CWS501A
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CWS602A/B

CAREER EDUCATION
COOP WORK STUDIES

Curriculum Guide

Prince Edward Island
CANADA

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INTRODUCTION

Vision

The Prince Edward Island cooperative education curriculum is guided by the vision that learners have opportunities to engage in career exploration and planning through work-based learning. Work-based learning actively connects education with the workforce by integrating classroom instruction with hands-on work experiences.

Aim

The aim of Cooperative Education is to support the vision by fostering work-based learning opportunities in a concrete and practical context. Through these opportunities, learners will develop skills for their future success that include:

- career awareness, exploration, and planning;
- teamwork and collaboration;
- problem-solving and critical thinking;
- reflective thinking;
- work experience;
- networking, and résumé building;
- developing essential graduation competencies and social-emotional learning skills; and
- improving communication skills.

By promoting a culture of continuous learning and self-reflection, cooperative education empowers learners to set and achieve personal and professional goals, ultimately preparing them to contribute effectively and confidently in an ever-evolving global workforce.

Purpose of Curriculum Guide

The overall purpose of this curriculum guide is to advance work-based learning experiences for Island learners by:

- Providing detailed curriculum outcomes for educators and others to refer to when making decisions about learning experiences, instructional techniques, and assessment strategies for Cooperative Education.
- Informing educators and the general public about the philosophy and scope of Cooperative Education at the senior high school level in Prince Edward Island.
- Promoting effective learning and teaching in Cooperative Education.

Essential Graduation Competencies

Curriculum is designed to articulate what learners are expected to know and be able to do by the time they graduate from high school. The PEI Department of Education and Lifelong Learning designs curriculum that is based on the Atlantic Canada Framework for Essential Graduation Competencies released by the Council of Atlantic Ministers of Education and Training (CAMET 2015).

Competencies articulate the interrelated sets of attitudes, skills, and knowledge—beyond foundational literacy and numeracy—that prepare learners to successfully participate in lifelong learning and life/work transitions. They are cross-curricular in nature and provide opportunities for interdisciplinary learning. Six competencies have been identified: citizenship, communication, personal-career development, creativity and innovation, critical thinking, and technological fluency (Figure 1). Achievement of the essential graduation competencies (EGCs) will be addressed through the assessment and evaluation of curriculum outcomes developed for individual courses and programs.

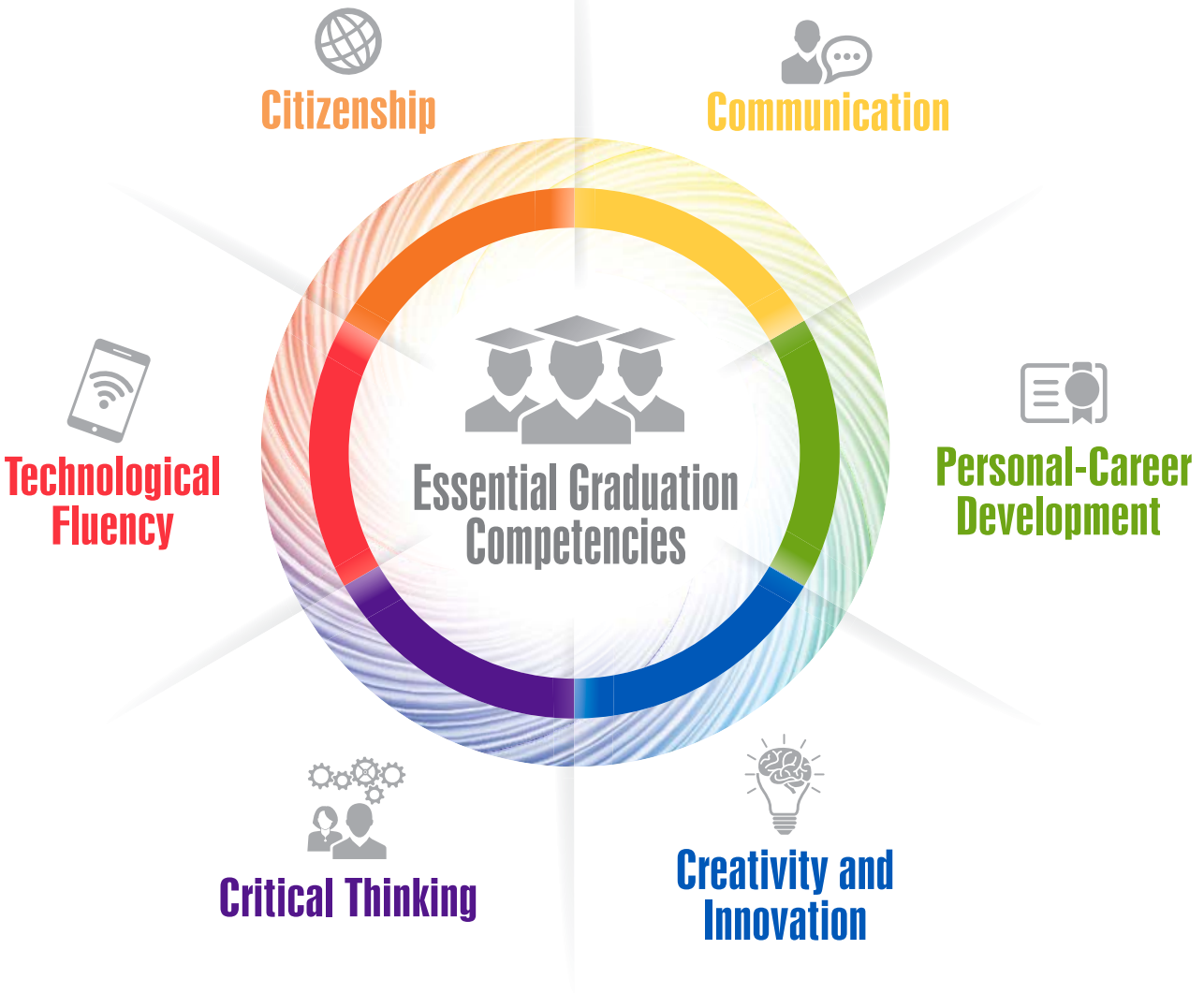


Figure 1. Essential Graduation Competencies

Critical Thinking

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

Learners are expected to

- use critical thinking skills to inquire, make decisions, and solve problems;
- recognize that critical thinking is purposeful;
- demonstrate curiosity, inquisitiveness, creativity, flexibility, persistence, open- and fair-mindedness, tolerance for ambiguity, and suspension of judgment;
- ask powerful questions which support inquiry, decision-making, and problem solving;
- acquire, interpret, and synthesize relevant and reliable information from a variety of sources;
- analyse and evaluate evidence, arguments, and ideas;
- use various types of evidence, reasoning, and strategies to draw conclusions, make decisions, and solve problems;
- reflect critically on thinking processes used and acknowledge assumptions;
- effectively communicate ideas, conclusions, decisions, and solutions; and
- value the ideas and contributions of others who hold diverse points of view.

Technological Fluency

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

Learners are expected to

- recognize that technology encompasses a range of learning tools and contexts;
- use and interact with technology to create new knowledge;
- apply digital technology to gather, filter, organize, evaluate, use, adapt, create, and share information;
- select and use technology to impact and advance one another; and
- adopt, adapt, and apply technology efficiently, effectively, and productively.

Citizenship

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

Learners are expected to

- recognize the principles and actions of citizens in just, pluralistic, and democratic societies;
- demonstrate the disposition and skills necessary for effective citizenship;
- consider possible consequences of decisions, judgment, and solutions to problems;
- participate in civic activities that support and promote social and cultural diversity and cohesion; promote and protect human rights and equity;
- appreciate the complexity and interconnectedness of factors in analysing issues; and
- demonstrate understanding of sustainable development.

