

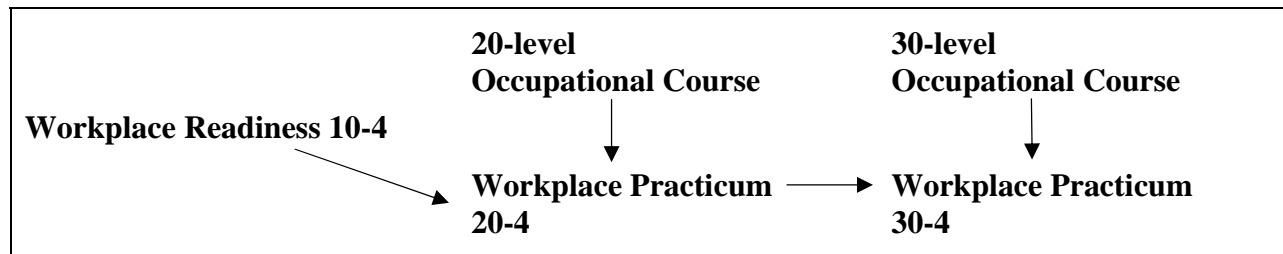
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## KNOWLEDGE AND EMPLOYABILITY WORKPLACE READINESS

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### COURSE SEQUENCE



Workplace Readiness 10-4 is designed to support students and prepare them for the working world. Workplace Practicum 20-4 is designed to either accompany or follow the completion of a Knowledge and Employability 20-level occupational course. Workplace Practicum 30-4 is designed to complement the equivalent prerequisite occupational course. These courses enhance knowledge and skills acquired through the occupational component and provide a practical environment to develop and demonstrate employability skills.

There is considerable research to support the concept that the workplace is an extension of the school and the school is an extension of the workplace. Experiential and/or applied learning is increasingly viewed as a means to enhance formal learning systems by making learning more relevant and meaningful to the student.

Workplace Readiness 10-4 and CTR1010 are similar in that each is a prerequisite for participation in off-campus work experiences.

Students should be placed in a work-based learning environment either on- or off-campus.

Knowledge and Employability Workplace Readiness courses will help students to make informed decisions about their school-career transitions. Each course is viewed as a partnership among the student, community and school. This partnership provides students with the opportunity to explore and expand their occupational interests, knowledge and skills in meaningful activities situated in work-based environments.

The Workplace Readiness placement is not required to be in a field related to the 10-level occupational courses; however, the 20- and 30-level occupational courses are a prerequisite for participation in the Workplace Practicum courses.

#### Goals of Workplace Readiness Courses

- Allow students to develop the skills needed to find and acquire a position and be successful in the workplace.
- Provide opportunities for students to apply essential, employability and workplace competencies, acquired through the occupational component, in the workplace.

- Develop an understanding about the demands of the workplace and the rights and responsibilities of both the employee and employer.
- Provide opportunities for students to explore their personal strengths and interests, related to future life and career opportunities, within community-based work placements.
- Promote the development of community partnerships, which connect the school with a larger community that surrounds and supports the school, to assist students to transition from school to the workplace.

### Benefits of Workplace Readiness Courses

- Provide students with hands-on experience to help them relate their schooling to everyday life in the workplace and community.
- Develop student awareness of the essential characteristics of an employee/employer relationship and prepare students to learn, and apply their understanding of, these characteristics.
- Provide occupational preparation for entry into the world of work.
- Provide students with an opportunity to develop life skills in the areas of goal setting, decision making and problem solving.
- Promote the development of self-esteem, self-awareness and self-assertion through social interaction at a student's place of employment or in the community.
- Encourage students to continue their education and to seek post-secondary education or training appropriate to their career, educational, personal and social aspirations.
- Assist students in developing and expanding their employability and work skills.
- Foster positive student expectations and attitudes toward self, others, school and work.
- Provide students with an opportunity to gain knowledge and work experience in a career area of their choice.
- Encourage cooperation between the business community and the educational system.
- Provide employers with a talent pool of trained and prepared potential employees.

### Course Credits

Workplace Readiness 10-4 and Workplace Practicum 20-4 and 30-4 are all 5-credit courses. Credits are earned toward the requirement for a Certificate of High School Achievement or an Alberta High School Diploma.

Workplace Practicums can be extended in time and credits by allocating work experience credits (3–10) to the 5-credit practicum course. Students may access more than one practicum at the 20–30 levels, depending upon the number of corresponding prerequisite occupational courses they have taken. Credits earned for a practicum course, combined with a Knowledge and Employability occupational course, should be recorded separately.

### Time Allocations

Course	In-class Instruction	Off-campus Experience
Workplace Readiness 10-4	40–80 %	20–60 %
Workplace Practicum 20-4	20–30 %	70–80 %
Workplace Practicum 30-4	10–20%	80–90 %

### Assessment

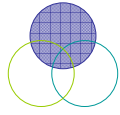
Skills developed in an occupational course can be enhanced and improved through the Workplace Readiness courses. Skills developed in both the employability and occupational components can be assessed for proficiency. An employer can access this assessment to review a student's work habits, knowledge and skill levels.

