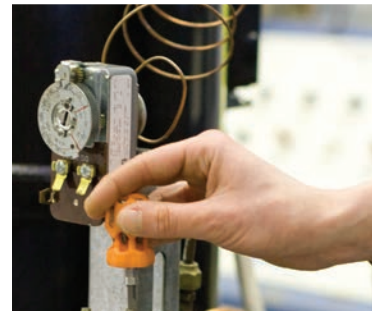




Co-operative Education

A RESOURCE FOR SCHOOLS



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Co-operative Education: A Resource for Schools

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Overview

Co-operative education involves a planned workplace experience for which a credit or half-credit is earned. This experience offers significant opportunities for learning in a workplace/community setting to enable students to explore and acquire skills in a career, occupation, or job.

Co-operative education offers students an opportunity to understand the changing workplace—the knowledge, skills, and attitudes required for success; the choices available to them; and how these choices relate to their skills, abilities, interests, and personalities. Co-operative education is developmental and experiential. It is purposeful: students integrate educational interests, personal interests, and values with career exploration, personal growth, planning, and development.

Prior to undertaking a work placement, students, in a minimum 25-hour in-school module, complete self-assessment activities, set goals, create actions plans, and focus on the attainment of individual, personal, educational, and career plans. Students begin preparation of a student educational and career plan in conjunction with parents or guardians, the school, friends, employer(s), and the community host. Students complete a career search based on the plans they develop.

Co-operative Education: A Resource for Schools provides co-operative education policies and guidelines, outcomes, and teaching strategies for all elements of co-operative education. The first part of this resource presents information on topics such as eligibility and selection procedures, pre-placement and post-placement outcomes and strategies, and responsibilities of all parties involved in co-operative education. The second part contains the In-School Component of Co-operative Education. The appendices include the *Co-operative Education Policy* and various support materials.

Rationale

Co-operative education helps students gain awareness and knowledge of career preparation, planning, and exploration. Co-operative education prepares students to engage in employment and enables them to appreciate the skills, knowledge, and attitudes they currently possess; the skills, knowledge, and attitudes employers seek; and helps them to identify and develop the key skills, knowledge, and attitudes necessary for a successful transition from school to the world of work or further study.

Students have opportunities to learn or to apply their learning in authentic settings for real purposes. Through a co-operative education course, students have an opportunity to experience the realities of the community or workplace and the labour market, while affirming or reconsidering their potential career choices. Students acquire transferable skills and a means of documenting them in their LifeWork Portfolios.

To participate in a co-operative education community-based placement, a student must be 16 years of age and be socially ready for the independent nature of community placements. The decision on whether the student participates is the responsibility of the school. Risk management and due diligence must be practised when making all decisions about putting a student in a co-operative education placement.

Goals

The goals of co-operative education are to assist students in

- making informed decisions about their education and career plans
- acquiring relevant knowledge and skills required in today's society
- practising adult roles within a supportive learning environment
- making successful transitions from school to post-secondary destinations

Organization and Delivery

Co-operative education provides students with opportunities to focus on fields of study related to specific courses in their high school program, or to specific careers.

Co-operative education credits are achieved by completing one of the following:

- a co-operative education course characterized by learning outcomes directly related to work experience, *Employability Skills 2000+* (The Conference Board of Canada 2000), and skills specific to a particular career, OR

- the Skilled Trades 12 co-operative education course, which requires successful completion of Skilled Trades 10 and a grade 11 skilled trades sector course; Skilled Trades 12 co-operative education requires placement in a designated trade with a certified journey person (Nova Scotia Department of Labour and Advanced Education 2012b)

Co-operative education courses may be offered at grades 10, 11, and 12 as academic, advanced, open, or graduation-type full-credit or half-credit courses. The following table specifies the minimum time requirements for in-school and community placement course components:

Credit	In-School	Community Placement
Half	25 hours (minimum)	55 hours (minimum)
Full	25 hours (minimum)	100 hours (minimum)

Summer Co-operative Education

Where summer co-operative education programs are offered, school boards must establish guidelines for their implementation and delivery. The requirements for on-site teacher contact, the delivery of the in-school component (minimum 25 hours), and the community placement component (minimum 100 hours) are the same as for those programs offered during the school year.

Summer provides a variety of opportunities for student placement that are not always available during the school year. Certain careers are best explored during the summer months, and there are many employers who could provide placement opportunities at this time of year. It is essential that co-operative education be differentiated from a summer job and that the emphasis be placed on the achievement of the learning outcomes.

Summer placements provide the flexibility that students and community hosts need to make a community-based learning experience beneficial. Many students may not be able to complete a community-based learning placement during the regular school year because of age restrictions, heightened academic responsibilities, and extracurricular commitments. Summer co-operative education programs help these students.

During the interview process for co-operative education, it might be apparent that a student would be more successful if he or she completed a co-operative education credit in the summer months. A community placement would be secured with a starting date early in July. The in-school component would be delivered in the first week of July, with return visits mid-summer and late August for reflective sessions, LifeWork Portfolio development, exam writing (where required), and placement strategy meetings. Community placements would be completed at agreed times and intervals.

Planning Timeline for the Co-operative Education Course

Pre-placement Assessment A and Pre-placement Assessment B forms can be accessed at www.ednet.ns.ca.

Planning for a co-operative education course intake begins January–May (see table below). Co-operative education teachers meet with students, parents/guardians, and other teachers, and visit career-oriented classes in the school to promote co-operative education and encourage students to consider it a course option for the next year.

Registration can begin in March with co-operative education teachers

- accepting applications from students
- interviewing applicants
- making selections
- notifying applicants by letter of their acceptance or rejection

The Student Weekly Log template can be found in Appendix C and accessed online at www.ednet.ns.ca.

Prior to the end of the school year, co-operative education teachers meet with successful applicants and their parents/guardians to

- sign pertinent forms
- outline the course outcomes and procedures
- review individual responsibilities

The following diagram charts the planning sequence through the completion of the course:

January–May	Beginning in March	Completed by End of June	Following School Year
<ul style="list-style-type: none">• recruitment for next school year	<ul style="list-style-type: none">• interview/ acceptance process	<ul style="list-style-type: none">• co-operative education orientation meeting with applicant and parent/guardian	<ul style="list-style-type: none">• In-School Component of Co-operative Education• community-based component• placement assessment and selection• ongoing reflection and assessment• Learning Agreement• Learning Plan• post-placement reflection and assessment; Community Host Evaluation of Student

Record-Keeping Requirements

Co-operative education teachers are required to create a file for each student that includes the following documentation:

- Application*
- Teacher Reference
- Community Reference
- Commitment Agreement*
- Cover Letter and Resume
- Placement Readiness A*
- Placement Readiness B*
- Student Learning Plan*
- Learning Agreement*
- Pre-placement Assessment*
- Student Weekly Log*
- Placement Record*
- Host Evaluation of Student

These forms are available at www.ednet.ns.ca.

*For insurance purposes, these forms must be kept in the Co-op File for six years from completion of the course.

Additional documentation may be required, such as

- parent/guardian consent forms
- relevant correspondence between the school and community host
- copies of safety certification

Co-operative Education Workplace Readiness

Workplace readiness is the critical factor in deciding that a student may participate in a co-operative education community placement. The following descriptors support the readiness indicators found in Placement Readiness A and B forms.

- The student must be 16 years of age, be willing to be engaged at the workplace, and have demonstrated his or her ability to fulfill the responsibilities outlined in the Co-operative Education Learning Agreement.
- The student demonstrates acceptable workplace and personal and social skills in such areas as decision making, behaviour, communication, time management, personal hygiene, attitude, attendance, and willingness to ask for help or explanation (self-advocacy).

- The student must have completed the 25-hour in-school component of co-operative education and have successfully completed all workplace health and safety requirements.
- All required documents and forms particular to the placement have been completed.

If a teacher decides a student does not meet the readiness criteria, the teacher, in consultation with school administration, should complete and review Placement Readiness B with the student and his or her parent or guardian.

Pre-placement Procedures

The in-school component of a co-operative education course is intended to prepare each student for a successful community placement. Students' learning needs will vary depending on the knowledge and skills they have acquired from previous experiences and on the nature of the community placement. While 25 hours of instruction are required as a minimum, individual student needs may vary considerably. During the in-school component, students will engage in pre-placement activities. Teachers will work with students to find and assess placements, prepare the learning agreement, and support students in developing their learning plans.

Learning Agreement

Any co-operative education placement must have a Co-operative Education Learning Agreement signed by the student, parent/guardian, community host, and agent for the board (teacher). This agreement outlines each partner's responsibilities in making the community placement work. For insurance and liability reasons, the agreement must be completed before the student begins placement time and copies distributed to all placement partners (one copy to the parent/guardian, one to the community host, and one for the school Co-op File).

This learning agreement provides the community host with a commitment that allows all partners to clearly understand their roles. If issues or problems arise during the placement, the agreement can be referred to and used as an impetus for change.

Pre-placement Assessment

A focus on health and safety during the placement assessment and in subsequent monitoring meetings serves several purposes, including

- providing the teacher with a first-hand opportunity to review safety features, view the work area, see the equipment involved, and discuss the training the student will receive

- demonstrating to the employer the school's requirements and expectations for a safe and healthy placement
- alerting the student and the student's family to the safety requirements of the job

A pre-placement assessment involves a physical review of the work site where the student will work as well as discussions with the community host about health and safety training, protective devices and equipment, and policies and procedures. The assessment will provide a snapshot of the conditions of the day and the attitude of the workplace toward health and safety.

No one can guarantee that what is safe today will be safe tomorrow. Workplace conditions can change, and the quality of promised training and instruction can diminish. The teacher's role is to obtain an understanding of safety aspects of the student's assignment for the placement, ask questions, and obtain commitments regarding workplace-specific training. Ultimately, the assessment will provide the teacher with a strong sense of the commitment and quality of the workplace, and the teacher can determine if the placement is acceptable for the student.

The teacher, student, parents/guardians, and community host are responsible for the student's safety. Additional training and safety assessment may be required for the protection of the student. All parties should understand the importance of their roles in supporting the placement process and a safe placement experience.

Learning Plan

The Co-operative Education Learning Plan must be discussed at the co-operative education orientation meeting. The learning plan directs all participants toward developing co-operative education learning outcomes based on The Conference Board of Canada's *Employability Skills 2000+* as well as skills directly related to the placement.

- Student Learning Plan: Part A (*Employability Skills 2000+* Self-Assessment) must be completed by each student before starting the community-based component. To identify employability skill growth, students should complete the self-assessment periodically.
- Student Learning Plan: Part B is developed jointly by the student, teacher, and community host. It must clearly articulate co-operative education post-placement learning outcomes.

It is understood that the Co-operative Education Learning Plan is developmental and should be flexible so that learning experiences can be revised and revisited as a placement evolves. The learning plan reflects the growth and progress of the learner and is an assessment and evaluation tool that will be finalized at placement completion.

In-School Component

Before the community-based placement component, the student must successfully complete the in-school component (25 hours minimum of instructional time). The in-school component takes place during the time allotted for in-school learning.

Topics might include the following:

- action plans to focus on the attainment of personal, educational, and career goals
- attitude and pride in your job
- career research
- communications at work
- customer service
- decision making
- ethics in the workplace
- explanation of experiential learning
- first day strategies and experiences
- goal setting
- guest speakers
- handling change in the workplace
- harassment issues
- honesty in the workplace
- hygiene and grooming
- interview skills
- journals and logs
- learning plan
- LifeWork Portfolios
- making a good impression
- networking
- orientation to employment services available in the community
- phone etiquette and skills
- pride in your work
- prior learning assessment
- relationships in the workplace
- resumé
- self-assessment
- skills and knowledge specifically related to the placement
- taking initiative
- teamwork: getting along with co workers
- time management
- visit to a post-secondary program related to the placement
- volunteerism
- workplace culture
- workplace health and safety
- your job / your employer

The in-school component provides the outcomes co-operative education students must achieve to successfully complete the course. Some aspects of the in-school component are addressed in other courses, including LifeWork Transitions 10, Workplace Health and Safety 11, Career Development 10, and Career Development 11. Students who have successfully completed these courses will already have achieved some of the learning outcomes for the in-school component. Similarly, students who have previously undertaken a co-operative education course will have achieved many of the outcomes. Learning experiences should, therefore, be designed to reflect the prior learning of individual students and to focus on their specific learning needs.

In-School Component Curriculum Outcomes

Students will be expected to

- 1.1 identify and use strategies to determine appropriate, realistic education and career plans
- 1.2 demonstrate an understanding of, and actively participate in, the career-building process
- 2.1 demonstrate workplace readiness by identifying and assessing personal traits, values, strengths and weaknesses, abilities, and employability skills
- 2.2 demonstrate an understanding of workplace hierarchies, relationships, etiquette, and confidentiality
- 3.1 demonstrate an understanding of the major components of the Nova Scotia *Occupational Health and Safety Act* and *Occupational Safety General Regulations*, including employer and employee rights and responsibilities for workplace health and safety
- 3.2 demonstrate an understanding of the five main types of workplace hazards and their four main contributing factors
- 3.3 demonstrate an understanding of hazard control, including the role of reporting workplace hazards, and the use of personal protective equipment (PPE)
- 3.4 demonstrate understanding of the components of Workplace Hazardous Materials Information System (WHMIS)—training, labels, and Material Safety Data Sheets (MSDS)

Additional Co-operative Education Credits

Many students will complete more than one co-operative education credit while in high school. The in-school component is completed only for the first co-operative education credit. If a student enters a second co-operative education experience, it is recommended that an abbreviated in-school component be delivered on an individual basis with the student. A refresher on workplace health and safety, reflective practices, and educational and career planning assignments may be covered.

Community-Based Learning Expectations

Students will be expected to

- maintain a journal and Student Weekly Log
- demonstrate growth in employability skills
- report accidents or errors immediately to their supervisor and teacher
- follow correct procedures for absences; it is important that the teacher or placement supervisor knows where students are during the placement
- communicate effectively with supervisors and co-workers
- demonstrate a positive attitude toward others and assigned tasks
- take responsibility for assigned tasks
- complete all tasks in a timely fashion
- demonstrate understanding of workplace etiquette and confidentiality
- respect all the policies of the employers and of the school
- conduct themselves as responsible students representing their school and community
- identify artifacts for inclusion in their LifeWork Portfolios

The Student Weekly Log template can be found in Appendix C and accessed online at www.ednet.ns.ca.

The Role of Families

Families are an important element in ensuring the safety of students while at the placement. A family should be aware of the nature of the work their child undertakes, the training commitments made by the employer, and the safety equipment the student must bring or wear at the placement. Sharing the learning plan and the placement assessment form with the family extends into the home the circle of those involved in the work the student will undertake.

Informing families is a best practice in risk management. Knowledgeable families can ask their children if they have had their training, can talk about the tasks that are assigned, and can see that safety equipment is always brought to placement.

See *Take our Kids to Work* (The Learning Partnership 2009) and *My Co-op: The Guide to Cooperative Education Success* (Thomson and Grigoriadis 2012) for more on the role of families in supporting student success.

Individual Program Plans in Co-operative Education

The school program planning team (including the parent/guardian) would need to be satisfied that taking co-operative education is in the best interest of the student and that co-operative education offers the most appropriate learning experiences to address needs identified and articulated in the student's individual program plan (IPP).

In this case, both *Special Education Policy* (Nova Scotia Department of Education 2008) and *Community-Based Learning Policy* (Department of Education 2013) apply. Also, programming decisions should be consistent with the transition planning process.

Since the safety of the student is paramount, and since it is critically important that requirements and conditions requisite to success be met prior to placement and that all related factors be considered, it must be determined that co-operative education is appropriate for the student at that time. Readiness requirements apply to all students, including students with IPPs. If students meet the readiness requirements for the independent nature of co-operative education or have access to the support required for a successful placement (e.g., a job coach) on site, they would be eligible to undertake the community-based component. The school must follow the program planning process detailed in the *Special Education Policy*.

Further, the *Community-Based Learning Policy* requires successful completion of the curriculum outcomes for the In-School Component of Co-operative Education before starting the community placement. If a student is able to achieve the curriculum outcomes for the in-school component, he or she is a potential candidate for placement. A student requiring an IPP to complete the pre-placement and community-based component would be a candidate for a credit-designated IPP.