Communication

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

Learners are expected to

- listen and interact purposefully and respectfully in formal and informal contexts;
- engage in constructive and critical dialogue;
- understand, interpret, and respond to thoughts, ideas, and emotions presented through multiple media forms;
- express ideas, information, learnings, perceptions, and feelings through multiple media forms, considering purpose and audience;
- assess the effectiveness of communication and critically reflect on intended purpose, audience, and choice of media; and
- analyse the impact of information and communication technology.

Personal-Career Development

Learners are expected to become self-aware and self-directed individuals who set and pursue goals.

They understand and appreciate how culture contributes to work and personal life roles. They make thoughtful decisions regarding health and wellness, and career pathways.

Learners are expected to

- connect learning to personal and career development;
- demonstrate behaviours that contribute to the well-being of self and others;
- build healthy personal and work relationships;
- establish skills and habits to pursue physical, spiritual, mental, and emotional well-being;
- develop strategies to manage career balance and wellness;
- create and implement a personal, education, career, and financial plan to support transitions and achievement of personal, education, and career goals; and
- demonstrate preparedness to learn and work individually, cooperatively, and collaboratively in diverse, evolving environments.

Creativity and Innovation

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

Learners are expected to

- gather information through all senses to imagine, create, and innovate;
- develop and apply creative abilities to communicate ideas, perceptions, and feelings;
- take responsible risk, accept critical feedback, reflect, and learn from trial and error;
- think divergently, and embrace complexity and ambiguity;
- recognize that creative processes are vital to innovation;
- use creation techniques to generate innovations;
- collaborate to create and innovate;
- critically reflect on creative and innovative works and processes; and
- value the contribution of creativity and innovation.

Unit Structure

The table below provides a brief overview of each unit of study. The specific curriculum outcomes and achievement indicators associated with each unit will articulate the depth and breadth of what learners are expected to know and be able to do.

Table 1. Cooperative Education Units of Study

Unit	Description
Preparing for Work	This unit focuses on preparing for work. Learners will start by considering their transition plan to help them find a meaningful placement that aligns with their current skills, interests, and personal values. They will demonstrate workplace readiness by preparing work-based documentation, practicing interview and cold-call skills, and showing evidence of workplace readiness through attendance, class behaviour, interactions with others, and following school expectations. They will also consider how their personal and work behaviours can affect their employability. The final element of this unit helps learners to understand the role that Social and Emotional Learning (SEL) skills and Diversity, Equity, Inclusion, and Accessibility (DEIA) play in the workplace.
Health and Safety at Work	This unit focuses on health and safety considerations in preparation for learners being at work placements. Occupational Health and Safety (OHS) is a continuous commitment that is intentionally addressed multiple times across many grade levels. Each workplace, job, and task has its own unique health and safety requirements. Learners will explore general workplace safety topics as well as those relevant to their intended work placement. They will also review the legal OHS requirements of employees and employers in the workplace.
Leveraging the Work Experience	This unit combines in-class and return-to-class learning experiences, along with weekly reflection assignments based on inquiry questions that provide depth and greater meaning to learning experiences. Before learners formally start their work placements, they must set SMART goals for learning, including at least one for work-specific skills, one for Essential Graduation Competencies/Skills for Success, and one for Health and Safety at work, and determine the success criteria for each. Learners will set up a work-based learning portfolio and learn how to reflect critically on their learning experiences. The learner, teacher, and mentor will work together to ensure continued progress and adjust learning goals as needed. Learners will take part in at least one return-to-class day where the teacher can engage in small- or large-group discussions/sharing, invite a guest speaker to cover a topic of interest, or arrange for time to connect with individual learners away from the worksite. Class time is provided at the end of the semester for learners to consolidate their learning, share their experiences with each other, and prepare for their final assessment.

Specific Curriculum Outcomes

Specific curriculum outcomes (SCOs) identify what learners are expected to know and be able to do for a particular course. They provide a focus for instruction in terms of measurable or observable learner performance and are the basis for the assessment of learner achievement across the province. PEI specific curriculum outcomes are developed with consideration of Bloom's Taxonomy of Learning and the Essential Graduation Competencies.

SCOs will begin with the phrase—Learners are expected to… .

Achievement Indicators (AIs)

Each specific curriculum outcome is described by a set of achievement indicators that aid in defining and demonstrating the depth and breadth of the corresponding SCO.

Taken together as a set, AIs support the SCO in defining specific levels of knowledge acquired, skills applied, or attitudes demonstrated by a student for that particular outcome. Achievement indicators provide clarity for understanding and ensure instructional design is aligned to the SCO.

When planning for instruction, teachers must be mindful of the complete set of achievement indicators in order to fully understand the breadth and depth of the outcome. Teachers may alter, or add to, the existing indicators to be responsive to the interests, lives, and prior knowledge of learners. It is important to note that changes to the given indicators must be reflective of, and consistent with, the intended breadth and depth of the outcome.

The set of achievement indicators for a given outcome begins with the phrase—Learners who have achieved this outcome should be able to… .

Elaborations

An elaboration provides a fuller description of the SCO and the instructional intent behind it. It provides a narrative for the SCO, gives background information where possible, and offers a broader context to help teachers gain a deeper understanding of the scope of the SCO. This may also include suggestions and/or reference supporting resources that may be helpful for instruction and assessment of the SCO.

Bloom's Taxonomy

Bloom's Taxonomy was published in 1956 as a framework for the purpose of classifying expectations for student learning as indicated by educational outcomes. David Krathwohl's 2002 revision of this taxonomy expands on the original work by defining the relationship between the cognitive process dimension—how we expect learners to come to know and think about the outcome—and the knowledge dimension—the category of knowledge expressed by the outcome.

A full understanding of the relationship between the cognitive process and knowledge dimensions of Bloom's Taxonomy will serve learners, teachers, and administrators by:

- providing a framework for developing the specific curriculum outcomes (SCOs) for a particular course;
- identifying the type of knowledge and cognitive process of the outcome;
- providing a means for the alignment of specific curriculum outcomes with instructional activities and assessments; and
- providing a common language about the curriculum outcomes within all subjects to facilitate communication

Cognitive Process Dimension

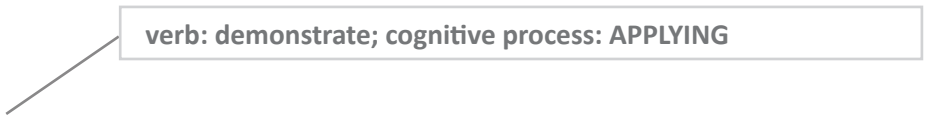
The cognitive process dimension classifies six types of cognition that learners may be expected to demonstrate or use as they work towards proficiency of any given specific curriculum outcome. The verb(s) that begins a specific curriculum outcome identifies the cognitive process dimension.

Table 2. Bloom's Taxonomy—Cognitive Process Dimension

Category	Description
Remembering	Retrieve, recall, and/or recognize specific information or knowledge from memory.
Understanding	Construct meaning from different sources and types of information, and explain ideas and concepts.
Applying	Implement or apply information to complete a task, carry out a procedure through executing or implementing knowledge.
Analysing	Break information into component parts and determine how the parts relate or interrelate to one another or to an overall structure or purpose.
Evaluating	Justify a decision or course of action, problem solve, or select materials and/or methods based on criteria and standards through checking and critiquing.
Creating	Form a coherent functional whole by skillfully combining elements together and generating new knowledge to guide the execution of the work.

