**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** |

**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 12A Big Ideas – Elaborations Grade 12** |
| * **rights and responsibilities:** for example, Workers Compensation Act and Workers Compensation Amendment Act |

| **Work Experience 12A Curricular 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 |

| **Work Experience 12A Content – 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 |