Due diligence requires risk assessment. The school must complete Pre-placement Assessment A, and when applicable, Pre-placement Assessment B, before determining suitability for a co-operative education placement.

Pre-placement Assessment A and Pre-placement Assessment B forms can be accessed at www.ednet.ns.ca.

Post-Placement Learning

The community-based component of a co-operative education course is intended to provide each student with an opportunity to explore a career through a community-placement experience. Post-placement learning provides students with an opportunity to reflect on their educational and career plans and to assess their personal skill development.

Post-Placement Learning Expectations

Students will be expected to

- reflect critically on community-based experiences
- articulate their learning to others
- connect experiences to identified learning outcomes
- develop and apply strategies to investigate related careers
- demonstrate an understanding of The Conference Board of Canada's *Employability Skills 2000+* (The Conference Board of Canada)
- re-assess their own employability skills and identify strengths and areas needing development
- articulate personal goals and develop their employability skills

Suggestions for Learning

Students can

- participate in group discussions and debates
- maintain learning logs
- maintain reflection journals
- undertake career and labour market research
- participate in role-playing of community and workplace situations and simulated interviews
- organize visits from and interviews with community visitors
- participate in community and workplace visits and field trips
- use skills and interest inventories
- present and respond to LifeWork Portfolios
- explore *Employability Skills 2000+* (The Conference Board of Canada)
- explore Essential Skills Profiles as defined by Employment and Social Development Canada (www.esdc.gc.ca/eng/jobs/les/profiles/index.shtml)

Placing Co-operative Education Students in Compulsory Certified Trades

Students may be hosted in co-operative education placements in compulsory certified trades if the community host has a Certificate of Qualification in the trade issued by the Apprenticeship Training Division of the Department of Labour and Advanced Education.

A compulsory certified trade is one in which, to work legally in the trade, a person must have a current Certificate of Qualification, be registered as an apprentice, or have been issued a temporary work permit. Compulsory certification is industry-driven and, in many cases, results from safety concerns.

Students may not be hosted in co-operative education placements in compulsory certified trades with a community host who is not in compliance with the *Apprenticeship and Trades Qualifications Act* (Nova Scotia 2003) and related regulations.

Students may perform tasks of a compulsory certified trade only when they are under the direct supervision of a certified journeyperson. Students are directly supervised when the journeyperson is on site and readily available.

This is a due diligence issue, as safety is of paramount concern. Insurance coverage may be affected if students participate in co-operative education placement outside the policy.

Remuneration

It is essential that the emphasis in co-operative education be placed on learning and that co-operative education be differentiated from part-time employment. It is therefore not general practice for co-operative education students to receive hourly wages or a salary for their placement component hours. While payment for work during co-operative education credit hours is discouraged, students are permitted to receive an honorarium or an expense or transportation allowance from their placement or school board.

Students who are in co-operative education placements as youth apprentices or interns may receive remuneration for their placement hours. It is essential that the school board maintain control over the direction of all co-operative education learning activities, even in situations in which students receive some remuneration.

For additional information about designated trades and apprenticeship in Nova Scotia, see www.nsapprenticeship.ca.

Nova Scotia Compulsory Certified Trades:

Automotive Service Technician
Automotive Service Technician (Service Station Mechanic)
Boilermaker
Bricklayer
Construction Electrician
Motor Vehicle Body Repairer (Metal and Paint)
Oil Heat System Technician
Plumber
Refrigeration and Air Conditioning Mechanic
Sprinkler System Installer
Steamfitter/Pipfitter
Truck and Transport Mechanic

Internship

Co-operative education internship is described as a placement opportunity where the student has a clear career focus. It is a placement for which the student has already had a prior successful co-operative education experience, receiving one credit. It would emphasize specific skill development. The student and co-operative education teacher would be confident that this is the career pathway that the student should consider. It would be one of a multiple of co-operative education placements with a designated employer or in a specific career area.

Attributes of Effective Co-operative Education Course Delivery

Schools offering co-operative education courses must demonstrate all or most of the following attributes:

- capability to establish a balanced student distribution within the school
- effective relationships with community businesses and organizations
- an orientation to innovation, creative scheduling strategies, and flexible thinking
- commitment to ensure a school and community perception of co-operative education as educational and career planning
- understanding of and commitment to all essential components of co-operative education course delivery
- understanding of the importance of the readiness factor when placing students with community hosts
- understanding of the importance of reflective writing and LifeWork Portfolio development throughout the co-operative education placement experience
- commitment to ensure that each student has completed the In-school Component of Co-operative Education and the Co-operative Education Learning Agreement prior to placement commencement
- ability to ensure that the safety of the student and risk management is paramount in teacher decision making
- understanding of the requirements for effective employer appreciation strategies
- commitment to the *Community-Based Learning Policy* (Department of Education 2013)

Roles and Responsibilities

Department of Education and Early Childhood Development

The department is responsible for

- setting policy
- identifying and developing resources
- providing advisory and consultative services regarding funding sources and partnerships
- promoting community-based awareness among various government departments
- promoting community-based learning with business and industry

School Boards

School boards are responsible for

- implementing provincial and school board policies on community-based learning
- working with the principals and teachers to ensure that the *Community-Based Learning Policy* (Nova Scotia Department of Education 2013) is followed
- developing and reviewing school board policies and procedures to support the initiation, implementation, and management of co-operative education courses
- ensuring that safety measures and insurance policy information are communicated
- ensuring that transportation policies are communicated
- supporting schools in efforts to recognize the contribution of the community to co-operative education
- collaborating with other school boards to develop guidelines and procedures for involving community hosts in the planning and delivery of co-operative education

- facilitating and strengthening working partnerships with post-secondary institutions, employers, and the community to enrich co-operative education
- developing and implementing procedures to assess co-operative education opportunities
- organizing professional learning opportunities for co-operative education teachers
- supporting funding applications and proposals for the delivery and enhancement of co-operative education programs
- developing a protocol to ensure co-operation and communication among co-operative education teachers through professional learning communities

School Administration

The school administration is responsible for

- assisting and supporting school staff in the development and delivery of co-operative education
- ensuring that teachers have appropriate support and ongoing opportunities for professional growth
- working collaboratively with teachers, students, and community partners to evaluate and enhance co-operative education
- supporting the promotion of co-operative education to potential community hosts and to students, teachers, parents/guardians, and community groups
- ensuring co-operative education teachers have the resources necessary to deliver co-operative education
- planning teaching assignments that take into consideration the workload and time required for monitoring students during community placements and recognizing that such monitoring may take place outside of regular school hours
- supporting the teacher to ensure that the teacher completes required site visits according to the *Community-Based Learning Policy* (Department of Education 2013)

Co-operative Education Teacher

The co-operative education teacher is responsible for

- promoting community-based learning options to students, parents/guardians, staff, school advisory councils, and all potential community hosts
- coordinating the student selection process in compliance with the *Community-Based Learning Policy* (Department of Education 2013)
- interviewing and selecting students for co-operative education placements

- consulting with parents/guardians regarding all co-operative education placements
- ensuring that agreements are signed by participants prior to placements
- providing the required in-school component and ongoing opportunities for student reflection on their placements
- liaising with guidance counsellors, school administrators, teachers, and families
- developing, with the assistance of the student and the community host, a Co-operative Education Learning Plan and updating the plan as required
- ensuring a positive learning environment for students
- supervising students and making contact with community hosts in accordance with the *Community-Based Learning Policy* (Department of Education 2013)
- managing the day-to-day administrative tasks associated with community-based learning and ensuring that all appropriate records are maintained
- ensuring that assessment and evaluation practices are in accordance with school board and provincial policies
- assessing and evaluating student learning in co-operation with the community host

Guidance Counsellor

The guidance counsellor is responsible for

- providing career planning services (group or individual) for students, when appropriate, as described in *Comprehensive Guidance and Counselling Program* (Department of Education 2007), available at the school's Student Services office
- participating in the student selection process when requested

Students

Students are responsible for

- adhering to the rules, regulations, and policies of the community placement, school, school board, and province
- maintaining regular attendance and notifying both the community host and the school if unable to attend their co-operative education placement
- informing the teacher of any changes or issues concerning the community placement experience
- completing assignments related to both the co-operative education placement and in-school component

More information for community hosts can be found in *The Business of Mentoring: An Employer's Guide* (Department of Education and Early Childhood Development 2013) available at www.ednet.ns.ca.

Community Host

The community host is responsible for

- providing learning experiences for the student as determined in advance by the community host, the teacher, and the student to support student achievement of curriculum outcomes and learning expectations
- providing a safe and positive environment
- providing instruction to the student regarding safety in the workplace
- communicating and meeting regularly with the co-operative education teacher concerning all aspects of student placement
- ensuring that appropriate records are kept
- co-operating with the teacher in the evaluation of student learning

Families

Families are responsible for

- providing a supportive environment and encouragement toward the student's participation in co-operative education
- supporting the student's goals and aspirations
- discussing the student's community placement, post-secondary plans, and career possibilities with school staff as well as the student
- understanding that co-operative education requires that students leave the school and are placed with a community host and that supervision of the student at the placement may occur only once every 25 hours of placement time

Families should be aware that there are inherent risks involved in community-based learning activities.

Community Partners

Community groups and businesses can play a valuable role in advising the school in developing and improving programs that provide students with opportunities for community-based learning. Teachers should consult the board's Community-Based Learning Consultant for information about community partnerships and their availability.

The community partners are responsible for

- assisting in the design, implementation, and maintenance of co-operative education programs
- providing guidance to ensure that co-operative education programs are sensitive to the needs of the local community

Workplace Health and Safety

Information to Students: Students involved in any community-based-learning placement opportunity should receive instruction on health and safety in the workplace. To ensure the physical safety and personal well-being of students, teachers must ensure that students are able to demonstrate the following prior to any community placement:

- identify hazards and controls in the workplace and recognize the primary causes of injury to young workers
- describe standard guidelines and procedures for reducing risk and injury in the workplace
- apply hazard-recognition, risk-management, and effective communication skills in simulated situations
- list factors that contribute to making workplaces physically and emotionally safe

Students with Special Needs: Teachers and community hosts must ensure that all students with special needs are thoroughly familiar with, and able to implement, all the safety precautions that may be required at their community placement. They must also ensure that any necessary workplace accommodations be made to ensure students' safety.

Communicating Concerns: If a teacher becomes aware of a health and safety hazard at any time during the community-based learning experience, the teacher must discuss the hazardous situation with their principal and the community host. The hazardous situation must be resolved before any student can return to that placement.

Responsibilities:

- **School Board:** School board staff should be aware of their responsibilities and potential liability in terms of students' health and safety.
- **School Personnel:** Any teachers and non-teaching personnel responsible for securing and supervising placements must assess the health and safety

environment of the potential placements and recommend only those placements that are appropriate. The “Co-operative Education Pre-placement Assessment” form should be completed for students participating in the Co-op program, and when required, the “Risk Assessment for Independent Student-Learning Activities in the Community” form should be completed for students participating in the community-based-learning program.

- **Community Host:** The potential community host must be willing to provide teachers with any safety information regarding worksite hazards to which students may be exposed.

Insurance

School Insurance Program (SIP)

Public schools in Nova Scotia are insured through the Nova Scotia School Insurance Exchange, which is informally known as the School Insurance Program, or SIP. SIP provides administration, risk management, loss control, risk financing, and claims management services to all schools and school boards in the province. Their staff can be contacted at mail@sip.ca or 1-855-480-2170.

Most full-time students enrolled in Nova Scotian public schools are automatically insured through the School Insurance Program. The plan covers accidents while the student is on school premises, at a workplace or other community placement for education purposes, or participating in a school activity, including travel directly to and from the school, placement, or activity. There are limitations under SIP policies for students travelling on water or in the air. Schools must refer each situation to SIP to determine whether adequate coverage is in place or whether extra coverage will have to be purchased.

Teachers must complete the Co-operative Education Pre-placement Assessment A form, and if applicable the Pre-placement Assessment B form, prior to placement commencement. Students are covered under student accident insurance while on a community-based learning experience. The student's community host should be contacted in order to indicate the coverage that students have while on the community-based experience (see Sample Letter on the next page). If a host requires a certificate of insurance showing that the school board has commercial general liability insurance, SIP will provide it. To request a certificate, please go to the SIP website at www.sip.ca. SIP will send it directly to the community host.

Co-operative Education
Pre-placement Assessment
forms can be accessed at
www.ednet.ns.ca.

Sample Letter

Re: Insurance Coverage for Community-Based Placements

This letter is to certify that students of the [*Name of School Board*] participating in community-based learning placements are covered by the Commercial General Liability Policy of the school board during the current academic year. A certificate of insurance as proof of this coverage can be provided upon request.

While participating in community-based learning placements, [*Name of School Board*] students are covered by a student accident insurance plan. For further information, contact the School Insurance Program at www.sip.ca or 1-855-480-2170.

I trust that this letter satisfies any questions you have concerning insurance matters. Thank you for contributing to the education of our students.

Eligibility

All full-time elementary, junior, and senior high public school students and attendees at school board day-care centres in the province of Nova Scotia who are covered under a Canadian federal or provincial health and hospitalization insurance plan are eligible.

Please note: Universities, private schools, private day-care centres, community colleges, foreign students, and apprenticeship programs are not eligible under this plan.

Coverage

The Student Accident Basic Plan covers all eligible students, is entirely paid for by the School Insurance Program, and covers accidents while the student is

- in a school building or on school premises during the time the student is required to be there by reason of attendance on any regular school day, professional development day, or summer school day; or
- attending or participating in a school activity approved and supervised by an authority of the institution or an appointee; or
- travelling directly to or from an approved school activity with other students as a group, provided such group is, at the time, under the supervision of an authority of the institution or an appointee; or
- travelling directly to or from his or her residence and buildings or premises of the institution for the purpose of attending a regular school day or professional development day or summer school day, or for the purpose of attending an activity such as described in the second bullet above; or

- travelling directly to or from his or her residence or building or premises of a school to work experience locations; or
- participating in a community-based learning program, including any trips undertaken as part of the program and travelling directly to and from his or her residence or buildings or premises of an institution of the Policyholder to such place required by the program.

Families, teachers, and host employers are welcome to view the student accident policy, including coverages and benefits, at www.sip.ca.

Risk Management Recommendations

The Department of Education and Early Childhood Development in partnership with the School Insurance Program and the Workers Compensation Board of Nova Scotia are committed to working with school boards to develop a culture of safety in all public schools. All teachers and students entering community settings in any form of community-based learning are expected to comply with the directives and guidelines of the *Community-Based Learning Policy* (Nova Scotia Department of Education 2013) (see Appendix A). If a student is entering a community setting for a community-based learning activity without the direct supervision of authorized board personnel such as a school administrator, teacher or teacher assistant, or family member, schools are responsible for performing a risk assessment of the venue. In accordance with the *Student Records Policy*, these assessments must be kept by the school for a minimum of six (6) years for insurance purposes (Nova Scotia Department of Education 2006). The safety of the student is paramount. Risk assessment prior to any independent community-based learning opportunity is a critical part of ensuring the safety of students.

When planning a community-based learning experience for students, teachers should consider the following:

- Placements can expose students to high risk of personal injury. Risk management consideration should be given to all placements, especially areas such as
 - law enforcement patrols (e.g., riding with or accompanying police officers on patrol duty)
 - emergency response patrols (e.g., riding with ambulance, fire, or rescue teams)
 - ground or air crew members of any aircraft
 - activities involving the handling of hazardous materials or chemicals
 - medical labs where there may be exposure to infectious diseases such as hepatitis, AIDS (HIV), or other hazardous materials or chemicals

- activities that place students in dangerous environments with extreme noise, pollution, chemical reactions, animals, or the use of dangerous equipment
 - any work that may expose a student to high voltage or electric shock
 - any work on boats, vessels, etc., if the student is a non-swimmer
- Students on co-operative education or other community-based placements are not permitted to operate licensed employer vehicles. All inquiries about vehicle operation by a student should be directed to SIP.
- Employers are responsible for supervising and training students, both for the protection of the students and for the protection of the employer.
- All students participating in courses with community-based learning experiences must have in-school orientation to prepare them for the placement site.
- Safety-related concerns reported by students should be reported immediately.
- Teachers must communicate risk-assessment findings to families.