SCO Structure

Examining the structure of a specific curriculum outcome is necessary to fully understand its intent prior to planning instruction and assessment. The verb(s) in the outcome relates to the expected level and type of thinking (cognitive process). A noun or noun phrase communicates the type of knowledge (i.e., factual, conceptual, procedural, or metacognitive) that is the focus of the outcome.



PFW2—demonstrate the skills and attributes required for workplace readiness.

Curriculum Guide Layout

The curriculum guide layout is designed to highlight the critical elements/features of the provincial curriculum required for a given course.

Table 3. Details of Curriculum Guide Layout

Feature	Description
Unit Name	Appears in the upper left hand corner.
SCO Block	Appears in the coloured box; contains the cognitive process level
AI List	Appears in the body of the page immediately following the SCO.
EGC Map	Appears at the bottom of the page.

Name of Curriculum Unit

PREPARING FOR WORK

Specific curriculum outcome (SCO)

PFW2	*Learners are expected to ...*
	demonstrate the skills and attributes required for workplace readiness.

Remembering	Understanding	Applying	Analysing	Evaluating`	Creating
		■			

Cognitive process level for this particular SCO

Achievement Indicators

Learners who have achieved this outcome should be able to ...

Set of achievement indicators (AIs)indicating "breadth and depth" of SCO

a. revise work-related documents;

b. demonstrate personal characteristics that are reflective of workplace readiness (e.g. attendance, in-class behaviour, interactions with others, following cell-phone policies);

c. demonstrate appropriate interview and cold call etiquette; and

d. demonstrate an understanding that work and personal behaviours can influence their short-term and long-term employability outlook (e.g. social media presence, respect for privacy in the workplace, respectful interactions with others).

Essential Graduation Competencies Map

	Citizenship	✓ Critical Thinking	✓ Personal-Career Development	Essential Graduation Competencies
✓	Communication	✓ Technological Fluency	Creativity and Innovation	

Assessment and Evaluation

Assessment and evaluation are integral components of the teaching and learning process. They are continuous activities that are planned for and derived from specific curriculum outcomes (SCOs) and should be consistent with instruction. Effectively planned assessment and evaluation improves and guides future instruction. It also promotes learning, builds confidence, and develops learners' understanding of themselves as learners.

Learners should know what they are expected to learn as designated by SCOs and the criteria that will be used to determine the quality of their achievement.

Assessment must provide opportunities for learners to reflect on their progress, evaluate their learning, and set goals for future learning.

Assessment is the process of gathering evidence about student learning. Assessments need to be reflective of the cognitive process and type of knowledge indicated by the SCO ("Bloom's Taxonomy" on page 9). The achievement indicators inform teachers of the depth and breadth of skills, knowledge, and understandings expected for each SCO.

Assessment has three interrelated purposes:

- assessment **for** learning to guide and inform instruction (formative)
- assessment **as** learning to involve learners in self-assessment and setting goals for their own learning (formative)
- assessment **of** learning to determine learner progress relative to curriculum outcomes (summative)

Triangulation is a process by which a teacher uses evidence about student learning from three different sources. These sources include conversations, observations, and products. Collecting data from a balance of these sources ensures reliable and valid assessment of student learning.

Evaluation involves analysing and reflecting upon various forms of evidence of student learning and making judgments or decisions regarding student learning based upon that evidence.

Effective assessment strategies

- must be valid in that they measure what is intended to be measured and are reliable in that they consistently achieve the same results when used again, or similar results with a similar group of learners;
- are appropriate for the purpose of instruction and learning strategies used;
- are explicit and communicate to learners and parents the expectations and criteria used to determine the level of achievement;
- are comprehensive and enable all learners to have diverse and multiple opportunities to demonstrate their learning consistently, independently, and in a range of contexts in everyday instruction;
- accommodate the diverse learning needs and experiences of the learners;
- allow for relevant, descriptive, and supportive feedback that gives learners clear directions for improvement, and engages learners in metacognitive self-assessment and goal setting that can increase their success as learners; and
- assist teachers in selecting appropriate instruction and intervention strategies to promote the gradual release of responsibility of learning.

Social and Emotional Learning (SEL)

Social and emotional learning is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (Weissberg & Cascarino, 2013).

The benefits of social and emotional learning (SEL) are well-researched. Evidence demonstrates that an education integrated with SEL yields positive outcomes for learners, adults, and school communities. These findings include increased social and emotional skills, academic performance, mental wellness, healthy behaviours, school climate and safety, and positive lifetime outcomes (Durlak et al., 2011).

Learners will experience a sense of belonging and emotional safety when teachers develop a supportive atmosphere where learners feel valued and are encouraged to express their ideas and emotions. While SEL isn't a designated subject like history or math, it must be woven into a school's curriculum and community (Durlak et al., 2011; Wiglesworth et al., 2016). The following five skills provide examples of how social-emotional learning competencies can be incorporated into the curriculum:

Self-Awareness entails the understanding of one's own emotions, personal identity, goals and values. Integrating self-awareness involves planning activities and practices that help learners understand and connect with their thoughts, emotions, and strengths and how they influence behaviour;

Self-Management entails skills and attitudes that help learners to regulate emotions and behaviours. Integrating self-management involves developing learners' organizational skills, resilience, and goal-setting abilities through structured activities, personalized learning plans, and providing consistent feedback;

Social Awareness entails recognizing the perspective of those with the same or different backgrounds and empathizing and feeling compassion. Integrating social awareness involves incorporating diverse perspectives, cultural contexts, and collaboration while encouraging learners to understand and appreciate the broader societal implications of the content they are learning;

Relationship Skills entail the tools to establish and maintain healthy relationships and effectively navigate settings with different social norms and demands. Integrating relationship skills involves fostering collaborative projects, encouraging effective communication and teamwork, and enabling learners to develop positive interpersonal connections that enhance their learning experience and

Responsible Decision-making entails the knowledge, skills and attitudes to make caring and constructive choices about personal behaviour and social interactions across diverse settings. Integrating responsible decision-making within lessons involves incorporating real-world scenarios, ethical considerations, and critical information analysis to make thoughtful choices.

Supporting English as an Additional Language (EAL) Learners

Multilingual learners add valuable experiences to the classroom. The linguistic knowledge and experiences of English as an additional language (EAL) learners can extend the understanding of the linguistic diversity of all learners. When the language, prior knowledge, and culture of EAL learners are valued, respected, and incorporated into learning, the learning environment is enhanced.

Supportive learning includes classroom practices that affirm cultural values and leverage learners' home language and prior knowledge. Making connections to content and language structures in their home language and English is encouraged when possible. It is also essential that EAL learners make connections between their learning in English and learning in other curricular areas and use learning contexts in other subjects to practice, reinforce, and extend their language skills. Addressing the demands of the subject area and discussing how different forms, styles, and registers of English are used for various purposes will benefit learners. Providing learners learning English as an additional language with ample opportunities to use English in communicative ways and designing classroom activities to aid language development through active language use will support their learning.

It's essential to address barriers to equitable instruction and assessment for EAL learners. By providing various ways for them to access content, demonstrate learning, and develop language skills, we can ensure their full participation and contribution to the classroom community. This approach not only benefits EAL learners but also enhances the overall learning environment.

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CAREER EDUCATION
COOPERATIVE
EDUCATION

Curriculum Guide

Prince Edward Island
CANADA

COOPERATIVE EDUCATION OVERVIEW

Course Description

Cooperative Education provides students with meaningful work experiences that support their transition from high school to future careers. Through classroom-based pre-placement learning and on-site work placements, learners gain real-world skills, workplace readiness, and essential health and safety knowledge. Students set personalized SMART goals to enhance their experiences, engage in ongoing reflection, and connect their learning to their career aspirations. Returning learners build on previous experiences while continuing to refine their workplace skills. Collaboration among students, teachers, and community partners ensures a well-rounded, authentic learning journey that prepares them for success beyond high school.