Course	Employability Skills %	Occupational Skills %
Workplace Readiness 10-4	80	20
Workplace Practicum 20-4	60	40
Workplace Practicum 30-4	40	60

## WORKPLACE READINESS 10-4 GENERAL OUTCOMES

<b>Employability Competencies</b>	<b>Students will develop these competencies throughout the learning process and demonstrate them in daily life and the workplace.</b>
Managing Transitions	<ul style="list-style-type: none"> <li>• Students will develop an awareness of how learning contributes to personal success.</li> <li>• Students will develop an ability to manage change effectively.</li> <li>• Students will explore and discover personal aptitudes and interests related to occupational opportunities.</li> </ul>
Personal Management	<ul style="list-style-type: none"> <li>• Students will develop self-esteem, confidence and the ability to set personal goals and priorities.</li> <li>• Students will identify and understand the risks associated with occupational activities.</li> </ul>
Working with Others	<ul style="list-style-type: none"> <li>• Students will develop communication skills and strategies in an occupational context.</li> <li>• Students will demonstrate respect for the thoughts and opinions of others in the group.</li> <li>• Students will demonstrate positive effort and behaviour toward achieving a group's goals.</li> </ul>
<b>Occupational Competencies</b>	<b>Students will develop and demonstrate the following competencies to succeed in a specific occupation or career.</b>
Self-awareness	<ul style="list-style-type: none"> <li>• Students will identify learning practices to explore personal abilities, develop goals and create awareness.</li> </ul>
Career Awareness	<ul style="list-style-type: none"> <li>• Students will explore a variety of occupations within a career field.</li> </ul>
Job Management	<ul style="list-style-type: none"> <li>• Students will develop basic job management competencies to be successful in the workplace.</li> </ul>
Workplace Safety	<ul style="list-style-type: none"> <li>• Students will develop safe workplace practices and procedures.</li> </ul>
Work-based Learning	<ul style="list-style-type: none"> <li>• Students will apply employability and occupational skills to a work-based learning experience.</li> </ul>

## WORKPLACE READINESS 10-4



**EMPLOYABILITY COMPETENCIES:** These competencies are developed throughout the learning process and are demonstrated in daily life and the workplace. Students will develop and demonstrate these competencies through individual effort and interpersonal interaction while completing a variety of projects/activities.

### MANAGING TRANSITIONS

General Outcomes	Specific Outcomes
<p><b>Students will develop an awareness of how learning contributes to personal success.</b></p>	<p><b>Lifelong Learning</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• identify learning preferences and strengths and apply learning styles and strategies appropriate to the situation</li> <li>• set learning goals and identify how formal/informal learning can help them achieve goals</li> <li>• develop an awareness of senior high school courses and work experience and identify educational possibilities; e.g., Registered Apprenticeship Program (RAP), Green Certificate, Career and Technology Studies (CTS) and Career Internship.</li> </ul>
<p><b>Students will develop an ability to manage change effectively.</b></p>	<p><b>Adapting to Change</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• identify available support resources and assess potential barriers</li> <li>• prepare an action plan to proactively respond to a particular change or challenge.</li> </ul>
<p><b>Students will explore and discover personal aptitudes and interests related to occupational opportunities.</b></p>	<p><b>Career Development</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• create an inventory of personal competencies, interests, goals and work preferences and link this inventory to career options</li> <li>• identify sources of support for investigating and finding work; e.g., Alberta Learning Information Service (ALIS) Web site</li> <li>• describe how work contributes to individual goals</li> <li>• explore the workplace through community partnerships and identify employer and employee expectations, rights and responsibilities.</li> </ul>

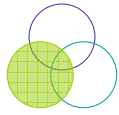
## PERSONAL MANAGEMENT

General Outcomes	Specific Outcomes
<b>Students will develop self-esteem, confidence and the ability to set personal goals and priorities.</b>	<b>Self-development</b> <i>Students will:</i> <ul style="list-style-type: none"><li>• identify personal characteristics, strengths and talents and establish an action plan to build on them</li><li>• recognize the use of strengths and talents to achieve goals</li><li>• identify acceptable and appropriate behaviours and present themselves to suit an activity or role; e.g., body language, grooming, clothing, manners</li><li>• describe personal beliefs about what is right and wrong and assess the consequences of ethical/unethical behaviours.</li></ul>
<b>Students will identify and understand the risks associated with occupational activities.</b>	<b>Risk Management</b> <i>Students will:</i> <ul style="list-style-type: none"><li>• identify current health and safety procedures; e.g., at home, at school, in the community and in the workplace</li><li>• identify risks that could impact themselves and others and identify hazards in the work environment; e.g., chemical, physical, biological and ergonomic</li><li>• identify a potential emergency situation and develop strategies for personal emergency responses</li><li>• identify sources of support when taking risks in their personal lives and in the workplace; e.g., entrepreneurship.</li></ul>