Risk Management Best Practices

- Ensure that all applicable forms are completed prior to placement commencement.
- In case of an accident, ensure that appropriate forms are completed.
- Keep copies of all records pertaining to the placement in a file for a minimum of six years (Nova Scotia Department of Education 2006).
- Communicate placement risk to families.
- SIP can provide assistance and guidance on risk management issues.

Accidents

If an accident occurs during an off-site activity, the teacher in charge must contact SIP immediately and complete a School Insurance Program Incident Report online at www.sip.ca.

Transportation

The transportation of all students to and from extra- and co-curricular activities is regulated by the Nova Scotia Utility and Review Board. School boards must comply with the *Motor Carrier Act* (Nova Scotia 1989) regarding transportation of students. Questions on this subject can be directed to the school board transportation contact and/or the school board Community-Based Learning consultant. The School Insurance Program fulfills the requirements of the school board's obligations under the *Motor Carrier Act*, as long as all the regulations are followed.

Information Access and Privacy

Federal and provincial legislation protects the rights of individuals with respect to the collection, use, and disclosure of their personal information. School boards are subject to the provincial *Freedom of Information and Protection of Privacy Act* (Nova Scotia 1993), and private sector employers may be subject to the federal *Personal Information Protection and Electronic Documents Act* (Canada, Department of Justice 2000).

The *Education Act* (Nova Scotia 1995–1996) and the *Student Records Policy* (Nova Scotia Department of Education 2006) provide that schools establish student records, that the records be kept securely, and that access or disclosure is possible only under certain conditions.

Personal information is defined in the *Freedom of Information and Protection of Privacy Act* as “recorded information about an identifiable individual.” This includes the individual’s name, address, and telephone number; race or ethnic origin; sex, sexual orientation, and family status; an identifying number, symbol, or other particular assigned to the individual; and information about the individual’s educational, financial, criminal, and employment history.

Schools should be cautious about responding, verbally or in writing, to requests from employers and community agencies for personal information about students. Principals and school staff should be familiar with the provisions of the *Student Records Policy*, particularly in the area of disclosure. Questions about disclosure of personal information should be directed to the school board’s information access and privacy contact.

The *Student Records Policy* is available at www.ednet.ns.ca.

Students on work placement might be required to keep confidential certain personal information or business information held by the employer. Students must follow any confidentiality policies in the workplace, and may be required by the employer to sign a confidentiality agreement.

In-School Component of Co-operative Education

In-School Component of Co-operative Education

Background

The in-school component of co-operative education is an essential component of co-operative education. The purpose of this 25-hour instructional block is to introduce students to the world of work, helping them to acquire the knowledge they must have to be prepared for their first co-op placement. This component must be offered to all students who enrol in a co-operative education course. Instruction must occur within the 25-hour time frame, so teachers must plan their time accordingly and choose from the strategies that will best suit their students' learning needs.

Students who have previously completed a co-operative education course are not required to complete the full in-school component a second time; however, they must complete a brief refresher course before their first work placement of the year.

The in-school component of co-operative education has three modules, with the following suggested time allocations:

- Module 1: Career Planning—9 hours
- Module 2: Preparing for the Workplace—8 hours
- Module 3: Workplace Health and Safety—8 hours

Co-operative education work placements can be satisfying experiences for all high school students setting career goals. For students who have multiple career pathways in mind, they offer opportunities to sample a variety of career options and make better-informed career and education choices.

The in-school component of co-operative education anchors students in a workplace frame of mind, focusing them on the kinds of learning experiences they need to prepare for their work placements and future work. These experiences include

- developing career and education plans
- identifying their personal and employability skills and other attributes that help them to succeed in their chosen work
- preparing them for elements of the job search, including writing resumés and being interviewed
- encouraging them to build a portfolio of work-related achievements and certifications
- developing an awareness of workplace health and safety issues
- developing and encouraging safe and healthy workplace attitudes and behaviours

The in-school component of co-operative education also gives students a framework for their discussions about their work placements as they reflect on their prior expectations and actual experiences.

Teaching the In-School Component of Co-operative Education

Differentiation of Instruction

Instructional approaches should vary and be adapted in relation to the individual and the diverse backgrounds and abilities of students in the classroom.

The teacher acknowledges variations in students' prior knowledge, readiness, language, learning styles and preferences, and interests; and chooses from a variety of approaches, strategies, and resources to maximize each student's growth and individual success by meeting each student where he or she is, guiding and assisting in the learning process. As well, some students may need additional time to complete the learning activities required to achieve the outcomes.

The teacher chooses to differentiate any or all of the following:

- the tasks' learning activities and resources through which the student may achieve the outcomes
- the processes, especially grouping options, through which students interact and work together as they develop a knowledge of the new content
- the requirements for student response to allow for a variety of means of expression, alternative procedures, degrees of difficulty, forms of evaluation, and types of scoring rubrics

INTERACTIVE LEARNING

Interactive learning is built on the premise that students learn best when they actively engage their minds and that they are more apt to be engaged when they interact with others. Through explicit teaching, modelling, and facilitated opportunities, teachers take the lead in guiding students to become effective learners through the use of focused and monitored interactive learning strategies.

Practice is student-centred and invites students to learn collaboratively with peers, teachers, and other connected partners as well as to interact with various forms of text. Interactive learning strategies support student learning by expanding the teaching beyond the direct influence of the teacher, recognizing that learning can happen through other shared experiences that engage the active mind.

Assignments and tasks that allow for students to interact with one another tend to increase student motivation and active engagement, which positively influences students' overall comprehension of content and skill development. When learning activities require them to interact with their environment, students are actively involved in the construction of meaning, in developing new skills, and in practising old ones.

The following describes a few strategies that put interactive learning into practice. Most require students to interact in small discussion groups. Research suggests that this can be more effective than open dialogue between the teacher and the whole class, where often only a small number of students participate while others remain uninvolved.

Front Loading—A pre-reading strategy in which student groups are given time to share their understandings of the key terms and background information helpful in comprehending an assigned text. Through teacher-led whole-class discussion, the

terms and concepts are then clarified. This technique helps all students build prior knowledge, which facilitates linking to new learning.

Anticipation Guides—Asking student groups to predict main ideas before reading an assigned piece of text. This strategy

- engages students in focused conversation before reading to confirm what they already know and sets their minds to making sound predictions
- provides a clear focus and purpose to the reading
- engages students in post-reading discussion that confirms or denies any predictions and generates questions for further inquiry

Learning Dialogues—Organizing students in groups to discuss key questions and voice their understandings and opinions.

Teacher–Student Conferences—Individual teacher-student conferences originally used to monitor and guide reading and writing development. A candid dialogue invites the student to discuss his or her assessment on how the learning is going. The teacher can then offer specific feedback that is both positive and sincere. Together, the student and teacher can set one or two specific achievable goals and then discuss the type of support available.

“The Big Six”—Reading comprehension strategies that support readers as they aim to construct meaning and become aware of their understanding through interacting with text. These strategies are making connections, inferring, synthesizing, questioning, determining importance, and visualizing. Teachers could present focused mini-lessons that explicitly teach and model each strategy and then offer authentic opportunities for students to use them.

INQUIRY-BASED LEARNING

The teacher engages students to work, alone or in groups, on a project of substantial length and complexity. The activity is characterized by the following:

- **Autonomy**—Students make their own decisions either individually or collaboratively.
- **Centrality**—The activity embodies and interrelates a series of outcomes and requires the use of a range of resources.
- **Constructive Investigations**—Students develop and apply skills, acquire knowledge, and adopt positions in steps that progress toward a product.
- **A Driving Question**—Students are asked to provide a solution to a problem, question, or hypothesis that is central to the ideas or issues related to the discipline.
- **Realism**—The activity requires the use of authentic resources and works toward authentic results.

Project-based learning provides opportunities for a variety of learning styles; employs an orientation to authentic issues, settings, data, and resources; creates an environment where students are likely to take risks and experiment with ideas; requires the application of higher-order thinking skills; requires active rather than passive engagement with the environment; is accessible to all learners; encourages the use of a variety of modes of communication; enables performance-based assessment; makes students responsible for their own learning; emphasizes process as well as product; and encourages students to reflect on and learn from their mistakes and their successes.

CO-OPERATIVE LEARNING

Co-operative learning creates an environment in which students learn actively by interacting with others, the data, and the teacher.

This approach provides opportunities for students to

- learn interdependence and teamwork skills
- promote one another's successes and support group efforts
- acquire group process skills, an important dimension of employability
- use higher-order thinking skills
- apply newly acquired knowledge and skills
- establish relationships with others

The co-operative learning model proposed by David and Roger Johnson and Edythe Holubec in *Circles of Learning*, 5th ed., 2002, is based on the following five basic elements:

- **Positive Interdependence**—Success depends on the participation of all group members; each member's resources and role make his or her contribution unique.
- **Individual Accountability**—Each student's performance is assessed individually.
- **Group processing**—Students reflect on their progress and make decisions to improve their individual and collective efforts when necessary; students look out for one another.
- **Social Skills**—Leadership, decision making, trust building, communication, and conflict management are key skills that must be learned before co-operative learning can succeed.
- **Face-to-Face Promotive Interaction**—Students promote one another's learning by helping, hearing, sharing resources, and encouraging and challenging one another's ideas.

THE TEACHER AS FACILITATOR

Actively involving students in their learning by relating activities to their own experiences is important. Once an issue is selected, the teacher or student facilitator will provide compelling texts prior to or during the class that lead to discussion. The texts might be a novel, newspaper article, essay, art reproduction, etc. The facilitator can then pose a question requiring students to evaluate options and make decisions through discussion. The process does not guarantee that students will respect one another; nor does it eliminate conflict. However, it should guide students to develop more respectful, tactful, and kinder attitudes and behaviours. Through systematic questioning of one another, they must consider different and often conflicting ideas. They will have to think deeply and critically about concepts, look at ethical quandaries, and develop moral principles while refining their critical thinking skills. Through the process of active learning and co-operation, seminars also build self-esteem through the development of competence. The facilitator must accept answers, develop follow-up questions, and keep track of the conversations, while listening intently and helping students make connections. Not only are students acquiring information in a different way; they are doing so at the high end of the thinking/reasoning process.

Among the multiple actions a teacher can take in his or her role as facilitator are:

- | | | | |
|-----------|----------------|------------------|-------------|
| • add | • debate | • introduce | • provide |
| • arrange | • define | • invite | • review |
| • ask | • display | • lead into | • share |
| • assess | • establish | • link | • summarize |
| • collect | • help | • look for | • use |
| • convey | • interconnect | • make available | • work with |
| • create | • interrelate | • make up | |

GENDER EQUITY

Gender equity is concerned with the promotion of personal, social, cultural, and economic equality for all. The term “gender equity” emerges out of a growing recognition of the pervasive gender inequities in society. Continuing traditions of stereotypical and discriminatory practices have resulted in the systemic devaluation of females of all ages. Women may also face barriers of discrimination due to their racial identification, Aboriginal identity, ability/disability, sexual orientation, or other aspects of their identity. The negative consequences also adversely affect males.

The following are ways in which gender equity can be addressed in Co-operative Education:

- course content and resources that include the roles, contributions, and accomplishments of both males and females
- displays of portraits, photographs, and trophies that highlight the accomplishments of both males and females
- praise or criticism of both females and males and acceptance of female and male staff and student contributions as equally valid
- cessation of disparaging comments based on gender or sexuality
- assurance that both females and males have an equal share of the teacher’s attention
- questions that ask both females and males to use analytical and synthetical processes, not just fact-based questions
- use of gender-neutral language, e.g., chair or chairperson instead of chairman; humankind, people, human beings, or humanity instead of mankind; staff or employees instead of manpower

Administrators and staff can

- develop an understanding of the issues of sexism and gender inequity by regular reading and professional development opportunities
- conduct regular reviews of personal practices in teaching, e.g., patterns of classroom interaction, teaching strategies
- use gender-neutral language and anti-sexist practices in the school or classroom
- recognize and address instances of bias in programs and courses, course content, and learning resources that aid inequities
- develop policies and guidelines that address gender equity

Gender equity encourages fuller participation of female and male teachers and students in school and classroom interaction. It increases the self-worth and potential of all students. It helps in the removal of stereotypical views and in the removal of sexism and sex discrimination in society. Gender equity provides society with the benefit of the full participation and contribution of *all* its members.

MULTICULTURALISM

Throughout the Co-operative Education curriculum, there are numerous learning opportunities for students and suggestions for teachers to reflect on the multicultural learning, living, and working environment found throughout Nova Scotia, the Maritimes, and other parts of Canada.

The learning opportunities for students, suggestions for teachers, and references to resource materials throughout the document are designed to encourage all learners to

- empathize both with members of their own families and with others whose cultural and racial heritage and family style are different from their own
- respect cultural and racial differences among contemporary Canadian families
- be aware of the variety of family traditions and lifestyles represented in Canada, as manifested in the range of values and ideologies within the multicultural and multiracial mosaic of Canadian society
- appreciate the ways in which individuals and families are socialized in Canadian society
- understand the ways in which the family traditions of an individual's particular culture or race are an important component of his or her family life

Scheduling the In-School Component of Co-operative Education

It is important for administrators to note that of all the components of co-operative education delivery, the in-school component is only 25 hours in length, not 110 hours. The remaining time blocks in the co-operative education teacher's schedule must be allocated for the teacher to organize work placements, make contact with employers in the community, attend site visits, and perform other tasks necessary to administer co-operative education.

Course Design and Components

Features of the In-School Component of Co-operative Education

The in-school component of co-operative education is characterized by the following features:

- a strong focus on preparing students for successful entry into the workplace
- a strong applied focus with an emphasis on integrating, applying, and reinforcing the knowledge, skills, and attitudes developed in other courses
- a strong connection to the essential graduation learnings
- a strong focus on hands-on learning experiences, including experiences with a range of technologies
- a flexible design framework based on learning modules

Key Concepts of the In-School Component of Co-operative Education

The in-school component of co-operative education is designed to ensure that students

- begin or continue the process of career planning, career exploration, and LifeWork Portfolio building
- learn the importance of assessing their employability and related skills to their career-building efforts
- develop skills to identify effective and efficient work practices
- learn about the practices of safe workplaces

Components

The curriculum for the in-school component of co-operative education is divided into three modules, with each module organized by outcome.

Outcomes

Curriculum outcomes describe what students are expected to know, be able to do, and value by the end of the course. Outcomes are not necessarily sequential.

Suggestions for Assessment

Each module begins with a summary of suggestions for assessment of students' success in achieving the outcomes. They are linked to the outcomes rather than to the suggestions for learning and teaching. The suggestions indicate the knowledge, attitudes, and behaviours students need to demonstrate to show achievement of the outcomes as well as offer ways teachers can assess student learning. The range of

suggestions offers opportunities for teachers and students to collect information about how well students have achieved the outcomes and, additionally, to determine which concepts require further instruction in order for students to be successful.

Suggestions for Learning and Teaching

The suggestions are intended to offer a range of strategies from which teachers and students may choose. (Some learning experiences are sufficiently rich and complex enough that students will be able to achieve or partially achieve a number of outcomes.) Learning experiences may be used in various combinations to help students achieve an outcome or outcomes. It is not necessary to use all of the suggestions; nor is it necessary for all students to engage in the same learning experience. However, instruction must occur within the 25-hour time frame, so teachers must plan their time use accordingly and choose from the strategies those that will best suit their students' and their needs.

Resources/Notes

My Co-op, The Guide To Cooperative Education Success (Thomson and Grigoriadis 2012) is available at www.emp.ca/my-co-op.html. Other support resources are available from the Nova Scotia School Book Bureau. Where possible teachers should use community, Nova Scotian, or Canadian resources. A number of resources that support safety in the workplace are provided by the Workers' Compensation Board of Nova Scotia. Combined all these resources support suggestions for learning and teaching.

Course Delivery

While Module 2: Preparing for the Workplace and Module 3: Workplace Health and Safety should be offered in sequence, Module 1: Career Planning can be delivered before and during the delivery of the other two modules.

Assessing and Evaluating Student Learning

Assessment is the systematic process of gathering information on student learning. Evaluation is the process of analyzing, reflecting on, and summarizing assessment information and making judgments or decisions based on the information gathered. The Principles of Assessment and Evaluation articulated in the document *Public School Programs 2011–2012* (Draft 2012) should be used as the basis of assessment and evaluation policies, procedures, and practices.

Curricula in Nova Scotia are organized by a learning outcomes framework. It is important, therefore, that all evaluations are designed to measure students' achievement of the outcomes rather than, for example, to measure student behaviour or performance related to the learning activities.

