Co-operative Education 10-12
Guide

NOVA SCOTIA
NOUVELLE-ÉCOSSE

2019

Co-operative Education 10-12

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Curriculum Guide

September 2019

Contents

Background

Co-operative education (co-op) is a high school course designed to support all learners in developing the competencies and skills necessary to successfully engage in a wide range of education and career pathways. Co-operative education is experiential in nature, allowing learners to integrate classroom learning, personal interests, and goals with career exploration and real-world experience. This course places learners in workplace environments where they can develop transferable skills, explore the importance of workplace resiliency and flexibility and benefit from mentorship in authentic community settings.

Through co-operative education, learners will increase their awareness about the range of careers options that may be available to them. The real-world experience that is fundamental to this course helps learners apply, expand, and refine their knowledge and skills - preparing them to make informed decisions about their future.

As part of this planned work experience, learners can examine the changing world of work, investigate labour market information, explore emerging career opportunities and contribute to a culture of workplace safety. Co-operative education exposes learners to the realities of the world of work, helping them become more confident and more prepared to pursue post-secondary education and/or enter the workforce.

Who is Eligible?

Co-operative education is a high school course that can be considered by all learners. To enroll in the course learners must submit an application, provide two references and participate in an interview. Learners must be at least 16 years old or 15 and in grade 11.

Promotion and Intake Process

Promotion and recruitment of students for co-operative education begins in advance of the school-based course selection process. Co-operative education teachers in collaboration with school administrators and guidance counsellors deliver learner presentations to share information on the flexible nature and expectations of the course. This enables learners to be better informed about career exploration opportunities when choosing courses and determining how co-operative education may fit their needs.

Course Promotion
- Classroom presentations
- Curriculum and family information sessions
- Website/social media
- Newsletters
- Rack cards or brochures
- Co-operative education teacher and guidance counsellor meetings to identify potential students

Intake
- Completion of application by learner
- Submission of two reference forms (teacher and community)
- Interview
- Notification of interview results
- Information session and completion of required co-op Commitment Agreement

Note : Application and interview does not guarantee acceptance into the course.

Course Scheduling

The co-operative education course may be scheduled in either semester or over the entire school calendar year. The flexibility of co-operative education supports learners in fulfilling placement requirements during the school day, on evenings or weekends, or outside the school calendar.

Workplace Readiness

Workplace readiness is an important factor in determining if a learner may participate in a co-operative education placement. The following descriptors support the readiness indicators found in the Placement Readiness Form:

- the learner must be at least 16 years of age or 15 and in grade 11, willing to be engaged at the workplace, and have demonstrated their ability to fulfill the responsibilities outlined in the Co-operative Education Learning Agreement.
- the learner demonstrates expected workplace, personal and social skills that include conscientious decision making, positive behaviour, effective communication, time management, positive attitude, commitment to attendance and willingness to ask for help or explanation (self-advocacy).
- the learner must have successfully achieved the outcomes of pre-placement instruction and met all workplace health and safety outcomes.

If a learner does not meet workplace readiness criteria, the teacher, in collaboration with school administration and/or guidance, will review the Placement Readiness form and expectations with the learner and their parent/guardian. A follow-up date will be established to review the learner's readiness progress.

Classroom Component

The classroom component consists of pre-placement instruction, weekly reflective practice, and ongoing instruction that supports the learner throughout the course and co-op placement.

Pre-Placement Instruction

Before the co-op placement begins, learners must successfully achieve the outcomes of pre-placement instruction; a minimum of 25 hours of in class instruction as outlined below. Learners' needs will vary depending on the knowledge and skills they have acquired from previous experiences and on the nature of the co-op placement. Individual learners may require additional instruction beyond the minimum 25 hours.

Pre-Placement Instruction is designed to ensure that learners:
- begin or continue the process of career planning, career exploration, and the development of a portfolio
- understand the importance of assessing their employability and related skills
- develop skills to identify effective and efficient workplace practices
- understand the expectations of safe workplace environments.