Cooperative Education Course Configuration

The Cooperative Education course can be offered as a single or double credit. While single credit cooperative education is possible, it can be challenging for schools that run a "straight" and "flip" day schedule since the placement block isn't consistent. It would also be hard for a learner to meet their workplace hour requirements if they need 20 minutes of each 75 minute block for travel. Double credits are more common.

The course codes for Cooperative Education are:

CWS501A (single credit)	CWS601A (single credit)
CWS502A (double credit)	CWS602A (double credit)
CWS502B (double credit)	CWS602B (double credit)

The course consists of two mandatory components: a classroom-based pre-placement segment and an on-site work placement segment.

Whether students are embarking on their first cooperative education experience or returning for another placement, completing the mandatory pre-placement classroom component is essential. While returning learners may already be familiar with aspects of workplace preparation, they will still engage with the required learning outcomes. Before beginning their work placement, all learners must demonstrate workplace readiness, review health and safety practices across various work settings—including their own—and establish meaningful learning goals. This ensures that every learner is equipped with the necessary skills and knowledge for a safe and successful placement.

Setting thoughtful and personalized SMART goals with success criteria plays a crucial role in making the Cooperative Education experience more authentic. When learners take the time to reflect on their aspirations and establish meaningful objectives, they create a clear roadmap for growth, enhancing the value and impact of their placements.

Occupational Health and Safety (OHS) is a continuous commitment that is intentionally addressed across multiple grade levels, as each workplace, job, and task within a given job has its own unique health and safety requirements. Since students should set new learning goals each time they take this course, there will always be new OHS considerations to address. It's essential for learners to understand that workplace health and safety is an ongoing consideration, not a one-time discussion. This mindset helps instill the importance of working safely, both now and in their future careers. Additionally, documented health and safety learning ensures that students understand workplace expectations and reinforces safe practices. This preparation not only benefits students but also provides essential liability protection in the event of an incident, demonstrating due diligence in ensuring learners are well-prepared and informed before entering their work environment.

Once at their placement, learners actively engage in their work experience by striving to meet their learning goals, adjusting as necessary. Weekly assignments encourage reflection on their experiences and help connect their learning to their transition plans. Additionally, learners return to the classroom at least once during the semester to participate in discussions, hear from guest speakers, or engage in individual check-in meetings with their teacher. In situations where classroom space is limited, teachers may opt to meet students privately at the workplace to facilitate open conversations.

At the end of the semester, there are days set aside for students to wrap up their learning, share experiences, and plan their next steps. Reflection is a vital component of work-based learning, helping students process their experiences, recognize their growth, and refine their future goals. These final days provide an opportunity for meaningful discussions that connect classroom instruction with real-world applications while allowing students to gain valuable insights from their peers. By considering their next steps, learners can better understand how their experiences shape their academic and career paths, empowering them to make informed decisions with confidence. This time also allows students to prepare for their final evaluations.

Outcome Summary

The outcomes for Cooperative Education are categorized into three units. The first two units are covered in the classroom ahead of the work placement and the third unit includes both classroom- and work-based learning.

Table 1. Summary of Specific Curriculum Outcomes for Cooperative Education

Unit	Code	Learners are expected to ...
Preparing for Work	PFW1	evaluate their transition plan to ensure continued suitability and to address potential barriers.
	PFW2	demonstrate the skills and attributes required for workplace readiness.
	PFW3	demonstrate an understanding of the importance of Social and Emotional Learning (SEL) skills, and Diversity, Equity, Inclusion and Accessibility (DEIA) in the workplace.
Health and Safety at Work	HSW1	analyse workplace environments for potential safety hazards and risk-reduction strategies.
	HSW2	demonstrate an understanding of the legal rights and responsibilities of employees and employers that support workplace safety.
Leveraging the Work Experience	LWE1	develop a "living" work-based learning plan that includes SMART goals involving skill development, competency development, and health and safety practices.
	LWE2	create a work-based learning portfolio to reflect on their workplace experiences and capture evidence of skill and competency development.
	LWE3	demonstrate a commitment to meet expectations for attendance, behaviour, and the completion of tasks related to their work placement.
	LWE4	continuously evaluate their progress in achieving their SMART learning goals, adjusting if necessary.
	LWE5	justify the next steps of their transition plan based on their workplace experience.

Assessment Framework

The assessment framework describes the relative weighting of each domain (unit or cluster of outcomes) within a specified course. It is constructed by transforming the depth and breadth of each specific curriculum outcome into an overall instructional time for each domain. The primary purpose of the assessment framework is one of validity - to align curriculum outcomes, instruction, and assessment. As such, the framework should be used to ensure that summative learner assessments are representative of the instructional time and complexity of the specific curriculum outcomes for each domain, to inform the specified course reporting structure, and be consulted as a high-level guide for course planning, pacing, and syllabi development.

Table 2. Assessment Framework for Cooperative Education

Domain/GCO	Remember	Understand	Apply	Analyse	Evaluate	Create	GCO Weight
Preparing for Work					PFW1		**12.5%**
			PFW2				
			PFW3				
Health and Safety at Work				HSW1			**12.5%**
			HSW2				
Leveraging the Work Experience						LWE1	**75%**
						LWE2	
			LWE3				
					LWE4		
					LWE5		

Reporting Structure

Preparing for Work	10	(12.5% of 80)
Health and Safety at Work	10	(12.5% of 80)
Leveraging the Work Experience	60	(75% of 80)
Major Assessments	20	(reflective of domain weightings)

PFW1	*Learners are expected to ...*
	evaluate their transition plan to ensure continued suitability and to address potential barriers.

Remembering	Understanding	Applying	Analysing	Evaluating	Creating
				■	

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. analyse their current skills, interests, personal values, traits, and goals;

b. evaluate how their current transition plan relates to their skills, interests, personal values, traits, and goals and adjust their plan if necessary; and

c. identify potential barriers and solutions to achieving their transition goals (e.g. financial, personal, academic).

Citizenship	✓ Critical Thinking	✓ Personal-Career Development	Essential Graduation Competencies
Communication	Technological Fluency	Creativity and Innovation	

ELABORATIONS

The main goal of this outcome is for learners to reflect on, analyse, and evaluate their transition plan. A **Transition Plan** is a learner-driven, comprehensive, individualized strategy designed to support and guide young people as they move through high school to post-secondary education, vocational training, or employment. This plan typically includes specific goals, timelines, necessary skills, resources, and support systems to facilitate a successful transition. It is evaluated regularly to ensure that it meets the learner's current needs and goals. Learners may have created a similar plan in CEO, but if not, they can create one now.

Evaluating their transition plan is an important *and ongoing* process since learners' interests, ambitions, and circumstances change over time (e.g. career interests, personal circumstances, financial situations, health). Regularly reflecting on questions such as "Who am I?", "What are my opportunities?", "What are my next steps?" and "What is my action plan?" will help learners make more informed transition decisions.

It may be helpful to discuss some scenarios that use these four questions to illustrate how this type of thinking can help with self-evaluation and planning.

- Alex started a post-secondary program but felt after a few months that it wasn't the right fit. Discuss some possible "next steps" and "action plans" they might consider.
- Jamie doesn't have enough money set aside for their post-secondary program. What are some opportunities they might consider to help them with their financial situation (e.g. take gap year to work, apply for a student loan, look for bursaries/scholarships)?
- Cameron went directly to work after high school but now wants to take a college program so they can work in a different field. What are some possible opportunities, next steps, and action plan items?
- Jordan has been offered a management position and was given a few days think it over before accepting. Some possible "Who Am I" considerations could be: Does this new position align with what I want for myself? Am I comfortable stepping into a managerial role? Could my new role impact my personal life?

