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The Ontario Curriculum
Grades 11 and 12

Cooperative Education

Ontario

CONTENTS

PREFACE

This document sets out curriculum policy for cooperative education and implementation policy relevant to cooperative education and other forms of experiential learning in Ontario secondary schools. This policy document replaces *Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools, 2000*.

Beginning in September 2018, cooperative education courses in Ontario schools will be based on the curriculum expectations and implementation policy outlined in this document.

SECONDARY SCHOOLS FOR THE TWENTY-FIRST CENTURY

The goal of Ontario secondary schools is to support high-quality learning while giving individual students the opportunity to choose programs that suit their skills and interests. The updated Ontario curriculum, in combination with a broader range of learning options outside traditional classroom instruction, will enable students to better customize their high school education and improve their prospects for success in school and in life.

The revised curriculum recognizes that, today and in the future, students need to be critically literate in order to synthesize information, make informed decisions, communicate effectively, and thrive in an ever-changing global community. It is important that students be connected to the curriculum; that they see themselves in what is taught, how it is taught, and how it applies to the world at large. The curriculum recognizes that the needs of learners are diverse, and helps all learners develop the knowledge, skills, and perspectives they need to be informed, productive, caring, responsible, healthy, and active citizens in their own communities and in the world.

SUPPORTING STUDENTS' WELL-BEING AND ABILITY TO LEARN
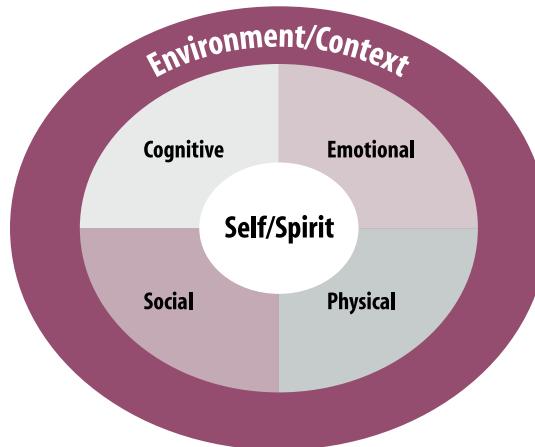
Promoting the healthy development of all students, as well as enabling all students to reach their full potential, is a priority for educators across Ontario. Students' health and well-being contribute to their ability to learn in all disciplines, including cooperative education, and that learning in turn contributes to their overall well-being.

Educators play an important role in promoting the well-being of children and youth and of adult learners by creating, fostering, and sustaining a learning environment that is healthy, caring, safe, inclusive, relevant, engaging, and accepting. A learning environment of this kind will support not only students' cognitive, emotional, social, and physical development but also their sense of self and spirit, their mental health, their resilience, and their overall state of well-being. All this will help them achieve their full potential in school and in life.

A variety of factors, known as the "determinants of health", have been shown to affect a person's overall state of well-being. Some of these are income, education and literacy, gender and culture, physical and social environment, personal health practices and coping skills, and availability of health services. Together, such factors influence not only whether individuals are physically healthy but also the extent to which they will have the physical, social, and personal resources needed to cope and to identify and achieve personal aspirations. These factors also have an impact on student learning, and it is important to be aware of them as factors contributing to a student's performance and well-being.

An educator's awareness of and responsiveness to students' cognitive, emotional, social, and physical development, and to their sense of self and spirit, is critical to their success in school. A number of research-based frameworks, including those described in *Early Learning for Every Child Today: A Framework for Ontario Early Childhood Settings* (2007), *On My Way: A Guide to Support Middle Years Child Development* (2017), and *Stepping Stones: A Resource on Youth Development* (2012),[1] identify developmental stages that are common to the majority of students from Kindergarten to Grade 12. At the same time, these frameworks recognize that individual differences, as well as differences in life experiences and exposure to opportunities, can affect development, and that developmental events are not specifically age-dependent.

The framework described in *Stepping Stones* is based on a model that illustrates the complexity of human development. Its components – the cognitive, emotional, physical, and social domains – are interrelated and interdependent, and all are subject to the influence of a person's environment or context. At the centre is an "enduring (yet changing) core" – a sense of self, or spirit – that connects the different aspects of development and experience (p. 17).

Source: *Stepping Stones: A Resource on Youth Development*, p.17

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1. Best Start Expert Panel on Early Learning, *Early Learning for Every Child Today: A Framework for Ontario Early Childhood Settings* (2007) is available at www.edu.gov.on.ca/childcare/oelf/continuum/continuum.pdf; Ministry of Children and Youth Services, *On My Way: A Guide to Support Middle Years Child Development* (2017) is available at www.children.gov.on.ca/htdocs/English/professionals/middleyears/onmyway/index.aspx; and Government of Ontario, *Stepping Stones: A Resource on Youth Development* (2012), is available at www.children.gov.on.ca/htdocs/English/documents/youthopportunities/steppingstones/SteppingStones.pdf.

Educators who have an awareness of a student's development take each component into account, with an understanding of and focus on the following elements:

- *cognitive development* – brain development, processing and reasoning skills, use of strategies for learning
- *emotional development* – emotional regulation, empathy, motivation
- *social development* – self-development (self-concept, self-efficacy, self-esteem); identity formation (gender identity, social group identity, spiritual identity); relationships (peer, family, romantic)
- *physical development* – physical activity, sleep patterns, changes that come with puberty, body image, nutritional requirements

The Role of Mental Health

Mental health touches all components of development. Mental health is much more than the absence of mental illness. Well-being is influenced not only by the absence of problems and risks but by the presence of factors that contribute to healthy growth and development. By nurturing and supporting students' strengths and assets, educators help promote positive mental health in the classroom. At the same time, they can identify students who need additional support and connect them with the appropriate services.[2]

What happens at school can have a significant influence on a student's well-being. With a broader awareness of mental health, educators can plan instructional strategies that contribute to a supportive classroom climate for learning in all subject areas, build awareness of mental health, and reduce stigma associated with mental illness. Taking students' well-being, including their mental health, into account when planning instructional approaches helps establish a strong foundation for learning.

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2. See the ministry document *Supporting Minds: An Educator's Guide to Promoting Students' Mental Health and Well-being* (2013).

THE IMPORTANCE OF COOPERATIVE EDUCATION

BENEFITS AND GOALS OF COOPERATIVE EDUCATION

Cooperative education provides secondary school students with a wide range of rigorous learning opportunities connected to communities outside the school. It is designed to recognize and respond to the diversity of Ontario's student population, and it can engage *all* students. In cooperative education, students learn in safe, culturally responsive environments in the community, and they are actively involved in determining what they learn, how they learn, when and where they learn, and how they demonstrate their learning. Participation in cooperative education can lead to transformational change, engaging students in unique experiences that they will remember throughout their lives.

Cooperative education promotes the acquisition and refinement of skills, knowledge, and habits of mind[3] that support education and career/life planning and fosters positive attitudes towards learning that help students become independent, lifelong learners. Cooperative education contributes substantially to a comprehensive education and career/life planning culture by focusing on:

- helping students acquire skills and knowledge related to the community experience;
- providing opportunities for students to inquire and reflect on their experiences in order to gain a greater knowledge of themselves and their opportunities and a growing understanding of how they can shape their future;
- providing personalized experiences to meet students' particular learning and motivational needs.

Goals of Cooperative Education
All students can benefit from participating in cooperative education. In their experiences in cooperative education, students will develop:
- a reflective habit of mind to derive meaning from their experiences;
- the ability to apply (e.g., transfer) their learning to influence decisions and actions in various aspects of their lives;
- the skills, knowledge, and habits of mind required to become competent and confident education and career/life planners.

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3. The term "habits of mind" refers to ways of thinking, attitudes, and dispositions that have become habitual to the point of being second nature. In the context of this document, the term refers to a prevailing disposition to reflection, inquiry, and action.
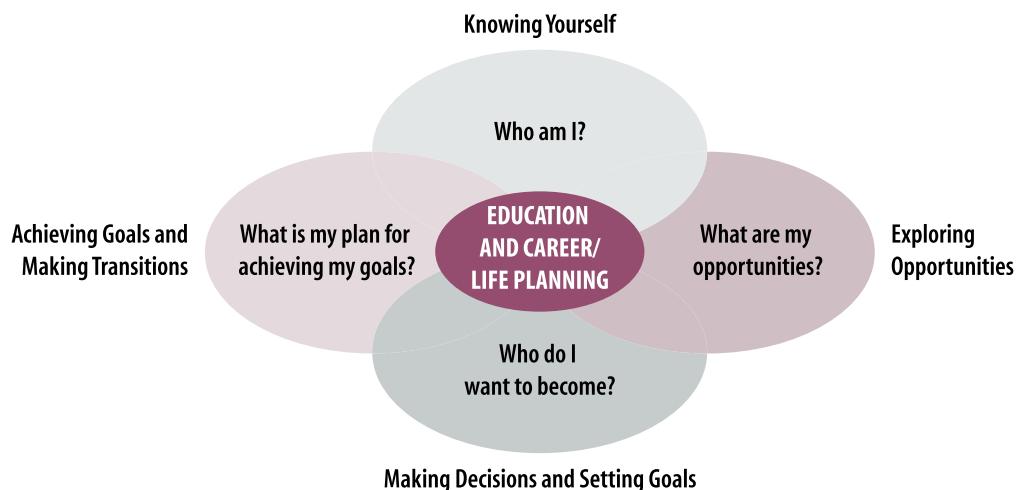
Participating in cooperative education can be a powerful tool for helping students to understand the value of postsecondary education and to capitalize on the possibilities and pathways available to them. Cooperative education can also support students in making meaningful community connections in the longer term, helping them to realize their potential as individuals, to participate in a highly skilled workforce, and to be active, engaged, and compassionate citizens.

EDUCATION AND CAREER/LIFE PLANNING THROUGH THE COOPERATIVE EDUCATION CURRICULUM

The goals of the Kindergarten to Grade 12 education and career/life planning program are to:

- ensure that all students develop the knowledge and skills they need to make informed education and career/life choices;
- provide classroom and school-wide opportunities for this learning; and
- engage parents and the broader community in the development, implementation, and evaluation of the program, to support students in their learning.

The framework of the program is a four-step inquiry process based on four questions linked to four areas of learning: (1) knowing yourself – Who am I?; (2) exploring opportunities – What are my opportunities?; (3) making decisions and setting goals – Who do I want to become?; and, (4) achieving goals and making transitions – What is my plan for achieving my goals?

Knowing Yourself

Who am I?

Achieving Goals and Making Transitions — What is my plan for achieving my goals?

EDUCATION AND CAREER/LIFE PLANNING

What are my opportunities? — Exploring Opportunities

Who do I want to become?

Making Decisions and Setting Goals

Classroom teachers support students in education and career/life planning by providing them with learning opportunities, filtered through the lens of the four inquiry questions, that allow them to apply subject-specific knowledge and skills; explore subject-related education and career/life options; and become competent, self-directed planners. The curriculum expectations in cooperative education provide opportunities to relate classroom learning to education and career/life planning that will prepare students for success in school, work, and life.