Assessment and learning do not necessarily occur as separate or sequential events; they are components in a process of achievement. Students' meaningful involvement in conducting assessment of their learning and drawing conclusions about the progress of their learning is critical to increasing their learning. Students' deep involvement in planning assessment is critical to ensuring that they have the best opportunity to demonstrate what they have learned.

It is helpful for teachers to think of assessment as being of two types: assessment of learning and assessment for learning. The two types serve distinctly different purposes.

Assessment of Learning

The purpose of assessment *of* learning is to measure the extent to which a student has achieved a specific learning outcome or outcomes at a given point in time.

Assessment of learning—what teachers associate with summative assessment—is usually mark-driven and is used to accumulate numerical data for the purpose of assigning grades. Tests, exams, assignments, and assessment portfolios developed for the purpose of attaining marks fall in this category. Both teachers and students can be involved in developing strategies for assessment of learning.

Assessment for Learning

The purpose of assessment *for* learning is to increase students' success in achieving the learning outcomes.

Assessment for learning provides students with ongoing checks of how they are doing, what kind of progress they are making, how effective their learning strategies have been, and what they need to learn next in order to achieve the outcomes.

Assessment for learning—what teachers associate with formative assessment—provides teachers with information about the effectiveness of their instructional practice, including strategies and time lines. Assessment for learning enables teachers to monitor the progress of individual students and to attend to the range of learning needs.

Anecdotal feedback, rubrics, scales, and checklists are all important strategies for teachers and students to learn more about how students are doing and what they are having difficulty with. When these strategies go beyond measuring progress to measuring achievement, they may also be useful in assessment of learning.

More information on assessment can be found in Contexts for Learning and Teaching.

Assessment in the In-School Component of Co-operative Education

Some students entering the in-school component of co-operative education may have completed Career Development 10 and will be familiar with the instructional approaches and assessment practices recommended for that course. Assessment in the in-school component of co-operative education continues to encourage students' active participation in their own learning. Co-operative education students will continue to grow in confidence in their observations of their achievement and decision making.

Effective Assessment and Evaluation Practices

Effective assessment and evaluation improves the quality of learning and teaching. It can help students to become more reflective and to have control of their own learning, and it can help teachers to monitor and focus their instructional programs.

Assessment and evaluation of student learning should accommodate the complexity of learning and reflect the complexity of the curriculum. Evaluation should be based on the full range of learning outcomes toward which students have been working during the reporting period, be proportionate to the learning experiences related to each outcome, and focus on patterns of achievement as well as specific achievements.

In reflecting on the effectiveness of their assessment program, teachers should consider the extent to which their practices

- are fair in terms of the student's background or circumstances
- are integrated with learning
- provide opportunities for authentic learning
- focus on what students can do rather than on what they cannot do
- provide students with relevant, supportive feedback that helps them to shape their learning
- describe students' progress toward learning outcomes
- help them to make decisions about revising, supporting, or extending learning experiences
- support learning risk taking
- provide specific information about the processes and strategies students are using
- provide students with diverse and multiple opportunities to demonstrate their achievement
- accommodate multiple responses and a range of tasks

- provide evidence of achievement in which students can take pride
- acknowledge attitudes and values as significant learning outcomes
- encourage students to reflect on their learning and to articulate personal learning plans
- help them to make decisions about teaching strategies, learning experiences and environments, student grouping, and resources
- include students in developing, interpreting, and reporting

Diverse Learning Styles and Needs

Teachers should ensure that assessment practices affirm and accommodate students' cultural and linguistic diversity, including patterns of social interaction; diverse learning styles; and the multiple ways that oral, written, and visual language are used in different cultures for a range of purposes, not only in a learning context but in a social and cultural context as well. Assessment practices must be fair, equitable, and without bias, providing a range of opportunities for students to demonstrate their learning.

Teachers should be flexible in evaluating the learning success of students and seek diverse ways for students to demonstrate their personal best. In inclusive classrooms students with special needs have opportunities to demonstrate their learning in their own way, using media that accommodate their needs, and to do so at their own pace.

When students are aware of the outcomes they are responsible for and the criteria by which their work will be assessed or evaluated, they can make informed decisions about the most effective ways to demonstrate what they know, are able to do, and value.

Involving Students in the Process

When students are aware of the outcomes they are responsible for and the criteria by which their work will be assessed or evaluated, they can make informed decisions about the most effective ways to demonstrate what they know, are able to do, and value.

It is important that students participate actively in the assessment and evaluation of their learning, developing their own criteria and learning to judge a range of qualities in their work. Students should have access to assessment and evaluation models in the form of scoring criteria, rubrics, and work samples.

As lifelong learners, students assess their own progress, rather than relying on external measures (e.g., marks) to tell them how well they are doing. Students who are empowered to assess their own progress are more likely to perceive their learning as its own reward. Rather than asking What does the teacher want? students need to ask questions such as What have I learned? What can I do now that I couldn't do before? and What do I need to learn next?

Effective assessment practices provide opportunities for students to

- reflect on their progress toward the achievement of learning outcomes
- assess and evaluate their learning
- set goals for future learning

Using a Variety of Assessment Strategies

When teachers make decisions about what learning to assess and evaluate, how to assess and evaluate, and how to communicate the results, they send clear messages to students and others about what they value; for example, teachers can communicate that they value risk taking or lateral thinking by including these elements in assessment.

Assessment involves the use of a variety of methods to gather information about a wide range of student learning and to develop a valid and reliable snapshot of what students know and are able to do that is clear, comprehensive, and balanced. The assessment process provides information about each student's progress toward the achievement of learning outcomes that teachers can use to assign marks, to initiate conversations with students, or to make decisions in planning subsequent learning experiences.

Teachers align assessment and evaluation practices with student-centred learning practices when they

- design assessment and evaluation tasks that help students make judgments about their own learning and performance
- provide assessment and evaluation tasks that allow for a variety of learning styles and preferences
- individualize assessment and evaluation tasks to accommodate specific learning needs
- work with students to describe and clarify what will be assessed and evaluated and how it will be assessed and evaluated
- provide students with regular and specific feedback on their learning

Assessment activities, tasks, and strategies include, for example,

- | | |
|---|------------------------------------|
| • anecdotal records | • performance tasks |
| • artifacts | • portfolios |
| • audio recordings | • projects |
| • certifications | • questioning |
| • checklists | • questionnaires |
| • conferences | • quizzes, tests, and examinations |
| • demonstrations | • rating scales |
| • dramatizations | • reports and presentations |
| • exhibitions | • reviews of performance |
| • interviews (structured or informal) | • self-assessments |
| • inventories | • sorting scales (rubrics) |
| • investigations | • surveys |
| • learning logs or journals | • videos |
| • media products | • work samples |
| • observations (structured or informal) | • written assignments |
| • peer assessments | |

Portfolios

A major feature of assessment and evaluation in co-operative education is the use of portfolios. A portfolio is a purposeful selection of a student's work that tells the story of the student's efforts, progress, and achievements. The portfolio documents co-operative education activities.

Portfolios engage students in the assessment process and allow them to participate in the evaluation of their learning. Portfolios are most effective when they provide opportunities for students to reflect on and make decisions about their learning. The students and teacher should collaborate to make decisions about the contents of the portfolio and to develop the criteria for evaluating it. Portfolios should include

- the guidelines for selection
- the criteria for judging merit
- evidence of student reflection

Portfolio assessment is especially helpful for the student who needs significant support. Teachers should place notes and work samples from informal assessment in the portfolio and use the portfolio to collaborate with the student in identifying strengths and needs, selecting learning experiences, and selecting work that best reflects the student's progress toward the achievement of learning outcomes.

It is important that students share their portfolios with other students so that all students may see exemplars that represent a range of strategies for expression and levels of complexity in ideas and understanding.

Outlines and other evidence of planning allow students to examine their progress and demonstrate their achievements to teachers, parents, and others.

LifeWork Portfolio

Students should also be encouraged to develop a LifeWork Portfolio that demonstrates their achievements in a context beyond a particular course, including letters, certificates, and photographs as well as written documents. This portfolio can be very helpful when students need to demonstrate their achievements to potential employers or the admission offices of post-secondary institutions.

It is important to note that the LifeWork Portfolio is not an assessment tool. Although it may include artifacts that have already been used for assessment purposes, the LifeWork Portfolio is a tool for identifying strengths, interests, and skills and for demonstrating growth.

Tests and Examinations

Traditional tests and examinations are not, by themselves, adequate to assess student learning. The format of tests and examinations can be revised and adapted to reflect key aspects of the curriculum. Some teachers, for example, have designed tests and examinations based on collaborative or small-group learning, projects, or portfolio learning. Creating opportunities for students to collaborate on a test or examination is an effective practice in the interactive classroom to assess learning of a higher order than recall of information (e.g., learning that requires synthesis, analysis, or evaluation).

In learning activities that involve solving a problem, for example, students might work collaboratively to clarify and define the task and then work either collaboratively or individually to develop a solution. Students might be given a range of questions, issues, or problems and work collaboratively to clarify their understanding of the assignments and plan responses in preparation for the examination for which only one of the questions, issues, or problems will be assigned. The initial list of questions, issues, or problems can be developed by the teacher, negotiated by the teacher with the students, or developed by the students and screened by the teacher.

Process-based tests and examinations allow students to demonstrate their knowledge and skills and apply strategies at multiple stages in the learning processes (e.g., in identifying problems, challenges, and opportunities; gathering, evaluating, and synthesizing information; generating options; and developing and evaluating solutions).

Traditional tests and examinations may present a number of problems in scheduling and resource allocation. Process-based tests and examinations may be undertaken in steps during several class periods over a number of days. Students have opportunities to revise, reflect on, and extend their knowledge and understanding. Teachers have opportunities to develop comprehensive assessments, to monitor and evaluate learning at multiple points in a process, and to use time flexibly.

Certification

In some courses, students will need to prepare to demonstrate their learning through entrance tests and examinations or to obtain or upgrade a certification. Replicating this type of assessment in the classroom can help students prepare for the conditions and assessment formats they may encounter in workplace and post-secondary situations.

To make this kind of assessment an effective learning experience, teachers should define a specific context and purpose, for example, the operation of a device, the identification of materials labels, or the demonstration of a technique or procedure.

Suggested Assessment Instruments and Percentages

IN-SCHOOL COMPONENT

• skill assessment	5%
• resumé and cover letter	10%
• in-school component completion exam or assignment	10%
• learning plan completion	10%
• LifeWork Portfolio	15%

CO-OPERATIVE EDUCATION PLACEMENT

• community host student assessments	30%
• journal / weekly log (signed)	10%
• reflective assignments	10%

Total 100%

Note: An unexcused absence from a co-operative education placement will be addressed in accordance with the school's attendance policy.

Contexts for Learning and Teaching

Principles of Learning

The public school program is based on principles of learning that teachers and administrators should use as the basis of the experiences they plan for their students. These principles include the following:

1. Learning is a process of actively constructing knowledge.

Therefore, teachers and administrators have a responsibility to

- create environments and plan experiences that foster inquiry, questioning, predicting, exploring, collecting, educational play, and communicating
- engage learners in experiences that encourage their personal construction of knowledge, for example, hands-on, minds-on science and math; drama; creative movement; artistic representation; writing and talking to learn
- provide learners with experiences that actively involve them and are personally meaningful

2. Students construct knowledge and make it meaningful in terms of their prior knowledge and experiences.

Therefore, teachers and administrators have a responsibility to

- find out what students already know and can do
- create learning environments and plan experiences that build on learners' prior knowledge
- ensure that learners are able to see themselves reflected in the learning materials used in the school
- recognize, value, and use the great diversity of experiences and information students bring to school
- provide learning opportunities that respect and support students' racial, cultural, and social identity
- ensure that students are invited or challenged to build on prior knowledge, integrating new understandings with existing understandings

3. Learning is enhanced when it takes place in a social and collaborative environment.

Therefore, teachers and administrators have a responsibility to

- ensure that talk, group work, and collaborative ventures are central to class activities
- see that learners have frequent opportunities to learn from and with others
- structure opportunities for learners to engage in diverse social interactions with peers and adults
- help students to see themselves as members of a community of learners

4. Students need to continue to view learning as an integrated whole.

Therefore, teachers and administrators have a responsibility to

- plan opportunities to help students make connections across the curriculum and with the world outside and structure activities that require students to reflect on those connections
- invite students to apply strategies from across the curriculum to solve problems in real situations

5. Learners must see themselves as capable and successful.

Therefore, teachers and administrators have a responsibility to

- provide activities, resources, and challenges that are developmentally appropriate to the learner
- communicate high expectations for achievement to all students
- encourage risk taking in learning
- ensure that all students experience genuine success on a regular basis
- value experimentation and treat approximation as signs of growth
- provide frequent opportunities for students to reflect on and describe what they know and can do
- provide learning experiences and resources that reflect the diversity of the local and global community
- provide learning opportunities that develop self-esteem

6. Learners have different ways of knowing and representing knowledge.

Therefore, teachers and administrators have a responsibility to

- recognize each learner's preferred ways of constructing meaning and provide opportunities for exploring alternative ways
- plan a wide variety of open-ended experiences and assessment strategies
- recognize, acknowledge, and build on students' diverse ways of knowing and representing their knowledge
- structure frequent opportunities for students to use various art forms—music, drama, visual arts, dance, movement, crafts—as a means of exploring, formulating, and expressing ideas

7. Reflection is an integral part of learning.

Therefore, teachers and administrators have a responsibility to

- challenge their beliefs and practices based on continuous reflection
- encourage students to reflect on their learning processes and experiences
- encourage students to acknowledge and articulate their learnings
- help students use their reflections to understand themselves as learners, make connections with other learnings, and proceed with learning

Engaging All Learners

“No matter how engagement is defined or which dimension is considered, research confirms this truism of education: The more engaged you are, the more you will learn.” (Hume 2011, 6)

Student engagement is at the core of learning. Engagement in learning occurs when students are provided with opportunities to become more invested in their learning. This is critical for teachers to take into account when planning and implementing instruction. Effective instruction engages, embraces, and supports all learners through a range of learning experiences that are both age and developmentally appropriate.

This curriculum is designed to provide learning opportunities that are equitable, accessible, and inclusive of the many facets of diversity represented in today’s classrooms. When teachers know their students as individual learners and as individual people, their students are more likely to be motivated to learn, persist in challenging situations, and apply reflective practices.

Supportive Learning Environments

A supportive and positive learning environment has a profound effect on students’ learning. Students need to feel physically, socially, emotionally, and culturally safe in order to take risks with their learning. In classrooms where students feel a sense of belonging, see their teachers’ passion for learning and teaching, are encouraged to actively participate, and are challenged appropriately, they are more likely to be successful.

Teachers recognize that not all students progress at the same pace nor are they equally positioned in terms of their prior knowledge of particular concepts, skills, and learning outcomes. Teachers are able to create more equitable access to learning when

- instruction and assessment are flexible and offer multiple means of representation
- students have options to engage in learning through multiple ways
- students can express their knowledge, skills, and understanding in multiple ways

(Hall, Meyer, and Rose 2012)

In a supportive learning environment, teachers plan learning experiences that support each student’s ability to achieve curriculum outcomes. Teachers use a variety of effective instructional approaches that help students to succeed, such as

- providing a range of learning opportunities that build on individual strengths and prior knowledge
- providing all students with equitable access to appropriate learning strategies, resources, and technology
- involving students in the creation of criteria for assessment and evaluation
- engaging and challenging students through inquiry-based practices
- verbalizing their own thinking to model comprehension strategies and new learning
- balancing individual, small-group, and whole-class learning experiences
- scaffolding instruction and assignments as needed and giving frequent and meaningful descriptive feedback throughout the learning process
- integrating “blended learning” opportunities by including an online environment that extends learning beyond the physical classroom
- encouraging students to take time and to persevere, when appropriate, in order to achieve a particular learning outcome

Multiple Ways of Learning

“Advances in neuroscience and education research over the past 40 years have reshaped our understanding of the learning brain. One of the clearest and most important revelations stemming from brain research is that there is no such thing as a ‘regular student.’” (Hall, Meyer, and Rose 2012, 2) Teachers who know their students well are aware of students’ individual learning differences and use this understanding to inform instruction and assessment decisions.