Learners should first analyse their current skills, interests, personal values, traits, and goals to help answer the question "Who Am I?" at this moment. They can use tools such as SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats), survey tools in myBlueprint (an authorized career planning and portfolio tool), and other self-reflection exercises to gain a thorough understanding of their attributes and aspirations.

They should then evaluate how their current transition plan aligns with their "Who am I?" analysis, including any discrepancies or strong alignments. For instance, if a learner finds that a particular career path aligns well with their skills and interests but conflicts with their personal values, this should be addressed and resolved. This can involve setting new priorities, modifying goals, or incorporating new strategies to better align their transition plan with their skills, interests, and personal values. This process might also direct learners find a specific type of work placement for this course.

Learners should consider possible **barriers** that could get in the way of achieving their transition goals: financial (e.g., lack of funds for further education), personal (e.g., family responsibilities), or academic (e.g., lack of required qualifications). They should brainstorm potential solutions and consider plans to overcome them. Some examples of barriers for discussion are below. There are others.

- Going to university or college can be expensive. Are there scholarship or bursary opportunities to reduce financial barriers? How can they best leverage their employment income? Can they buy used books, tools, or equipment they need?
- Are they missing a course that they need for their next transition steps? Can they earn that credit in the summer or virtually to remove this barrier?
- Do they help care for a family member? Are there local, part time, or distance college programs they can take if they want to continue their studies after high school?

Regularly reviewing and adjusting both their transition plan and their strategies for overcoming barriers will help ensure alignment with their evolving goals and circumstances.

PFW2	*Learners are expected to ...*
	demonstrate the skills and attributes required for workplace readiness.

Remembering	Understanding	Applying	Analysing	Evaluating`	Creating
		■			

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. revise work-related documents;

b. demonstrate personal characteristics that are reflective of workplace readiness (e.g. attendance, in-class behaviour, interactions with others, following cell-phone policies);

c. demonstrate appropriate interview and cold call etiquette; and

d. demonstrate an understanding that work and personal behaviours can influence their short-term and long-term employability outlook (e.g. social media presence, respect for privacy in the workplace, respectful interactions with others).

Citizenship	✓ Critical Thinking	✓ Personal-Career Development	Essential Graduation Competencies
✓ Communication	✓ Technological Fluency	Creativity and Innovation	

ELABORATIONS

Being workplace ready is important for job seekers. Some positions require specific skills before starting (e.g. first aid, a food safety course), and *all* workplaces value interpersonal, organizational, and positive personal attributes. In the classroom setting, evidence of workplace readiness can be demonstrated through things like attendance, class behaviour, interactions with others, and following school expectations, such as cell phone policy use. Readiness can also be captured in a resume or other documentation, such as a portfolio, certifications, and letters of recommendation.

Preparing impactful **work-based documentation** requires several skills. Writing, communication, organizational, and editing skills, along with technical proficiency, are needed to create a clear and error-free resume. This is important because typos and poor formatting can negatively impact an employer's impression. Research and critical thinking skills are required when tailoring a cover letter to a specific job. Learners should also consider the appropriateness of their email address for contact information and develop suitable signatures for cover letters and thank-you letters. While cover letters and thank-you letters should be job-specific, learners can keep generic examples in their work-based learning portfolios for easy adjustment. MyBlueprint includes tools for building resumes, writing cover letters and creating portfolios, and learners can continue to access this platform after their grade 12 year if they update their email to a personal one.

Learners' needs for work-based documentation will vary. Some may need to update their resume, craft job-specific cover letters to secure a placement, and write thank-you notes after interviews. Others may already have a clear path and won't need to update these documents at the start of the course. Regardless, all learners should send a thank-you note to their mentor or employer and update their resume with their CWS experience by the semester's end. It's also worth discussing the role of AI in preparing work-based documentation. While these tools can be helpful, they come with challenges. A short document on LEARN is available to guide discussions about using AI in this context.

Making a strong impression in interviews is crucial for workplace readiness. Learners should practice their interview skills in advance to refine both verbal and non-verbal communication. This includes speaking clearly and professionally, avoiding excessive talking, maintaining an appropriate pace, and addressing body language, eye contact, and cultural considerations. Through practice interviews, learners can also rehearse responses to common questions and receive valuable peer feedback to improve their approach.

Similarly, learners can apply this practice method to **Cold Calls.** Cold calls involve reaching out to potential employers to inquire about job opportunities and make a positive impression. Some learners may need to develop this skill early in the course to secure a placement, but it is a valuable ability for everyone to have. By engaging in role-playing exercises, learners can refine their cold-calling techniques and build confidence in initiating professional conversations.

Just as athletes rehearse plays before a game and musicians practice to hone their skills, learners benefit from rehearsing interview and cold call techniques. However, classrooms often include a diverse range of learners, which can make practicing these skills more challenging—yet no less vital. For those who may struggle with these interactions in a classroom setting, recording mock interviews or cold calls at home with the help of a parent, guardian, or trusted friend can provide a supportive environment for improvement.

Being workplace-ready also involves understanding how work and personal habits affect opportunities. Some employers explore the social media presence of job applicants, and questionable posts can cost them a job interview. Many have policies against cellphone use and social media during work hours, aside from breaks. Employers may also have rules about what employees can share or post about work, even outside of work hours. For example, complaints about work or coworkers should follow proper reporting protocols rather than being shared online. Respecting privacy is also crucial—interactions with clients and details about work-related files should be kept confidential. Gossip in the workplace (and online) can be toxic and lead to bullying and low morale. Once employed, it is equally important to continue developing competencies, skills, and personal characteristics valued by employers.

PFW3	*Learners are expected to ...*
	demonstrate an understanding of the importance of Social and Emotional Learning (SEL) skills, and Diversity, Equity, Inclusion and Accessibility (DEIA) in the workplace.

Remembering	Understanding	Applying	Analysing	Evaluating	Creating
		■			

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. demonstrate an understanding of the five SEL skills and their importance in the workplace; and

b. demonstrate an understanding of the importance of diversity, equity, inclusion, and accessibility in creating a thriving and robust work environment.

✓ Citizenship	✓ Critical Thinking	✓ Personal-Career Development	Essential Graduation Competencies
✓ Communication	Technological Fluency	Creativity and Innovation	

ELABORATIONS

SEL (Social and Emotional Learning) skills are as important for learners in the workplace as they are in school or community settings. A recent CASEL (Collaborative for Academic, Social, and Emotional Learning) study highlighted that employers seek employees with strong social and emotional competencies, including communication and interpersonal skills, self-management skills, and the ability to collaborate and work in teams. Employers also value workers who can solve problems, respect people from different backgrounds, and think critically and strategically to make wise and ethical decisions (SEL and Workforce Preparation, n.d.). Questions to consider include:

- How do we relate to people of different cultures, genders and gender expressions, ages, beliefs, etc.?
- How do we deal with conflict?
- How do we relate to authority?
- How do we deal with feedback/constructive criticism?
- Can we use appropriate language in the workplace (using inclusive language, not swearing, etc.)?
- How do we deal with situations that don't reflect the use of SEL skills or DEIA?

Workplace culture varies, and successful integration depends on self-awareness, social awareness, responsible decision-making, and relationship management. For instance, if a learner observes unsafe practices or harassment, will they ignore it or apply SEL skills to respond appropriately? This could include showing empathy, following reporting procedures, offering support, or addressing conflict. Teachers might consider discussing other scenarios to illustrate the use of these skills in workplace situations.

