

# BAA HAIRDRESSING 12D

**DISTRICT NAME:** Coquitlam School District

**DISTRICT NUMBER:** 43

**DEVELOPED BY:** Jill Reid (Secondary coordinator)

**DATE DEVELOPED:** April 2006

**SCHOOL NAME:** Coquitlam School district

**PRINCIPAL'S NAME:** Dan Derpak (assistant superintendent)

**BOARD/AUTHORITY APPROVAL DATE:** June 20, 2006

**BOARD/AUTHORITY SIGNATURE** \_\_\_\_\_

**COURSE NAME:** Hairdressing 12D: Framework

**GRADE LEVEL OF COURSE:** 12D

**NUMBER OF COURSE CREDITS:** 4

**NUMBER OF HOURS OF INSTRUCTION:** 120

**PREREQUISITE(S):** Completion of Grade 11 and Hairdressing Courses 11A, 11B & 11C

**SPECIAL TRAINING, FACILITIES OR EQUIPMENT REQUIRED:**

Hairdressing Salon, “Tools of the Trade”

**COURSE SYNOPSIS:**

Hairdressing 12D prepares students to work in a professional salon environment by teaching, through theory and practice, the interpersonal skills and personal attributes that are essential to be a successful hairdresser.

**This course satisfies the Portfolio requirements in Employability Skills Core and Choice - Aspects 4.2, 4.3, and 4.4, and Education and Career Planning Core and Choice - Aspects 3.2, 3.3, and 3.4.**

**RATIONALE:**

As an extension of Hairdressing 12 A, the focus of this course is to provide students with ongoing and continuing instruction in the operation and management of a hair salon and in the development of interpersonal skills. Concepts previously covered in Hairdressing 12A are expanded and developed in greater detail.

This course is taken concurrently with three other hairdressing courses which emphasis practical skill development.

**ORGANIZATIONAL STRUCTURE**

<b>UNIT</b>	<b>TITLE</b>	<b>TIME</b>
1	Professional Conduct	30
2	Trade Practices	30
3	Salon Retailing	10
4	Salon Operation	30
5	Salon Business	10
6	Professional Enhancement	10
		120

**UNIT 1: Professional Conduct**

The goal of this unit is to help students understand and develop professional practices and interpersonal skills that are essential for success in working with co-workers and clients.

**Curriculum Organizers**

- Team work
- Ethics and Code of Conduct

- **Portfolio Employability Skills Core**
- **Portfolio Employability Skills Choice Aspects 4.2, 4.3, 4.4**

### **Learning Outcomes**

*It is expected that students will be able to:*

- Identify and discuss interpersonal skills that contribute to the development of a strong team
- Discuss individual roles and responsibilities in creating effective teams
- Demonstrate being an effective team member
- Define personal ethics and professional ethics
- Discuss the relationship between personal ethics and professional ethics
- Discuss the Code of Professional Ethics
- Establish and define a personal system of moral principles and values which form the bases of personal ethics

### **UNIT 2: Trade Practices**

The goal of this unit is to help students the Secondary School Apprenticeship Program and the rules and procedures for professional licensing..

#### **Curriculum Organizers**

- SSA Program Requirements
- Professional licensing and examination
- **Portfolio Education and Career Planning Core**
- **Portfolio Education and Career Planning Choice Aspects 3.2, 3.3, and 3.4**

### **Learning Outcomes**

*It is expected that students will be able to:*

- Implement procedures and attain proper paperwork for SSA registration
- Investigate provincial requirements for licensing in BC
- Complete work experience hours (can be used for Portfolio Aspect 3.1)
- Create a career plan incorporating #1 and #2 above (can be used for Portfolio Aspects 3.2, 3.3, and 3.4)

### **Unit 3: Salon Retailing**

The goal of this unit is to help students understand the importance of salon retailing to the business aspects of a salon and to the service for clients.