Learners who previously completed a co-operative education course have demonstrated they met the course outcomes for pre-placement instruction. As they have requested to take an additional co-operative education course, they will be required to complete a pre-placement classroom refresher component to ensure they still meet workplace readiness requirements.

Weekly Reflective Practice

Individual and group reflection are an important part of the classroom component. Learners must have opportunities to discuss, share, problem solve, and independently reflect on their learning, growth, and experiences at the co-op placement.

Ongoing Instructional Time

Learners require consistent and ongoing monitoring and assessment. This is achieved during site visits and weekly classroom instruction. Following the completion of pre-placement instruction, learners are expected to attend a minimum of one classroom session per week where there will be periodic assessment of their learning. During this time learners receive meaningful feedback on their learning while at their co-op placement, continue to develop their Learning Plan, and work on course requirements to achieve the outcomes.

Portfolios to Showcase Learning

A portfolio is a tool that conveys a story. Portfolios are intended to show evidence of learning, including skill development, growth, and challenges as they achieve academic outcomes. While they can serve multiple purposes and take many forms, it is important to identify their role in supporting the learning process with learners so they can be effectively used throughout a course or program.

When supporting learners in the development of portfolios, it is essential that process, the journey of learning, is the focus and not the development of a final product. Portfolios are intended to represent the informed cumulative efforts and learning over time.

It is also important that portfolios be viewed as being 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. Reflection enhances the dialogue between teacher and learner as well as between learners during the learning process. Reflective practice also supports the development of creative thinking skills and encourages active engagement in work processes. At its core, it drives the process of continuous learning.

In a Co-operative Education course, the portfolio provides evidence of a learner's accomplishments, skills and abilities. Portfolios document the scope and quality of their experience and learning while on their placement.

Co-op Placement

The co-op placement is the experiential learning opportunity that happens at a workplace. Co-operative Education is flexible; reflecting the nature of the community partnerships, learner and employer availability, and types of experiences in which the learner is engaged. The flexibility of co-operative education supports learners in fulfilling placement requirements during the school day, on evenings or weekends, or outside the school calendar and must be in accordance with Regional Centres for Education/ CSAP and school policies.

Options and Opportunities Learners in Co-operative Education Courses

Learners in the Options and Opportunities (O_2) program, who have successfully completed the mandatory career development courses as identified in the O_2 policy will have met the outcomes for the pre-placement instruction of cooperative education. These learners, however, are expected to complete and meet the outcomes and expectations of a *Pre-Placement Classroom Refresher.* Where O_2 students may not have completed all required career development courses, they must successfully achieve all co-op pre-placement instruction outcomes before beginning a co-op placement.

Pre-Placement Classroom Refresher

The pre-placement classroom refresher supports learners who have previously completed a co-operative education credit or multiple career development courses. Learners who may be eligible include:

- non-O_2 learners who are completing an additional co-op credit
- O_2 learners who have completed the required career development courses

This *Pre-Placement Classroom Refresher* must include opportunities to:

- update cover letters, resumes, and portfolios
- review and reflect on workplace readiness criteria
- reflect on safety practices of workplace environments
- complete or renew required certifications
- update required forms prior to the start of the community placement
- begin a new learning plan

Pre-Placement Procedures:

Learners must successfully achieve pre-placement instruction outcomes and are required to have all documents signed by all parties prior to commencement of the co-op placement.

Learners' files must be created by the co-operative education teacher and kept for a period of six years after the completion of the placement. This file includes:

- File Checklist
- Application
- Teacher Reference
- Community Reference
- Interview Record
- Commitment Agreement
- Placement Readiness
- Pre-placement Assessment (with copies of required health and safety certificates)
- Learning Agreement
- Student Learning Plan Part A: Employability Skills Self-Assessment
- Student Learning Plan Part B
- Student Placement Log
- Placement Contact Record
- Host Evaluation - Mid and End of Placement
- Image/Media Release Form
- Relevant correspondence between the school, community host, school insurance provider, family, etc.