EXPERIENTIAL LEARNING AS THE FOUNDATION FOR COOPERATIVE EDUCATION

Experiential learning is an inquiry-based pedagogical approach that provides opportunities for students to co-construct their learning by participating in rich experiences connected to a community outside school; reflecting on those experiences to derive meaning; and applying their learning to influence their decisions and actions in various aspects of their lives. This learning process, rooted in the "experiential learning cycle",[4] helps deepen students' learning and supports them in developing the skills, knowledge, and habits of mind they need to successfully navigate their future.

Cooperative education is a highly immersive form of experiential learning. The curriculum outlined in this document is designed to enable students to apply, refine, and extend their classroom learning in a community context outside school and, with the experience gained in the community context, to refine and extend their learning in the classroom not only in the cooperative education course but also in subsequent courses.

Experiential learning provides an important vehicle by which diverse communities can collaborate to ensure that the interests, needs, strengths, and aspirations of all students are recognized and reflected in the educational experience. It provides Ontario students with rich learning experiences that develop their capacity to become personally successful and compassionate citizens who meet the challenges of a fast-paced and globally connected world.

Experiential learning builds on a significant body of research and practice that indicate that students are more engaged, more motivated to learn, and more successful when they reflect on their experiences and connect what they are learning to situations they care about in their personal lives, their community, and the world around them. Experiential learning places students' ideas and observations at the centre of the learning experience. The process often involves students conducting open-ended investigations that require them to engage in evidence-based reasoning and creative problem solving. Through this approach, students are supported in becoming knowledge builders rather than passive recipients of knowledge.[5] It has also been shown that the experiential learning approach has psycho-social benefits for students, including increased self-esteem and engagement, improved motivation, and improved social and leadership skills.[6] And finally, experiential learning assists students' learning transfer; that is, it helps them to see the connections between the course content and its application in other contexts.[7]

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4. For details, see "Applying the Experiential Learning Cycle", on pages 23–24.

5. Ontario Ministry of Education, *Inquiry-Based Learning*, Capacity Building Series, K–12, Secretariat Special Education 32 (Toronto: Author, 2013), available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_InquiryBased.pdf.

6. Canadian Council on Learning, *Lessons in Learning: The Benefits of Experiential Learning* (Ottawa: Author, 2008).

7. C.D. Lee and W.M. Kahnweiler, "The Effect of a Mastery Learning Technique on the Performance of a Transfer of Training Task", *Performance Improvement Quarterly* 13(3) (2000): 125–39.

The following are the core beliefs that underpin successful implementation of experiential learning:

- Every student has a unique set of strengths, interests, needs, and aspirations.
- Every student can benefit from active participation in authentic experiential learning opportunities[8] that are age- and developmentally appropriate, culturally responsive, and safe.
- Each experiential learning opportunity prepares the student for success in a future experience of greater intensity, sharper focus, and longer duration.

Central to effective experiential learning are the connections to communities and the relationships that are cultivated between and among students, teachers, and community partners. In experiential learning, students can be physically present (on-site experiences), they can use communication technologies (virtual experiences), or they can be involved in a combination of on-site and virtual experiences (blended experiences). Experiential learning therefore has the power and potential to provide increasingly authentic, dynamic, and engaging learning experiences as it opens the door to building teaching and learning relationships at the local, national, and global levels.

Experiential learning opportunities can take many forms, from field trips to job shadowing/twinning to cooperative education, and they can have varying degrees of formality. While the nature and level of involvement by community partners (e.g., community representatives, placement supervisors, mentors) can vary, this document supports diverse community connections in the context of cooperative education, including connections with First Nations, Métis, and Inuit organizations. The relationships with community partners in cooperative education are characterized by meaningful collaboration as well as shared goals and commitments in the pursuit of student success through the curriculum. Schools and their community partners create and sustain authentic and relevant experiences of varying duration that are culturally responsive and appropriate for the age and development of the students.

Students who participate early – as early as Kindergarten and the primary grades – and often in a variety of experiential learning opportunities appreciate the value of these experiences and are well prepared to take part in cooperative education.

ROLES AND RESPONSIBILITIES IN THE COOPERATIVE EDUCATION PROGRAM

The roles and responsibilities of students, parents,[9] teachers, and principals, as well as community partners, including placement employers and supervisors,[10] are described throughout this document, particularly in the sections that outline the essential processes for learning and the implementation stages (see "Essential Processes for Learning in Cooperative Education", pages 21–29, and "Development and Implementation of Courses", pages 31–36).

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8. In this document, the terms "experiential learning opportunity", "community context", "community experience", and "community connection" are used broadly in reference to various types of experiences that are possible in "experiential learning". (See also "Other Forms of Experiential Learning" in Appendix B.) Other terms, such as "the placement", "the workplace", and "the organization" or "the company", may be used as well, depending on the nature of the experience or arrangement.

9. The word "parent(s)" is used in this document to refer to parent(s) and guardian(s). It may also be taken to include caregivers or close family members who are responsible for raising the child.

10. "Placement employer" refers to the person representing the business or organization. "Placement supervisor" refers to the individual or individuals who work with the student and guide the student's learning.

The role of community partners is important in all aspects of education, especially with respect to experiential learning. However, placement employers and supervisors in the community are particularly important in cooperative education because of their central role in supporting student learning in the cooperative education program.

In addition to roles and responsibilities that are specific to cooperative education, students, parents, teachers, and principals all have general responsibilities that support learning across the Ontario education system. These general responsibilities are outlined after the discussion of the role of community partners.

Community Partners, Including Placement Employers and Supervisors

Strong community partnerships are essential to providing students with rich, relevant cooperative education experiences. Such partnerships support schools in promoting student engagement, enhancing achievement, and fostering well-being. Relationships with educational institutions, businesses, trades and industry associations, entrepreneurial and innovation hubs, and other community and cultural organizations provide valuable support and enrichment for student learning. These organizations provide expertise, skills, materials, and programs that are not available through the school or that supplement those that are. Partnerships with such organizations benefit not only the students but also the life of the community.

Cooperative education, in particular, is made possible through the support of placement employers and supervisors. In cooperative education, the placement employer and supervisor play an important role in guiding and supporting students in their learning by providing a safe working and learning environment, timely feedback, and challenging learning experiences. In doing so, the employer and supervisor enable students to pursue their interests, and they provide inspiration to students as they develop their education and career/life goals.

Students

Students' responsibilities with respect to their own learning develop gradually and increase over time as they progress through elementary and secondary school. With appropriate instruction and with experience, students come to see how an applied effort can enhance learning and improve achievement and well-being. As they mature and as they develop the ability to persist, to manage their behaviour and impulses, to take responsible risks, and to listen with understanding, students become better able to take more responsibility for their learning and progress. There are some students, however, who are less able to take full responsibility for their learning because of unique challenges they face. The attention, patience, and encouragement of teachers can be extremely important to the success of these students. Learning to take responsibility for their achievement and improvement is an important part of every student's education, regardless of their circumstances.

Mastering the skills and concepts connected with learning in the cooperative education curriculum requires ongoing practice, an effort to respond to feedback (to the extent possible), personal reflection, and commitment from students. It also requires a willingness to try new activities, work with placement employers and supervisors and with peers,

and always follow safety practices. Through ongoing practice and reflection about their development, students deepen their appreciation and understanding of themselves and others, as well as their opportunities. They also set goals and develop plans for achieving their goals.

Parents

Parents play an important role in supporting student learning. Studies show that students perform better in school if their parents are involved in their education. By becoming familiar with the curriculum, parents can better appreciate what is being taught in the courses their children are taking and what they are expected to learn. This awareness will enhance parents' ability to discuss their children's work with them, to communicate with teachers, and to ask relevant questions about their children's progress. Knowledge of the expectations will also help parents understand how their children are progressing in school and enhance their ability to work with teachers to improve their children's learning.

Parents are better able to encourage student participation when they are provided with opportunities to develop an understanding of the goals of cooperative education and the value of its contribution to the school's comprehensive education and career/life planning program. Parents can work proactively with the school to identify and address any barriers to their children's participation in cooperative education. Before, during, and after the cooperative education opportunity, parents can also help to ensure safe and productive experiences for their children, if they are provided with key information on health, safety, and well-being.

Parents can support their children's learning effectively in a variety of ways. They can attend parent-teacher interviews, participate in parent workshops, and take part in school council activities or become a school council member. Parents who encourage and monitor project completion further support their children in their cooperative education course. All parents can contribute to effective planning and implementation of their children's cooperative education opportunities. Some parents will need additional support to ensure that their involvement is meaningful; school boards and schools have a responsibility to provide parents with the support they need.

Teachers

Teachers and students have complementary responsibilities. Teachers develop appropriate and effective instructional strategies to help students achieve the curriculum expectations, as well as appropriate methods for assessing and evaluating student learning. Teachers bring enthusiasm and varied teaching and assessment approaches to the classroom, addressing individual students' needs and ensuring sound learning opportunities for every student. Teachers reflect on the results of the learning opportunities they provide, and make adjustments to them as necessary to help every student achieve the curriculum expectations to the best of their ability.

Using a variety of instructional, assessment, and evaluation strategies, teachers provide numerous opportunities for students to develop and refine their critical-thinking, problem-solving, and communication skills as they engage in cooperative education activities in the classroom and the community. These activities give students opportunities to relate

their knowledge and skills developed through cooperative education to the social, cultural, environmental, and economic conditions and concerns of the world in which they live. Such opportunities will motivate students to participate in their communities as responsible and engaged citizens, and to become lifelong learners.

Cooperative education teachers provide students with frequent opportunities to practise their skills and reflect upon and apply their learning. Through regular and varied assessment, they give students the specific, descriptive feedback they need in order to further their learning and refine their skills. Teachers also help students understand that learning and skill development often require a considerable expenditure of time and energy and a good deal of perseverance. In cooperative education, teachers encourage students to explore alternative solutions and to take appropriate risks to become successful problem solvers. By assigning tasks that promote the development of higher-order thinking skills, teachers also help students develop the skills, knowledge, and habits of mind required for effective education and career/life planning.

As part of effective teaching practice, teachers communicate with parents about what their children are learning. This communication occurs through the sharing of course outlines, the Student's Cooperative Education Learning Plan (see pages 24–26), ongoing formal and informal conversations, curriculum events, and other means of regular communication, such as newsletters, website postings, and blogs. Communication enables parents to work in partnership with the school, promoting discussion, follow-up at home, and student learning in a family context. Stronger connections between home and school support student learning, achievement, and well-being.

Principals

The principal works in partnership with teachers and parents to ensure that each student has access to the best possible educational experience. To support student learning, principals ensure that the Ontario curriculum is being properly implemented in all classrooms and learning environments using a variety of instructional approaches. They also ensure that appropriate resources are made available for teachers and students. To enhance teaching and learning in all subjects, including cooperative education, principals promote learning teams and work with teachers to facilitate their participation in professional development activities. Principals are also responsible for ensuring that every student who has an Individual Education Plan (IEP) is receiving the modifications and/or accommodations described in their plan – in other words, for ensuring that the IEP is properly developed, implemented, and monitored.

Principals are responsible for ensuring that up-to-date copies of the outlines of all of the courses of study for courses offered at the school are retained on file. These outlines must be available for parents and students to examine. Parents of students under the age of eighteen are entitled to information on course content since they are required to approve their child's choice of courses, and adult students need this information to help them choose their courses.