## WORKING WITH OTHERS

<b>Students will develop communication skills and strategies in an occupational context.</b>	<b>Interpersonal Communication</b> <i>Students will:</i> <ul style="list-style-type: none"><li>• demonstrate appropriate communication strategies for communicating thoughts and feelings; e.g.,<ul style="list-style-type: none"><li>– listen without interrupting</li><li>– contribute to be heard</li><li>– disagree courteously</li><li>– accept conflicting opinions</li><li>– use appropriate language and body language</li></ul></li><li>• develop awareness of verbal and nonverbal communication strategies</li><li>• improve their ability to communicate by working with others</li><li>• communicate common goals and expectations to improve their team's ability to achieve goals</li><li>• identify causes of conflict.</li></ul>
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General Outcomes	Specific Outcomes
<p><b>Students will demonstrate respect for the thoughts and opinions of others in the group.</b></p>	<p><b>Building Community</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• identify commonly accepted courteous behaviour</li> <li>• assess and respect how their personal values and beliefs differ from those of others and how those beliefs impact personal behaviour</li> <li>• identify the value of volunteering in community activities; e.g., charity work, community car wash.</li> </ul>
<p><b>Students will demonstrate positive effort and behaviour toward achieving a group's goals.</b></p>	<p><b>Teamwork</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• identify team goals</li> <li>• work independently and with others to support team goals; e.g., <ul style="list-style-type: none"> <li>– generate ideas</li> <li>– assess resources</li> <li>– contribute abilities and interests</li> <li>– monitor progress</li> <li>– share responsibility for completion of a task</li> </ul> </li> <li>• establish short- and long-term team goals.</li> </ul>



**OCCUPATIONAL COMPETENCIES:** Students will develop and demonstrate the following competencies to succeed in a specific occupation or career. They will achieve results through a variety of projects/activities as appropriate to enhance their knowledge and skills. Students will ensure the quality of their work through effective task management and will highlight their achievements in a career-based portfolio.

## ACHIEVING RESULTS

General Outcomes	Specific Outcomes
<p><b>Students will identify learning practices to explore personal abilities, develop goals and create awareness.</b></p>	<p><b>Self-awareness</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• define and describe lifelong learning</li> <li>• define and describe the value of lifelong learning</li> <li>• understand the importance of planning and preparing for their life and work paths</li> <li>• understand the senior high school learning pathways and graduation requirements</li> <li>• use self-assessment tools to identify their learning styles and preferences; e.g., visual, auditory, kinesthetic</li> <li>• use self-assessment tools to identify their abilities and attitudes</li> <li>• identify and understand their personal limitations</li> <li>• build tolerance and understanding of individual differences; e.g., race, age, gender</li> <li>• understand how individual characteristics contribute to goal achievement; e.g., interests, skills, values, beliefs and attitudes</li> <li>• recognize how academic and practical skills are transferable in a variety of work alternatives</li> <li>• identify the skills they have developed through school subjects and community experiences and explain how these skills are transferable to work and other life roles</li> <li>• recognize the value of short-term and long-term career plans through the setting of goals.</li> </ul>
<p><b>Students will explore a variety of occupations within a career field.</b></p>	<p><b>Career Awareness</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• recognize the differences between a job and a career</li> <li>• recognize the job search as a process; e.g.,               <ul style="list-style-type: none"> <li>– locate jobs</li> <li>– search out career paths</li> <li>– understand employer expectations</li> </ul> </li> <li>• identify the components of a job application; e.g., résumé, portfolio</li> </ul>

General Outcomes	Specific Outcomes
<p><b>Students will develop basic job management competencies to be successful in the workplace.</b></p>	<ul style="list-style-type: none"> <li>• identify the proper process of, and the conduct required in, a job interview</li> <li>• recognize that networking, the Internet and print resources can be used to find employment opportunities and to apply for employment</li> <li>• produce a student-learning plan to identify goals for their schooling to meet their future employment considerations</li> <li>• experience volunteering as a pro-active job-search strategy.</li> </ul> <p><b>Job Management</b></p> <p><b>Standards</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• identify employee/employer rights and responsibilities; e.g., <ul style="list-style-type: none"> <li>– identify and describe employee rights as outlined in the <i>Alberta Labour Relations Code</i>, such as <ul style="list-style-type: none"> <li>• minimum wage</li> <li>• hours of work</li> <li>• days of rest</li> <li>• holidays and holiday pay</li> <li>• pay periods</li> <li>• termination of employment</li> </ul> </li> <li>– identify pay cheque deductions</li> <li>– recognize the responsibilities that come with a pay cheque</li> </ul> </li> <li>• identify workplace protocols, procedures and standards of conduct in a variety of workplace settings; e.g., <ul style="list-style-type: none"> <li>– identify related health and sanitation standards</li> <li>– display punctuality and come prepared for classroom and shop/laboratory activities</li> <li>– treat other members of the team with respect</li> <li>– use appropriate language and terminology</li> <li>– identify appropriate dress</li> </ul> </li> <li>• identify and describe the professional behaviour appropriate to a selected work area; e.g., <ul style="list-style-type: none"> <li>– use appropriate language</li> <li>– show respect and courtesy for clients and coworkers</li> <li>– respond appropriately to praise, complaints and criticism</li> <li>– focus on the task at hand without distraction</li> <li>– demonstrate safe and healthy workplace practices and clean-up procedures</li> <li>– use appropriate tools, following directions and the manufacturer’s instructions</li> </ul> </li> <li>• identify the personal qualities that are needed to keep a job; e.g., dependability, promptness, getting along with others</li> <li>• identify and describe the value of initiative or a work ethic on the job</li> <li>• demonstrate the ability to take responsibility for their actions</li> <li>• identify and describe appropriate employee/employer and client/contractor interactions in specific situations</li> </ul>