Additional documentation that may be required and retained could include:

- Parent/Guardian consent forms
- Copies of safety certifications
- Certificate of Insurance

Note : Teachers are required to submit a completed Record of Student Placements form each semester to their school administrator and Youth Pathways Consultant.

Learning Plan

Prior to the start of the co-operative education placement, all learners must begin the process for developing their learning plan. The Learning Plan is developed collaboratively by the learner, teacher, and community host. This plan includes the setting of goals and reflections on progress in the development of employability skills. Specifics related to tools and resources may be found on the Conference Board of Canada website.

Learner Supervision by Co-operative Education Teacher

The learner placement is jointly supervised by the teacher and the community host. The co-operative education teacher must contact the community host during the learners' cooperative education placement a minimum of four times at regularly scheduled intervals. Two of these contacts must be onsite visits. The pre-placement assessment is in addition to these onsite visits. It is recommended that the final on-site visit involve the Co-op teacher, supervisor, and student to complete the student evaluation.

Learners will evaluate potential education options and career pathways.

Rationale

It is important for learners to explore a broad range of education and career options to help them identify possibilities that may be the right fit for them. Exploration of education should include community and private colleges, university, apprenticeship and workplace training options. Learners also need to investigate any education or prerequisite training required to enter fields of work that may be of interest to them.

By acquiring knowledge about education and career options, learners will be positioned to understand and question societal, political, economic, technological, and environmental factors that influence the changing dynamics of the workplace and entrance into the labour market. In addition, learners need to be exposed to and challenge biases and stereotypes that influence career opportunities.

As learners evaluate potential options for education and careers, they will also come to recognize their role in the development of workplace values and cultures.

Competencies

- Citizenship (CZ)
- Communication (COM)
- Personal Career Development (PCD)
- Creativity and Innovation (CI)
- Critical Thinking (CT)
- Technological Fluency (TF)

Indicators

- Investigate various education options and career pathways, including entrepreneurship (PCD/CI/CT/TF)
- Investigate inclusion and diversity strategies in the workplace (CZ/PCD/CI/CT/TF)
- Analyse the impact of the changing nature of work and trends on the workplace and work opportunities (CZ/COM/CT/TF)
- Analyse the impact of social factors on career pathways (CZ/PCD/CI/CT)
- Investigate factors that influence education options and career pathway decisions (COM/PCD/CT/TF)
- Analyse potential career decisions in relation to Labour Market Information (LMI) (COM/PCD/CT/TF)

Concepts (and Guiding Questions)

Education Options and Career Pathways

- How do people make career choices?
- How do you determine if a career is right for you?
- How does technology influence education and career choices?

The Changing Nature of Work and Trends

- What education options and career pathways are available to today's learners?
- Why might a career not exist in ten years?
- How may education options and delivery be different in ten years?
- How can you match your skills to what is important to potential employers?
- How may required workplace skills change in the next ten years?
- What is the relationship between the changing workplace and trends?
- How do you advance in the workplace?
- How has technology affected today's work environment?

Diversity & Employment Equity

- How can a workplace support diversity?
- How can inclusion be promoted and supported in the workplace?
- How can you identify social barriers in a workplace?
- How can social barriers be encountered, explored, or challenged in an education or career pathway?

Financial Literacy

- How could financial factors influence your choice of postsecondary options and career pathways?
- How does a living wage influence education and career decisions?

Labour Market Information

- How does Labour Market Information influence education and career choices?

Skills

Grade 10	Grade 11	Grade 12
Evaluate		
Review steps and results from an investigation or problem solving. Reflect on and communicate varying perspectives and alternative solutions of findings. Identify potential new problems and/or issues. Justify decisions and/or findings.	Review steps and results from an investigation or problem solving; Critically examine and communicate varying perspectives and alternative solutions or findings; Identify potential new problems and/or issues; Justify decisions and/or findings.	Review steps and results from an investigation or problem solving; Critically examine and communicate varying perspectives and alternative solutions or findings; Identify potential new problems and/or issues; Justify decisions and/or findings.
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.	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.	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.