THE PROGRAM IN COOPERATIVE EDUCATION

OVERVIEW OF THE PROGRAM

The cooperative education program provides opportunities for all students in secondary school, including adult learners, to apply, refine, and extend, in the classroom and in the context of a community outside the school, the skills and knowledge outlined in the cooperative education curriculum.

Two cooperative education courses are included in the Ontario curriculum:

- Cooperative Education Linked to a Related Course (or Courses)
- Creating Opportunities through Co-op

The inclusion of these two courses in the curriculum is intended to ensure that all students have access to cooperative education, to meet the diverse needs of individual students, and to support a broad range of experiential learning opportunities. Schools are encouraged to offer both cooperative education courses.

Cooperative education places additional responsibilities on students; consequently, it is generally offered to students in Grades 11 and 12. However, when it is deemed to be in the best interest of a student in Grade 9 or 10, that student may also participate in cooperative education. In order to participate in cooperative education, students must be at least fourteen years of age. For details on age restrictions, see "Stage 1: Planning for the Opportunity", on page 33.

All secondary school cooperative education courses must be scheduled for a minimum of 110 hours per credit. A cooperative education course may be planned as a single-credit or a multiple-credit course, depending on the student's interests, strengths, needs, and aspirations. A multiple-credit course is planned to further extend and enhance the student's learning and refine skills. For details on credits, see "Granting of Credits", on pages 46–47.

All cooperative education courses must include a classroom component and a community component (see next page).

Cooperative education courses must adhere to all relevant legislation and ministry and school board policies, including but not limited to legislation and policies relating to protection of privacy and workplace health and safety.

Cooperative education and other experiential learning opportunities are not to be used to fulfil the graduation requirement of 40 hours of community involvement.

The Classroom Component

Student learning in the classroom component of a cooperative education course is based on the cooperative education course expectations. The purpose of the classroom component is to ensure that students are:

- prepared for their community experience, demonstrating the skills and knowledge required *before* the start of their community component;
- focused on integrating their learning *throughout* the course.

The duration of the classroom component before students start at their placement depends on a student's readiness to participate in the community component safely and purpose-fully, according to the professional judgement of the cooperative education teacher. With its differentiated approach, cooperative education respects the individual strengths and needs of each student and allows for staggered points of entry into the community component for individual students.

With respect to the integration of student learning throughout the course, teachers should consider a wide range of integration activities that will support the achievement of the curriculum expectations. These integration activities and the time required will vary depending on the needs of the student and the nature of the community component.

Learning activities delivered through classroom or e-learning instruction and assignments may extend into the community component, through interactions between the student, the cooperative education teacher, and the placement employer or placement supervisor in the community.

The Community Component

The community component of a cooperative education course engages the student in learning opportunities in the context of the community experience or "placement", where the placement supervisor, collaborating with the cooperative education teacher and, as required, the special education teacher, supports students in achieving the curriculum expectations. The community component must include a variety of experiences of a sufficient duration to permit students to meet the expectations as identified in their learning plan (see "Developing and Implementing the Student's Cooperative Education Learning Plan", pages 24–26).

While participating in the community component students are considered workers in the province of Ontario under the Occupational Health and Safety Act (OHSA). As a condition of their cooperative education placement, they share in the same rights and duties as paid workers and benefit from receiving the same mandatory health and safety awareness training. This training is required in all workplaces and is distinct from any sector-specific, hazard-specific, or competency-specific training that may be offered by particular employers to all or some of their staff.

Courses in Cooperative Education

Courses in Cooperative Education				
Course Name	Grade	Course Type	Course Code*	Prerequisite
Cooperative Education Linked to a Related Course (or Courses)	Same as grade(s) of related course(s)	Same as course type(s) of related course(s)	Same as course code(s) of related course(s)**	None
Creating Opportunities through Co-op	11	Open†	DCO3O	None

* Course codes consist of five characters. The first three characters identify the subject; the fourth identifies the grade; and the fifth identifies the course type.

** A cooperative education course linked to a related course (or courses) does not have its own course code. It is recorded on the Provincial Report Card and the Ontario Student Transcript (OST) using the name(s) and course code(s) of the related course(s), with the term "(Co-op)" inserted after the course name. On the OST, the notation "C" is entered in the "Note" column.

† Open courses are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of universities, colleges, or the workplace in mind.

Cooperative Education Linked to a Related Course (or Courses)

In this course, students make explicit connections between what they learn from a related course (or courses) and how that learning is applied in an authentic environment outside the classroom. The community component must therefore offer authentic opportunities that enable students to demonstrate their ability to apply, refine, and extend skills and knowledge associated with the curriculum expectations selected from the related course (or courses). In both the classroom and the community components, students develop skills, knowledge, and habits of mind that will support them in their learning, including their education and career/life planning, at school and beyond, today and in the future. Health, safety, and well-being are key areas of learning. Throughout the course, students also reflect on what they are learning and how it may be applied in other aspects of their lives.

The related course (or courses) may be a course (or courses) from the Ontario curriculum, a ministry-approved locally developed course, or an alternative (non-credit) course[11] that the student is taking concurrently or has already successfully completed.

Students who can benefit most from this course are those who wish to pursue experiences that provide opportunities to deepen their understanding of a particular area of interest related to a course (or courses) they are taking concurrently or have successfully completed.

The credit value for this cooperative education course is determined collaboratively by the cooperative education teacher and the student, taking the following into account:

- the credit value of the related course (or courses)
- the focus and depth of the learning outlined in the Student's Cooperative Education Learning Plan

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11. Alternative (non-credit) courses are individualized courses, documented in a student's Individual Education Plan (IEP), that consist of learning expectations not found in the Ontario curriculum. These courses are usually designed to prepare students for daily living, including employment (supported or independent) and/or community living. Course codes for alternative (non-credit) courses begin with "K".

Students may earn up to two cooperative education credits for a full-credit or half-credit related course. Students may take Cooperative Education Linked to a Related Course (or Courses) more than once. Each time this course is taken, it must be linked to a different related course (or courses). See "Curriculum Expectations" below, "Evaluation", on pages 45–46, and "Granting of Credits", on pages 46–47, for detailed information.

If the related course is a non-credit course,[12] the cooperative education course will also bear no credit.

Creating Opportunities through Co-op, Grade 11 (Open)

In this course, students can explore a range of interests or create a focused experience based on a particular interest. Within the context of an experience connected to the community, students work towards achieving the course expectations, which focus on developing skills, knowledge, and habits of mind that will support them in their education and career/life planning; protect and promote their health, safety, and well-being; and strengthen their inquiry, decision-making, and leadership skills. Throughout the course, they make connections between their experience in the community and other aspects of their lives.

Students who can benefit from this course are those who:

- wish to explore a particular area of interest but do not have a related course (or courses) to support their learning;
- wish to explore a range of interests and education and career/life planning opportunities;
- wish to create their own innovative or entrepreneurial opportunity that draws on their interests, skills, and career/life goals.

Students may earn a maximum of two cooperative education credits for this course.

CURRICULUM EXPECTATIONS

The expectations identified for the two cooperative education courses describe the skills and knowledge that students are expected to develop and demonstrate in the activities in both the classroom and community components on which their achievement is assessed and evaluated.

Two sets of expectations – overall expectations and specific expectations – are listed for each *strand*, or broad area of the curriculum. (Cooperative Education Linked to a Related Course [or Courses] has two strands, numbered A and B. Creating Opportunities through Co-op has four strands, numbered A, B, C, and D.) *Taken together, the overall and specific expectations represent the mandated curriculum*.

The *overall expectations* describe in general terms the skills and knowledge that students are expected to demonstrate by the end of each course. The *specific expectations* describe the expected skills and knowledge in greater detail. The specific expectations are grouped under numbered headings, each of which indicates the strand and the overall expectation to which the group of specific expectations corresponds (e.g., "B2" indicates that the

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12. A non-credit course may be an alternative course or a course from the Ontario curriculum in which the learning expectations, as described in the student's IEP, have been modified from the curriculum expectations to such an extent that the principal has deemed that no credit will be granted for completion of the course.

group relates to overall expectation 2 in strand B). This organization is not meant to imply that the expectations in any one group are achieved independently of the expectations in the other groups. The numbered headings are used merely to help teachers focus on particular aspects of skills and knowledge as they develop various lessons and plan learning activities for their students.

Students may take Cooperative Education Linked to a Related Course (or Courses) more than once, linked to a different related course (or courses) each time. *The same set of cooperative education course expectations is to be achieved every time this course is taken*. However, every time the course is taken, students' learning in connection with the *strand A expectations of the cooperative education course* is tailored to be appropriate for the specific placement for the community component – that is, students learn not only about legislation on health, safety, and well-being, but also about the potential hazards they could encounter at the specific workplace. Their learning in connection with the strand A expectations is therefore differentiated each time the cooperative education course is taken. Students' learning in connection with the *strand B expectations of the cooperative education course* is also differentiated each time the cooperative education course is taken, as strand B focuses on applying, refining, and extending skills and knowledge associated with the curriculum expectations selected from the related course(s). *For both strands of the cooperative education course, the learning is expected to be at a level consistent with the grade level of the related course(s)*. Students and teachers collaborate on the development of the Student's Cooperative Education Learning Plan, which reflects the depth, scope, and level of complexity and sophistication of learning that is expected in particular cooperative education courses (see also pages 17–18 and 24–26).

Most specific expectations are accompanied by examples and "teacher prompts", as requested by educators. The examples, given in parentheses, are meant to clarify the requirement specified in the expectation, illustrating the kind of skill or knowledge, the specific area of learning, the depth of learning, and/or the level of complexity that the expectation entails. The teacher prompts are meant to illustrate the kinds of questions teachers might pose in relation to the requirement specified in the expectation. Both the examples and the teacher prompts have been developed to model effective practice and are meant to serve as illustrations for teachers. Both are intended as suggestions for teachers rather than as exhaustive or mandatory lists. Teachers can choose to use the examples and prompts that are appropriate for the classroom component and/or community component of a cooperative education course, or they may develop their own approaches that reflect a similar level of complexity. Whatever the specific ways in which the requirements outlined in the expectations are implemented, they must be inclusive and reflect the diversity of the student population and the population of the province.

The diagram on page 20 shows all of the elements to be found on a page of curriculum expectations.

