Co-operative Education 11

At a Glance

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At a Glance Document

Implementation Draft 2019

Co-operative Education 11

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

Evaluate

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.

Co-operative Education 11

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 you determine what learning opportunities will help you achieve your education and career 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

Evaluate

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.

Co-operative Education 11

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

Evaluate

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.

Co-operative Education 11

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

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; 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; Critically examine and communicate varying perspectives and alternative solutions or findings; Identify potential new problems and/or issues; Justify decisions and/or findings.

Co-operative Education 11

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

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; 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.

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Co-operative Education 11

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 for 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

Reflect

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; Critically examine and communicate varying perspectives and alternative solutions or findings; Identify potential new problems and/or issues; Justify decisions and/or findings.