Learners will evaluate personal interests, attributes and skills in relation to potential education and career goals.

Rationale

Learners need to engage in self assessment and reflect on goals to make informed decisions about their education and career plans.

By learning about themselves, what they enjoy, their strengths and interests, and what they value most in their life or work environment, learners will be able to engage in meaningful career exploration. This outcome will support learners in aligning their interests, experiences, aptitudes, and abilities with identified education and career goals. This will help learners to recognize the competencies and skills they have and those that may be required in potential careers.

In addition, learners will explore other influences on setting and achieving their goals, including the impact of personal decisions, the influence of family, community, culture, and resources.

Competencies

- Citizenship (CZ)
- Communication (COM)
- Personal Career Development (PCD)
- Critical Thinking (CT)
- Technological Fluency (TF)

Indicators

- Investigate potential fields of interest in relation to career goals, including entrepreneurship (PCD/CT/TF)
- Reflect on education and career goals in relation to education options and career pathways (PCD/CT/CI)
- Investigate financial, cultural, and life/work balance factors related to achieving career and education goals. (CZ/COM/PCD/CT/TF)
- Evaluate the impact of personal online and social media presence in relation to achieving potential education and career goals. (TF/COM/CZ/PCD/ CT)
- Investigate the influence of family, community and culture on education and career goals. (PCD/CT/COM)

Concepts (and Guiding Questions)

Personal Interests and Employability Skills

- How do my skills and values align with my personal interests and potential education and career pathways?
- What skills do you need to develop to be prepared for your career of choice?
- How do you develop your skills and abilities for jobs that don't currently exist?

Goal Setting

- How can you optimize/pursue your education and career goal?
- How can your learning best achieve your future goals?

Financial Influences on Pathways

- How do you know what financial resources are available to you?
- How do you identify potential barriers and ways to overcome them?
- How do your career interests align with your financial goals?

Life/Work Balance

- What role does family, home, work and financial expectations have in establishing goals for your future?
- How do you balance your work and personal life?
- How do you know if your work life balance is right for you?
- How can work life balance evolve?
- How do your work life priorities impact your career choices?

Online Presence

- How does your online and social media presence influence your employability?
- How can your online and social media presence be used to further your career goals?
- Family, Community and Cultural Influences
- How does family, community and culture play a role in education and career decisions??

Skills

Grade 10	Grade 11	Grade 12
Evaluate		
Review steps and results from an investigation or problem solving. Reflect on and communicate varying perspectives and alternative solutions of findings. Identify potential new problems and/or issues. Justify decisions and/or findings.	Review steps and results from an investigation or problem solving; Critically examine and communicate varying perspectives and alternative solutions or findings; Identify potential new problems and/or issues; Justify decisions and/or findings.	Review steps and results from an investigation or problem solving; Critically examine and communicate varying perspectives and alternative solutions or findings; Identify potential new problems and/or issues; Justify decisions and/or findings.
Analyse		
Gather and select appropriate information; Reflect on accuracy, validity, and, importance, of the information; Reflect on the implications of the information from multiple perspectives; Communicate findings.		
Select		
Locate several relevant and dependable details to support an answer.		
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.		

Learners will evaluate the influence of legislation, protocols, and policies on workplace behaviours.

Rationale

Learners need to understand the regulations and standards that support and promote a safe work environment. They need to be aware that safety in the workplace is driven by legislation, company policy and protocols, daily workplace practices and personal decisions.

Learners will develop an understanding of their workplace rights and responsibilities as well as the role that employees, employers, and service providers share in workplace safety.

Learners will investigate tools and resources that help employers and employees create a safe workplace; this may include completion of site-specific certification and training that would be necessary to participate safely in the workplace.

Learners will also show they understand the impact injuries at the workplace have on employees, the employer, families, and community.