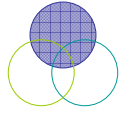
General Outcomes	Specific Outcomes
<p><b>Students will develop safe workplace practices and procedures.</b></p>	<ul style="list-style-type: none"> <li>• demonstrate the use of personal management tools; e.g., agendas, time sheets, schedules</li> <li>• describe decision-making and problem-solving processes</li> <li>• demonstrate personal management skills; e.g., time management, problem solving, stress management, life/work balance.</li> </ul> <p><b>Workplace Safety</b></p> <p><b>Personal Safety Awareness</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• identify and demonstrate personal safety awareness; e.g., <ul style="list-style-type: none"> <li>– identify the proper use of tools with regard to other employees and shop/laboratory conditions</li> <li>– identify the need for a safe and clean work area</li> <li>– identify the consequences of alcohol and drug use on the worker and workplace.</li> </ul> </li> </ul> <p><b>Safety Procedures and Agencies</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• identify national, provincial and local health and safety-related agencies, departments and organizations; e.g., research agencies for related duties and responsibilities, such as the Workers' Compensation Board (WCB), Occupational Health and Safety (OHS)</li> <li>• identify the required elements of an emergency response plan</li> <li>• identify employee information requirements for a workplace injury incident report</li> <li>• evaluate how lost-time claims affect an organization or business.</li> </ul> <p><b>Workplace Safety Planning</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• demonstrate workplace safety planning; e.g., <ul style="list-style-type: none"> <li>– identify safety device locations in the shop or classroom; e.g., eyewash station, emergency shut-off, fire extinguisher, emergency exits, telephone</li> <li>– identify the profile of a safety conscious worker/employer</li> <li>– identify and define imminent danger.</li> </ul> </li> </ul>

General Outcomes	Specific Outcomes
<p><b>Students will apply employability and occupational skills to a work-based learning experience.</b></p>	<p><b>Hazard Identification and Management</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• identify the various causes of workplace hazards; e.g., <ul style="list-style-type: none"> <li>– physical</li> <li>– biological</li> <li>– chemical</li>   <li>– ergonomic</li> <li>– psychosocial</li> </ul> </li> <li>• identify the three basic steps to follow to ensure safety in the workplace; i.e., <ul style="list-style-type: none"> <li>– hazard identification</li> <li>– hazard evaluation</li> <li>– hazard control.</li> </ul> </li> </ul>
	<p><b>PPE/WHMIS</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• identify personal protective equipment (PPE); e.g., coveralls, proper eyewear, proper footwear</li> <li>• demonstrate an understanding of the Workplace Hazardous Materials Information System (WHMIS) as it relates to the field of study and identify WHMIS symbols, classes and labelling requirements; e.g., identify available WHMIS training programs.</li> </ul>
	<p><b>First-aid Awareness</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• identify first-aid regulations and procedures</li> <li>• identify available first-aid programs; e.g., St. John’s Ambulance.</li> </ul>
	<p><b>Workplace Learning</b></p> <p><b>Exploration</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• experience the world of work through various off-campus activities; e.g., <ul style="list-style-type: none"> <li>– site visits</li> <li>– job shadowing</li> <li>– mentorships</li> <li>– work study</li> </ul> </li> <li>• demonstrate employability and occupational competencies in the work environment.</li> </ul>

## WORKPLACE PRACTICUM 20-4 GENERAL OUTCOMES

<b>Employability Competencies</b>	<b>Students will develop these competencies throughout the learning process and demonstrate them in daily life and the workplace.</b>
Managing Transitions	<ul style="list-style-type: none"> <li>• Students will apply their abilities and interests toward achieving learning goals.</li> <li>• Students will practise the skills and abilities needed to manage change.</li> <li>• Students will orient themselves toward an occupation that reflects their personal aptitudes and interests.</li> </ul>
Personal Management	<ul style="list-style-type: none"> <li>• Students will increase their self-esteem and confidence and enhance their ability to set personal goals and priorities.</li> <li>• Students will understand risks and be accountable for their actions.</li> </ul>
Working with Others	<ul style="list-style-type: none"> <li>• Students will practise effective communication skills and strategies in an occupational context.</li> <li>• Students will demonstrate the ability to understand and work within the culture of a group.</li> <li>• Students will plan and make decisions with others.</li> </ul>
<b>Occupational Competencies</b>	<b>Students will develop and demonstrate the following competencies to succeed in a specific occupation or career.</b>
Self-awareness	<ul style="list-style-type: none"> <li>• Students will review and assess current learning pathways to establish future goals.</li> </ul>
Career Awareness	<ul style="list-style-type: none"> <li>• Students will orient themselves toward a position within a career field.</li> </ul>
Job Management	<ul style="list-style-type: none"> <li>• Students will demonstrate basic job management competencies to be successful in the workplace.</li> </ul>
Workplace Safety	<ul style="list-style-type: none"> <li>• Students will demonstrate safe workplace practices and procedures.</li> </ul>
Work-based Learning	<ul style="list-style-type: none"> <li>• Students will apply employability and occupational skills to a work-based learning experience.</li> </ul>

## WORKPLACE PRACTICUM 20-4



**EMPLOYABILITY COMPETENCIES:** These competencies are developed throughout the learning process and are demonstrated in daily life and the workplace. Students will develop and demonstrate these competencies through individual effort and interpersonal interaction while completing a variety of projects/activities.