The ways in which students make sense of and demonstrate learning vary widely. Individual students tend to have a natural inclination toward one or a few learning styles. Teachers are often able to detect learning strengths and styles through observation and through conversation with students. Teachers can also get a sense of learning styles through an awareness of students’ personal interests and talents. Instruction and assessment practices that are designed to account for multiple learning styles create greater opportunities for all students to succeed.

While multiple learning styles are addressed in the classroom, the three most commonly identified are:

- auditory (such as listening to teacher-modelled think-aloud strategies or participating in peer discussion)
- kinesthetic (such as examining artifacts or problem-solving using tools or manipulatives)
- visual (such as reading print and visual texts or viewing video clips)

For additional information, refer to *Frames of Mind: The Theory of Multiple Intelligences* (Gardner 2007) and *How to Differentiate Instruction in Mixed-Ability Classrooms* (Tomlinson 2001).

A Gender-Inclusive Curriculum and Classroom

It is important that the curriculum and classroom climate respect the experiences and values of all students and that learning resources and instructional practices are not gender-biased. Teachers promote gender equity and inclusion in their classrooms when they

- articulate equally high expectations for all students
- provide equal opportunity for input and response from all students
- model gender-fair language, inclusive practices, and respectful listening in their interactions with students
- identify and openly address societal biases with respect to gender and sexual identity

Valuing Diversity: Teaching With Cultural Proficiency

“Instruction that is embedded in socially meaningful contexts, and tasks that are meaningful and relevant to the lives of students, will engage students in high-level problem-solving and reasoning and enhance students’ engagement (Frankenstein 1995; Gutstein 2003; Ladson-Billings 1997; Tate 1995).” (Herzig 2005)

Teachers appreciate that students have diverse life and cultural experiences and that individual students bring different prior knowledge to their learning. Teachers can build upon their knowledge of their students as individuals, value their prior experiences, and respond by using a variety of culturally-proficient instruction and assessment practices

in order to make learning more engaging, relevant, and accessible for all students. For additional information, refer to *Racial Equity Policy* (Nova Scotia Department of Education 2002) and *Racial Equity / Cultural Proficiency Framework* (Nova Scotia Department of Education 2011).

Students with Language, Communication, and Learning Challenges

Today's classrooms include students who have diverse language backgrounds, abilities, levels of development, and learning challenges. By observing and interacting with students and by conversing with students and/or their families, teachers gain deeper insights into the student as a learner. Teachers can use this awareness to identify and respond to areas where students may need additional support to achieve their learning goals. For students who are experiencing difficulties, it is important that teachers distinguish between those students for whom curriculum content is challenging and those for whom language-based factors are at the root of apparent academic difficulties. Students who are learning English as an additional language may require individual support, particularly in language-based subject areas, while they become more proficient in their English language skills. Teachers understand that many students who appear to be disengaged may be experiencing difficult life or family circumstances, mental health challenges, or low self-esteem, resulting in a loss of confidence that affects their engagement in learning. A caring, supportive teacher demonstrates belief in the students' abilities to learn and uses the students' strengths to create small successes that help nurture engagement in learning and provide a sense of hope.

Students Who Demonstrate Exceptional Talents and Giftedness

Modern conceptions of giftedness recognize diversity, multiple forms of giftedness, and inclusivity. Some talents are easily observable in the classroom because they are already well developed and students have opportunities to express them in the curricular and extracurricular activities commonly offered in schools. Other talents only develop if students are exposed to many and various domains and hands-on experiences. Twenty-first century learning supports the thinking that most students are more engaged when learning activities are problem-centred, inquiry-based, and open-ended. Talented and gifted students usually thrive when such learning activities are present. Learning experiences may be enriched by offering a range of activities and resources that require increased cognitive demand and higher-level thinking with different degrees of complexity and abstraction. Teachers can provide further challenges and enhance learning by adjusting the pace of instruction and the breadth and depth of concepts being explored. For additional information, refer to *Gifted Education and Talent Development* (Nova Scotia Department of Education 2010).

Outcomes

Essential Graduation Learnings and the In-School Component of Co-operative Education

The Atlantic provinces worked together to identify the abilities and areas of knowledge that they considered essential for students graduating from high school. These “Essential Graduation Learnings” are described below.

Some examples of learning in the in-school component of co-operative education that help students move toward attainment of the essential graduation learnings are also included below.

Aesthetic Expression

Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

The Suggestions for Learning and Teaching sections in each module provide students with opportunities to appreciate the arts and to create products that reflect an understanding of the arts.

Citizenship

Graduates will be able to assess social, cultural, economic, and environmental interdependence in a local and global context.

Students will be expected to

2.2 demonstrate an understanding of workplace hierarchies, relationships, etiquette, and confidentiality

3.1 demonstrate an understanding of the major components of the Nova Scotia *Occupational Health and Safety Act* and *Occupational Safety General Regulations*, including employer and employee rights and responsibilities for workplace health and safety

Communication

Graduates will be able to use the listening, viewing, speaking, reading, and writing modes of language(s), and mathematical and scientific concepts and symbols, to think, learn, and communicate effectively.

Students will be expected to

1.2 demonstrate an understanding of and actively participate in the career-building process

2.2 demonstrate an understanding of workplace hierarchies, relationships, etiquette, and confidentiality

3.2 demonstrate an understanding of the five main types of workplace hazards and their four main contributing factors

3.3 demonstrate an understanding of hazard control, including the role of reporting workplace hazards, and the use of personal protective equipment (PPE)

Personal Development

Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.

Students will be expected to

1.1 identify and use strategies to determine appropriate, realistic education and career plans

1.2 demonstrate an understanding of and actively participate in the career-building process

2.1 demonstrate workplace readiness by identifying and assessing personal traits, values, strengths and weaknesses, abilities, and employability skills

Problem Solving

Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language and mathematical and scientific concepts.

Students will be expected to

1.2 demonstrate an understanding of and actively participate in the career-building process

Technological Competence

Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.

Students will be expected to

3.3 demonstrate an understanding of hazard control, including the role of reporting workplace hazards, and the use of personal protective equipment (PPE)

3.4 demonstrate an understanding of the components of the Workplace Hazardous Materials Information System (WHMIS)—training, labels, and Material Safety Data Sheets (MSDS)

Curriculum Outcomes

Module 1: Career Planning

Students will be expected to

1.1 identify and use strategies to determine appropriate, realistic education and career plans

1.2 demonstrate an understanding of and actively participate in the career-building process

Module 2: Preparing for the Workplace

Students will be expected to

2.1 demonstrate workplace readiness by identifying and assessing personal traits, values, strengths and weaknesses, abilities, and employability skills

2.2 demonstrate an understanding of workplace hierarchies, relationships, etiquette, and confidentiality

Module 3: Workplace Health and Safety

Students will be expected to

3.1 demonstrate an understanding of the major components of the Nova Scotia *Occupational Health and Safety Act* and *Occupational Safety General Regulations*, including employer and employee rights and responsibilities for workplace health and safety

3.2 demonstrate an understanding of the five main types of workplace hazards and their four main contributing factors

3.3 demonstrate an understanding of hazard control, including the role of reporting workplace hazards, and the use of personal protective equipment (PPE)

3.4 demonstrate an understanding of the components of the Workplace Hazardous Materials Information System (WHMIS)—training, labels, and Material Safety Data Sheets (MSDS)

MODULE 1: CAREER PLANNING (9 HOURS)

1.1 Students will be expected to identify and use strategies to determine appropriate, realistic education and career plans.

Suggestions for Assessment

Students need to

- articulate their thinking about their education plans, making changes in their thinking as they receive new information
- assess their school performance and life experiences in order to set realistic education and career goals
- recognize and articulate strengths and deficiencies and plan strategies to build on

Teachers can use

- checklists of classroom behaviours
- rubrics to assess career action plans
- teacher-student interviews about the planning process
- written reflections

Suggestions for Learning and Teaching

Teachers can

- present the various forms used during the course that reflect expectations and student responsibilities
- provide a range of resources for students to research for information about effective career planning
- model a career-planning process
- invite guidance personnel to the classroom to provide career and post-secondary education information
- invite representatives of the community to share their career pathways and experiences as their goals evolved over time

Students can

- use information about labour market trends, work patterns, and workplace demographics to assist them with career planning
- use information about themselves, acquired from various self-assessment inventories, to
 - determine the impact their attitudes, beliefs, and values have on career choices
 - connect their personality types, strengths, learning styles, and skills to career choices
 - present information to the class about an occupation or person in a specific career

- prepare a career action plan based on their present short- and long-term education and career goals (see Resources/Notes and Career Action Plan in Appendix B: Reflective Learning)—the action plan should include the following:
 - name of occupation
 - one-year, three-year, and long-term goals that will help to move them toward that occupation
 - challenges they anticipate as they work toward their goals
 - resources (e.g., people, money, skills, experience) that will help them to reach their goals
 - write a reflection about their understanding of the importance of career planning

Resources/Notes



Internet

- *Career Cruising* (Anaca Technologies Ltd. 2014): www.careercruising.com
- *Service Canada* (Canada 2014): www.servicecanada.gc.ca
- *Careers Nova Scotia* (Nova Scotia 2014): <http://careers.novascotia.ca>
- *Statistics Canada* (Canada 2014): www.statcan.gc.ca
- The following Moodle resources require an enrollment key. Contact the Department of Education and Early Childhood Development's Youth Pathways and Transitions Coordinator or Community-Based Learning Coordinator for the enrollment key.
 - Career Planning Moodle: <http://nsvs.ednet.ns.ca> (This Moodle supports career development outcomes.)
 - Co-operative Education Moodle: <http://nsvs.ednet.ns.ca> (This Moodle supports the delivery of the in-school and community placement components of all co-operative education courses.)



Print

- *Nova Scotia Student LifeWork Portfolio: A Teaching Resource* (Nova Scotia Department of Education 2005): www.ednet.ns.ca/pdfdocs/curriculum/lifework_portfolio_teaching_resource.pdf
- *Career Development 10* (Nova Scotia Department of Education, forthcoming)
- *Career Development 11* (Nova Scotia Department of Education, forthcoming)
- *Employability Skills Toolkit* (The Conference Board of Canada 2000) (available from Community-Based Learning school board consultants or can be purchased at www.conferenceboard.ca/topics/education/learning-tools/toolkit.aspx)
- *Expanding Your Horizons: Career Development Guide*, Chapter 3: Charting Your Future (Meisner and Butler 1999) (out of print; found in most classrooms)

MODULE 1: CAREER PLANNING (9 HOURS)

1.2 Students will be expected to demonstrate an understanding of, and actively participate in, the career-building process.

Suggestions for Assessment

Students need to

- demonstrate focused participation in career research and exploration
- actively prepare for the job interview
- select appropriate artifacts/certifications to build their LifeWork Portfolio
- recognize the importance of revisiting their goals and the data they have collected about themselves
- evaluate the usefulness of the career and education information they acquire

Teachers can use

- students' collected artifacts and certifications as evidence of their growth
- checklists of student behaviours and attitudes related to career research
- interview role-plays
- teacher-student conferences or casual conversations about students' career explorations

Suggestions for Learning and Teaching

Teachers can

- model effective interview behaviours, noting the kinds of questions employers are likely to ask as well as questions they are prevented from asking for human rights reasons
- provide a range of resources to assist students in career research, including career and job descriptions, job search forums, and information about post-secondary education programs and apprenticeship programs
- facilitate connections between students and career counsellors
- assist students in selecting appropriate achievement artifacts and developing their LifeWork Portfolio

Students can

- select occupations and research them for information about
 - the required education
 - the employment outlook
 - related jobs
 - other things that may interest them
- regularly update their Co-operative Education Learning Plan for inclusion in their LifeWork Portfolio
- develop scripts for a variety of job interview situations and role-play them, taking turns as employers and job seekers
- arrange impromptu interview situations with adults (including teachers, family members, or family friends) in order to practise their interview skills and increase their comfort with the interview process

- interview someone employed in an occupation of interest to them to learn about
 - the education requirements
 - the employment outlook
 - the advantages and disadvantages of employment in that occupation
(See Appendix B: Reflective Learning—The Information Interview for a useful interview format.)
- set goals for themselves to prepare for their desired future career and actively work to acquire related achievement artifacts to include in their LifeWork Portfolio

Resources/Notes



Internet

- The following Moodle resources require an enrollment key. Contact the Department of Education and Early Childhood Development's Youth Pathways and Transitions Coordinator or Community-Based Learning Coordinator for the enrollment key.
 - Career Planning Moodle: <http://nsvs.ednet.ns.ca>
(This Moodle supports career development outcomes.)
 - Co-operative Education Moodle: <http://nsvs.ednet.ns.ca> (This Moodle supports the delivery of the in-school and community placement components of all co-operative education courses.)
- *Monster Canada* (Monster 2014): www.monster.ca (offers a variety of career-related help topics, including interview tips and resumé writing)



Print

- *Nova Scotia Student LifeWork Portfolio: A Teaching Resource* (Nova Scotia Department of Education 2005) (available at www.ednet.ns.ca/pdfiles/curriculum/lifework_portfolio_teaching_resource.pdf)



Notes

- See also Resources/Notes for outcome 1.1.

MODULE 2: PREPARING FOR THE WORKPLACE (8 HOURS)

2.1 Students will be expected to demonstrate workplace readiness by identifying and assessing personal traits, values, strengths and weaknesses, abilities, and employability skills.

Suggestions for Assessment

Students need to demonstrate

- their awareness of the importance of being ready for the workplace in order to be successful
- their ability to access various tools to help them identify strong and weak areas in their workplace readiness
- their willingness to use what they learn from such assessment tools
- acceptable workplace and personal social skills

Teachers can use a variety of assessment strategies, such as

- checklists of personality strengths and weaknesses
- a classroom-observation checklist
- rubrics for specific assignments
- written assignments such as journal reflections, emails, and narrative essays
- artifacts and work samples such as resumés, cover letters, and job application forms
- teacher-student conferences to monitor changes in student attitudes and readiness

Suggestions for Learning and Teaching

Teachers can

- encourage students to participate in out-of-school programs to acquire certifications that would help to prepare them for the workplace
- provide a range of self-assessment inventories for students (See “Notes” in Resources/Notes.)
- introduce employability skills as identified by The Conference Board of Canada (see Appendix B: Reflective Learning—*Employability Skills 2000+* Student Checklist) by organizing an activity in which students brainstorm their prior knowledge about employability skills (See Appendix B: Reflective Learning—*Employability Skills 2000+* Carousel Activity.)
- create a word wall of workplace vocabulary to encourage student preparation for the workplace
- engage in casual one-on-one or small-group discussions about workplace readiness to
 - encourage student thinking about self-assessment
 - gather information about students’ workplace readiness

Students can

- complete a variety of self-assessment inventories to periodically evaluate their progress toward workplace readiness, such as
 - checklists of personality strengths and weaknesses
 - checklists of employability skills
 - work-related values (See Appendix B: Reflective Learning—Work-Related Values Inventory.)

- identify the skills and abilities needed for their upcoming work placement and anticipated future work
- write journal reflections about their understanding of their readiness for the workplace
- prepare and/or update resumés and cover letters and other artifacts that demonstrate workplace readiness

Resources/Notes



Internet

- *Career Cruising* (Anaca Technologies Ltd. 2014): www.careercruising.com
- The following Moodle resources require an enrollment key. Contact the Department of Education and Early Childhood Development's Youth Pathways and Transitions Coordinator or Community-Based Learning Coordinator for the enrollment key.
 - Career Planning Moodle: <http://nsvs.ednet.ns.ca> (This Moodle supports career development outcomes.)
 - Co-operative Education Moodle: <http://nsvs.ednet.ns.ca> (This Moodle supports the delivery of the in-school and community placement components of all co-operative education courses.)
- *Monster Canada* (Monster 2014): <http://career-advice.monster.ca/job-interview/interview-preparation/interview-performance-tips-canada/article.aspx> (interview skills)
- *Service Canada, "Youth Resources"* (Canada 2014): www.servicecanada.gc.ca/eng/audiences/youth/index.shtml



Print

- *Expanding Your Horizons: Career Development Guide* (Meisner and Butler 1999; out of print—found in many classrooms). See Chapter 1: Personal Discovery and Chapter 4: Developing Your Employability Skills for additional activities. See Case Study: Junior Board Boosts Centre on page 77.
- *Expanding Your Horizons: Career Development Guide, Teacher's Resource* (Meisner and Butler 1999; out of print—found in many classrooms), pp. 168–200 (provides a number of useful inventories for student self-assessment)



Notes

In addition to those available in the department's Authorized Learning Resources, a wide variety of personality inventories (including Holland themes), values and interest inventories, and quizzes related to skills, abilities, and personal traits are available online. Regardless of which ones are used, it is important that teachers assist students in clarifying the results and what they mean to their career planning.