A. PREPARING FOR THE EXPERIENCE: HEALTH AND SAFETY, WELL-BEING, AND INITIAL REQUIREMENTS

OVERALL EXPECTATIONS

Before the cooperative education experience, students will:

A1. **Health, Safety, and Well-Being:** demonstrate an understanding of legislation, practices, and behaviours related to health, safety, and well-being in connection with the cooperative education experience

A2. **Preparing and Planning for the Experience:** demonstrate an understanding of requirements and various considerations related to the cooperative education experience, in preparation for the experience

SPECIFIC EXPECTATIONS

A1. Health, Safety, and Well-Being

Before the cooperative education experience, students will:

A1.1 identify legislation, regulations, and policies related to health and safety, and explain how they apply to the cooperative education experience (*e.g., the Occupational Health and Safety Act [OHSA] as it applies to (1) a worker's right to: know about any hazards to which they may be exposed, participate in the process of identifying and resolving health and safety concerns, and refuse work they believe is dangerous, and (2) the employer's responsibility to provide site- and equipment-specific Mandatory Worker Awareness Training; the Workplace Safety and Insurance Act [WSIA]; the Work Education Agreement [WEA] and the process of responding to workplace-related accidents and illnesses, including reporting injuries and providing support for recovery; the Workplace Hazardous Materials Information System [WHMIS] and regulations requiring employers to: label or identify controlled products, obtain material safety data sheets for controlled products, and educate workers; company policies on health screening, criminal record checks, workplace violence, workplace harassment, emergency procedures, and acceptable use of technology*)

Teacher prompts: "Workers that are new to their job, including young workers, are three times more likely to be injured in the first month than at any other time. In addition to providing the Mandatory Worker Awareness Training, what are the responsibilities of employers to ensure that the workplace supports the safety of workers?" "The definition of 'worker' under the Occupational Health and Safety Act (OHSA) includes unpaid secondary school students who are participating in a work experience authorized by their school board. What are these students' roles and responsibilities, as workers, in helping to maintain a safe work environment? How will you determine your specific responsibilities with respect to safety?" "Is it advisable for you to have student accident insurance for your co-op experience? Why or why not?"

A1.2 identify legislation, regulations, and policies, as well as various strategies and skills, that support well-being (including emotional safety) and the protection of human rights, and explain how they apply to the cooperative education experience (*e.g., legislation, regulations, policies: Ontario's Human Rights Code prohibits discrimination and harassment based on seventeen protected grounds, including race, creed, sex, sexual orientation, gender identity, and gender expression; the Occupational Health and Safety Act [OHSA] sets out the rights and duties of all parties in the workplace to protect workers from health and safety hazards on the job; the Freedom of Information and Protection of Privacy Act (FIPPA) protects confidentiality and the right to privacy; the Accessibility for Ontarians with Disabilities Act (AODA) sets accessibility standards in order to achieve accessibility for people with disabilities;*

STRANDS IN THE COOPERATIVE EDUCATION CURRICULUM

The expectations for cooperative education are organized into distinct but related strands. These strands encompass broad areas of skills and knowledge relevant to cooperative education.

Both of the cooperative education courses require that students prepare for the community experience by demonstrating the skills and knowledge outlined in strand A *before* they embark on the community component. It is important to remember that health, safety, and well-being skills remain critical to student learning *throughout* these courses.

The strands for the two cooperative education courses are as follows:

Cooperative Education Linked to a Related Course (or Courses)
Strand A. Preparing for the Experience: Health and Safety, Well-Being, and Initial
Requirements
Strand B. Experiential Learning and Transfer of Skills and Knowledge

Note: A major focus of strand B is on applying, refining, and extending skills and knowledge associated with the curriculum expectations selected from the related course(s).

Creating Opportunities through Co-op, Grade 11, Open (DCO3O)
Strand A. Preparing for the Experience: Health and Safety, Well-Being, and Initial
Requirements
Strand B. Experiential Learning and Transfer of Skills and Knowledge
Strand C. The Inquiry Process
Strand D. Building Capacity for Learning

ESSENTIAL PROCESSES FOR LEARNING IN COOPERATIVE EDUCATION

To ensure an educationally valuable experience for students, essential processes for learning must be followed when developing and implementing cooperative education programs. These processes are not intended to be separate and distinct but rather should be considered as interrelated and connected. The following are the essential processes for learning:

- ensuring health, safety, and well-being
- applying the experiential learning cycle
- developing and implementing the Student's Cooperative Education Learning Plan
- integrating student learning
- monitoring student progress
- assessing and evaluating student learning

In implementing each of these essential processes, educators are guided by the principle of ensuring equity and inclusion. Schools and school boards must incorporate practices to identify, and prevent or remove, any barriers to student participation and success.

Ensuring Health, Safety, and Well-Being

The community component of cooperative education raises unique health, safety, and well-being considerations that must be addressed by students, teachers, placement employers and supervisors, and parents, as appropriate, both before the start of the community component and throughout the course. The physical, emotional, and social learning environment must be considered with a view to minimizing and managing risk,

meeting the needs of diverse learners, facilitating supportive relationships, and generally enhancing the quality of the student's educational experience. These considerations apply whether students are participating in a community experience where they are physically on site at the placement or whether the student placements are virtual. The considerations are addressed through:

- awareness of the requirements of the Occupational Health and Safety Act (OHSA) and other legislation and regulations with respect to Ontario workplaces, such as requirements for reporting critical or fatal injuries, requirements in the Employment Standards Act (ESA) that apply to students at work placements, and minimum-age requirements for certain industries and workplaces (see also page 33);
- assessment of the community placement before and during the experience;
- the requirement that students demonstrate the skills and knowledge outlined in the curriculum expectations related to health, safety, and well-being *before the start of the community component*;
- regular monitoring and integration activities that support health, safety, and well-being throughout the community component.

Cooperative education teachers are required to ensure that an assessment of every student's community placement has been completed prior to the start of the community component of the course. Even if a community placement has been assessed in the past, the placement must be reassessed to ensure that it continues to meet the criteria listed below. The goal of the assessment is to ensure that students have a physically and emotionally safe and educationally meaningful experience. The assessment takes into account the nature of the community connection, the fit between it and the student's learning goals and course expectations, and the role of the supervisor at the placement.

Specifically, assessments must ensure that all community connections or placements have the capacity to provide:
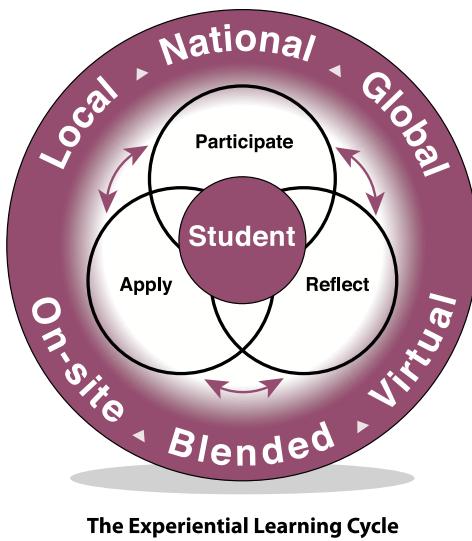
- information, site-specific training, and ongoing supervision to protect students' health, safety, and well-being, as required by the Occupational Health and Safety Act, the Employment Standards Act, the Workplace Safety and Insurance Act, the Ontario Human Rights Code, and the Municipal Freedom of Information and Protection of Privacy Act;
- a suitable physical environment for the student to engage in a range of relevant learning opportunities and experiences, including those related to the use of technology, equipment, and tools;
- an educationally rich learning experience based on the Student's Cooperative Education Learning Plan;
- adjustments based on the learning needs of the student, including those of students with special education needs.

School boards are required to develop cooperative education policies and procedures for establishing and assessing community connections that adhere to all relevant legislation and ministry policies, including Policy/Program Memorandum No. 76A, "Workplace Safety and Insurance Coverage for Students in Work Education Programs". School boards must also ensure that students are aware of the process to follow should concerns or issues arise during the community experience. If the teacher becomes aware of a health, safety, or well-being hazard or concern, *the student must be withdrawn from the placement* until the situation has been resolved and an updated assessment has been completed.

Applying the Experiential Learning Cycle

There are many models that researchers use to describe experiential learning. Although there are differences in how they are depicted graphically and in the specific language used to describe them, they all share common elements: participation, reflection, and application. The model used in this document, referred to as the experiential learning cycle, comprises three necessary phases, where students:

- *participate* in a learning experience connected to a community;
- *reflect* on the experience in order to derive meaning from it;
- *apply* their learning to influence their decisions and actions in various aspects of their lives.

The Experiential Learning Cycle

Source: Adapted from D.A. Kolb, *Experiential Learning: Experience as the Source of Learning and Development* (Englewood Cliffs, N.J.: Prentice-Hall, 1984).

At its core, cooperative education immerses students in "an experience" – that is, the student is an *active participant*, not merely an observer. Before engaging in that experience, students are encouraged to draw upon their prior learning and life experiences to begin to understand the new context, making connections with what they already know. They then begin to think about, or reflect on, the cooperative education experience to derive meaning from it and to identify what they have learned (reflection occurs both during and after the experience). Finally, students apply their learning by using the newly acquired skills and/or knowledge to inform current and future decisions and actions. It is through the application of a structured reflective process that students develop new skills, attitudes, and ways of thinking[13] or habits of mind.

Although the "participate-reflect-apply" cycle is described as a three-phase process, it is important to remember that it is not a rigid or strictly sequential process but rather a dynamic and highly personal one.

To help focus students' thinking and drive the learning process, students are asked to consider the questions "What?", "So what?" and "Now what?",[14] which are associated, respectively, with the three phases of the process (see chart that follows).

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13. L.H. Lewis and C.J. Williams, "Experiential Learning: Past and Present", in *Experiential Learning: A New Approach*, ed. L. Jackson and R.S. Caffarella (San Francisco: Jossey-Bass Publishers, 1994), 5–16.

14. G. Rolfe, D. Freshwater, and M. Jasper, *Critical Reflection in Nursing and the Helping Professions: A User's Guide* (Basingstoke: Palgrave Macmillan, 2001).

The Experiential Learning Cycle		
Phase	**Guiding Question**	**Description**
Participate	*What?*	Students are immersed in an experience, acknowledging what they are doing, what they are thinking, and what they are feeling during the experience.
Reflect	*So what?*	Students think about their experience, guided by reflective questions and prompts, and identify what they learned as a result of the experience – about themselves, other people, the world, their opportunities, or the topic of study.
Apply	*Now what?*	Students describe how their learning stimulates further inquiry: how it has influenced – or may influence – their decisions, opinions, goals, and plans; and what they might do differently if they have a similar experience in future.

The Importance of Reflection

Reflection is the foundation from which students develop a wide range of transferable skills and knowledge, or "global competencies", including critical thinking, innovation, creativity, and problem-solving skills. Reflection is a fundamental feature of metacognition – that is, of "learning the process of learning" and of self-aware and self-directed learning. It is also critical to developing a growth mindset – a belief in the ability to learn and grow with the aid of perseverance, self-regulation skills, emotional intelligence, resilience, and self-management (including self-advocacy) skills.

Metacognitive competencies include the ability to monitor one's own progress and take action towards achieving a learning goal. Students with highly developed metacognitive competencies have higher degrees of resilience and well-being, which support student success in challenging times.[15] Students who apply metacognitive thinking habitually are able to deepen and monitor their learning, make connections across a wider range of contexts and environments, and support more robust inquiries by creating a wider range of inquiry questions.

All students benefit from explicit instruction in the skills of reflection, and from assistance in developing the habit of looking for what can be learned from lived experience. The simplicity of the experiential learning cycle makes it appropriate for all students. By adapting guiding questions and prompts in each phase of the cycle, educators and students can adjust the complexity, focus, and depth of the process to suit the student's particular developmental needs.