### MANAGING TRANSITIONS

General Outcomes	Specific Outcomes
<p><b>Students will apply their abilities and interests toward achieving learning goals.</b></p>	<p><b>Lifelong Learning</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• relate learning preferences and strengths to formal and informal learning opportunities and identify post-secondary opportunities within the related field</li> <li>• assess learning goals and current competencies, identify competencies needing development and identify and prioritize learning goals</li> <li>• create a pathway of senior high school courses to reflect learning goals</li> <li>• identify educational possibilities; e.g., Registered Apprenticeship Program (RAP), Green Certificate, Career and Technology Studies (CTS) and Career Internship.</li> </ul>
<p><b>Students will practise the skills and abilities needed to manage change.</b></p>	<p><b>Adapting to Change</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• identify goals, responsibilities and commitments</li> <li>• assess and reflect on the success of an action plan; e.g.,                             <ul style="list-style-type: none"> <li>– create alternative choices to deal with unexpected change</li> <li>– identify stressors in personal environments that they can and cannot change</li> </ul> </li> <li>• identify the need for personal support and create an inventory of available personal and community sources of support.</li> </ul>
<p><b>Students will orient themselves toward an occupation that reflects their personal aptitudes and interests.</b></p>	<p><b>Career Development</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• assess work preferences and nonpreferences (e.g., indoor, outdoor, shift work), assess life/work options and outline career goals and paths</li> <li>• work in and seek out a variety of roles and responsibilities</li> <li>• measure and celebrate personal contributions to workplace goals; e.g., paid, unpaid or volunteer work</li> <li>• orient themselves to the workplace through community partnerships and assess personal performance in terms of workplace expectations.</li> </ul>

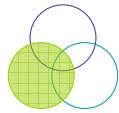
## PERSONAL MANAGEMENT

General Outcomes	Specific Outcomes
<b>Students will increase their self-esteem and confidence and enhance their ability to set personal goals and priorities.</b>	<b>Self-development</b> <i>Students will:</i> <ul style="list-style-type: none"><li>• re-evaluate an action plan to develop strengths and talents</li><li>• use strengths and talents to achieve personal goals</li><li>• clarify acceptable and appropriate behaviours for specific activities and roles</li><li>• act ethically in personal, community and workplace contexts and accept the consequences of their actions.</li></ul>
<b>Students will understand risks and be accountable for their actions.</b>	<b>Risk Management</b> <i>Students will:</i> <ul style="list-style-type: none"><li>• follow health and safety procedures; e.g., at home, at school, in the community and in the workplace</li><li>• identify potential hazards, take corrective action and develop and practise action plans to ensure safety</li><li>• practise personal emergency responses</li><li>• assess their comfort level with, and the consequences of, taking risks.</li></ul>

## WORKING WITH OTHERS

<b>Students will practise effective communication skills and strategies in an occupational context.</b>	<b>Interpersonal Communication</b> <i>Students will:</i> <ul style="list-style-type: none"><li>• assess the effectiveness of communication strategies used to communicate thoughts and feelings; e.g.,<ul style="list-style-type: none"><li>– listen without interrupting</li><li>– contribute to be heard</li><li>– disagree courteously</li><li>– accept conflicting opinions</li><li>– use appropriate body language</li></ul></li><li>• assess verbal and nonverbal communication strategies</li><li>• apply social norms to build specific relationships</li><li>• demonstrate the ability to accept praise and/or criticism.</li></ul>
<b>Students will demonstrate the ability to understand and work within the culture of a group.</b>	<b>Building Community</b> <i>Students will:</i> <ul style="list-style-type: none"><li>• interact with others in a courteous manner</li><li>• accommodate the beliefs of others in work and personal environments and show respect for differences in beliefs, abilities, etiquette and styles of interaction</li><li>• identify opportunities for participation in community growth.</li></ul>

General Outcomes	Specific Outcomes
<p><b>Students will plan and make decisions with others.</b></p>	<p><b>Teamwork</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• participate effectively as group members; e.g., <ul style="list-style-type: none"> <li>– generate ideas</li> <li>– assess resources</li> <li>– contribute abilities and interests</li> <li>– monitor progress</li> <li>– share responsibility for completion of a task</li> </ul> </li> <li>• assume various roles within a group; e.g., leadership</li> <li>• clarify the expected outcomes of teamwork.</li> </ul>



**OCCUPATIONAL COMPETENCIES:** Students will develop and demonstrate the following competencies to succeed in a specific occupation or career. They will achieve results through a variety of projects/activities as appropriate to enhance their knowledge and skills. Students will ensure the quality of their work through effective task management and will highlight their achievements in a career-based portfolio.

