



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Okanagan Skaha SD 67 Okanagan-Skaha	School District 67
Developed by: Charles Lay	Date Developed: March 2, 2018
School Name: Summerland Secondary School	Principal's Name: Alan Stel
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Workplace Training 10	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 100-120

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required:

A classroom equipped with projector and screen, computer for each student and software to support career exploration, access to online safety training and 21st century skill training curriculum, resume development and portfolio/capstone development and presentation. A critical component to the program is the development of relationships within the community to provide relevant work experience job placements for the students.

Course Synopsis:

The Workplace Training Program is one of the Career Program options designed to link school-based learning with extended work experience. The focus of Workplace Training is the incremental learning of job specific skills while reinforcing employability skill development. Workplace Training 10 is the first of three expanded work experience courses

where students participate at work placements at businesses and school in the community. Workplace Training enables students to complete high school graduation credits and gain the skills and knowledge required for future employment in their chosen career field. In addition to employability skills, job specific skills are identified and learning outcomes developed to support delivery of these skills.

Goals and Rationale:

Workplace Training 10 is a community-based work experience opportunity designed to let student's link school-based learning with extended work experience. The primary goals of work experience are for students to learn how to market themselves in the job market and to learn employability skills and incrementally implement job specific skills while at their community placement.

A main theme of this course is the opportunity afforded students to explore different types of metals and techniques beyond those that are used in traditional metalworking class.

Workplace Training 10 combines many skills and competencies, both curricular and core, through classroom assignments designed to learn topics such as, basic employability skills, career exploration, work place safety, and interview skills combined with the opportunity to observe and practice generic employability skills in the work place. Students will need to **communicate** their workplace skills. **Creative thinking** is paramount in importance as students engage in real life community based work experience jobs requiring them to think on their feet to solve on the job problems. **Workplace Training 10** is an avenue for students to explore **positive personal and cultural identity** as they are interacting with member of the community and further developing their sense of autonomy and identity. Students will learn those aspects of **personal awareness & responsibility**, such as punctuality, being a team player and identifying one's own problems and taking ownership for them. Students will be familiarized with the issues surrounding **cultural appropriation** and unavoidable element of **personal awareness** and expression as they will be working with coworkers and the public of diverse cultural backgrounds. Students will have the opportunity to use workplace training as a way to self-express and **positively identify** interests and values.

Goals:

- Develop an understanding of workplace safety, in regards to job specific training, bullying and harassment, worker's compensation coverage and work place hazardous materials.
- For students to learn the rights and responsibilities of workers and employers
- Develop the skills specific to obtaining employment such as resume and cover letter writing.
- Develop the understandings and skills required to market one's own skills set and the importance first impressions in interviews.

Aboriginal Worldviews and Perspectives:

Three aspects of the first's people's principles of learning that we will be following through this course are:

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning involves patience and time.

BIG IDEAS

Learning how the fundamental attitude skills associated with the work environment are transferable in all careers

The global economy affects our personal, social, and economic lives and prospects.

Effective career planning considers both **internal** and **external** factors

Career opportunities will require an attitude of lifelong learning for individuals to adapt to changing career opportunities

Successful career and education paths require planning, evaluation and adapting

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • Consider the impact of personal and career choices on themselves and others • Recognize the need for a healthy balance between school and other life activities • Recognize the influence of their communication skills and digital footprint on job seeking • Consider the need for ethical behavior, equality, and equity within a work environment • Appreciate the importance of safety skills and workplace safety in specific careers/occupations and technologies. • Use entrepreneurial and innovative thinking to solve problems in their personal life and community • Recognize and explore diverse perspectives on how work contributes to our community and society • Locate and apply local and global career and labour market information to make potential career and life decisions • Identify and explore local to global social and economic trends and 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Student expectation Contract • Overview of on-site evaluation process (employer, teacher, and student self-evaluations) • Overview of Work placement agreement (WCB, employee of the crown) • Exploration of work ethic, skills and attitudes to be successful in the work place • WHMIS 2015 for workers (e-course) certification • Injury prevention and safety protocols. • Exploration of the BC worker standards act and regulations (online course booklet) • Create resume and cover letter • Work place behavior, employment standards, and dress code expectations • Preparing for an Interview (course online booklet and classroom modelling and discussion) • Initiating Job search (writing a professional e-mail)

appreciate their impact on individuals, communities, work-place, and career choices

- Appreciate the role of personal networks in choosing and advancing their careers
- Begin to effectively use **personal networking and marketing strategies** to promote themselves
- Make connections between community based career related experiential learning and potential career paths
- Use self-assessment and reflection to consider their graduation and **post-graduation** goals
- Create and initial career and educational plan, considering financial considerations

• Job Interview

• Organization of job placement documentation

• **21st century skill** will designate new skills to define and implement in their new job placement

Big Ideas – Elaborations

- **Internal:** self-awareness, personal learning inventories, skills and talents, career assessment, etc
- **External:** labour market trends, social and economic trends, family and community, financial capabilities, etc

Curricular Competencies – Elaborations

- **Ethical behavior:** acting with integrity, being honest, and seeking to do the right thing at all times
- **Equality:** the right to be treated fairly in the workplace, free from discrimination
- **Equity:** equal opportunity
- **Entrepreneurial:** enabling a person to take advantage of innovation, shifts in technology, and marketing demands
- **Innovation:** original, creative; taking an existing idea and making it better
- **Personal networking and marketing strategies:** including cover letters, resume, soft skills, use of social media, digital job seeking skills, application forms, pre and post interview skills
- **Post-graduation:** refers to the time period after high school

Content – Elaborations

- **Student expectation Contract:** outline of communication expectations between student and employer and instructor when absent, required hours to fulfill ministry course requirements, and documenting of hours

Content – Elaborations

- **on-site evaluation process:** include community supervisor assessment of student skills associated with verbal communication skills, personal management skills, people and team work skills and productively
- **Work placement agreement:** WorkSafeBC compliance agreement between work experience business, parent, student and school board deeming the work experience student to be covered for work place injuries as employees of the school district
- **WHMIS 2015:** work place hazardous material information system
- **employment standards:** fundamental, personal management and team work skills
- **21st century skill:** are a set of abilities that students need to develop in order to succeed in the information age.

Recommended Instructional Components:

- Direct instruction
- Demonstrations
- Community experiential work opportunities
- Self-assessment
- Self-reflection

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Formative:

- resume and cover letters, experiential learning
- work site supervisor-assessment and self-assessment
- Self-reporting work place absences with work place and instructor
- Documentation of hours worked at job site

Summative:

- Student demonstrations of knowledge and ability to implement specific job site skills and work ethic through on the job experiences
- Student self-reporting/teacher-monitored student identified 21st century skills
- Pre/post interview self-assessment and instructor feedback

Learning Resources:

- MyBluePrint (student portfolio and career education resource)
- Various web based employability skills education resources:
 - 21st century learning
 - WHMIS 2015 for workers
 - BC Industry Training Authority
 - BC Employment Standards Act
 - BC Employment regulations
 - WorkSafeBC

Additional Information: None