Diversity, Equity, Inclusion, and Accessibility (DEIA) in the workplace are important from both a business and a societal lens.

- A diverse workplace includes people of various cultures, ages, genders, and backgrounds.
- An equitable workplace ensures everyone has fair opportunities by recognizing and addressing inequalities.
- An inclusive workplace values everyone, creating standards that meet unique needs.
- An accessible workplace allows everyone to access the workplace, and if employed, to do work-related tasks in ways that suit their needs. This includes having appropriate physical spaces (e.g. accessible washrooms, ramps), environmental conditions (e.g. low noise/light workspaces), and providing appropriate work materials (e.g. sharing meeting materials in advance for those who need more time to read and process items, providing office communications with easy-to-read fonts, making sure that office signs use colors accessible to those who are color blind). Accessibility ensures that there are no barriers to people accessing the workplace and doing their job safely and effectively.

Workplaces should align with their cultural and societal context to meet employee and client needs. DEIA fosters diverse perspectives, improving decision-making, creativity, and problem-solving. A strong culture of belonging attracts talent, increases morale, enhances job satisfaction, and drives productivity.

See LEARN for DEIA and SEL support documents.

HSW1	*Learners are expected to ...*
	analyse workplace environments for potential safety hazards and risk-reduction strategies.

Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. identify potential causes and types of workplace injuries;

b. describe the behaviours, procedures, and personal protective equipment required to maintain a safe work environment for self and others in a variety of job settings;

c. analyse specific work environments for potential safety hazards; and

d. analyse specific risk-reduction strategies within a work environment.

Citizenship	✓ Critical Thinking	✓ Personal-Career Development	Essential Graduation Competencies
✓ Communication	Technological Fluency	Creativity and Innovation	

ELABORATIONS

This outcome must be addressed, even if learners have already taken CEO or another CWS course, for two very important reasons:

1. general workplace safety is a topic important enough to be repeated; and
2. specific workplace safety must be considered with each placement. Even if a learner is returning to the same workplace, their tasks should be different so there will always be something new to learn regarding Occupational Health and Safety (OHS) at work.

It is important to instill the idea that workplace safety is a constant consideration rather than a one-off topic that is addressed and then forgotten.

Workplace hazards should be explored to provide learners with knowledge to help keep them safe at work. There are common hazards found at any workplace, as well as site specific (e.g. a building site), task specific (e.g. roofing), or sector specific (e.g. construction) hazards that vary depending on the work placement. Additionally, some types of injury are more common to young workers: sprains and strains, lifting and handling injuries, and slips, trips and falls. Even workplaces that seem reasonably hazard-free can be a source of injury. Working at a grocery store check-out can cause repetitive strain injury. Putting merchandise onto shelves at a hardware store can cause a lifting injury. Working in the kitchen at a fast-food restaurant can result in a burn if hot foods aren't handled carefully. Workplaces can also have hazards that impact mental health, such as high stress environments, jobs that deal with traumatic events, and jobs where employees can have negative interactions with others (physical, sexual, or emotional harassment).

Understanding hazards is important, but learners must also learn to minimize risks. This involves staying focused, avoiding distractions like cell phones, following OHS rules, receiving proper training, using necessary PPE, asking questions, voicing concerns, and being adequately supervised. During workplace orientation, learners should focus on hazards, PPE requirements, and the essential training needed for their placement. Once tasks begin, they should engage in hands-on training, ask questions, and consistently practice safe work habits. Mentors' feedback should be used to improve skills, build confidence, and uphold safety standards.

Encouraging learners to explore diverse workplace scenarios allows them to identify hazards, assess potential injuries, and develop strategies to reduce risks. Examining various settings—even those outside their intended placements—provides valuable insights.

Key OHS documents used in the course should be reviewed in class to ensure learners understand their purpose and application. Examples include the workplace evaluation section of CWS forms, the high-risk permissions document, and the placement agreement section of CWS forms.

The Workers Compensation Board of PEI offers in-person or virtual presentations for schools. Coordinating a shared session with other Cooperative Education or CEO/CTE teachers is recommended. They can also support discussions on specific workplace experiences with a health-and-safety expert during return-to-class sessions.

HSW2	*Learners are expected to ...*
	demonstrate an understanding of the legal rights and responsibilities of employees and employers that support workplace safety.

Remembering	Understanding	Applying	Analysing	Evaluating	Creating
		■			

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. describe the legal rights and responsibilities of employees and employers that support workplace safety for everyone;

b. explain why injuries, accidents, near misses, and unsafe working conditions must be reported;

c. identify reporting procedures used in a variety of work places; and

d. communicate workplace safety issues in simulated situations using role play.

	Citizenship	✓ Critical Thinking	✓ Personal-Career Development	Essential Graduation Competencies
✓	Communication	Technological Fluency	✓ Creativity and Innovation	

ELABORATIONS

Both employers and employees have rights and responsibilities. It is important for learners to know what these are, and to take special note of the challenges that youth face when trying to advocate for themselves and for others in the workplace. Role play, scenarios, and discussion serve this outcome well.

Learners often find it hard to speak up when they have concerns at work, but their "voice" is the most powerful tool they have to prevent work-related injuries and fatalities. Giving learners the opportunity to practice what they would say or do in different work-based situations can give them the confidence to take action at their workplace should the need arise.

Every person has **the right to know**, **the right to participate in workplace safety**, and **the right to refuse unsafe or unhealthy work**.

Employers need to:

- take reasonable precautions to ensure the health and safety of everyone at the worksite, including training workers on hazards and how to do their jobs safely;
- maintain equipment and provide PPE (personal protective equipment); and
- provide appropriate supervision.
    * Appropriate supervision will depend on the age, experience, and maturity level of the learner, and take into consideration the nature of the task being done.
    * Appropriate supervision involves first showing the learner what to do, then watching the learner as they do it, taking corrective actions as necessary until the learner feels comfortable, followed by monitoring the learner to ensure that things are going well. This can be repeated as needed.
    * Finally, appropriate supervision means doing a final check on completed tasks, particularly in cases where an error poses a high risk to persons or property.

> *Young workers have the highest level of risk for injury at work, so it is important to not only provide them with proper training for their work-related tasks, but also to provide them with a supervisor who is competent, experienced, and follows health and safety procedures. Supervisors who don't follow safe work procedures themselves can undermine the health and safety culture of their workplace, pass along bad habits to those they should be mentoring, or fail to recognize when a young worker is at risk.*

Employees* need to

- report unsafe working conditions and all injuries to their employer,
- follow health and safety rules, and if they need training or a refresher, they should be able to ask without being judged,
- use PPE (if applicable) that is properly fitted and maintained, and be trained on all aspects of its use, and
- cooperate with their health and safety representative or committee members.

Each workplace has procedures for reporting incidents and concerns. Learners should have these procedures explained to them at their workplace orientation. Additionally, learners have an obligation to report injuries and unsafe working conditions to their Cooperative Education Teacher. Although not a legal requirement, learners should also report near misses. These can be informative and prevent future injuries by highlighting potential problems that need a solution.

The Workers Compensation Board of PEI has a wealth of resources related to legislation, specific work-safety requirements, young workers, etc. on their website.

***** *Although learners are not paid employees at their work placement, they are still responsible for workplace safety, having the same rights and responsibilities as their paid counterparts.*

LWE1	*Learners are expected to ...*

develop a "living" work-based learning plan that includes SMART goals involving skill development, competency development, and health and safety practices.

Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. create at least one SMART goal related to the work-specific skills they hope to develop at their placement;

b. create at least one SMART goal related to the Skills for Success and/or the Essential Graduation Competencies they hope to develop at their placement;

c. create at least one SMART goal related to the task-specific occupational safety practices they hope to develop at their placement;

d. develop success criteria for their SMART goals; and

e. identify what kind of evidence will best demonstrate they have met their SMART goals.

Citizenship	✓ Critical Thinking	✓ Personal-Career Development	Essential Graduation Competencies
✓ Communication	✓ Technological Fluency	Creativity and Innovation	

ELABORATIONS

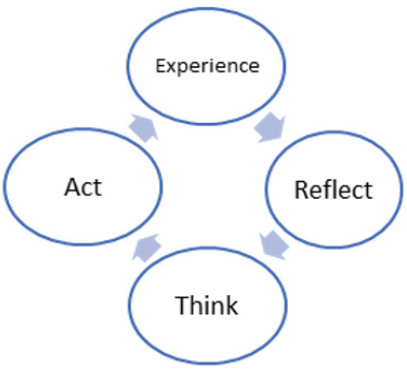
Learners should create **SMART goals** for learning that are aimed at developing their **Work-Specific Skills**, as well as relevant **Essential Graduation Competencies (EGCs) and/or Skills for Success** (Note: the EGCs and Skills for Success have some overlap). A support document is available to assist teachers in guiding learners to set goals in these areas. Additionally, learners should include *at least one* SMART goal related to **Workplace Health and Safety**. All of their SMART goals should be chosen to suit their placement and their transition plan.

Essential Graduation Competencies (EGCs) articulate what learners are expected to know and be able to do by the time they graduate (see front matter of the guide), and Skills for Success benefit everyone in a rapidly changing world. They "help you to get a job, progress at your current job and change jobs ... [and also] help you become an active member of your community and succeed in learning." (Canada, 2021). You can learn more about each specific skill on the Skills for Success website. Learners should review the EGCs and the Skills for Success so they can choose the one(s) that best suit their placement.

Learners can start drafting their Learning Plan before their workplace orientation, but the site visit itself will give them greater insight into their work environment, what tasks they will be doing, and any health and safety, and training requirements associated with their role. The visit will also help learners decide what Skills for Success and/or Essential Graduation Competencies best suit their placement. Workplace mentors can help learners develop their SMART goals related to work-specific skills, and health and safety. The mentor and supervising teacher can help the learner to develop SMART goals for the Skills for Success, and/or the Essential Graduation Competencies.

Developing SMART goals is important, but learners also need to determine what success looks like (**success criteria**) and what types of **artifacts** they can collect as evidence of their success. Example 1: A learner has created a learning goal to use a piece of equipment safely. They plan to take a safety training course to support that goal. They defined the success criteria for their goal as passing the course and working safely throughout the semester. They plan to use their training certificate and their mentor's written comments about the learner's ability to work safely as evidence. Example 2: A learner is working in office. One of their tasks is to write appropriate social media posts for upcoming company events. They set a learning goal for Writing within the Skills for Success (e.g. I will learn to write office-appropriate communications for social media). They decide that the success criteria for this goal will be positive feedback, good attendance at events, etc. They will use samples of their social media posts, related comments and metrics, and written feedback from some of their colleagues as evidence.

Learning Plans are living documents that will likely be modified during the semester. A simplified Learning Cycle is shown on the right. It highlights the continual learning that happens when learners experience work, reflect on those experiences, think about what they need to do next, and then act. Example: If a learner used a piece of equipment at work but struggled with it (Experience), they could reflect on the challenges they faced (Reflect) and think about what they could do better next time (Think). The next day they could ask for help or additional training (Act). If the action needed is significant (e.g. training), the learner might decide to add a new goal to their learning plan.



LWE2	*Learners are expected to ...*					
	create a work-based learning portfolio to reflect on their experiences and capture evidence of skill and competency development.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. explain the components of meaningful reflection;

b. reflect on their strengths and areas for growth throughout their placement;

c. reflect on what they have learned about themselves, others, their specific work tasks, the world of work broadly, and their next steps; and

d. evaluate evidence of skill and competency development from their work experience and select the best to include in their portfolio.

	Citizenship	✓ Critical Thinking	✓ Personal-Career Development	Essential Graduation Competencies
✓	Communication	✓ Technological Fluency	✓ Creativity and Innovation	

ELABORATIONS

Research has shown that when properly done, a WBL (work-based learning) portfolio is a powerful tool that learners can use to keep an ever-evolving record of their developing skills/competencies and certifications earned through a variety of experiences such as part-time work, volunteering, or cooperative education. Portfolios grow with the learner, showcasing transferable skills and competencies that can be leveraged in new situations. Artifacts that learners might want to include in their portfolio are:

• Up-to-date work-related documentation • Work samples that highlight skills and accomplishments • Certificates for training, workshops, or courses • Letters of Recommendation and other letters of evidence/support • Performance Reviews	• Evidence of Skills and Competencies • Goals, Objectives, and Timelines • Volunteer and Extracurricular Activities • Membership in any organizations and clubs • Reflections and Personal Statements about work, skills, competencies, goals, connections to next steps, other life experiences that have developed skills, etc.

Learners should set up their work-based learning portfolios prior to starting their placements and understand how the portfolios will be used. Will these portfolios include their weekly reflections? Will they contribute to the final assessment? How frequently are updates expected? Options for creating portfolios include myBlueprint, Google Docs/Slides, or traditional pen-and-paper methods.

Reflection is a critical part of work-based learning. In her article *The Critical Role of Reflection in work-based learning (WBL)*, Ruth Helyer noted that the progression and development of reflective skills help individuals to both understand how to learn and recognize their role in their own learning journey. She highlighted that reflection is empowering because it enables learners to make informed decisions about their future learning needs and career plans. Additionally, reflection helped learners critically evaluate their experiences and use the knowledge gained to enhance their job performance and career growth. In essence, reflection helped learners make better decisions about their education and career while improving their skills and job performance (Helyer).

Reflection is a skill that must be taught, however. Without guided instruction, learners usually write about what they did but don't reflect on the more important elements of their work experiences: analysing what they learned, justifying and evaluating decisions at work, making connections, finding meaning, making better informed transition decisions, etc. "What I did" only sets the stage for more important reflections.

Reflection can be in written, video, or audio format. Weekly assignments are often individual, but small- or large-group reflections allow learners to share ideas, learn from each other, and explore new questions. This is the purpose of a return-to-class day(s), providing space for one-on-one teacher connections and peer discussions. Reflective prompts guide learners toward deeper thinking, shifting focus from a superficial sharing of 'what I did' to more meaningful reflections. Examples of questions for large- or small-group reflections are available below and further supported by a teacher support document (see LEARN).

- What would you have done differently at work over the past four weeks, and why?
- Reflect on a challenging moment at work. What SEL skills did you use to help you manage? What SEL skills did you notice others using? How did this moment change your thinking?
- What have you learned in the past month about this career pathway, about yourself, or about others that has influenced your next steps?
- What skills and/or competencies have you learned at work that you can apply at school? What about things you have learned at school that you can apply at work?
- What strengths and areas for growth have you noticed about yourself in your workplace so far? What actions can you take or have you taken to develop your areas for growth?
- What experiences at your workplace have surprised you so far? Why? Remember to respect confidentiality when discussing this.

LWE3	*Learners are expected to ...*					
	demonstrate a commitment to meet expectations for attendance, behaviour, and the completion of tasks related to their work placement.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating
			■			

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. explain the importance of regular attendance at school and at their work placement;

b. convey timely messages to their supervising teacher and mentor when they will be late or absent from their workplace;

c. apply SEL skills in the classroom and at their work placement to support behaviour management; and

d. use time management skills that enable them to complete required tasks by assigned deadlines, and when necessary, submit their work for evaluation in a timely manner.

