

Workplace Transitions 11

District Name: Coquitlam

District Number: 43

Developed by: Steve Fukui and Patti Pauquette

Date Developed: May 4, 2006

School Name: Coquitlam Alternate Basic Education and Centennial School

Principal's Name: Dave Taylor (CABE) and Steve Rogers

Board/Authority Approval Date: May 15, 2007

Board/Authority Signature: Laureen Doerksen

Course Name: Workplace Transitions 11

Grade Level of Course: 11

Number of Course Credits: 2, 3 or 4

Number of Hours of Instruction: 60, 90 or 120

Prerequisite(s): None

Special Training, Facilities or Equipment Required: None

Course Synopsis:

Transitions 11 will provide students who are at risk of failing or dropping out of school relevant learning experiences and relationships focused on successfully transitioning from school to the workplace. Identified students will first learn and practice in a small group environment with key adults the necessary workplace skills. Students will then apply personal management and employability skills in the workplace environment. A key component of WT 11 is the role of the mentor/educators.

This course emphasizes the development of personal management, career, and employment skills through mentorship, classroom study and workplace experiences beyond the scope of Planning 10. Instructional support, in a context of meaningful adult and peer connections will provide students with the skills and opportunities to apply classroom acquired skills to performance and success in the workplace. This course is designed to allow students to earn 2 or more credits by utilizing previous and current learning experiences.

Rationale: This course has been developed for at risk students to provide them with less traditional avenues to earn credits toward graduation while developing personal management skills through relevant application in the school and in the workplace. Creating a strong 'mentorship' environment is crucial to helping these students learn and practice the techniques.

A low student/teacher ratio in a highly personalized environment is the key method of instruction that will be offered to students needing a program option different from the learning support provided in the traditional academic model.

Organizational Structure:

Unit/Topic	Title	Time
Unit 1	The Future: Who Can I Become?	30 hours (1 credit)
Unit 2	The Present: What Do I Have To Offer?	30 hours (1 credit)
Unit 3	The Marketplace: Is This Job For Me?	30 hours (1 credit)
Unit 4	Reflection: Where Have I Been? Where Am I Going?	30 hours (1 credit) Must be completed in conjunction with one or more of the above units
Total Hours		120 hours (4 credits)

Unit/Topic/Module Descriptions:

Unit 1: Who Can I Become?

This unit will serve as the introduction to the importance of recognizing and applying personal management skills and techniques to enhance personal success. Students will be introduced to a variety of skills and practices that can be incorporated in all aspects of their lives. Specific certificates will be earned upon successful completion of some of these components.

Curriculum Organizer	Learning Outcomes
	It is expected students will:
Acquisition of Personal Management Skills	<ul style="list-style-type: none"> List and describe personal management skills
Application of Workplace Skills	<ul style="list-style-type: none"> Describe the steps in effective goal setting and decision making
Acquisition of Personal management Skills	<ul style="list-style-type: none"> Demonstrate an understanding of the skills and techniques of effective Anger Management and Conflict Resolution Evaluate and critique the use of these techniques and skills
Application of Personal Management Skills	<ul style="list-style-type: none"> Apply Anger Management and Conflict Resolution strategies in simulated and real-life situations
Personal Growth	<ul style="list-style-type: none"> Demonstrate an understanding of the following

	concepts: Goal Setting, Empathy, Self-Defeating Practices, Self-Management <ul style="list-style-type: none"> • Apply concepts in various contexts • Identify and evaluate the use of these strategies in their daily lives
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Unit 2: What Do I Have To Offer?

This unit will help student's recognize the skills needed for success and advancement in the workplace. Students will be able to determine their personal attributes and skills and make connections to workplace opportunities. Industry recognized certification will further enhance their employment opportunities.

Curriculum Organizer	Learning Outcomes It is expected students will:
Acquisition of Personal Management Skills Application of Workplace Skills	<ul style="list-style-type: none"> • Describe personal attributes and skill sets • List potential jobs/careers compatible with identified attributes
Acquisition of Personal Management Skills Application of Workplace Skills Personal Growth	<ul style="list-style-type: none"> • Identify effective job seeking tools • Develop effective job seeking tools (resumes, cover letter, interview techniques) • Assess the effectiveness of these tools
Acquisition of Workplace Skills Application of Workplace Skills Personal Growth	<ul style="list-style-type: none"> • Demonstrate an understanding of the skills and techniques of industry recognized certification: SuperHost, FoodSafe, WCB WorkSafe, CSABC Safety Star • Apply the skills and techniques of certification in simulations • Evaluate the use of these techniques and skills for effectiveness

Unit 3: Is This Job For Me?

This unit will provide students will the opportunity to demonstrate their skills and knowledge in the workplace. This first hand experience will help highlight personal skills and abilities, clarify career goals and create a plan of action to aid in their success.

Curriculum Organizer	Learning Outcomes It is expected students will:
Application of Workplace Skills	<ul style="list-style-type: none"> • Demonstrate fundamental employment skills in the workplace. • Demonstrate the skills and techniques learned through certification in the workplace
Acquisition of Workplace Skills	<ul style="list-style-type: none"> • Recognize and understand the job specific skills needed on various worksites
Application of Workplace Skills Personal Growth	<ul style="list-style-type: none"> • Evaluate and assess performance in partnership with the workplace supervisor. • Create a plan of action to enhance future success

Unit 4: Where Have I Been? Where Am I Going?

This unit is a key component of the course as it will provide students with the tools to enhance and integrate reflection and assessment strategies into their lives. Students will work to identify their personal strengths and weaknesses in order to establish plans for future success.

Curriculum Organizer	Learning Outcomes It is expected students will:
Acquisition of Personal Management Skills Application of Personal Management Skills Personal Management	<ul style="list-style-type: none">• Develop an understanding of the purpose of reflection in decision-making and goal setting• Demonstrate reflection in various contexts• Demonstrate the use of a journal as a tool for self-reflection.
Personal Development Application of Personal Management Skills	<ul style="list-style-type: none">• Use reflection to identify areas for improvement in school and workplace performance.• Create a plan of action to address short-term and long-term personal goals based on previous experiences and self-understanding.
Acquisition of Personal Management Skills Application of Personal Management Skills Personal Growth	<ul style="list-style-type: none">• Demonstrate an understanding of the role of regular self-reflection in continued personal growth• Assess personal effectiveness of regular reflection on personal success and growth
Personal Growth	<ul style="list-style-type: none">• Demonstrate transition planning• Analyze experiences to identify strengths and areas of growth, interests and areas of non-interests when planning for life after secondary school• Apply personal management, personal reflection and personal planning skills in the development of plans beyond secondary school

Instructional Component: Teacher led instruction and discussion
Research assignment/projects
Student led discussion
Field Trips
Group work
Guest presentations
Work experience
Journal
Self-assessment activities

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:

- Many of the resources currently listed in Planning 10 IRP including: Employability Skills 2000+ Toolkit, WCB Student WorkSafe Program
- Employment Standards
- SuperHost Fundamental Certificate
- FoodSafe Level 1 Certificate
- Emergency Scene Management First Aid Certificate
- Anger Management Certificate (School based)
- Conflict resolution Certificate (School based)
- Other new and pertinent certificates available to students

Additional Information:

This course is intended for students on flexible learning timelines. It is not restricted to one semester or year and credits may be accumulated over time to be reported out prior to graduation. Students will be enrolled based upon teacher, counsellor and/or administrator identification and student agreement.