## ACHIEVING RESULTS

General Outcomes	Specific Outcomes
<p><b>Students will review and assess current learning pathways to establish future goals.</b></p>	<p><b>Self Awareness</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• assess learning goals; e.g.,               <ul style="list-style-type: none"> <li>– assess current competencies</li> <li>– identify competencies needing development</li> <li>– identify and prioritize learning goals</li> </ul> </li> <li>• review and adapt their senior high school course pathway to reflect learning goals and identify education/career possibilities</li> <li>• identify goals, responsibilities and commitments</li> <li>• use their strengths and talents to achieve their personal goals</li> <li>• evaluate an action plan to develop their strengths and talents</li> <li>• clarify acceptable and appropriate behaviours for specific activities and roles</li> <li>• identify the need for personal support; e.g., create an inventory of available personal and community sources of support.</li> </ul>
<p><b>Students will orient themselves toward a position within a career field.</b></p>	<p><b>Career Awareness</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• use the job search process to investigate possible employment, career paths and expectations; e.g.,               <ul style="list-style-type: none"> <li>– use the Internet and other media to search for and investigate possible job opportunities</li> </ul> </li> <li>• implement a learning plan that matches their future employment goals</li> <li>• demonstrate the skill, knowledge and attitudes necessary for a successful interview; e.g., practise answering general interview questions</li> <li>• identify the characteristics of a potential employer; e.g.,               <ul style="list-style-type: none"> <li>– identify the products or services provided</li> <li>– identify various employee positions and roles</li> <li>– assess the potential for sustainability and advancement within an occupation/career path</li> </ul> </li> <li>• update, complete and submit a job application to potential employers; e.g., include a résumé.</li> </ul>

General Outcomes	Specific Outcomes
<p><b>Students will demonstrate basic job management competencies to be successful in the workplace.</b></p>	<p><b>Job Management</b></p> <p><b>Standards</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• transfer knowledge of workplace protocols, procedures and standards of conduct to the workplace; e.g., <ul style="list-style-type: none"> <li>– clean the entire work area</li> <li>– return tools and equipment to their designated storage areas</li> <li>– minimize the waste of materials</li> <li>– treat the workplace with care and attention to potential health and safety risks</li> <li>– wear appropriate dress</li> </ul> </li> <li>• develop the professional behaviour appropriate to a selected work area; e.g., <ul style="list-style-type: none"> <li>– use appropriate language</li> <li>– show respect and courtesy for clients and coworkers</li> <li>– respond appropriately to praise, complaints and criticism</li> <li>– focus on the task at hand without distraction</li> <li>– demonstrate safe and healthy workplace practices and clean-up procedures</li> <li>– use appropriate tools, following directions and the manufacturer’s instructions.</li> </ul> </li> </ul>
<p><b>Students will demonstrate safe workplace practices and procedures.</b></p>	<p><b>Workplace Safety</b></p> <p><b>Personal Safety Awareness</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• identify the characteristics of a safety-conscious employee</li> <li>• demonstrate personal safety awareness; e.g., <ul style="list-style-type: none"> <li>– wear appropriate personal protective equipment (PPE)</li> <li>– use, maintain and store, safely, tools, equipment and materials specific to the workplace</li> <li>– identify safety device locations in the workplace; e.g., eyewash station, emergency shut-off, fire extinguisher, emergency exits, telephone</li> <li>– identify potential safety hazards in the workplace.</li> </ul> </li> </ul> <p><b>Safety Procedures and Agencies</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• recognize national, provincial and local health- and safety-related agencies, departments and organizations; e.g., research agencies for related duties and responsibilities, such as the Workers’ Compensation Board (WCB), Occupational Health and Safety (OHS)</li> <li>• identify company-specific elements of an emergency response plan</li> </ul>



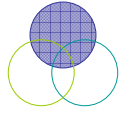
General Outcomes	Specific Outcomes
<p><b>Students will apply employability and occupational skills to a work-based learning experience.</b></p>	<ul style="list-style-type: none"> <li>• identify employee information requirements for a workplace injury incident report</li> <li>• identify the certification needed and the training programs provided in the workplace; e.g., <ul style="list-style-type: none"> <li>– first aid</li> <li>– hydrogen sulfide (H2S)</li> <li>– the Workplace Hazardous Materials Information System (WHMIS).</li> </ul> </li> </ul> <p><b>Workplace Learning</b></p> <p><b>Work-based Learning (off-campus)</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• demonstrate the workplace skills defined for the work placement, consulting the: <ul style="list-style-type: none"> <li>– student</li> <li>– employer</li> <li>– teacher</li> <li>– occupational program of studies</li> </ul> </li> <li>• demonstrate employability competencies; e.g., <ul style="list-style-type: none"> <li>– Managing Transitions</li> <li>– Personal Management</li> <li>– Working with Others.</li> </ul> </li> </ul>