- *Looking for a Job*, a video by Service Canada (2007), provides useful information about
 - preparing resumés and cover letters and completing job applications (pp. 26–32); it's also available online at Service Canada under the Youth Resources link
 - identifying job-related skills (pp. 1–15)
- Co-op students need to periodically monitor their growth in employability skills. (See Appendix B: Reflective Learning—*Employability Skills 2000+* Student Checklist.). As students return from each work placement, they will be able to identify new skills as well as improve on existing skills.

MODULE 2: PREPARING FOR THE WORKPLACE (8 HOURS)

2.2 Students will be expected to demonstrate an understanding of workplace hierarchies, relationships, etiquette, and confidentiality.

Suggestions for Assessment

Students need to conduct ongoing self-assessment of their growing understanding of workplace protocols to ensure confidence in their interactions in their work placements.

Teachers can assess student performance in classroom activities by

- using checklists and rubrics to assess a variety of tasks in order to record growth and change
- observing student interactions in class
- conducting interviews with students and providing verbal feedback
- examining and evaluating student reflections/journals
- completing exit slips (See “Notes” in Resources/Notes.)

Suggestions for Learning and Teaching

Teachers can

- provide a forum for the discussion of workplace behaviours and issues, including
 - relationships with other employees
 - the hierarchy of workplace supervisors
 - mandatory drug testing and criminal background checks
 - human rights in the workplace
 - the role of unions and other professional organizations
 - the role and importance of confidentiality in the workplace
- model appropriate workplace behaviours and attitudes

Students can

- participate in an activity (see *Employability Skills 2000+ Carousel Activity* in Appendix B: Reflective Learning) on appropriate (or inappropriate) work behaviours, including
 - appropriate attire for specific jobs
 - punctuality, reliability, and trustworthiness
 - fashions and fads, including tattoos and body piercings
 - language (slang and vulgarity)
 - work breaks and lunchtime
 - facility use (e.g., lunchroom, coffee fund, washrooms)
 - phone and computer use (professional vs. personal use)
 - conduct (e.g., body language, movement in the workspace)
 - confidentiality (keeping workplace business in the workplace)
 - workplace gossip
- practise or role-play appropriate social conduct, including
 - using acceptable body language
 - listening instead of speaking, as appropriate
 - shaking hands

- maintaining eye contact
- giving verbal greetings
- using the telephone courteously
- responding to a workplace supervisor
- showing appreciation
- sending email and other communication (See Resources/Notes.)
- write a journal reflection about their understanding of appropriate behaviour in their work placement

Resources/Notes



Internet

- *Workers' Compensation Board of Nova Scotia* (Workers' Compensation Board of Nova Scotia 2014): http://worksafeforlife.ca/Portals/worksafeforlife/CareerColleges/3.%20Workplace%20Health%20&%20Safety%20OVERVIEW_For%20Educators.pdf (The WCBNS website includes various resources such as "Just for Teachers: An Introduction to Workplace Health and Safety.")
- The following Moodle resources require an enrollment key. Contact the Department of Education and Early Childhood Development's Youth Pathways and Transitions Coordinator or Community-Based Learning Coordinator for the enrollment key.
 - Career Planning Moodle: <http://nsvs.ednet.ns.ca> (This Moodle supports career development outcomes.)
 - Co-operative Education Moodle: <http://nsvs.ednet.ns.ca> (This Moodle supports the delivery of the in-school and community placement components of all co-operative education courses.)
- "Know Your Rights and Responsibilities," *Workers' Compensation Board of Nova Scotia* (Workers' Compensation Board of Nova Scotia 2014): www.wcb.ns.ca
- Occupational Health and Safety Division of the Department of Labour and Advanced Education (Nova Scotia 2014): www.novascotia.ca/lae/ohs
- *Occupational Health and Safety Act* (Nova Scotia): http://nslegislature.ca/legc/statutes/occph_s.htm
- *Occupational Safety General Regulations* (Nova Scotia): www.novascotia.ca/just/regulations/regs/ohsgensf.htm



Print

- *Expanding Your Horizons: Career Development Guide* (Meisner and Butler 1999; out of print—found in many classrooms). Chapter 9: Mediation, Negotiation, and Legislation, deals with quality-of-life issues, including workplace behaviours, protocols, and hierarchies.
- The Conference Board of Canada, *Employability Skills Toolkit* (2000) (available from Community-Based Learning school board consultants or can be purchased at www.conferenceboard.ca/topics/education/learning-tools/toolkit.aspx)
- *Community-Based Learning: A Resource for Schools* (Nova Scotia Department of Education and Early Childhood Development 2013)



Notes

- Exit slips are a useful way of focusing student thinking at the end of a class. Give each student a notecard and ask them to answer a brief question or make a comment about some aspect of the work covered during class; then collect the notecards at the door as the students leave class. Although the requirement could relate to some very specific element of the class that the teacher wants students to particularly focus on, it can be more general, for example,
 - What did you like about today's class or presentation?
 - What's the next step in your project, work, or research?
 - Name one useful thing you learned today that will help you in your career planning.
 - What wasn't covered in today's presentation that you think you need to learn?
- When role-playing social conduct, groups could also present inappropriate behaviours for the class to critique.
- Students need to be made aware of the importance of student accountability as they represent the school in the workplace. Focusing on appropriate workplace conduct in the in-school component of co-operative education will provide students with a behavioural framework they can draw upon in their work placement.

MODULE 3: WORKPLACE HEALTH AND SAFETY (8 HOURS)

3.1 Students will be expected to demonstrate understanding of the major components of the Nova Scotia *Occupational Health and Safety Act* and *Occupational Safety General Regulations*, including employer and employee rights and responsibilities for workplace health and safety.

Suggestions for Assessment

Teachers can assess

- teacher-student interviews
- whole-class or group discussions
- journal responses
- written reflections
- pre- and post-quizzes or surveys using rubrics, pre- and post-tests, and checklists

Students will demonstrate an understanding of

- their key right to
 - know about anything that could affect their health and safety in the workplace
 - participate in making the workplace safer
 - refuse work they think may hurt them or someone else
- the protection they are entitled to when exercising their rights
- the precautions and/or duties to be performed by employers and others who contribute in some way to the workplace (e.g., subcontractors, messengers, delivery personnel)
- the requirement of businesses to have health and safety policies and programs and safety committees (or representatives) and their roles and responsibilities
- the legal consequences for employers and workers of not following Nova Scotian safety laws
- the responsibility of both employers and employees to maintain a safe and healthy workplace

Suggestions for Learning and Teaching

Teachers can

- emphasize that under workplace safety legislation all workers are protected from discrimination when exercising their safety rights
- lead a discussion in which the difference between rights and responsibilities is clearly articulated and understood by students

Students can

- (in groups) research sections of the Nova Scotia *Occupational Health and Safety Act* and *Occupational Safety General Regulations* to complete a matrix about employer and employee rights and responsibilities and present their findings to the class for discussion; the following sections are suggested:
 - Section 13: Employers' Precautions and Duties
 - Section 17: Employees' Precautions and Duties
 - Section 28: Requirement for OHS Program
 - Sections 29 and 31: Requirements for Joint OHS Committees

- Section 43: Right to Refuse Work
- Sections 45 and 46: Prohibition of Discriminatory Action
- research appropriate procedures for reporting a workplace incident, injury, or fatality to the OH&S Division of Nova Scotia Department of Labour and Advanced Education and/or the Workers' Compensation Board
- brainstorm a procedure for filing a complaint or concern to a supervisor about a health or safety matter
- write in their journal about their understanding of their own rights and responsibilities as young workers in workplaces

Resources/Notes



Internet

- *Association of Workers' Compensation Boards of Canada* (Association of Workers' Compensation Boards of Canada 2013): www.awcbc.org (contains young worker statistics under the Resources link as well as comparative statistics for all provinces and territories under Key Statistical Measures)
- *Canadian Centre for Occupational Health and Safety* (Canada 2014): www.ccohs.ca
- *Employment and Social Development Canada* (Canada 2014): www.hrsdc.gc.ca (Teachers and students exploring federal workplaces should explore this site's links to the *Canada Labour Code* and *Occupational Health and Safety Regulations*)
- *Occupational Health and Safety Act* (Nova Scotia): http://nslegislature.ca/legc/statutes/occp_h_s.htm
- *Occupational Health and Safety Division of the Department of Labour and Advanced Education* (Nova Scotia 2014): www.novascotia.ca/lae/ohs
- *Occupational Safety General Regulations* (Nova Scotia): www.novascotia.ca/just/regulations/regs/ohsgensf.htm
- "Safe@MyJob: Workplace Health and Safety Quiz": <http://nsvs.ednet.ns.ca> (This workplace health and safety quiz and certificate is intended for students in grades 10–12 and was created in partnership with the Workers' Compensation Board of Nova Scotia.)
- "Spot It. Fix It." (Workers' Compensation Board of Nova Scotia 2014): www.worksafeforlife.ca/Home/PreventionTools/SpotitFixit.aspx
- Workplace Health and Safety 10–12: Resources Moodle: <http://nsvs.ednet.ns.ca> (This Moodle supports all high school workplace health and safety outcomes.)



Print

- *Workplace Health and Safety 11 Curriculum Guide* (Nova Scotia Department of Education 2012)



Notes

- If time is a concern, teachers may want to assign sections of the Nova Scotia *Occupational Health and Safety Act* and *Occupational Safety General Regulations* to be read prior to class, before the group activity takes place.
- Employers' workplace safety rights and responsibilities are, for example, to
 - maintain a safe and healthy workplace
 - ensure that employees have proper training to do their jobs safely
 - keep and maintain safe equipment, with protective guards in place
 - inform employees of hazards and how to protect against them
 - tell workers what personal protective equipment must be used
 - instruct workers in emergency procedures such as the location of fire exits and first-aid facilities or dealing with hostile or violent people
 - act on reports of hazards and unsafe conditions
- Workers' legal rights and responsibilities are, for example, to
 - work safely
 - follow safe work guidelines and procedures
 - use safety equipment, including personal protective equipment
 - use machinery and equipment properly
 - report hazards and unsafe acts and conditions to their supervisor
 - refuse work that may hurt them or someone else
 - ask for proper training when they aren't sure of the correct procedures
 - inform their supervisor of any reason they may not be able to complete tasks safely
 - follow proper protocols in emergency situations
 - offer solutions to workplace health and safety problems
- The following lists some of the regulations under the *Occupational Health and Safety Act*:
 - Blasting Safety Regulations
 - Disclosure of Information Regulations
 - Fall Protection and Scaffolding Regulations
 - Occupational Diving Regulations
 - Occupational Health Regulations (listed under the *Health Protection Act*)
 - Occupational Health and Safety Appeal Panel Regulations
 - Occupational Health and Safety First-Aid Regulations
 - *Occupational Safety General Regulations*
 - Temporary Workplace Traffic Control Regulations
 - Underground Mining Regulations
 - Violence in the Workplace Regulations
 - Workplace Hazardous Materials Information System Regulations

MODULE 3: WORKPLACE HEALTH AND SAFETY (8 HOURS)

3.2 Students will be expected to demonstrate an understanding of the five main types of workplace hazards and their four main contributing factors.

Suggestions for Assessment

Students will demonstrate their understanding of the

- five classes of workplace hazards (chemical, physical, biological, ergonomic, and psycho-social), their definitions, and representative examples
- the four main contributing factors of workplace hazards (people, equipment, materials, and environment)

Teachers can use

- checklists
- pre- and post-quizzes or surveys
- journal writing
- group or class discussion
- rubrics for creative arts-based products and presentations

Suggestions for Learning and Teaching

Teachers can

- present information to students about
 - the five main types of workplace hazards
 - the four main factors contributing to workplace hazards
- encourage students to consider workplaces they may be unfamiliar with as well as ones they know about from personal experience, or the experiences of others, as they discuss the types of hazards workers might encounter

Students can

- participate in an activity, such as a carousel (See Appendix B), and subsequent class discussion in which they generate examples of
 - the five main types of workplace hazards (“Hazard Classes”)
 - the four main contributing factors to workplace hazards
- make and post lists of the kinds of objects, attitudes, behaviours, and equipment that can pose hazards in the workplace
- write a risk analysis of their work placement to identify possible hazards to health and safety and revisit the analysis after the placement to note whether the hazards were present and, if so, how they were handled in the workplace
- create collages, posters, or murals displaying samples of workplace hazards and display them for classmates to
 - identify the hazards
 - match the hazards to a type of work or workplace
- do a media search to collect pictures depicting common workplace situations and identify and classify the “red flags” or potential hazards

Resources/Notes



Internet

- Workplace Health and Safety 10–12: Resources Moodle: <http://nsvs.ednet.ns.ca> (This Moodle supports all high school workplace health and safety outcomes.)
- “Safe@MyJob: Workplace Health and Safety Quiz”: <http://nsvs.ednet.ns.ca> (This workplace health and safety quiz and certificate is intended for students in grades 10–12 and was created in partnership with the Workers’ Compensation Board of Nova Scotia.)
- *Canadian Centre for Occupational Health and Safety* (Canada 2014): www.ccohs.ca (Canada’s national centre for OHS has an extensive online library with free downloads and links)
- Occupational Health and Safety Division of the Department of Labour and Advanced Education (Nova Scotia 2014): www.novascotia.ca/lae/ohs

MODULE 3: WORKPLACE HEALTH AND SAFETY (8 HOURS)

3.3 Students will be expected to demonstrate an understanding of hazard control, including the role of reporting workplace hazards, and the use of personal protective equipment (PPE).

Suggestions for Assessment

Students will demonstrate their understanding of

- hazard-control protocols
- a range of PPE and its proper use
- the law as it pertains to hazard control and PPE
- how to report hazards and the consequences of not doing so
- the connection between workplace roles and responsibilities and hazard control

Teachers can use

- checklists
- pre- and post-quizzes or surveys
- rubrics to assess presentations and visual-arts products
- group or class discussion

Suggestions for Learning and Teaching

Teachers can

- provide opportunities for students to obtain various safety certifications
- discuss with students the importance of reporting workplace hazards, including
 - why workers might not report hazards to their supervisors
 - why hazard reports might not be acted upon
- present information about hazard controls that are defined as
 - at the source
 - along the path
 - at the worker
- provide information about a range of PPE and its use in the workplace, including
 - which PPE is the responsibility of the employer to provide
 - workplaces mandating specific PPE
- lead a class discussion about the importance of
 - going to work placements with proper rest and nutrition
 - behaving in a professional manner in the workplace (e.g., not being too casual or not engaging in practical joking)

Students can

- role-play the reporting of a hazard to a supervisor, first to one who's a good listener and then to one who's not
- write short vignettes demonstrating strategies for exercising workplace rights and responsibilities in relation to workplace hazard awareness and control

- select a specific workplace and, using chart paper, diagram a pathway or flow chart depicting how the three types of hazard controls would work to prevent an incident or injury
- create and display collages or posters showing examples of PPE and discuss their proper use

Resources/Notes



Internet

- Workplace Health and Safety 10–12: Resources Moodle: <http://nsvs.ednet.ns.ca> (This Moodle supports all high school workplace health and safety outcomes.)
- “Safe@MyJob: Workplace Health and Safety Quiz”: <http://nsvs.ednet.ns.ca> (This workplace health and safety quiz and certificate is intended for students in grades 10–12 and was created in partnership with the Workers’ Compensation Board of Nova Scotia.)
- Workers’ Compensation Board of Nova Scotia (the WCBNS website includes various resources such as *Just for Teachers: An Introduction to Workplace Health and Safety*): http://worksafeforlife.ca/Portals/worksafeforlife/CareerColleges/3.%20Workplace%20Health%20&%20Safety%20OVERVIEW_For%20Educators.pdf
- *My Co-op, The Guide To Cooperative Education Success* (Thomson and Grigoriadis 2012): www.emp.ca/my-co-op.html



Print

- *Expanding Your Horizons: Career Development Guide* (Meisner and Butler 1999; out of print—found in many classrooms). See Chapter 11: Safety in the Workplace.