Competencies

- Citizenship (CZ)
- Communication (COM)
- Personal Career Development (PCD)
- Creativity and Innovation (CI)
- Critical Thinking (CT)
- Technological Fluency (TF)

Indicators

- Investigate legislations, regulations, and policies that promote safety in the workplace. (CZ/COM/PCD/CT)
- Evaluate safety practices in relation to workplace environments (CZ/COM/PCD/CT)
- Investigate safety training that may be expected in a workplace environment such as WHMIS, MED, OHS, Food Handlers, First Aid, Fall Protection, etc. (CZ/COM/PCD/CT/TF)
- Implement site specific safety training including safety certifications required for co-op placements (CZ/COM/PCD/CI/CT/TF)
- Analyse employer and employee rights and responsibilities in the workplace (CZ/COM/PCD)
- Investigate the social, financial, and emotional impact of injuries/ accidents in the workplace (CZ/COM/PCD/CT/TF)

Concepts (and Guiding Questions)

Rights and Responsibilities

- What does a culture of safety look like in a workplace?
- Why is a culture of safety important in a workplace?
- What factors influence a safe workplace culture?
- How can you contribute to changes in workplace culture?
- Why is it important to know your rights and responsibilities in a workplace?
- How do you demonstrate responsibility on your co-op placement?

Workplace Health and Safety Procedures/OHS
- How could you respond if you see or experience an unsafe work situation?
- What potential hazards do you need to be aware of specific to your co-op placement?
- How do employees and employers play a role in transitions back to work after a workplace accident/injury?
- How is safety orientation completed at your co-op placement?

Safety Certifications
- What training will you need to safely perform work tasks at your co-op placement?
- What other safety certification pathways are available to employees at your co-op placement?
- How can safety certification provide opportunities for advancement in the workplace?
- How is safety training completed at your co-op placement?

Legislation and Regulations
- How does provincial and federal legislation support safe work environments?
- How does the Workers Compensation Board support safe work environment and investigate workplace incidents and injuries?
- How does a workplace incident or injury impact an employee/ employer financially, socially and emotionally?

Financial Literacy
- What are the financial costs to society of a workplace injury/ incident?
- What is the impact of a workplace injury/ incident on personal income?
- What other types of costs can be associated with a workplace injury/ incident?
- How can you measure the financial implications of a workplace injury/ incident??

Skills

Grade 10	Grade 11	Grade 12
Evaluate		
Review steps and results from an investigation or problem solving. Reflect on and communicate varying perspectives and alternative solutions of findings. Identify potential new problems and/or issues. Justify decisions and/or findings.	Review steps and results from an investigation or problem solving; Critically examine and communicate varying perspectives and alternative solutions or findings; Identify potential new problems and/or issues; Justify decisions and/or findings.	Review steps and results from an investigation or problem solving; Critically examine and communicate varying perspectives and alternative solutions or findings; Identify potential new problems and/or issues; Justify decisions and/or findings.
Analyse		
Gather and select appropriate information; Reflect on accuracy, validity, and, importance, of the information; Reflect on the implications of the information from multiple perspectives; Communicate findings.		
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.		

Learners will evaluate workplace readiness skills.

Rationale

Learners need to be prepared for their co-op placement in a workplace setting. To help them be prepared, learners will need to identify skills and expectations by employers of employees in the workplace. They will need to reflect on their own skills and level of readiness in relation to the skills and expectations they have investigated.

This will help learners understand how workplace readiness skills are necessary in any job as well as in planning for potential education and career pathways. Achievement of this outcome is essential in establishing if a learner has met workplace readiness criteria and can be placed with a community host.

Competencies

- Citizenship (CZ)
- Communication (COM)
- Personal Career Development (PCD)
- Critical Thinking (CT)
- Technological Fluency (TF)

Indicators

- Investigate workplace expectations for ethical conduct and behaviours. (CZ/COM/PCD)
- Analyse the consequences of breaching workplace policies or expectations (CZ/COM/PCD/TF)
- Analyse strategies for addressing challenges in the workplace (CT, CI, COM)
- Develop a learning plan that assesses workplace readiness skills (COM/CT/CI, PCD)

Concepts (and Guiding Questions)

Workplace Readiness

- How do you develop cover letters and resumes tailored to a variety of workplaces?
- How can you customize your portfolio to help you gain employment?
- How do you prepare for an interview?
- How can you prepare for the first day at your co-op placement (or first day on the job)?
- How does your learning style/personality impact your workplace experience?
- How do you know what employability skills are most valued in your co-op placement?
- How can you manage difficult situations, such as conflict, in your co-op placement?