## WORKPLACE PRACTICUM 30-4 GENERAL OUTCOMES

<b>Employability Competencies</b>	<b>Students will develop these competencies throughout the learning process and demonstrate them in daily life and the workplace.</b>
Managing Transitions	<ul style="list-style-type: none"> <li>• Students will consistently demonstrate personal discovery and continuous learning.</li> <li>• Students will manage change effectively to support their goals.</li> <li>• Students will prepare themselves for entry-level employment in an occupation that reflects their personal aptitudes and interests.</li> </ul>
Personal Management	<ul style="list-style-type: none"> <li>• Students will exhibit self-esteem and confidence through the achievement of personal goals.</li> <li>• Students will manage risks to achieve both personal and workplace goals.</li> </ul>
Working with Others	<ul style="list-style-type: none"> <li>• Students will model effective communication skills and strategies in the home, school, community and workplace.</li> <li>• Students will promote equity in work and community endeavours.</li> <li>• Students will demonstrate the ability to complete tasks in a team environment.</li> </ul>
<b>Occupational Competencies</b>	<b>Students will develop and demonstrate the following competencies to succeed in a specific occupation or career.</b>
Self-awareness	<ul style="list-style-type: none"> <li>• Students will build support systems and competencies to successfully transition into the workplace or post-secondary training.</li> </ul>
Career Awareness	<ul style="list-style-type: none"> <li>• Students will prepare for entry-level employment within a career field.</li> </ul>
Job Management	<ul style="list-style-type: none"> <li>• Students will demonstrate entry-level job management competencies to be successful in the workplace.</li> </ul>
Workplace Safety	<ul style="list-style-type: none"> <li>• Students will demonstrate entry-level standards of safe workplace practices and procedures.</li> </ul>
Work-based Learning	<ul style="list-style-type: none"> <li>• Students will apply employability and occupational skills to a work-based learning experience.</li> </ul>

## WORKPLACE PRACTICUM 30-4



**EMPLOYABILITY COMPETENCIES:** These competencies are developed throughout the learning process and are demonstrated in daily life and the workplace. Students will develop and demonstrate these competencies through individual effort and interpersonal interaction while completing a variety of projects/activities.

### MANAGING TRANSITIONS

General Outcomes	Specific Outcomes
<p><b>Students will consistently demonstrate personal discovery and continuous learning.</b></p>	<p><b>Lifelong Learning</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• identify learning opportunities related to learning goals, commitments and resources; e.g.,                             <ul style="list-style-type: none"> <li>– identify opportunities for further education/training</li> <li>– locate needed financial support systems</li> <li>– locate needed personal support systems</li> </ul> </li> <li>• practise what has been learned to build competence and confidence and evaluate the application of competencies to learning goals</li> <li>• create a plan that demonstrates continuous learning; e.g.,                             <ul style="list-style-type: none"> <li>– analyze requirements for graduation and for further education/training</li> <li>– modify a learning plan to reflect requirements and opportunities.</li> </ul> </li> </ul>
<p><b>Students will manage change effectively to support their goals.</b></p>	<p><b>Adapting to Change</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• prioritize and assign resources to meet commitments and goals</li> <li>• prioritize commitments and goals to achieve a balanced lifestyle</li> <li>• redefine an action plan as situations change; e.g.,                             <ul style="list-style-type: none"> <li>– use adaptive strategies</li> <li>– redefine personal goals</li> <li>– select personal coping mechanisms</li> </ul> </li> <li>• access available and appropriate sources of support</li> <li>• identify opportunities for improvement and innovation; e.g., entrepreneurship.</li> </ul>

General Outcomes	Specific Outcomes
<p><b>Students will prepare themselves for entry-level employment in an occupation that reflects their personal aptitudes and interests.</b></p>	<p><b>Career Development</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• analyze elements of job satisfaction; e.g., recognition, environment, pay, benefits, prestige</li> <li>• build personal career paths and networks</li> <li>• analyze how work contributes to societal and economic needs and a sense of responsibility</li> <li>• prepare for employment through community partnership activities and organize and complete specific job tasks effectively and efficiently.</li> </ul>

## PERSONAL MANAGEMENT

**Students will exhibit self-esteem and confidence through the achievement of personal goals.**

### **Self-development**

*Students will:*

- continue to create a long-term self-development plan in which they consider accomplishments and redefine self-development goals
- demonstrate entry-level self-presentation appropriate to the activity and role
- maintain a high standard of personal ethics when interacting with others.

**Students will manage risks to achieve both personal and workplace goals.**

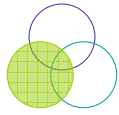
### **Risk Management**

*Students will:*

- maintain health and safety procedures; e.g., at home, at school, in the community and in the workplace
- monitor success in reducing the impact of hazards on themselves and others
- demonstrate concern for the safety of others by exhibiting appropriate behaviour in the workplace
- work with others to respond to emergencies
- take planned risks to contribute to personal growth.

## WORKING WITH OTHERS

General Outcomes	Specific Outcomes
<p><b>Students will model effective communication skills and strategies in the home, school, community and workplace.</b></p>	<p><b>Interpersonal Communication</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• communicate thoughts and feelings appropriately; e.g.,               <ul style="list-style-type: none"> <li>– listen without interrupting</li> <li>– contribute to be heard</li> <li>– disagree courteously</li> <li>– accept conflicting opinions</li> <li>– use appropriate body language</li> </ul> </li> <li>• maintain a balance between speaking, listening and responding</li> <li>• work together to achieve goals</li> <li>• demonstrate the ability to deal constructively with conflict.</li> </ul>
<p><b>Students will promote equity in work and community endeavours.</b></p>	<p><b>Building Community</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• demonstrate and model courteous behaviour in daily interactions</li> <li>• demonstrate respect for others and a shared understanding of diverse beliefs, etiquette and styles of interaction</li> <li>• assess their personal contribution to community growth.</li> </ul>
<p><b>Students will demonstrate the ability to complete tasks in a team environment.</b></p>	<p><b>Teamwork</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• assess the effectiveness of group and personal contributions; e.g.,               <ul style="list-style-type: none"> <li>– generate ideas</li> <li>– assess resources</li> <li>– contribute abilities and interests</li> <li>– monitor progress</li> <li>– share responsibility for completion of a task</li> </ul> </li> <li>• expand their abilities to contribute to team goals.</li> </ul>