Notes

- Teachers should consult with school board community-based learning consultants for further information about safety certifications that are available. Examples include First Aid, Lock Out / Tag Out, Forklift Operation, Transport of Hazardous Materials, and others.
- PPE includes, for example, respirators or other face masks, fall arrest equipment, eye protection, safety helmets, and boots.

MODULE 3: WORKPLACE HEALTH AND SAFETY (8 HOURS)

3.4 Students will be expected to demonstrate an understanding of the components of Workplace Hazardous Materials Information System (WHMIS)—training, labels, and Material Safety Data Sheets (MSDS).

Suggestions for Assessment

Student knowledge about WHMIS should include a recognition and basic understanding of

- the safe storage and handling of hazardous materials
- WHMIS symbols and the necessity of labelling hazardous materials
- the proper storage, transport, and disposal of hazardous materials
- examples and the use of hazard barriers and PPE
- the role and use of an MSDS
- how to respond to an emergency involving hazardous materials

Teachers can use

- checklists
- pre- and post-quizzes or surveys
- group or class discussion
- certificates of achievement in WHMIS education

Suggestions for Learning and Teaching

Teachers can

- provide students with information about
 - hazardous materials symbols and proper labelling
 - the MSDS
 - the proper storage and handling of hazardous materials
 - the possible results of improper handling of hazardous materials
 - the proper procedures to follow if they detect irregularities such as leaks, passed expiry dates, and deteriorating containers
 - WHMIS training programs

Students can

- in groups, brainstorm their knowledge of WHMIS and the symbols for hazardous materials
- complete an external WHMIS training session
- create MSDS for a variety of hazardous materials

Resources/Notes



Internet

- *Workers' Compensation Board of Nova Scotia* (the WCBNS website includes various resources such as *Just for Teachers: An Introduction to Workplace Health and Safety*): [http://worksafeforlife.ca/Portals/worksafeforlife/CareerColleges/3.%20Workplace%20Health%20&%20Safety%20OVERVIEW For%20Educators.pdf](http://worksafeforlife.ca/Portals/worksafeforlife/CareerColleges/3.%20Workplace%20Health%20&%20Safety%20OVERVIEW%20For%20Educators.pdf)
- *Employment and Social Development Canada* (Canada 2014): www.hrsdc.gc.ca (federal WHMIS legislation)
- *St. John Ambulance WHMIS* (St. John Ambulance Canada 2014): www.sja.ca
- *Healthy Living 9: Workplace Health and Safety*: <http://nsvs.ednet.ns.ca> (This Moodle supports the safety outcome for the compulsory eight-hour safety module in Healthy Living 9)
- "Safe@MyJob: Workplace Health and Safety Quiz": <http://nsvs.ednet.ns.ca> (This workplace health and safety quiz and certificate is intended for students in grades 10–12 and was created in partnership with the Workers' Compensation Board of Nova Scotia.)

Appendices



Community-Based Learning Policy

1. POLICY STATEMENT

Community-based learning places students with community hosts/employers to explore career interests, discover the skills required for success in the workplace, and recognize the connections between their school-based learning and community/workplace. Community-based learning includes co-operative education courses, job shadowing, job twinning, mentoring, service learning, short-term placements, and volunteering. This policy is intended to define eligibility for the various community-based learning programs and to clarify responsibilities for all participants.

2. DEFINITIONS

community-based component—The portion of the co-operative education course that includes the out-of-school experiential learning opportunity.

community-based learning—Career exploration opportunities that the community provides to students through experiential learning programs.

community host—The person in the workplace or community organization who works with the teacher to plan the experiential learning for the student and who monitors the student during the placement.

consent—Written informed consent provided in advance by a family member or guardian for students under the age of 19 or by students themselves if 19 years of age or over.

co-operative education—A planned learning experience requiring a long-term community/workplace placement for which a high school student receives a credit or half-credit.

department—Nova Scotia Department of Education.

experiential learning—Learning acquired wholly or in part through practical experiences.

family—Parent or parents, or other family members or guardians acting in place of parents, such as grandparents, aunts, uncles, or adult siblings.

in-school component of co-operative education—The portion of the co-operative education course that includes the pre-placement orientation outcomes and the reflective learning outcomes.

internship—A placement opportunity within the co-operative education program for students who have already completed at least one co-op experience. It is provided to students who have a clear career focus and who wish to develop specific skills related to that career. Student interns may receive pay for their work.

job shadowing—Spending a brief period of time (eight hours, for example) observing an employee in his or her workplace.

job twinning—Two students connecting for the purpose of sharing the same experiential learning opportunity in the workplace/community.

learning agreement—A document—completed by student, family, community host, and teacher as agent for the school board—that outlines the responsibilities of each partner in the placement.

learning plan—A document developed by the student with the assistance of the teacher and community host, that includes details of the student's self-assessment done prior to the placement and articulates the learning outcomes the student achieves during the community-based component.

locally developed course—A credit course developed at the school board level to meet specific local needs not served by department-authorized courses, characterized by grade-appropriate learning outcomes and assessment strategies, and approved by the department for implementation.

mentoring—A mentor, such as an employer, employee, or member of a community organization, offering advice and guidance to a student, based on personal experience.

pre-apprentice—A student who participates in a high school co-op program intended to provide exposure or experience in the skilled trades, and who is registered as a pre-apprentice with Apprenticeship Training.

placement assessment—A required review of the safety aspects of the student's assignment for a co-op placement.

risk assessment—A required review of the safety aspects of a student's community-based learning experience.

service learning—A structured learning experience integrating curriculum with active voluntary service opportunities in the community so that service experiences are directly connected to learning outcomes and in-school learning.

short-term placements—Students spending 5–25 hours learning in a workplace or as a volunteer with a community organization.

student—Any student enrolled in any Nova Scotia public school program.

volunteering—Working as volunteers in community organizations or workplaces as part of a service learning program.

youth apprentice—A youth aged 16–19 years employed in a designated trade and working under the instruction of a certified journeyperson in the youth apprenticeship program, for which the youth can receive credit toward high school graduation.

3. POLICY OBJECTIVES

The objectives of this policy are to

- define responsibilities for community-based learning programs
- designate who is responsible for
 - preparing students for the community-based component of their program
 - providing consent for student participation
 - monitoring students at each stage of their community-based program
- define program components and requirements
- differentiate between compulsory and optional procedures of community-based learning programs

4. APPLICATION

This policy applies to all students attending a public school in Nova Scotia and all teachers, school administrators, and school board personnel responsible for Community-Based Learning program delivery.

5. POLICY DIRECTIVES

Co-operative Education

- A student must be at least 16 years old and have met placement readiness requirements as established by the Department of Education and defined in *Co-operative Education: A Resource for Schools* (Nova Scotia Department of Education 2013) before entering the community-based component of a co-operative education course.
- Students may take co-operative education courses in grades 10, 11, and 12 as either full credits or half credits, each of which may be counted as an elective to fulfill graduation requirements.
- Prior to entering the community-based placement, students must successfully complete the in-school component of co-operative education, a minimum 25-hour module preparing students for their placement. Students are not required to repeat this module if they enrol in subsequent co-operative education courses.

- Students participating in a co-operative education course must complete an application form that indicates how they will be transported to and from their community placement. Application does not guarantee acceptance into the course.
- A co-operative education half-credit course must include a community-based component of a minimum of 50 hours, for a total of 75 hours. A full-credit course must include a 100-hour community-based component, for a total of 125 hours.
- Students must complete a learning agreement prior to commencement of the community-based learning component of a co-operative education course.
- Prior to the commencement of the community-based component of a co-operative education course, the teacher must complete a placement assessment of the proposed student workplace.
- Students must submit to their co-operative education teacher a log form indicating the hours of placement. The form must indicate tasks the student performed, changes to the student's learning plan, and the signature of the community host verifying the student's participation.
- A co-operative education course is jointly supervised by the teacher and the community host. The teacher must, at a minimum, make one site contact every 25 hours of placement, with a minimum of two site visits for the entire placement.
- A student must have a learning plan developed by the student in conjunction with the co-operative education teacher and community host.
- Community-based learning experiences must include student reflection on the learning and related documents, such as the journals, logs, and portfolios that students must maintain while participating.
- Students may undertake the community-based component of a co-operative education course during or after school hours, on weekends, and during vacations, in accordance with school board and school policies.
- Students are not paid for any part of the community-based component of a co-operative education course unless they are registered in pre-apprentice or youth apprenticeship programs, or unless the teacher/school identifies their placement as an internship.
- Students may perform tasks of a compulsory certified trade only when they are under the direct supervision of a certified journeyperson. Students are directly supervised when the journeyperson is on site and readily available.
- Students must immediately report injuries if they occur while participating in a community-based placement. Injuries are reported to the community host and the co-operative education teacher. The teacher then completes the appropriate insurance reports.
- A student's final grade for the co-operative education course is based on the achievement of the identified learning outcomes. While the community host's evaluation must contribute to the student's grade, the final grade is the supervising teacher's responsibility.

- A co-operative education course has the status of a locally developed course. The principal or school board staff must approve co-operative education courses in accordance with school board policy.

Field Trips

- A risk assessment of a community setting is required when a student is not under the direct supervision of authorized board personnel, such as a school administrator, teacher, teacher assistant, or a family member.
- Teachers planning field trips must contact the trip destination prior to the trip to
 - establish a relationship with the community host
 - communicate the purposes of the trip
 - identify potential safety issues
- Teachers must ensure that the field trip complies with their school board's guidelines and policies.

Job Shadowing

- A risk assessment of a community setting is required when a student is not under the direct supervision of authorized board personnel, such as a school administrator, teacher, teacher assistant, or a family member.
- Students aged 13 years and younger must be accompanied by a teacher or family member and the community host.
- The informed consent of families is required prior to commencement of the placement. Schools are responsible for communicating the details of the job shadow to families and community hosts.
- Pre-planning and reflective writing are required components of all job shadows.

Mentoring

- A risk assessment of a community setting is required when a student is not under the direct supervision of authorized board personnel, such as a school administrator, teacher, teacher assistant, or a family member.
- All forms of mentoring must be approved by the teacher and the student's family.
- Teachers must ensure that mentors comply with school board guidelines and policies.

Service Learning

- A risk assessment of a community setting is required when a student is not under the direct supervision of authorized board personnel, such as a school administrator, teacher, teacher assistant, or a family member.
- Service learning experiences must be directly connected to public school program learning outcomes and in-school learning.
- Pre-planning and reflective writing are required for service learning experiences.

Short-Term Work/Community Placements

- A risk assessment of a community setting is required when a student is not under the direct supervision of authorized board personnel, such as a school administrator, teacher, teacher assistant, or a family member.
- A student must be at least 16 years old to participate in short-term work/community placements.
- Short-term work/community placements are 5–25 hours in length.
- Pre-placement planning and post-placement reflection are required.
- The approval of the principal and the informed consent of families are required prior to the commencement of placements. Schools are responsible for communicating the details of placements to families and community hosts.

POLICY GUIDELINES

- Students whose applications for co-operative education courses were not approved should be given the reasons.
- All students applying for co-operative education courses should be interviewed. Information on the application form will be used during the interview process.
- Students may enrol in and receive credit for an indefinite number of co-operative education courses.

ACCOUNTABILITY

The **Department of Education** is responsible for

- developing the policy, in consultation with school boards
- communicating the policy to all school boards
- developing and maintaining the resources supporting the community-based learning programs

School boards are responsible for

- communicating the policy to schools
- monitoring and ensuring compliance with this policy
- providing schools with department documents supporting the program

Schools are responsible for

- following the directives and guidelines of the policy in the implementation of community-based programs

Teachers are responsible for

- providing students with clear procedures and timelines, depending on the particular community-based learning program
- maintaining communications with students, families, and community hosts/employers
- fulfilling roles and responsibilities as outlined in the directives and guidelines of this policy

Students are responsible for

- completing any forms or other documentation necessary for specific community-based learning programs they enter into, as designated in the directives and guideline of this policy
- conducting themselves in their placements according to school board and school codes of conduct

Families are responsible for

- becoming informed about community-based learning programs and the risks associated with community settings
- completing any forms or other documentation necessary for specific community-based learning programs

Community hosts/employers are responsible for

- maintaining appropriate supervision of students during their placements
- ensuring the safety of students in their placements
- completing the required assessments of students during and following their placement
- communicating with the teacher as required by the specific community-based learning program or as deemed necessary if issues should arise regarding the placement

8. MONITORING

- The Deputy Minister of Education is responsible for monitoring overall compliance with this policy.
- The Superintendent of each school board is responsible for monitoring compliance with this policy.
- The Principal of each school is responsible for compliance with this policy.
- The Department of Education, through the Coordinator of Community-Based Learning, shall monitor this policy, working with school board community-based learning consultants. This responsibility includes evaluating the suitability and effectiveness of this policy and ensuring that the policy is formally reviewed biennially.

9. REFERENCES

Nova Scotia Department of Education. 2013. *Community-Based Learning: A Resource for Schools*. Halifax, NS: Province of Nova Scotia.

———. 2013. *Co-operative Education: A Resource for Schools*. Halifax, NS: Province of Nova Scotia.

Enquiries: For further information regarding this policy or to obtain reference documents, contact the Coordinator, Community-Based Learning, English Program Services, Department of Education, at (902) 424-3953.

The Journal

A journal permits students to chart their progress by writing about and responding to their community placement. Students rereading their journal entries may understand changes in their perspectives, career plans, and selected fields of study. The journal is used during reflective learning classes.

All students are required to maintain a record of observations and tasks they perform during their community placements. For students engaged in short-term community placements, this is a daily requirement. Such records will enable them to focus on fundamental, personal management, and teamwork skills. Opening phrases might include the following:

- Today I ...
- One thought I had today was ...
- One task that I completed today ...
- My teacher said be adaptable. My on-the-job response today was ...
- Today I planned to ... but ...
- One teamwork skill I used today ...
- Today I enjoyed ...
- I was asked to ...
- A suggestion I have is ...
- My contact asked me why I ...
- When I went to the interview ...
- Meeting my community host ...
- One role I would like to know more about is ...
- To prepare for the interview, I ...
- My community host is busy, but I need to know ... so I asked ...
- Employees learn continuously on this job, and an example is ...
- I was encouraged to ...
- I did not want to
- One thing I tried that didn't work was ...
- One safety question I should ask is ...
- The most important part of my day was ...
- I now know that safety is a concern on this job ...
- I consider my community placement a success ...
- The frustrations/difficulties/problems I ...
- To overcome these frustrations/difficulties/problems, I ...
- I tried to ...
- I wish I had ...
- If I enrol in another course with a community-based component, I will ...
- To learn more about this career, I will ...
- After my community placement, I will change my resumé by ...

Employability Skills 2000+ Carousel Activity

Learning carousels permit students to begin learning about a new topic by exploring what they already know about it. The following carousel reflects *Employability 2000+* (The Conference Board of Canada 2000), however carousels can be adapted for a range of topics.

1. Write the following headings on three separate pieces of chart paper:
Fundamental Skills, Personal Management Skills, and Teamwork Skills.
2. Under each skill heading, create two columns with the following headings:
Looks Like and **Sounds Like.**
3. Have students move from chart to chart to record their ideas about each skill group and to read what other students wrote. They should not spend too long at each chart.
4. To debrief, either give students a copy of the *Employability Skills 2000+* and ask them to compare it to what is on each chart, or do the same activity as a whole-class discussion.
5. Ask each student to write an exit slip at the end of class, stating two or three things about the skills that they did not know before completing the activity.

Employability Skills 2000+ Student Reflection

During an interview, you may expect an employer to evaluate your skills in these areas. The following questions are samples that may be asked in each of the skill categories and sub-categories.

Communicate

- Communication is essential to work effectively with others. How can your supervisor establish effective communications to help you in this position?
- With which communication technologies are you most familiar? Which do you believe is the most useful in this position you are seeking?
- When is oral communication preferable to written communication?

Manage Information

- Research skills permit you to locate, gather, and organize information. Describe how you manage information.
- Apply information in your learning plan to this position. How did you develop the information in your plan?

Use Numbers

- In this position, when might you make measurements and calculations?
- Tell us about setting up a record to maintain data. How should the data be developed?

