

BIG IDEAS

Trades experiences outside of school expand our workplace skills and career-life options while providing opportunities for self-discovery.

Understanding and applying one's personal **rights and responsibilities** as a worker builds a safer work environment for all.

Pursuing trade pathways involves an inquiry cycle of questioning, planning, reflecting, adapting, and deciding next steps.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Connect and Apply</p> <ul style="list-style-type: none"> • Collaborate with teacher and employer to develop a trade-specific training plan • Further develop and apply trade-specific skills while working, as defined in the training plan, and demonstrate progression of learning • Use transferrable skills specific to the work placement • Explore further work placement opportunities to enhance potential futures • Develop skills to work respectfully and constructively, both independently and with others, to achieve common goals • Demonstrate understanding of cultural sensitivity, workplace ethics and etiquette • Contribute to and describe care of self, others, and community • 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 <p>Reflect and Refine</p> <ul style="list-style-type: none"> • Engage in ongoing reflection and documentation of work experience to identify strengths, employability skills, and areas for future development • Reflect on independent and collaborative problem-solving strategies implemented, specific to the work placement • Recognize career skills progression and refine their trade-specific training plan 	<p><i>Students are expected to know the following:</i></p> <p>Workplace Safety</p> <ul style="list-style-type: none"> • occupational health and safety rights and responsibilities, including trade-specific hazards, risk reduction, and the right to refuse unsafe work • worker insurance • potential hazards in their occupation/industry sector • workplace incident and accident response procedures and protocols • injury prevention awareness <p>Workplace Skills</p> <ul style="list-style-type: none"> • essential skills in a continually changing labour market • responsibilities and expectations associated with workplace ethics and etiquette, including the need for confidentiality • general and site-specific workplace expectations • cultural land use considerations and First Peoples knowledge • problem-solving and conflict resolution strategies, and interpersonal skills

Learning Standards (continued)

Curricular Competencies	Content
	<ul style="list-style-type: none">• self-advocacy skills and self-efficacy• apprenticeship pathways and requirements for qualification/certification for chosen trades• procedures for Industry Training Authority (ITA) documentation

Big Ideas – Elaborations

- **rights and responsibilities:** for example, Workers Compensation Act and Workers Compensation Amendment Act

Curricular Competencies – Elaborations

- **trade-specific skills:** for example, through Industry Training Authority (ITA) trades programs (<http://www.itabc.ca/discover-apprenticeship-programs/search-programs>)
- **transferrable skills:** skills that transfer from school to work placement and on to post-graduation opportunities and experiences
- **potential futures:** 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
- **independently:** includes protocols for working alone
- **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:** e.g., 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)
- **workplace safety:** applicable to work placement
- **provincially legislated:** for example, WorkSafeBC
- **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
- **independent and collaborative problem-solving strategies:** for example, responding to real-life unexpected situations, trouble-shooting in emerging scenarios

Content – Elaborations

- **occupational health and safety rights and responsibilities:** for example, as outlined in WorkSafeBC and the Employment Standards Act
- **worker insurance:** WorkSafe BC, Employment Standards Act, Workers Compensation Act
- **injury prevention awareness:** for example, tripping hazards, appropriate lifting techniques
- **essential skills:** includes, for example, the thinking, communication and personal and social core competencies; see also the 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-efficacy:** students’ belief in their ability to achieve goals
- **self-advocacy:** students’ representation of their skills, views, or interests
- **apprenticeship pathways:** for example, through Industry Training Authority (ITA) trades programs (<http://www.itabc.ca/discover-apprenticeship-programs/search-programs>)
- **requirements:** as outlined on the ITA Direct Access database (<https://www.itadirectaccess.ca>)
- **qualification/certification:** certificate of qualification, such as Red Seal, Industry Training Authority (ITA) certification
- **procedures:** includes logging of work-based training hours