Developing and Implementing the Student's Cooperative Education Learning Plan

The Student's Cooperative Education Learning Plan provides a framework for purposeful learning in the cooperative education course. The development of the learning plan is a dynamic process requiring ongoing participation by the student, with the collaboration and support of the cooperative education teacher and the placement supervisor. In developing

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15. Charles Fadel, Maya Bialik, and Bernie Trilling, *Four-Dimensional Education: The Competencies Learners Need to Succeed* (Boston: Center for Curriculum Redesign, 2015).

their learning plan, students create and reflect on their learning goals, plan how they will achieve the goals, and devise success criteria to help them to monitor their progress. The development of the learning plan helps students determine the types of learning opportunities (i.e., tasks, activities) that they will participate in, where those opportunities will occur, the timelines within which the experience will take place, the resources that will be required, and the nature and extent of support and feedback the students will need. When students play a significant role in the development of their learning plan, they are more likely to be engaged in their learning, and they develop a sense of ownership of their learning and a sense of belonging in the community.

The Student's Cooperative Education Learning Plan informs the teacher's evaluation of the student's learning (see "Assessing and Evaluating Student Learning", pages 28–29, and "Evaluation", pages 45–46).

For a student who has an Individual Education Plan (IEP), the Student's Cooperative Education Learning Plan must be developed with direct reference to the IEP. Teachers must take into account the strengths, needs, learning expectations, and accommodations identified in the student's IEP, including the transition plan. The student's special education teacher should be consulted wherever appropriate. Because the learning plan, rather than the IEP, will be the principal guide for the student's placement supervisor, it is important that any special accommodations and any modifications of curriculum expectations required in the IEP be clearly identified in the student's learning plan.

For both Cooperative Education Linked to a Related Course (or Courses) and Creating Opportunities through Co-op, the Student's Cooperative Education Learning Plan includes the following:

- the student's name and contact information
- the name and address of the community partner/organization and the placement supervisor's name and contact information
- the course name and course code of the cooperative education course – that is, Creating Opportunities through Co-op (DCO3O); or the course name(s) and course code(s) of the related course(s) for Cooperative Education Linked to a Related Course (or Courses)
- the credit value of the cooperative education course and, where applicable, the related course(s)
- a specialized program designation, where applicable (e.g., Ontario Youth Apprenticeship Program)
- accommodations and/or modified expectations reflecting the student's IEP, where applicable
- the student's role or position in the placement
- the overall expectations, learning goals, success criteria, and plans for achieving the learning goals
- learning opportunities (i.e., tasks, activities) that will enable the student to apply, refine, and extend the skills and knowledge described in the curriculum expectations
- any expectations and requirements outlined by the community partner/organization (e.g., policies and procedures related to the acceptable use of technology or the protection of confidentiality)

- assessment and evaluation strategies, including gathering evidence of student learning through observation and conversation and through review of student products (see "Assessing and Evaluating Student Learning", pages 28–29, and "Assessment, Evaluation, and Reporting of Student Achievement", pages 42–53)
- considerations related to specialized programs (see pages 69–71)

In addition, Cooperative Education Linked to a Related Course (or Courses) requires the cooperative education teacher and the student, in collaboration with the teacher(s) of the related course(s) to identify:

- the curriculum expectations of the related course(s) that describe the skills and knowledge the student can apply, refine, and extend during the community component of the cooperative education course;
- the kinds of learning opportunities that would enable the student to apply, refine, and extend learning related to these expectations;
- learning goals and success criteria appropriate to the curriculum expectations.

Teachers of related courses may also provide information to assist the student in preparing for the community component, including information on matters relating to health, safety, and well-being. The special education teacher, where applicable, and the student's parents may also be involved in the process.

The Student's Cooperative Education Learning Plan is most effective in promoting student learning when it supports the *integration of learning* throughout the course and helps guide the student, the educator(s), and the placement supervisor in monitoring the student's achievement during the community component.

Integrating Student Learning

Integrating student learning is an essential process that helps students make connections between their learning in the classroom component and their learning in the community component. Through the use of the experiential learning cycle, students integrate their learning through participation in planned learning activities that enable them to reflect on and share their experiences with peers and teachers and to receive ongoing and timely descriptive feedback and coaching to support further learning and development. Student learning and development in cooperative education depend on having multiple and varied opportunities to integrate learning throughout the course.

As students make the connections between their learning in the classroom and their learning in the community, with the benefit of feedback and coaching, they are engaging in "assessment *as* learning". The practice of assessment *as* learning develops students' capacity to be independent learners, able to set goals, monitor their own progress, and determine next steps (see also "Assessment *for* Learning and *as* Learning", page 44).

Through participation in planned learning activities that foster the integration of their learning, students deepen their curriculum-related learning, their understanding of their experience in the community, and their ability to relate their learning to other aspects of their lives. Planned learning activities:

- should be engaging and relate to the particular learning needs of the student;
- may take place in person or through the use of digital technology;
- may involve independent study, whole- or small-group discussion, and monitoring meetings with the cooperative education teacher;
- should provide a learning environment that is healthy, caring, safe, inclusive, accepting, and culturally responsive.

The integration of learning supports students in developing the skills, knowledge, and habits of mind required for education and career/life planning. Students should be encouraged to update their Individual Pathways Plan (IPP) regularly.

Monitoring Student Progress

Regular monitoring by the cooperative education teacher supports student learning during the community component of the course by fostering achievement and well-being. Effective monitoring requires ongoing communication between the student, the cooperative education teacher, the special education teacher (where required), and the placement supervisor. Regular contact ensures that students receive timely feedback on their progress and helps them focus on and monitor their own learning while maintaining an ongoing connection to the school.

Monitoring students' progress throughout the community component is intended to:

- allow the cooperative education teacher to verify that the placement continues to provide a safe, healthy, caring, inclusive, accepting, and supportive learning environment that is relevant and engaging;
- allow the cooperative education teacher to assess student progress – and to support students in assessing their own progress – relative to the curriculum expectations, learning goals, and success criteria identified in the Student's Cooperative Education Learning Plan, and to provide students with timely, descriptive feedback about their learning;
- allow students, in collaboration with the cooperative education teacher and placement supervisor, to revise the Student's Cooperative Education Learning Plan to reflect their developing needs and interests as well as any new learning opportunities that may arise at the placement;
- support students in using the experiential learning cycle to reflect on and deepen their learning;
- support students in documenting evidence of their learning (e.g., gained through reflection and feedback from the placement supervisor or through specific achievements, such as earning a certification) in their Individual Pathways Plan (IPP). (The twice-yearly review of the IPP required by *Creating Pathways to Success* may be incorporated as part of the monitoring process.)

The cooperative education teacher and the student determine the frequency of their monitoring meetings, and the manner in which the meetings are conducted, on the basis of factors such as the student's needs, the degree of support required by the placement supervisor, and the nature and location of the placement. There are obvious benefits to in-person monitoring meetings (e.g., for relationship building; for developing a first-hand understanding of the nature of the community experience), but they may not be possible in all circumstances (e.g., in the context of a virtual and/or remote, rural, or distant community placement).

The following requirements provide direction regarding monitoring meetings:

- A monitoring meeting involving the student, the cooperative education teacher, and the placement supervisor must take place within three weeks of the start of the community component of the course. This meeting must be conducted in person or via videoconferencing or other technology that enables the teacher and student to see each other (i.e., it cannot be an audio-only conversation or a text or email exchange).

- After the initial monitoring meeting, at least two monitoring meetings must take place per month (or every four weeks), one of which must be a face-to-face or online meeting that allows for visual contact.

There are some instances where a cooperative education course is not scheduled as either a full-year course or a semestered course. In these cases, the following requirements provide direction regarding monitoring meetings:

- A monitoring meeting involving the student, the cooperative education teacher, and the placement supervisor must take place within three weeks of the start of the community component of the course. This meeting must be conducted in person or via videoconferencing or other technology that enables the teacher and student to see each other (i.e., it cannot be an audio-only conversation or a text or email exchange).

- After the initial monitoring meeting, at least two monitoring meetings must take place for every 110 hours of a cooperative education course, one of which must be a face-to-face or online meeting that allows for visual contact.

Teachers will use their professional judgement to determine when it may be necessary to conduct monitoring meetings on a more frequent basis, in order to adequately support the particular needs of the student and/or the community partner. In all contexts, whether face-to-face or through the use of technology, the monitoring process must ensure that its intent and the requirements, as described above, are adhered to.

Assessing and Evaluating Student Learning

The primary purpose of assessment and evaluation is to improve student learning. By its very nature, cooperative education provides rich opportunities for students to acquire skills, knowledge, and habits of mind in a variety of ways, and this richness should be reflected in the assessment and evaluation of student learning. As described above under "Integrating Student Learning", the integration of assessment *for* and assessment *as* learning throughout the experiential learning cycle is important in cooperative education (see also "Assessment *for* Learning and *as* Learning", page 44).

Cooperative education teachers gather assessment information in both the classroom and community components of the course through a variety of means. Assessment strategies in the community component include observation; conversations between the student and teacher and between the student, teacher, and placement supervisor; and assessment of student activities and products. Teachers gather evidence of student learning during monitoring meetings by observing students as they perform tasks and/or present their work, and by posing questions to help students reflect on what they have learned. Teachers use the information they have gathered to determine students' progress in meeting their learning goals, based on the success criteria that have been developed as part of the Student's Cooperative Education Learning Plan. This information is used to provide students with descriptive feedback and to guide them as they develop their self-assessment and goal-setting skills. Descriptive feedback is a critical component in assessment: it assists students in articulating next steps to improve their learning throughout the course.

The cooperative education teacher is solely responsible for evaluating students' achievement and for assigning student grades. Teachers evaluate student achievement of the expectations set out in the cooperative education curriculum, using the success criteria in the Student's Cooperative Education Learning Plan (see pages 24–26) and the performance standards set out in the achievement chart for cooperative education (see pages 52–53).

For full details on all aspects of assessment and evaluation, see the chapter "Assessment, Evaluation, and Reporting of Student Achievement", on pages 42–53.

PLANNING AND IMPLEMENTATION OF THE COOPERATIVE EDUCATION PROGRAM

Cooperative education must be made available to all students, including adult learners, who demonstrate the desire and the readiness to participate, regardless of their individual circumstances.

To enable all students to participate in cooperative education, school boards must proactively identify existing or potential barriers to participation, and remove them or take measures to prevent them. Barriers may be *systemic* or *attitudinal*. Systemic barriers develop over time, often on the basis of stereotypes, and become entrenched in structures and long-standing practices. Attitudinal barriers often arise out of prejudice or unexamined beliefs (e.g., the belief that the school cannot afford to support the student or that the student is unable to participate). Barriers to a student's participation may relate to one (or an intersection of two or more) of the dimensions of diversity, which include age, ancestry, culture, ethnicity, gender, gender identity, language, physical ability, intellectual ability, race, religion, sexual orientation, or socio-economic status. Students should be involved in identifying, preventing, and removing barriers to enable them to fully participate in cooperative education.

Some students will need additional help to develop their awareness and appreciation of the opportunities available to them, build their readiness to participate, and identify and implement strategies for success throughout their cooperative education course. Students who feel discouraged, disengaged, or marginalized may need such support. Cooperative education teachers may wish to consult with others (e.g., the student's other teachers, members of school teams) to determine the student's readiness to participate in cooperative education and to identify appropriate supports. Students with special education needs may require additional support and/or accommodations, as stipulated in their Individual Education Plan (IEP).