**OCCUPATIONAL COMPETENCIES:** Students will develop and demonstrate the following competencies to succeed in a specific occupation or career. They will achieve results through a variety of projects/activities as appropriate to enhance their knowledge and skills. Students will ensure the quality of their work through effective task management and will highlight their achievements in a career-based portfolio.

## ACHIEVING RESULTS

General Outcomes	Specific Outcomes
<p><b>Students will build support systems and competencies to successfully transition into the workplace or post-secondary training.</b></p>	<p><b>Self-awareness</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• identify learning opportunities related to learning goals, commitments and resources; e.g.,               <ul style="list-style-type: none"> <li>– education/training</li> <li>– financial support systems</li> <li>– personal support systems</li> </ul> </li> <li>• create a plan that allows for continuous learning</li> <li>• maintain a high standard of personal ethics when interacting with others</li> <li>• continue long-term self-development planning; e.g.,               <ul style="list-style-type: none"> <li>– consider their accomplishments</li> <li>– redefine their self-development goals.</li> </ul> </li> </ul>
<p><b>Students will prepare for entry-level employment within a career field.</b></p>	<p><b>Career Awareness</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• use the job search process to find and apply for possible jobs/careers, based on their goals; e.g.,               <ul style="list-style-type: none"> <li>– use the Internet and other media to investigate and find job/career opportunities</li> <li>– complete job applications</li> <li>– create a résumé</li> <li>– create a portfolio</li> <li>– attend job interviews.</li> </ul> </li> </ul>
<p><b>Students will demonstrate entry-level job management competencies to be successful in the workplace.</b></p>	<p><b>Job Management</b></p> <p><b>Standards</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• demonstrate entry-level knowledge of workplace protocols, procedures and standards of conduct; e.g.,               <ul style="list-style-type: none"> <li>– clean the entire work area</li> <li>– return tools and equipment to their designated storage areas</li> <li>– minimize the waste of materials</li> </ul> </li> </ul>

General Outcomes	Specific Outcomes
<p><b>Students will demonstrate entry-level standards of safe workplace practices and procedures.</b></p>	<ul style="list-style-type: none"> <li>– treat the workplace with care and attention to potential health and safety risks</li> <li>– wear appropriate dress</li> <li>• demonstrate professional behaviour appropriate to a selected work area; e.g., <ul style="list-style-type: none"> <li>– use appropriate language</li> <li>– show respect and courtesy for clients and coworkers</li> <li>– respond appropriately to praise, complaints and criticism</li> <li>– focus on the task at hand without distraction</li> <li>– demonstrate safe and healthy workplace practices and clean-up procedures</li> </ul> </li> <li>– use appropriate tools, following directions and the manufacturer’s instructions.</li> </ul> <p><b>Workplace Safety</b></p> <p><b>Personal Safety Awareness</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• demonstrate the characteristics of a safety-conscious employee</li> <li>• demonstrate personal safety awareness; e.g., <ul style="list-style-type: none"> <li>– wear appropriate personal protective equipment (PPE)</li> <li>– use, maintain and store, safely, tools, equipment and materials specific to the workplace</li> <li>– identify safety device locations in the workplace; e.g., eyewash station, emergency shut-off, fire extinguisher, emergency exits, telephone</li> <li>– identify potential safety hazards in the workplace.</li> </ul> </li> </ul> <p><b>Safety Procedures and Agencies</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• recognize national, provincial and local health and safety-related agencies, departments and organizations; e.g., research agencies for related duties and responsibilities, such as the Workers’ Compensation Board (WCB), Occupational Health and Safety (OHS)</li> <li>• evaluate company-specific elements of an emergency response plan</li> <li>• identify employee information requirements for a workplace injury incident report</li> <li>• identify and access the certification needed and the training programs provided in the workplace; e.g., <ul style="list-style-type: none"> <li>– first aid</li> <li>– hydrogen sulfide (H<sub>2</sub>S)</li> <li>– the Workplace Hazardous Materials Information System (WHMIS).</li> </ul> </li> </ul>



General Outcomes	Specific Outcomes
<p><b>Students will apply employability and occupational skills to a work-based learning experience.</b></p>	<p><b>Workplace Learning</b></p> <p><b>Work-based Learning (off-campus)</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• demonstrate the workplace skills defined for the work placement, consulting the: <ul style="list-style-type: none"> <li>– student</li> <li>– employer</li> <li>– teacher</li> <li>– occupational program of studies</li> </ul> </li> <li>• demonstrate employability competencies; e.g., <ul style="list-style-type: none"> <li>– Managing Transitions</li> <li>– Personal Management</li> <li>– Working with Others.</li> </ul> </li> </ul>

