**Area of Learning: Work Experience 12A Grade 12**

**BIG IDEAS**

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| Experiences outside of school expand our workplace skills and career-life options while providing opportunities for self-discovery. |  | Personal awareness and pathway options are developed through an inquiry mindset. |  | Understanding and applying one’s personal **rights and responsibilities** as a worker builds a safer work environment for all. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*Connect and Wonder* Identify novel and guided approaches to utilize personal strengths, preferences, and skills
* **Assess knowledge of self** and identify personal areas of interest to explore options for work placement

Explore and Investigate* Apply job search and interview skills
* Identify **transferrable skills** specific to the work placement
* Develop a plan to address skill development and refinement
* Access information and ideas on **workplace safety** prior to work placement to determine workplace safety risks
* Identify, demonstrate and incorporate **provincially legislated** safety and site-specific work-site safety procedures while at the work placement

Experience and Develop* Demonstrate knowledge of **cultural sensitivity, workplace ethics and etiquette**
* Demonstrate progression of skills learned specific to the work placement
* Contribute to **care of self, others, and community**
* Develop skills to work respectfully and constructively, both **independently** and with others, to achieve common goals
 | *Students are expected to know the following:*Workplace Safety* **occupational health and safety rights and responsibilities,** including trade-specific hazards, risk reduction, and the rights and **procedures** to refuse unsafe work
* **worker insurance**
* potential hazards in their occupation/industry sector
* workplace incident and accident response procedures and protocols
* **injury prevention awareness**

Workplace Skills* **job search and interview skills** for work experience
* **essential skills** for a continually changing labour market
* responsibilities and expectations associated with participating in a work experience placement
* general and site-specific **workplace** **expectations**
* **cultural land use considerations and First Peoples knowledge**
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**Area of Learning: Work Experience 12A Grade 12**

**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| Reflect and Refine * Document work experience to **demonstrate required hours**
* Engage in ongoing **reflection and documentation** of work experience as it relates to current and **future pathways**
* Reflect on **independent and collaborative problem-solving strategies** implemented, specific to the work placement
 | * problem-solving and conflict resolution strategies, and interpersonal skills
* **self-advocacy** skills and **self-efficacy**
* benefits of volunteerism
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|  **Work Experience 12ABig Ideas – Elaborations Grade 12** |
| * **rights and responsibilities:** for example, Workers Compensation Act and Workers Compensation Amendment Act
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|  **Work Experience 12ACurricular Competencies – Elaborations Grade 12** |
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| * **Assess knowledge of self:** for example, strengths, preferences, and skills that emerge through reflection and conversations with teacher-mentor about personal career-life development
* **transferrable skills:** skills that transfer from school to work placement and on to post-graduation opportunities and experiences
* **workplace safety:** applicable to work placement
* **provincially legislated:** for example, WorkSafeBC
* **cultural sensitivity, workplace ethics and etiquette:** for example, diverse cultures, sexual orientation, gender identity, B.C. employment standards, harassment prevention, WorkSafeBC roles, rights and responsibilities
* **care of self, others, and community:** for example, digital citizenship;injury prevention; various safety protocols, such as Workplace Hazardous Materials Information System (WHMIS), personal protective equipment (PPE), Food Safe Level 1, safety data sheets (SDS)
* **independently:** includes protocols for working alone
* **demonstrate required hours:** through, for example, time sheets, learning logs, journals
* **reflection and documentation:** activities that help students reflect on their learning and make their learning visible – for example, multiple forms of representation, including but not limited to student/educator conversations; three-way conversations between employer, student, and teacher; portfolios, photo essays, digital presentations, oral presentations; evidence gathering, journaling, storytelling
* **future pathways:** refers to career-life development which is the ongoing process of self-discovery, growth in competence, and learning from experiences in educational, work-related, and personal life contexts. This includes, but is not limited to, course selection, personal interests and passions, community service, certificate programs, degrees, apprenticeships, diploma programs, co-op opportunities, work placements
* **independent and collaborative problem-solving strategies:** for example, responding to real-life unexpected situations, trouble-shooting in emerging scenarios
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|  **Work Experience 12AContent – Elaborations Grade 12** |
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| * **occupational health and safety rights and responsibilities:** for example, as outlined in WorkSafeBC and the Employment Standards Act
* **procedures:** as determined by locally developed school district Work Experience plans
* **worker insurance:** WorkSafeBC, Employment Standards Act, Workers Compensation Act
* **injury prevention awareness:** for example, tripping hazards, appropriate lifting techniques
* **job search and interview skills**: for example,resumé creation, cover letter writing, interview preparation, networking. Note: Demonstrated prior learning from other courses is acceptable (e.g., resumé preparation from Career-life Education).
* **essential skills:** includes, for example, the thinking, communication and personal and social core competencies; see also Government of Canada’s essential skills profiles (<https://www.canada.ca/en/employment-social-development/programs/essential-skills/profiles/guide.html>)Note: Demonstrated prior learning from other courses is acceptable (e.g., resumé preparation from Career-life Education).
* **workplace expectations:** for example, conduct, confidentiality, job- and task-specific apparel, personal protective equipment (PPE), time management
* **cultural land use considerations and First Peoples knowledge:** for example, as they relate to the work placement
* **self-advocacy:** students’ representation of their skills, views, or interests
* **self-efficacy:** students’belief in their ability to achieve goals
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