#### **Curriculum Organizers**

- Retailing Fundamentals
- Product Control
- Selling Techniques
- Service to Clients

## **Learning Outcomes**

*It is expected that students will be able to:*

- Identify and discuss fundamental of retailing including selecting products for client needs, ordering, selling and analysing sales and sales trends, and display and merchandising
- Follow existing procedures for inventory control
- Identify and discuss effective selling techniques
- Demonstrate consultation skills in recommending products and helping clients select products for their personal use

## **UNIT 4: Salon Operation**

This unit provides students with the basic principles of salon operation such as advertising, inventory control, and employee duties and responsibilities.

### **Curriculum Organizers**

- Advertising
- Inventory Control
- Employee duties and responsibilities

## **Learning Outcomes**

*It is expected that students will be able to:*

- Identify and discuss the pros and cons of a variety of advertising mediums.
- Analyse advertising mediums with respect to location and clientele of the salon.

- Discuss the importance of inventory control in maintaining profit margins
- List the duties and responsibilities of various jobs within the salon.
- List the primary responsibilities of the receptionist.
- Discuss the importance of good communication skills in telephone skills.

## **UNIT 5: Salon Business**

This unit provides students with an overview of the ownership and management of a hair salon.

### **Curriculum Organizers**

- Hiring Employees
- Compensation structures
- Business Management

### **Learning Outcomes**

*It is expected that students will be able to:*

- Identify good hiring practices and discuss their importance to the success of the salon.
- Identify three pay systems: commission, salary, and salary plus commission.
- Identify basic business management principles - profit and loss, inventory control, the role of retailing, client base and budgeting.

## **UNIT 6 : Professional Enhancement**

This unit provides students with information about professional development opportunities and stresses the importance of life long learning to hone skills.

### **Curriculum Organizers:**

- Professional development opportunities

### **Learning Outcomes**

*It is expected that students will be able to:*

- Identify how and where to access professional development activities

### **INSTRUCTIONAL COMPONENT:**

- Instructional strategies will include:
- Demonstration videos
- Practical demonstrations
- Cooperative analyses and critiques
- Problem solving techniques
- Guest Speakers

### **ASSESSMENT COMPONENT:**

- Effective formative assessment via:
  - Clearly articulated and understood learning intentions and success criteria
  - Questions posed by students, peers and teachers to move learning forward
    - Discussions and dialogue
  - Feedback that is timely, clear and involves a plan
  - Students are resources for themselves and others – peer and self-assessment
  - Student ownership

Formative assessment used to adapt learning experiences and inquiry plans on an on-going basis to meet specific learning goals.

Development, awareness and action, based upon metacognition intended to lead to learner independence and self-coaching.

### **Summative Assessment:**

Summative assessments will be determined as students demonstrate proficiency/mastery toward particular learning outcomes. Summative assessments and final grades will reflect the following:

- Students will work collaboratively with the teacher to determine summative achievement on assignments and letter grades based upon dialogue, and evidence of learning
- Behaviour and work habits will NOT be included when determining letter grades

- Marks will not be deducted for late work
- Extra credit and bonus marks will not be awarded
- Plagiarizing will not result in reduced marks/grades –the student will be required to demonstrate their learning authentically
- Attendance will not be considered toward letter grade
- Only individual learning demonstrated –no group marks – will be used to determine grades
- Letter grades will reflect learning towards the learning outcomes articulated above
- Letter grades will be based upon criteria provided/agreed upon toward the learning outcomes
- Letter grades will be determined in relation to the learning outcomes – not in comparison to the achievement of other students
- Poor work will not be assessed towards grades – students will only be assessed on quality work
- Professional judgment and evidence will be used to determine final letter grade in consultation with the student
- Zeros will not be assigned to missed assignments – all required assignments must be completed
- Formative or practice towards learning outcomes will not be included in final grade assessment
- Most recent evidence toward learning outcomes will be used to assign letter grades – learning is not averaged over time

**LEARNING RESOURCES:**

**Primary Recommended Text:**

St Germain, Clif. Salon Fundamentals

**Primary Supporting Texts:**

Salon Fundamentals Study Guide and Workbook