Workplace Ethics and Expectations

- How does a workplace code of conduct influence behaviors in the workplace?
- How can you engage with your employer to understand the expectations for conduct and behaviour?
- How will you develop and maintain a professional relationship with your workplace colleagues?
- How could expectations regarding confidentiality change based on the type of workplace?
- How is confidentiality important in your co-op placement?
- How can workplace expectations differ based on your type of work?
- How do you know what the ethical expectations are in your co-op placement?
- How do you know what online and social media expectations are in your co-op placement?

Learning Plan
- How do you know if your plan could be effective?
- How can you adjust your plan to meet the needs of your co-op placement?
- What is your plan for developing and maintaining professional relationships in your co-op placement?

Skills

Grade 10	*Grade 11*	*Grade 12*
Implement		
Select - Locate several relevant and dependable details to support an answer **Plan** - Identify steps to solve the problem. Execute the steps, modifying as necessary.. **Evaluate** - Review steps and results from an investigation or problem solving. Reflect on varying perspectives and alternative solutions of findings. Identify potential new problems and/or issues. Justify decisions and/or findings. **Apply** - Carry out or complete a procedure/ technique	**Select** - Locate several relevant and dependable details to support an answer **Plan** - Identify steps to solve the problem. Execute the steps, modifying as necessary. **Evaluate** - Review steps and results from an investigation or problem solving; Critically examine varying perspectives and alternative solutions or findings; Identify potential new problems and/or issues; Justify decisions and/or findings. **Apply** - Carry out or complete a procedure/ technique	**Select** - Locate several relevant and dependable details to support an answer **Plan** - Identify steps to solve the problem. Execute the steps, modifying as necessary. **Evaluate** - Review steps and results from an investigation or problem solving; Critically examine varying perspectives and alternative solutions or findings; Identify potential new problems and/or issues; Justify decisions and/or findings. **Apply** - Carry out or complete a procedure/ technique.
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.		
Evaluate		
Review steps and results from an investigation or problem solving. Reflect on and communicate varying perspectives and alternative solutions of findings. Identify potential new problems and/or issues. Justify decisions and/or findings.	Review steps and results from an investigation or problem solving; Critically examine and communicate varying perspectives and alternative solutions or findings; Identify potential new problems and/or issues; Justify decisions and/or findings.	Review steps and results from an investigation or problem solving; Critically examine and communicate varying perspectives and alternative solutions or findings; Identify potential new problems and/or issues; Justify decisions and/or findings.

Learners will implement workplace readiness skills and risk management practices in the workplace.

Rationale

Learners will experience the realities of the workplace through a cooperative education placement at a workplace reflective of potential career choices. Learners will apply workplace readiness skills in an authentic setting while demonstrating appropriate risk management at their work placement.

Their experiences and learning at their placement will be documented through the development of a learning plan that is representative of their continuous learning and ongoing skill development.

Competencies

- Communication (COM)
- Personal Career Development (PCD)
- Critical Thinking (CT)

Indicators

- Apply required safety practices in the co-op placement (COM/CT/PCD)
- Apply the policies and expectations of the community host (COM/CT/PCD)
- Create a progress learning plan throughout the co-op placement (COM/CT, CI, PCD)

Concepts (and Guiding Questions)

Workplace Health and Safety

- How are risks/hazards encountered in your workplace? What specific safety training and protection is available for employees in your co-op placement?

Rights and Responsibilities

- What role do you play in managing risk at your co-op placement?
- Why are certain choices or behaviors considered negligent at your co-op placement and what would the consequences be?
- How do you demonstrate workplace rights and responsibilities in your co-op- placement?
- Why are young workers more likely to be injured on the job?