Students who would benefit from additional preparation for success in cooperative education should be encouraged to take courses such as:

- Discovering the Workplace (GLD2O)
- Designing Your Future (GWL3O)
- Navigating the Workplace (GLN4O)
- Exploring the World of Work (KGWA – non-credit-bearing)

These courses provide opportunities for students to develop the readiness to participate and the confidence and competence to succeed in cooperative education. Participation in shorter-term experiential learning opportunities, such as job shadowing, job twinning, or work experience, which can be incorporated into any secondary school course (see Appendix B), is recommended for students who need additional preparation for cooperative education.

School boards should ensure that cooperative education courses are offered through a variety of delivery models (i.e., full-day, half-day, continuous intake, summer school, and night school) in order to meet the range of student needs within their local community (see *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2016*, section 8.1).

Adult learners must also have opportunities to participate in cooperative education. In designing these opportunities, teachers need to take into account the principles of adult learning theory.

DEVELOPMENT AND IMPLEMENTATION OF COURSES

The development and implementation of cooperative education courses are guided by the following three stages:

- Stage 1: Planning the Opportunity
- Stage 2: Preparing for the Opportunity
- Stage 3: Supporting Student Learning and Well-Being

These stages provide guidance for teachers as they develop and implement safe and effective cooperative education programs. Throughout the stages, the importance of the essential processes for learning in cooperative education is emphasized. Students, teachers, community partners, and parents may have varying degrees of involvement, depending on the nature and scope of the opportunity and the student's age and stage of development.

Stage 1: Planning the Opportunity

For cooperative education to be both a rich learning experience for students and rewarding for the community partner, particular attention must be paid to the process of matching a student's interests, strengths, needs, and aspirations to opportunities that exist or that could be developed with the community partner. Planning for this opportunity must begin prior to the start of the course.

Principals must ensure that a process is in place to effectively support teachers who are responsible for the planning and implementation of cooperative education courses.

Pre-course Planning

Prior to the start of a cooperative education course, the teacher must schedule a meeting with every student considering enrolment in the course to determine the student's readiness to participate in cooperative education, taking into account the goals and interests identified in the student's Individual Pathways Plan (IPP) and other relevant information. At that meeting, the student and the teacher will discuss which cooperative education course is most appropriate for the student – Cooperative Education Linked to a Related Course (or Courses) or Creating Opportunities through Co-op.

Pre-course planning in cooperative education ensures an equitable and inclusive process by identifying and eliminating any biases, barriers, and power dynamics that may limit students' prospects for learning, achievement, and well-being.

In planning cooperative education experiences for students with linguistic backgrounds other than English, additional considerations may be required (see "Program Considerations for English Language Learners", pages 57–59).

The pre-course planning includes the student and the cooperative education teacher, and may also include, as required, a guidance counsellor, a special education teacher, a student success teacher, a subject teacher (or teachers), an administrator, and the student's parents. If it is determined that the student would benefit from a short- and/or medium-term experiential learning opportunity in preparation for cooperative education, these opportunities should be explored with the student (see information on other forms of experiential learning in Appendix B). Once the appropriate cooperative education course is identified, the teacher, student, and, where appropriate, parents, collaborate to identify a potential community connection that provides a safe, rich learning environment that will support the student's learning, as outlined in the curriculum.

The process of gathering information that will inform the collaborative development of the Student's Cooperative Education Learning Plan begins during pre-course planning. With the support of the teacher, students begin to set goals based on their interests, strengths, needs, and aspirations, as articulated in their Individual Pathways Plan (IPP). After students begin the cooperative education course and come to share a common understanding with the cooperative education teacher of what they will be expected to know and to be able to do by the end of the course, they will revise and refine these learning goals to make them more specific and more focused.

In summary, pre-course planning includes:

- determining the student's readiness for cooperative education and deciding on the appropriate cooperative education course for the student (or on a shorter-term experiential learning opportunity);
- reviewing the student's IPP and beginning to develop learning goals;
- reviewing the student's IEP to identify strengths and needs, and any required accommodations;
- reviewing timetable and scheduling considerations;

- reviewing course requirements and beginning to consider assessment and evaluation strategies;
- considering other relevant programs (e.g., the Ontario Youth Apprenticeship Program, the Specialist High Skills Major program, Dual Credit programs) and making an appropriate choice, as necessary;
- identifying potential community connections that align with the student's goals;
- identifying potential challenges the student may encounter, and planning for appropriate supports (e.g., addressing systemic and attitudinal barriers that may limit students' full participation in cooperative education);
- reviewing with the student the unique responsibilities of participating in cooperative education;
- identifying any related certification, training, and/or other specific requirements that may be necessary for participation in learning experiences in specific community placements (e.g., CPR, First Aid training, Working at Heights, vulnerable sector check, immunization).

Establishing the Community Connection

The key to providing dynamic school- and board-wide cooperative education courses that meet the needs of all students is to create and sustain strong community partnerships, with the understanding that these opportunities should benefit all participants. Students, parents, family and friends, and all educators and staff members can play a part in creating cooperative education opportunities for students in local, national, and global communities.

Boards and schools must ensure that there is a process in place and resources available to support teachers in finding and assessing cooperative education opportunities that offer educationally rich and safe learning experiences for all students. When establishing the community connection, boards and schools must adhere to minimum age requirements for certain industries and workplaces in Ontario that are set out in the Occupational Health and Safety Act (OHSA), which is available at https://www.ontario.ca/laws/statute/90o01. In addition, some employers have their own policies on minimum ages in the workplace.

Community placements should be outside the school. However, in some circumstances, based on the unique needs of the student, it may be necessary for the community component to take place within the student's home school. For example, it may be necessary to place a student in the home school if the student has needs or interests that cannot be accommodated in another placement in the community. Where it is necessary to place a student in the home school, two separate individuals must assume the roles of cooperative education teacher and placement supervisor.

An important consideration in establishing a community connection is recognizing and understanding the diverse needs of all learners. In particular, teachers must consider the needs of students facing physical, mental, emotional, social, financial, or other challenges that may pose a barrier to their participation in cooperative education. When arranging community connections for students with special education needs, cooperative education teachers, in collaboration with special education teachers and parents, where appropriate, should ensure that the community partner is adequately prepared to support the student's learning. Specific requirements and accommodations that may be needed to ensure a safe and meaningful cooperative education experience must be considered in advance of the experience.

In addition to addressing health, safety, and well-being considerations, as discussed under "Ensuring Health, Safety, and Well-Being" (see pages 21–22), assessing the community connection involves ensuring that placement supervisors are willing and able to provide a safe environment that supports the student's cognitive, emotional, social, and physical development. This support includes ongoing collaboration with the teacher to monitor and assess student progress related to the goals outlined in the Student's Cooperative Education Learning Plan, and to make any required accommodations and adjustments to address the learning needs of the student.

In the process of establishing community connections, and throughout the community component of the course, teachers share information about the student's strengths and needs with the community partners, *as necessary, to enable them to effectively support student learning*. The sharing of information is governed by the Municipal Freedom of Information and Protection of Privacy Act and by professional codes of conduct (see also "Confidentiality" on page 38). Teachers should seek clarification in this area from their school boards and professional organizations.

Establishing the community connection includes students' interviewing with prospective placement supervisors. In some instances, experiential learning opportunities may involve competitive interviews with students from several schools and boards.

To summarize, students are ready to start the cooperative education course after they have:

- decided on the appropriate cooperative education course;
- identified a focus for learning in the cooperative education experience;
- discussed with the cooperative education teacher possible community connections for their cooperative education placement.

Stage 2: Preparing for the Opportunity

The goal of this stage of the process, which takes place within the classroom component of the course, is to ensure that students are prepared to fully participate in the community component of the course. *Students must demonstrate achievement of the strand A curriculum expectations related to preparing for the opportunity before commencing the community component*. Some students may need additional instructional time in the classroom and opportunities to demonstrate their readiness.

Specifically, preparing for the opportunity involves ensuring that:

- students receive instruction related to, and demonstrate achievement of, the curriculum expectations in strand A of the cooperative education course (those related to preparing for the opportunity, with an emphasis on health, safety, and well-being);
- students have the necessary resources and supports to participate fully in the community experience (e.g., access to funds to support transportation if required, appropriate clothing);
- students understand the role of monitoring and integration and their relationship to their learning;

- students with special education needs, with the support of their teacher, have reviewed all accommodations required in their IEP and have identified self-advocacy strategies that they can apply as needed in the context of the community experience;
- the Student's Cooperative Education Learning Plan is being developed (see pages 24–26), in collaboration with the teacher, to:
  - establish learning goals and the success criteria that will guide assessment and evaluation of the evidence of student learning, to be gathered through observations, conversations, and student products;
  - establish the process for reviewing and revising the Student's Cooperative Education Learning Plan throughout the course;
  - identify additional considerations related to participation in specialized programs (see pages 69–71);
- students understand and are prepared to meet the requirements of the community connection (e.g., that they must use personal protective equipment [PPE]; that they provide proof of immunization; that they will be trained in the use of, or be expected to be able to use, particular technologies; that they meet their placement supervisor's expectations);
- all relevant documentation (e.g., the Work Education Agreement; the student accident insurance form) has been completed and all administrative requirements related to ministry, board, and/or school policies have been met (see "Administrative Considerations", pages 36–41).

Stage 3: Supporting Student Learning and Well-Being

Student learning and well-being are supported by planned learning activities that foster the integration of learning throughout the course and by the monitoring of student learning during the community component.

Integration assists students in making connections between the skills and knowledge described in the curriculum expectations and their learning throughout the community component. It helps deepen and broaden students' understanding of the curriculum expectations and their relevance in the wider community by providing opportunities to reflect on and share their experiences with their peers and teacher and to consider how their learning applies in other aspects of their lives.

Student learning during the community component is also supported through the monitoring process, which is ongoing and which includes:

- ensuring that regular and timely descriptive feedback is provided by the teacher and placement supervisor;
- reviewing the Student's Cooperative Education Learning Plan regularly to ensure that it continues to be educationally appropriate, and collaborating with students to make adjustments, as required, to reflect their progress and needs as well as any opportunities that become available during the community component;
- supporting students in using the experiential learning cycle to deepen and enhance their learning (see pages 23–24);

- encouraging students to update their Individual Pathways Plan (IPP) regularly throughout the cooperative education course;
- ensuring that the community placement continues to be a safe learning environment through observation and by discussing the importance of practices that support health, safety, and well-being (see pages 21–22) during every monitoring meeting.

As students progress through this stage, the focus is on consolidating student learning from both the community and the classroom components of the course. The emphasis is on the reflection and application phases of the experiential learning cycle. The teacher and placement supervisor facilitate students' consolidation of their learning. The student is given opportunities to demonstrate achievement of expectations for the purpose of a final evaluation. The teacher is responsible for assigning the final grade.

Students take time to reflect on what they have experienced and learned in both the classroom and community components of the course. Their reflection is guided by the learning goals and success criteria outlined in their learning plan. They also identify how they have applied their learning in various aspects of their lives, and how they think they may be able to do so in the future.

Students consolidate their learning in part as they update their Individual Pathways Plan (IPP). Reviewing and updating the IPP, throughout and towards the end of the cooperative education course, gives students an opportunity to consider and document their learning, including what they have learned about themselves, their opportunities and goals, and any plans they are considering for achieving those goals. The documentation may include artefacts that reflect tasks completed or skills and knowledge acquired or further refined, their own reflections, and letters of reference that their placement supervisor has provided. As part of the IPP review process, students share their learning with teachers, and with parents as appropriate, and receive feedback to inform their next steps.