✓ Citizenship	✓ Critical Thinking	✓ Personal-Career Development	Essential Graduation Competencies
✓ Communication	Technological Fluency	Creativity and Innovation	

ELABORATIONS

Attendance is a key indicator of workplace readiness, and consistency is essential once learners begin their placements. In a work setting, learners contribute to a team by performing tasks that support its effectiveness. Tardiness or absences not only affect their ability to earn the course credit but also disrupt team dynamics. Absences may require colleagues to take on extra responsibilities, potentially impacting productivity. Learners are also expected to participate fully in in-class learning components and activities assigned during "return to the class" days. While absences may sometimes be unavoidable, learners should inform their supervising teacher and workplace mentor in advance of any planned absences or lateness, providing dates and times (e.g., medical appointments, travel). In cases of unexpected circumstances such as illness or delays, they must notify them promptly. Meeting required workplace hours is typically mandatory to earn course credit.

SEL skills are critical for workplace success, helping learners navigate social dynamics, empathize with differing perspectives, resolve conflicts, develop solutions, and manage frustration and disappointment. These skills are developed gradually through relationships and experiences. Learners can benefit from discussing workplace scenarios, such as managing interactions with upset customers by using self-management and social awareness skills or collaborating effectively in team settings despite preferring solitary work. These discussions encourage the application of SEL skills in practical situations.(Establish Discipline Policies That Promote SEL).

Proper and timely completion of tasks is another important aspect of this course. Learners must meet deadlines at their placements and fulfill coursework from their supervising teacher (e.g., weekly reflections or learning logs). Providing time management strategies and implementing a regular schedule for submitting work can help learners stay organized.

Personal cell phone use is often restricted in workplaces, with exceptions typically allowed during breaks. Inappropriate use during work hours can negatively impact public perception, employee productivity, and safety due to distractions. Learners are expected to follow workplace policies and use their phones responsibly.

Mentors play a key role in helping teachers evaluate how learners are meeting this outcome in the workplace. Through conversations and progress/evaluation forms, they provide valuable feedback and insights into learners' performance and progress.

LWE4	*Learners are expected to ...*					
	continuously evaluate their progress in achieving their SMART goals, adjusting if necessary.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating
					■	

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. analyse strengths and areas of growth based on feedback from their supervising teacher and workplace mentor;

b. evaluate how effectively they are meeting their SMART goals based on the success criteria they have developed;

c. modify their learning goals as needed; and

d. select evidence that best demonstrates that they have met their SMART goals.

	Citizenship	✓ Critical Thinking	✓ Personal-Career Development	Essential Graduation Competencies
✓	Communication	✓ Technological Fluency	✓ Creativity and Innovation	

ELABORATIONS

This outcome, paired with the expectation that learners become reflective, is key to their growth and development in this course. Cooperative education is more than going to work. Learners need to set SMART goals that support their transition plan, define success criteria for those goals, and intentionally focus on achieving them. They must regularly evaluate their progress and modify their goals as needed. This involves regular 'progress' check-ins between the learner and the supervising teacher, the learner and their mentor, and the mentor and supervising teacher. This also involves learners reflecting on their experiences and the input they receive from others. Recall that reflection goes beyond "What I did".

Work-based learning involves different types of knowing and reflecting. **Knowledge-in-action** is the "knowledge we can only reveal in the way we carry out tasks and approach problems …" (Pammer et al., 2014). As learners do tasks, it becomes clear what they know, what they don't know, what they can improve on, etc. **Reflecting-in-action** happens when they think about what they are doing while they are doing it. If a learner turns on a machine and it starts leaking, they have knowledge-in-action: I turned on this machine and it is leaking. At this moment, the learner must consider the situation and decide what to do. This is reflecting-in-action: I need to turn off the machine, put up a wet floor sign, get my supervisor, etc. **Reflecting-on-action** is deeper and happens after the situation is resolved. Learners might ask: Why did that happen? Was it something I did? Did I handle the situation correctly or should I have done something differently? How can I prevent this from happening again? Are there skills or competencies I need to develop? These questions play a meaningful role in authentic work-based learning.

For this outcome, reflections support the evaluation process. Some reflections will be more concrete, focusing on the development of work-related skills and workplace health and safety. Other reflections will be more open-ended, inviting deeper reflection on competency/skill development as related to their transition plan and the transferability of their learning. Some examples of reflective questions are:

- What skills and competencies am I bringing to the workplace that have proven helpful? Are there any new skills that I need to develop in order to be successful in this career pathway? Can I use any of these skills and competencies in other career pathways or aspects of my life?
- Should I be approaching a task at work differently in order to make it easier, or safer, or more effective? What plans can I put in place to improve my performance at work? How am I managing and using the feedback I'm getting?
- How well am I communicating with others in my workplace? Are there any improvements I can make in the way I advocate for my needs or the needs of others?
- What am I doing to support others at my work placement? Is there anything I can do to be a more supportive team member?
- What areas of this career area do I want to explore further? Are there opportunities for me to explore those areas here? If not, are there people in my workplace network that can provide advice?
- Have I been working safely, or have I been lucky? Do I need to learn more about doing my work tasks safely? Am I coming to work without distractions? Am I focused when I'm at my work placement?
- Am I working to my full potential?

These are only a few examples and are not prescribed. A supporting document for Reflection is available on LEARN.

LWE5	*Learners are expected to ...*
	justify the next steps of their transition plan based on their workplace experience.

Remembering	Understanding	Applying	Analysing	Evaluating	Creating
				■	

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. relate the skills and competencies they have developed to their transition plan goals;

b. identify current barriers that could impede their next steps and the actions needed to address them;

c. prepare a timeline for their steps; and

d. prepare a summary reflection of their overall experience.

	Citizenship	✓ Critical Thinking	✓ Personal-Career Development	Essential Graduation Competencies
✓	Communication	✓ Technological Fluency	✓ Creativity and Innovation	

ELABORATIONS

As a final consolidating task, learners must justify the next steps in their transition plan. To do so, they should reflect on their overall experience, identifying key insights, challenges, and accomplishments while connecting these reflections to their transition plan and concrete next steps.

Learners should critically analyse their performance in relation to their goals, considering both successes and areas for improvement. Questions such as *What can I do to build on my successes?* and *What steps should I take to strengthen areas of growth?* can guide reflection and help justify their next steps, laying the foundation for future development.

Additionally, they should draw connections between the skills and competencies they have developed and their future objectives, ensuring alignment with their transition plan. Questions such as *How can I leverage the skills and competencies I have developed in new situations?* and *How can I build on these as next steps in my transition plan?* can support deeper reflection.

Learners can revisit their weekly assignments and reflections to identify specific examples and reference points as they prepare their final reflection.

At the start of the course, learners identified potential barriers and solutions for their transition goals. Now, they should assess any new or unresolved barriers hindering progress and outline specific strategies to address them. This process also helps justify the next steps in their transition plan.

Preparing a detailed timeline will help learners plan their actions in a structured manner. This timeline should include short-term and long-term goals, with deadlines and milestones. By mapping out their steps, learners can demonstrate how they plan to make progress in meeting their transition goals.

Learners should also consider how their network of people has grown and how that network can be a potential solution to some barriers they might face. In order to maintain these positive connections for future benefit, learners should write thank you letters to their mentor(s) and others who have provided support. It would also be a good time to update their resumes to ensure they remain work-ready.

Teachers can use the in-class time allocated at the end of the course to explain their final assessment task (e.g. individual interviews, small group roundtables, full class sharing of portfolios, individual sharing of the portfolio with a submitted final reflection) and give learners supported time to prepare.

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