Workplace Policies and Expectations

- What does professionalism look like in your co-op placement?

Skills

Grade 10	*Grade 11*	*Grade 12*
Implement		
Select - Locate several relevant and dependable details to support an answer	**Select** - Locate several relevant and dependable details to support an answer	**Select** - Locate several relevant and dependable details to support an answer
Plan - Identify steps to solve the problem. Execute the steps, modifying as necessary..	**Plan** - Identify steps to solve the problem. Execute the steps, modifying as necessary.	**Plan** - Identify steps to solve the problem. Execute the steps, modifying as necessary.
Evaluate - Review steps and results from an investigation or problem solving. Reflect on varying perspectives and alternative solutions of findings. Identify potential new problems and/or issues. Justify decisions and/or findings.	**Evaluate** - Review steps and results from an investigation or problem solving; Critically examine varying perspectives and alternative solutions or findings; Identify potential new problems and/or issues; Justify decisions and/or findings.	**Evaluate** - Review steps and results from an investigation or problem solving; Critically examine varying perspectives and alternative solutions or findings; Identify potential new problems and/or issues; Justify decisions and/or findings.
Apply - Carry out or complete a procedure/ technique	**Apply** - Carry out or complete a procedure/ technique	**Apply** - Carry out or complete a procedure/ technique.

Learners will reflect on personal growth throughout the co-op placement.

Rationale

On an ongoing basis, learners need to assess their work placement experiences while evaluating and questioning them in relation to potential education and career pathways. Their reflections on their learning can be documented in their Learning Plan. This plan is a developmental tool that is designed in collaboration with their workplace supervisor and their teacher. The Learning Plan should be revisited throughout the work placement as learners continue to assess and reflect on their growth and progress of learning as it applies to their lived experiences.

Learner reflection also happens in other ways such as classroom or small group discussions, one on one interviews, journaling, and portfolio development.

Competencies

- Communication (COM)
- Personal Career Development (PCD)
- Creativity and Innovation (CI)
- Critical Thinking (CT)
- Technological Fluency (TF)

Indicators

- Reflect on work tasks and workflow, policies, practices, and expectations in a co-op placement in relation to their goals and expectations (COM/PCD/CT/TF)
- Reflect on personal growth over the course of the co-op placement experience through a learning plan (PCD/CI/CT/TF)
- Evaluate education and career goals based on co-op placement experience (COM/PCD/TF)

Concepts (and Guiding Questions)

Goal Setting

- How do potential earnings in this career field align with your values and future goals?
- What are your long-term goals this career field?
- How has your co-op placement informed your next steps?

Personal Development

- How did your skills develop during your co-op placement?
- How are your skills transferable to other environments?
- How has your co-op experience differed from the expectations you had before the placement?
- How did you contribute to the co-op placement environment?
- How have you benefited from the co-op placement?
- How have you learned to manage challenges in your co-op placement?

Learning Plan

- What types of evidence best support the identification of your growth and development?
- How has your learning plan and portfolio evolved to reflect your personal growth?

Education and Career Pathways

- How has the co-op placement informed your next steps?
- What skills do you hope to further develop?
- How can you apply knowledge gained from your co-op placement to refine your education and career pathway goals?

Skills

Grade 10	Grade 11	Grade 12
Investigate		
Ask questions of content or experiences; Examine and consider ideas, perceptions, and perspectives about content and/or experiences; Formulate ideas, perceptions, and perspectives on content and/or experiences.		
Evaluate		
Review steps and results from an investigation or problem solving. Reflect on and communicate varying perspectives and alternative solutions of findings. Identify potential new problems and/or issues. Justify decisions and/or findings.	Review steps and results from an investigation or problem solving; Critically examine and communicate varying perspectives and alternative solutions or findings; Identify potential new problems and/or issues; Justify decisions and/or findings.	Review steps and results from an investigation or problem solving; Critically examine and communicate varying perspectives and alternative solutions or findings; Identify potential new problems and/or issues; Justify decisions and/or findings.