The consolidation of learning supports students in developing the education and career/life planning skills, knowledge, and habits of mind required to successfully complete secondary school and proceed to their initial postsecondary destination.

ADMINISTRATIVE CONSIDERATIONS

Throughout this document, reference is made to various administrative matters that must be addressed to ensure the successful implementation of cooperative education. This section provides additional information to support boards and schools in addressing these matters.

Coverage under the Workplace Safety and Insurance Act, 1997

Coverage is provided by the Ministry of Education under the Workplace Safety and Insurance Act (WSIA), 1997, for students, including adult learners, who are participating in various work education programs (also referred to as experiential learning programs) where the student is considered a worker. Such programs encompass short-term opportunities such as work experience and longer-term opportunities such as cooperative education and the work placements that may comprise all or part of some students' individualized programs in Supervised Alternative Learning (SAL). To ensure WSIA coverage, the Work Education Agreement (WEA) form must be completed by the parties

concerned before the student begins the work placement.[16] Students participating in work education or experiential learning programs must be at least fourteen years of age. Ministry policy governing WSIA coverage is outlined in Policy/Program Memorandum No. 76A, "Workplace Safety and Insurance Coverage for Students in Work Education Programs".

The ministry's WEA form may be expanded by school boards to elicit additional information, but no modifications may be made that would alter the information required in the ministry's original WEA form. In cases where the student and/or the placement employer wish to modify the hours or change the dates set out in the WEA form, a note must be appended as an addendum to the form to ensure that the necessary WSIA coverage remains in place for the student. The note must be signed by the teacher, the student, the student's parents (if the student is under the age of eighteen), and the placement employer. Students must obtain approval from their teacher and parents before modifying their work placement hours or dates specified in the original WEA form.

WSIA coverage arranged through the Ministry of Education applies only to the hours and dates stated in the WEA form and addendum, where applicable. WSIA coverage is not provided by the ministry if a student receives an hourly wage or a salary. In this case, the placement employer is responsible for providing WSIA coverage.

School boards, with the assistance of placement employers, must ensure that Workplace Safety and Insurance Board (WSIB) requirements are properly adhered to both prior to and during work placements. If a student sustains a work-related injury or contracts a disease while participating in a work education or experiential learning program, that student is eligible to receive benefits and services through the WSIB. Any injury or disease, however minor, suffered by a student during a work placement must be reported by the student to the placement employer and to the cooperative education teacher. All school board policies and procedures must be followed. If treatment for the workplace injury or disease is required from a health care professional (beyond first aid), or if the injury or disease results in loss of time from the program, a Form 7 report must be sent by the school board representative to the WSIB. Because accident reporting procedures call for students' social insurance numbers, it is recommended that all students involved in work education or experiential learning programs have a social insurance number.

The Ministry of Education requires school boards to submit annually the total number of work placement hours from September 1 to August 31 (the school year) for which the Ministry of Education has provided WSIA coverage for students participating in each of the following:

- cooperative education
- work experience
- work placements as part of their individualized programs in Supervised Alternative Learning (SAL)

In addition, school boards must report the total number of hours for which placement employers (not the Ministry of Education) have provided WSIA coverage.

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16. Policy/Program Memorandum No. 76A uses the term "placement", whereas several different terms are used in this document, such as "the community connection" and "the community experience" in addition to "the community placement". These should all be considered synonymous terms.

Student Accident Insurance

As there are risks associated with students participating in work education or experiential learning programs – that is, risks that may be in play before or after the student's designated hours at the placement – students involved in these programs and their parents should be provided with information regarding student accident insurance and encouraged to consider purchasing the insurance. For example, the coverage provided by the Ministry of Education under the Workplace Safety and Insurance Act for students participating in work education or experiential learning programs does not generally cover students while they are travelling to and from the work placement.

Student Records

Cooperative education teachers, under the direction of the principal, are required to maintain the following records for each student:

- the Work Education Agreement and addendum, if applicable
- the placement schedule, indicating the dates and times the student will be at the placement (for WSIA purposes)
- the Student's Cooperative Education Learning Plan
- assessment and evaluation records
- a union memorandum of agreement, if applicable

Student records must be kept by the school board for a minimum of twelve months after the completion of each course. However, if a student sustains a work-related injury or contracts a disease during the community component of the course, the student's records should be kept for six years since they may be required as documentation for a WSIB claim.

Additional requirements pertain to the maintenance and retention of records for students enrolled in the Ontario Youth Apprenticeship Program (see pages 69–70).

Confidentiality

The collection of personal information by a cooperative education teacher is governed by the Municipal Freedom of Information and Protection of Privacy Act, 2017. Cooperative education students should be informed that any information they share with cooperative education teachers will be kept confidential, except in circumstances where legislation requires or permits authorized school staff to release information to specified individuals. Cooperative education teachers should seek further clarification in this area from their school boards and professional organizations.

Class Size

School boards in Ontario are required to ensure that the average class size of secondary school classes, on a board-wide basis, does not exceed the maximum number of students stipulated in regulations made under the Education Act. Average class size is to be calculated on the basis of the total number of student credits rather than the total number of students, as described in the regulation. This requirement applies as well to cooperative education classes.

Allocation of Teachers and Timetabling

The delivery of cooperative education courses places unique demands on teachers and students that must be considered when schools allocate resources and develop master timetables and individual teacher and student timetables.

Boards and schools are encouraged to allocate resources (e.g., staff, facilities, funds) and develop timetables that facilitate the delivery of cooperative education through a full range of delivery models (e.g., full-day, half-day, continuous intake, summer school, night school).

Cooperative education teachers, in collaboration with the teacher(s) of the related course(s) on which the cooperative education course(s) are based, and special education teachers, where appropriate, are essential to providing students with engaging cooperative education experiences.

Teachers providing leadership in the development and implementation of cooperative education should hold Specialist Qualifications in cooperative education.

Student Remuneration

Cooperative education provides students with authentic learning opportunities connected to a community outside the school. It is essential that the emphasis in cooperative education be placed on learning and that cooperative education be differentiated from part-time employment. It is therefore not general practice for a student in cooperative education to receive remuneration. In some circumstances, a school or board may allow a student to receive payment, provided that the requirements of the cooperative education course are met.

Students who receive an hourly wage or a salary or who are employed beyond the hours or dates stated in the Work Education Agreement form and addendum, where applicable, must be given coverage by the employer under the Workplace Safety and Insurance Act (WSIA) (see Policy/Program Memorandum No. 76A, "Workplace Safety and Insurance Coverage for Students in Work Education Programs").

A community partner or school board may provide students with an honorarium or an expense and/or transportation allowance. These are not construed as "remuneration" for purposes of WSIA coverage.

Community Connections in a Unionized Environment

Students placed in a union setting must be provided with an orientation to the union and should spend some time with the union representative as part of their learning experience.

School board policies pertaining to cooperative education must include a statement regarding student activities in the event of a strike, lockout, or collective action affecting the placement.

Monitoring Program Implementation and Assessing the Impact of the Cooperative Education Program on Student Achievement

Cooperative education promotes engagement and improves student well-being and achievement by helping to expand and deepen students' understanding of the curriculum as they apply their skills and knowledge in a community setting. Cooperative education also plays a key role in the school's comprehensive education and career/life planning program. In addition, cooperative education can be an important part of the school's plans for supporting equity and inclusive education.

The ongoing monitoring of program implementation and the assessment of the impact of a school's and school board's cooperative education program ensures that these experiential learning courses continue to evolve and meet the ever-changing needs of students and communities.

Both qualitative and quantitative data should be gathered and analysed to support evidence-based decision making and school board improvement planning.

As cooperative education is a form of experiential learning, the data gathered for monitoring implementation and assessing impact should be analysed together with the school and school board's data related to all forms of experiential learning.

The evaluation of the effectiveness of cooperative education is based on the extent to which the program provides the intended benefits to students. Boards and schools can also align their strategies for measuring the effectiveness of cooperative education with overall improvement planning. For example, the following indicators listed in *School Effectiveness Framework, 2013* (SEF), in particular, provide a constructive starting point:

Component 4: Curriculum, Teaching, and Learning

4.3 – Teaching and learning in the 21st century is collaborative, innovative, and creative within a global context.

4.4 – Learning is deepened through authentic, relevant, and meaningful student inquiry.

Component 5: Pathways Planning and Programming

5.1 – Comprehensive education and career/life planning programs meet the learning needs, interests, and aspirations of all students.

5.2 – Opportunities for authentic learning experiences and experiential learning exist in all classrooms and programs.

5.3 – Students, parents, families, and educators understand the full range of pathways, programs, options, and supports that are available.

5.4 – Students build on in-school and out-of-school experiences to further explore and reflect upon their interests, strengths, skills, and education and career/life aspirations.

Component 6: Home, School, and Community Partnerships

6.3 – The school and community build partnerships to enhance learning opportunities and well-being for students.

Identifying areas of strength and areas requiring improvement, from the perspective of the SEF, can help boards and schools assess the extent to which they have created and maintained the conditions that enable effective implementation of cooperative education.

Boards and schools can gather both qualitative and quantitative data by:

- tracking the number of cooperative education credits attempted and the number of cooperative education credits earned;
- gathering evidence of student learning (e.g., evidence of the acquisition of skills, knowledge, and habits of mind related to education and career/life planning);
- conducting surveys with parents, teachers, students, and community partners to gauge their awareness of opportunities, their level of involvement, and the effectiveness of cooperative education relative to benefits to students.

Boards and schools can use existing tools (e.g., the school climate survey; Grade 8 and Grade 12 Student Exit Surveys) to gather impact data. Alternatively, they can create tools dedicated to gathering data related to cooperative education with a view to establishing a baseline and promoting and measuring improvement over a longer period of time. Teachers should also be encouraged to monitor, measure, and analyse the impact of cooperative education opportunities.

ASSESSMENT, EVALUATION, AND REPORTING OF STUDENT ACHIEVEMENT

BASIC CONSIDERATIONS

Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010 sets out the Ministry of Education's assessment, evaluation, and reporting policy. The policy aims to maintain high standards, improve student learning, and benefit students, parents, and teachers in elementary and secondary schools across the province. Successful implementation of this policy depends on the professional judgement[17] of educators at all levels as well as on their ability to work together and to build trust and confidence among parents and students. Assessment, evaluation, and reporting procedures and practices in cooperative education collectively support student well-being and promote equity of outcomes for all students.

A brief summary of some major aspects of the current assessment, evaluation, and reporting policy, with a focus on policy relating to secondary schools, is given below. Teachers should refer to *Growing Success* for more detailed information.

Fundamental Principles

The primary purpose of assessment and evaluation is to improve student learning.

The following seven fundamental principles lay the foundation for rich and challenging practice. When these principles are fully understood and observed by all teachers, they will guide the collection of meaningful information that will help inform instructional decisions, promote student engagement, and improve student learning.

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17. "Professional judgement", as defined in *Growing Success* (p. 152), is "judgement that is informed by professional knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment, and the criteria and standards that indicate success in student learning. In professional practice, judgement involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction".