Think and Solve Problems

- Are you analytical? If a problem develops on the job, how would you assess the situation?
- Use five words to describe yourself. Select one of the words to indicate a situation where the description applies.
- Tell us about using science, technology, and mathematics in your thinking to gain and share knowledge, solve a problem, and make a decision.
- There are four possible solutions to a problem. Indicate your method of evaluating the solutions to make a decision and recommendation.
- You have made your decision. How will you implement it?

Demonstrate Positive Attitudes and Behaviours

- How confident are you that you have the skills to successfully perform the duties of this position?
- Think of a confrontation you had with a person with more authority. Who was wrong in the situation? Why, and what was the resolution?

Be Responsible

- Do you consider yourself a risk-taker?
- Is there a community volunteer activity of which you are most proud? Why?

Be Adaptable

- Describe a situation where your creativity led to a constructive solution to a problem.
- Your work has been criticized. How would you respond?
- Your current project is over-budget and behind schedule. You waited to start this project and did not realize parameters changed. How will you adjust?

Learn Continuously

- Tell us about your personal strengths and areas where you consider you need to improve.
- What is one of your learning goals?

Work Safely

- What is WHMIS? Why is it necessary in this position?
- How will knowledge of occupational health and safety be of benefit to you on this job?
- What are typical causes of accidents? Suggest potential accidents that could occur in the position you are applying to enter. What steps can you take to minimize your risk?

Work with Others

- Use an example of teamwork to illustrate how you have provided feedback in a constructive and considerate manner.
- Teams form to work toward a goal. Working together requires listening to the opinions and contributions of others. How have you demonstrated respect for an openness to the thoughts, opinions, and contributions of others in a team?

- Teams respond to motivation. Providing leadership where appropriate and support when necessary may motivate a team to higher performance. As a member of a team, how have you demonstrated leadership and support?
- What qualities do you have that make you an effective team member?
- Teams may be successful or unsuccessful. What characterizes an unsuccessful team? What are the dynamics of a successful team?
- Conflict needs to be lessened. What would you do to manage and resolve conflict?

Participate in Projects and Tasks

- What experience have you had in planning, designing, or carrying out a project?
- You have been given an assignment. The assignment requires you to plan the project from start to finish with well-defined objectives and outcomes. What will you do to ensure success?
- You want your team to become more productive. What steps will you take to assure the team is working productively?
- You have designed a student learning plan. What will you do to assure the agreed standards and specifications of your plan are met?
- Co-operative education requires a period of reflective learning. Tell us your opinion of this form of monitoring and feedback. Are there other ways to develop the same information?

<i>Employability Skills 2000+</i> Student Checklist	Don't Have	Working on It	Making Progress	Got It!
Fundamental Skills				
Communicate				
• Read, write, and speak effectively.				
• Listen and ask good questions.				
• Use technology for communication.				
• Use technological terms for explanations.				
Manage Information				
• Find, analyze, and use information effectively.				
Use Numbers				
• Know how to measure and estimate.				
• Record data properly.				
Think and Solve Problems				
• Identify problems and their causes and solutions.				
• Evaluate solutions to make decisions.				
• Try out solutions and make improvements to them.				
Personal Management Skills				
Demonstrate Positive Attitudes and Behaviours				
• Show confidence, honesty, and ethics.				
• Be respectful of others.				
• Take care of your health.				
Be Responsible				
• Show life management skills.				
• Be accountable and socially responsible.				
Be Adaptable				
• Work independently.				
• Be open to change and innovative.				
• Learn from mistakes.				
Learn Continuously				
Work Safely				
Teamwork Skills				
Work with Others				
• Work well in a team.				
• Be flexible and respectful.				
• Manage conflict appropriately.				
Participate in Projects and Tasks				
• Develop work plans and carry out projects.				
• Work to an agreed-upon standard of quality.				
• Monitor success and accept feedback.				

Work-Related Values Inventory			
It is important for me to ...	Most Important	Somewhat Important	Least Important
make my own decisions			
accomplish things with my hands			
have time for myself			
be able to travel or live in other parts of the country or world			
make enough money to live well			
use my mind and solve problems			
have a chance to take the lead			
be not too far from my hometown			
help other people			
help the environment			
work toward social change and improvement			
be creative			
have a variety of tasks			
be physically active and engaged			
have as much job security as possible			
meet and influence new people			
have the respect of family, friends, and the community			
have companionship on the job			
learn new skills and knowledge			
have adventure and excitement			
develop my artistic talents			
be independent and work alone without too much supervision			
Others:			

Career Action Plan

Student Name: _____ Date: _____

Career Goal: _____

Goals	Challenges	Resources I Have Now	Resources I Will Need
Short-term goals			
One-year goals			
Three-year goals			
Long-term goals			

The Information Interview

The best way to find out what a type of work is really like—its ups and downs and advantages and disadvantages—is to talk to someone who is doing it. The following notes can help you prepare for an information interview.

Get ready. Make up a sheet for recording information. Leave room for notes. You may want to include the following:

- Name of contact
- Name of business
- Address
- Phone number
- Date of interview
- What exactly do you do? What is a typical workday like?
- Do you feel pressured in your work?
- About how many hours do you work per week?
- Do you travel?
- How long have you been doing this work?
- How or why did you get into this type of work, originally?
- What education, training, and experience did you need to start?
- What skills are you developing as you go along?
- What kind of personality would be best suited for this type of work?
- What do you like best about your work?
- What do you like the least?
- Given your skills and experience, are there related types of work you could pursue if you wanted to?
- Is your field growing? Changing?
- What is the best way to find work in this field?
- Could you recommend other people I could talk to?

Make contact. Find someone to interview who is working in the field you are interested in. Search the Internet for local companies, look at the employers list in the Labour Market Information section of careers.novascotia.ca, or ask your network of friends and allies.

Don't be shy! Most people are happy to talk to someone interested in their field of work. Often, the hardest part is picking up the phone. To help build your confidence, write yourself a script. For example:

Hello, my name is ... I am taking a high school course on careers, and I've been asked to research an occupation I'm interested in. I chose the occupation ... Is there someone in your company who would be willing to answer a few questions? (Or—Would you be willing ...?) I don't think it would take more than about 10 or 15 minutes. We could do it over the phone or I could meet with you if you would prefer.

Conduct the interview. Make notes on your recording sheet. Ask questions about anything you don't understand. At the end, thank the person you interviewed.

Follow up. Write a thank-you letter to the person you interviewed.

Community-Based Learning Assignment

In addition to the final evaluation from your community placement, you must choose a project from one of the following options to complete your community-based learning experience.

Option A

You are to prepare a visual presentation/display and an oral presentation about your experience.

Part 1: Community Placement Visual Display

The specific outcome for this project is a visual display that depicts your community placement experience. By looking at your visual, a person would be able to tell where you did your community-based learning placement, the name and type of career/community activity explored, your position while at the site, and the types of tasks you performed.

Required Elements

- name of business, company, or organization
- description of the business, company, or organization
- type of work/activity that is done at the site
- whether it is a service-based, manufacturing, or production workplace
- whether it is a government (municipal, provincial, federal) or private sector business or organization
- your job title/role
- list of your job duties
- visuals of the workplace (e.g., personal pictures, brochures)

Part 2: Oral Presentation

Present the information about your visual display and comment on the following:

- what you found most interesting and challenging
- the knowledge and skills you have gained
- the ways in which your attitudes have changed based on your experience
- the conclusions you have drawn about the working world or larger community from your experience
- how your community-based learning placement helped you

Option B

You are to prepare a reflective essay based on your experience.

Guidelines for the Reflective Essay

- Reflect on your experience by reviewing materials you have received during the course.
- Describe in your essay how you have benefited from your community-based learning experience. What have you learned about yourself, the career you were exploring, and your expectations of the work world?
- Did the community-based learning experience meet the expectations you had at the beginning of the semester? What was the best part? What was the worst part? How can the program be improved? Would you do it again?
- Did the community-based learning experience help with your educational and career plan? If yes, please outline your educational and career goals and the process you have chosen to attain these goals. If no, what community-based learning experience might help you with this process?
- You should address the above points in your essay and then continue with any additional comments.
- Your essay should be a minimum of 600 words.

Rights and Responsibilities

Section: _____ Title: _____ (*OHS Act*)

	Employer	Employee
Rights		
Responsibilities		

Give examples of workplaces, or workplace situations, illustrating the rights and responsibilities listed above.

Group Discussion Rubric

Criteria	Very Good	Acceptable	Needs Work
Listened attentively to other speakers			
Did not interrupt other speakers			
Acknowledged and showed respect for differences of opinion			
Used non-confrontational tone and language			
Made a contribution to the discussion			
Stayed on topic			
Body language respected all participants			
Gave and accepted criticism appropriately			
Comments:			

Oral Presentation Rubric

Student Name: _____ Date: _____

Activity: _____

Content			
Presentation	Well Done	Acceptable	Needs Work
Covers the topic at an appropriate depth			
Has a good beginning and conclusion			
Is logically arranged and easy to understand			
Uses correct grammar and pronunciation			
Delivery			
Presenter	Well Done	Acceptable	Needs Work
Is audible			
Enunciates clearly and slowly enough to be understood			
Makes eye contact			
Uses good posture			
Uses visual supports (artifacts, posters, slide show) properly			
Does not read notes or overheads			
Is clearly engaged with the material			
Comments: 			

Role-Play Rubric

This rubric can be used for groups or individuals.

Student Name: _____ Date: _____

Activity: _____

Skill	1	2	3	4
Preparation	Clearly not prepared	Some preparation evident (sketchy scripts, haphazard sequencing); needs more rehearsal	Preparation evident, although more rehearsal required; script shows some imagination	Shows evidence of a significant amount of work and rehearsal; highly imaginative
Content	Too brief and lacking in detail to make its point or doesn't make a point	Brief, but contains enough detail to make a simple point	Adequate material to make a simple point or argument	Contains a lot of material and makes several points or a complex point or argument
Delivery	Halting, unrehearsed; dependent on inadequate notes; props inadequate or not handled well; no commitment to topic	Some attention to pacing; over-dependent on notes; props need more practice for comfortable presentation; some interest in topic evident	Mostly well paced, although sometimes less so; props are mostly handled well; interest in and commitment to topic is evident	Well paced, flows smoothly; not dependent on notes; supported by props; shows keen interest in and commitment to the topic
Group work	Not a cohesive group; one or two members responsible for all the preparation; not attentive to one another	Several members working well together, but not the whole group; perhaps several agendas at work	Mostly supportive of one another, although not all members equally so; sometimes not attentive to other members of group	Very supportive and encouraging of one another and attentive to the part played by other team members
Language usage	Speech is unclear, mumbled, or too rapid; no evidence of thought put into language choices	Speech is sometimes clear, sometimes mumbled or too rapid; some thought put into language choices in script	Speech is mostly clear and easy to understand, although occasionally not loud enough; script shows attention to language choices	Speech is clear, slow, and loud enough for class comprehension; language choices add significantly to the presentation

Visual Media Rubric

The following rubric can be used to assess a variety of visual media, such as posters, collages, pamphlets, web pages, and slide shows where a visual component is present as well as, or instead of, print.

Student Name: _____ Date: _____

Activity: _____

Criteria	Well Done	Acceptable	Needs Work
1. Overall appearance is tidy, neat: <ul style="list-style-type: none"> – clutter is minimal – decoration does not detract from the purpose of the visual 			
2. Overall message is clear and the theme and presentation make an impact on the viewer.			
3. Text (if present) is appropriately arranged with pictorial elements.			
4. Text (if present) is neat, clearly legible, and appropriately sized.			
5. The medium used (e.g., computer software, pencil, paint) shows command of technique.			
6. Attention to detail is evident.			
7. Colour is used appropriately to engage the viewer.			

Student Group Performance Assessment

Activity: _____ Date: _____

Names of Group Members: _____

Complete the following form by circling the appropriate numbers to indicate how you thought your group performed. Then discuss your ratings with other group members. Be honest! This is intended to help you develop your teamwork skills.

Rank as follows:

1 = Needs a lot of work

2 = Fair performance

3 = Okay performance

4 = Pretty good work as a group

5 = We were fantastic!

All members participated in the group's activity.	1	2	3	4	5
Group members listened attentively when others were speaking.	1	2	3	4	5
Every group member offered input to the discussion.	1	2	3	4	5
Group members stayed on task.	1	2	3	4	5
Group members were polite to one another.	1	2	3	4	5
No one put down anyone else's contribution.	1	2	3	4	5
No one dominated the discussion.	1	2	3	4	5
Total	/35				

In what areas did your group shine? _____

In what areas does your group need to improve? _____

What steps will your group take to become a better working group? _____

Group Performance Self-Assessment

Activity: _____ Date: _____

Name of Student: _____

Names of Group Members: _____

Circle the appropriate numbers to indicate how you thought you performed. Be honest!
This is intended to help you develop your teamwork skills.

Rank as follows:

1 = I need to work a lot harder.

2 = My performance was only fair.

3 = I gave an okay performance.

4 = I did pretty good work.

5 = This was one of my best performances.

I participated in the group's activity.	1	2	3	4	5
I listened attentively when others were speaking.	1	2	3	4	5
I offered appropriate input to the discussion.	1	2	3	4	5
I stayed on task.	1	2	3	4	5
I was polite to my fellow group members.	1	2	3	4	5
I made positive comments about others' contributions.	1	2	3	4	5
I did not dominate the discussion.	1	2	3	4	5
Total	/35				

In what areas did you shine? _____

In what areas do you need to improve? _____

What steps will you take to become a better group member? _____

Video Rubric

Student Name: _____ Date: _____

Activity: _____

Criteria	Well Done!	Acceptable	Needs Work
Planning			
storyboard defines the direction of the plot			
order of scenes shows careful consideration			
assemblage of props shows thought			
Plot			
storyline is clear			
introduction clearly defines the direction of the video			
conclusion sums up the point of the video			
Narration/Dialogue			
spoken language is clear and audible			
narration (if used) clarifies plot and adds interest			
dialogue and its delivery suit the plot			
Camera Work			
camera is steady, does not swing about or wobble			
transitions are carefully planned and carried out			
zooms in and out are smoothly done			
Overall Impression			
video makes a statement about the topic			
video makes a contribution to the body of information about the topic			

Topic/Issue Reflection Rubric

Journal responses and reflections will, for the most part, be focused by questions or topics generated by the teacher. Length should not be a criterion for assessment. A response that is too brief will not address the topic effectively when assessed using the criteria in the following matrix.

Student Name: _____ Date: _____

Topic/Issue: _____

Criteria	Well Done!	Acceptable	Needs Work
1. Content of response adequately covers the topic.			
2. Response probes issues in depth.			
3. Response raises questions about the issue.			
4. Response shows insightful thinking about the issue.			
5. Response attempts to resolve issues or answer questions.			
6. Response shows engagement with the topic or issue.			

Note: teachers may also wish to assess journal reflections on writing style and attention to matters of correctness; however, the primary assessment focus should be on content.

Writing Rubric

Written artifacts include reports, research papers, web pages, and any written component of other assessment activities. While there are many assessment tools available, the following general guidelines will provide a place for teachers to start when instructing students about the criteria that will be used to assess written products.

Student Name: _____ Date: _____

Topic/Issue: _____

Criteria	Well Done!	Acceptable	Needs Work
Content			
theme, main idea, or topic is clearly defined			
points supporting theme are clearly articulated and logically sequenced			
argument/discussion makes sense and is supported by outside authorities			
Structure			
paper has an identifiable beginning, middle, and conclusion			
attention is paid to proper paragraphing			
transition words/phrases mark movement from one idea to the next			
Language Usage			
sentence structure is varied (for example, complex with simple sentences)			
vocabulary choices are appropriate			
attention is paid to proper grammar			
attention is paid to matters of correctness (spelling, punctuation, capitalization)			
Format (depending on type of writing)			
sources are properly cited			
a reference/bibliography page is included and properly formatted			
an appropriate title is used			
Overall Impression			
attention to matters of format, as well as content			
overall quality of the product, as well as its usefulness in adding to class understanding of the subject matter			

Classroom-Observation Rubric

The following is a list of suggested behaviours teachers can assess informally.

	Well Done	Acceptable	Needs Work
Displays a positive attitude			
Asks appropriate questions			
Volunteers answers			
Willingly accesses suggested resources			
Arrives to class on time			
Shows interest in own career planning			
Works independently			
Works well with other students			
Offers constructive criticism or suggestions			

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