personal education and career goals.

## Skill

### Create

Develop an idea; communicate a representation for a process and/or a product; produce a product; modify as necessary; evaluate results and/or modifications.

## Indicators

- Plan a living document that represents self-awareness, skills, achievements, learning, employability skills and workplace readiness (PCD, CI, CT, COM, CZ, TF)
- Evaluate the contents of the portfolio on an ongoing basis to show relevance and connection to education and career goals (PCD, CI, CT, COM, CZ, TF)
- Analyse how artefacts can be chosen to support the development of a portfolio. (PCD, CI, CT, COM, TF)
- Investigate how portfolios can be modified for the intended audience (PCD, CT, CI, TF, COM)

## Concepts and Guiding Questions:

### Portfolios

- What is the purpose of a portfolio?
- What is the significance of reflection in a portfolio?
- What types of evidence of learning can be included in a portfolio?
- How can portfolios be effectively used to support employment and postsecondary applications?
- How can the contents of your portfolio reflect your education and career goals?
- How and why can artefacts in a portfolio change?
- How is a portfolio a living document?