To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

Learning Skills and Work Habits

Growing Success refers to the development of "learning skills and work habits" as an integral part of student learning. The learning skills and work habits identified on page 11 of that document align closely with the goals and areas of learning in the education and career/life planning program outlined in *Creating Pathways to Success*. Cooperative education courses enable students to understand the importance of these skills and habits and to practise them in the context of their community experience.

The development of learning skills and work habits is an integral part of a student's learning. To the extent possible, however, the evaluation of learning skills and work habits, apart from any that may be included as part of a curriculum expectation in a course, should *not* be considered in the determination of a student's grades. Assessing, evaluating, and reporting on the achievement of curriculum expectations and on the demonstration of learning skills and work habits *separately* allows teachers to provide information to the parents and student that is specific to each of these two areas of achievement.

The six learning skills and work habits are responsibility, organization, independent work, collaboration, initiative, and self-regulation.

Content Standards and Performance Standards

The Ontario curriculum for Grades 1 to 12 comprises *content standards and performance standards*. Assessment and evaluation will be based on both the content standards and the performance standards.

The content standards are the overall and specific curriculum expectations identified in the curriculum documents for every subject and discipline.

The performance standards are outlined in the achievement chart, which is provided in the curriculum documents for every subject or discipline (see pages 52–53). The achievement chart is a standard province-wide guide and is to be used by all teachers as a framework within which to assess and evaluate student achievement of the expectations in the particular subject or discipline. It enables teachers to make consistent judgements about the quality of student learning based on clear performance standards and on a body of evidence collected over time. It also provides teachers with a foundation for developing clear and specific feedback for students and parents.

The purposes of the achievement chart are to:

- provide a common framework that encompasses all curriculum expectations for all courses across grades;
- guide the development of high-quality assessment tasks and tools (including rubrics);
- help teachers plan instruction for learning;
- provide a basis for consistent and meaningful feedback to students in relation to provincial content and performance standards;
- establish categories and criteria with which to assess and evaluate students' learning.

Assessment *for* Learning and *as* Learning

Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a course. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both "assessment *for* learning" and "assessment *as* learning".

As part of assessment *for* learning, the teacher and placement supervisor provide students with descriptive feedback and coaching for improvement. Receiving such feedback on their early attempts to apply their skills and knowledge in the cooperative education experience, as well as feedback throughout their learning, helps students deepen their learning. Assessment *as* learning develops students' capacity to be independent, autonomous learners who are able to set individual goals, reflect on their thinking and learning, monitor their own progress, and determine next steps.

As essential steps in assessment *for* learning and *as* learning, teachers need to:

- plan assessment concurrently and integrate it seamlessly with instruction;
- share learning goals and success criteria with students at the outset of learning to ensure that students and teachers have a common and shared understanding of these goals and criteria as learning progresses;
- gather information about student learning before, during, and at or near the end of a period of instruction, using a variety of assessment strategies and tools;
- use assessment to inform instruction, guide next steps, and help students monitor their progress towards achieving their learning goals;
- analyse and interpret evidence of learning;
- give and receive specific and timely descriptive feedback about student learning;
- help students to develop skills of peer assessment and self-assessment.

Evaluation

Evaluation refers to the process of judging the quality of student learning on the basis of established performance standards and assigning a value to represent that quality. Evaluation accurately summarizes and communicates to parents, other teachers, employers, institutions of further education, and students themselves what students know and can do with respect to the overall curriculum expectations. Evaluation is based on assessment *of* learning that provides evidence of student achievement at strategic times throughout the course, often at the end of a period of learning (*Growing Success,* p. 38).

Cooperative education teachers use the information gathered through conversation, observation, and assessment of student products, along with comments, responses, and/or constructive criticism provided by the cooperative education placement supervisor, to inform their professional judgement in determining a grade. Gathering evidence of student learning from multiple and varied sources ensures that the evaluation will be both valid and reliable and will most accurately reflect the learning that has occurred in the cooperative education course. *As stated earlier, the cooperative education teacher is solely responsible for evaluating students' achievement and for assigning student grades*. Teachers evaluate student achievement of the expectations set out in the cooperative education curriculum, using the success criteria in the Student's Cooperative Education Learning Plan (see pages 24–26) and the performance standards set out in the achievement chart provided on pages 52–53.

All curriculum expectations must be accounted for in instruction and assessment, but *evaluation focuses on students' achievement of the overall expectations*. Each student's achievement of the overall expectations is evaluated on the basis of the student's achievement of related specific expectations. The overall expectations are broad in nature, and the specific expectations define the particular content or scope of the knowledge and skills referred to in the overall expectations. Teachers will use their professional judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be accounted for in instruction and assessment but not necessarily evaluated.

In the case of Cooperative Education Linked to a Related Course (or Courses), when the course is linked to *more than one related course*, evaluation takes into account achievement connected with learning in the selected expectations *from each related course* (see strand B of the cooperative education course, where the specific expectations refer to the application, refinement, and extension of learning connected with selected expectations from the related course or courses). The teacher's evaluation of the student's achievement of the overall expectations of the cooperative education course will include evaluation of the *application, refinement, and extension of learning* connected with *each related course,* and the teacher will arrive at a final percentage mark *in connection with each related course* (see also "Reporting Student Achievement", pages 48–49).

In this way, evaluation of Cooperative Education Linked to a Related Course (or Courses) is unique. It is an exception to the rule stated in *Growing Success* (p. 41) that "for Grades 9 to 12, a final grade (percentage mark) is recorded for *every course*". The student in a multiple-credit cooperative education course linked to more than one related course achieves the expectations outlined for the cooperative education course *through more than one lens, or area of focus* – that is, the learning connected with *each related course*. (Cooperative Education Linked to a Related Course [or Courses] may thus be understood to resemble

the model of "focus courses" offered in the arts and health and physical education and "emphasis courses" offered in technological education. However, each focus or emphasis course is assigned its own course name and course code, whereas for cooperative education, the course names and course codes of the related courses are used. See also "Granting of Credits" below.)

Determining a report card grade involves the interpretation of evidence collected through observations, conversations, and student products (tests/exams, assignments for evaluation), combined with the teacher's professional judgement and consideration of factors such as the number of tests/exams or assignments for evaluation that were not completed or submitted and the fact that some evidence may carry greater weight than other evidence.

Seventy per cent of the final grade (a percentage mark) in a course will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence. Thirty per cent will be based on a final evaluation administered at or towards the end of the course.

See also "Assessing and Evaluating Student Learning", under the section "Essential Processes for Learning in Cooperative Education", on pages 28–29.

Granting of Credits

A credit is granted in recognition of the successful completion of a cooperative education course from the Ontario curriculum that has been scheduled for a *minimum* of 110 hours, in accordance with the policy stated in *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2016*. For a cooperative education course, the hours required for the student to complete the course and earn credit may exceed the minimum specified, depending on individual timetables and placement considerations. Like other courses offered in Ontario schools, cooperative education courses conclude at the end of the term, on the last day of scheduled classes.

Creating Opportunities through Co-op may be scheduled for 110 hours or 220 hours, and a student may earn, respectively, one or two cooperative education credits for successful completion of the course. When this course is scheduled for 220 hours, students' learning related to the expectations will be deeper and broader. The extension of knowledge and further refinement of skills (e.g., refinement of inquiry skills or decision-making and leadership skills) are reflected in the learning goals and success criteria outlined in the Student's Cooperative Education Learning Plan.

Students taking the course Cooperative Education Linked to a Related Course (or Courses) may earn a maximum of two cooperative education credits for each credit earned from a related course (or courses) previously completed or taken concurrently,[18] *to a maximum of four credits for the cooperative education course*. A few examples follow.

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18. Students may also earn a maximum of two cooperative education credits for the compulsory half-credit courses Civics and Citizenship (CHV2O) and Career Studies (GLC2O).

Example 1: *When the cooperative education course is linked to a one-credit related course*

Related Course Name and Course Code	Credit Value of the *Related Course*	Credit Value for Cooperative Education Linked to a Related Course (or Courses)
Marketing: Retail and Service (BMX3E)	1	1 or 2

Example 2: *When the cooperative education course is linked to a two-credit related course*

Related Course Name and Course Code	Credit Value of the *Related Course*	Credit Value for Cooperative Education Linked to a Related Course (or Courses)
Transportation Technology (TTJ4C)	2	1, 2, 3, or 4

Example 3: *When the cooperative education course is linked to more than one related course*

Related Course Name and Course Code	Credit Value of the *Related Course*	Credit Value for Cooperative Education Linked to a Related Course (or Courses)
Biology (SBI3C)	1	
The Environment and Resource Management (CGR4M)	1	3 or 4
Green Industries (THJ3M)	1	

The credit value of the course must be established prior to the start of the course. The credit value of the course must be one, two, three, or four credits. No half credits may be granted.

Students may take Cooperative Education Linked to a Related Course (or Courses) several times during secondary school, using a different related course (or courses) each time. The cooperative education course is typically taken by students in Grades 11 and/or 12; however, some students in Grade 9 or 10 may also be ready to participate in cooperative education and are free to take this course (or Creating Opportunities through Co-op), as long as they are fourteen years of age or older (see also "The Program in Cooperative Education", page 15, and "Stage 1: Planning for the Opportunity", page 33, for further information about age restrictions for students participating in cooperative education).

Although there is no restriction on the total number of cooperative education credits that a student may earn in secondary school, no more than two cooperative education credits may be counted as compulsory credits towards the Ontario Secondary School Diploma (see *Ontario Schools*, section 6.1.1).

In addition, the following guidelines apply to the granting of credits when a student is taking Cooperative Education Linked to a Related Course (or Courses) concurrently with the related course:

- If the student successfully completes the related course, but does not successfully complete the cooperative education course, a credit is granted for the related course only.
- If the student successfully completes the cooperative education course, but does not successfully complete a related course taken concurrently, a credit(s) is granted for the cooperative education course only.

Reporting Student Achievement

The Provincial Report Card, Grades 9–12, shows a student's achievement at specific points in the school year or semester. There are two formal reporting periods for a semestered course and three formal reporting periods for a non-semestered course. The reports reflect student achievement of the overall curriculum expectations, as well as development of learning skills and work habits.

Although there are formal reporting periods, communication with parents and students about student achievement should be continuous throughout the course, by means such as parent-teacher or parent-student-teacher conferences, portfolios of student work, student-led conferences, interviews, phone calls, checklists, and informal reports. Communication about student achievement should be designed to provide detailed information that will encourage students to set goals for learning, help teachers to establish plans for teaching, and assist parents in supporting learning at home.

The procedures for reporting student achievement are outlined in Chapter 6 of *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010*. More details on reporting related to the two cooperative education courses are provided below.

Cooperative Education Linked to a Related Course (or Courses)

A student's achievement in this cooperative education course is entirely distinct from the student's achievement in the related course (or courses), and is reported separately.

On both the Provincial Report Card and the Ontario Student Transcript (OST), a student's achievement in this cooperative education course is reported *in terms of* the related course (or courses) to which it is linked, as described below.

When the cooperative education course is linked to one related course, it is reported using the name of the related course, followed by the indicator "(Co-op)", and by the course code of the related course. On the OST, the notation "C" is also entered in the "Note" column.

When the cooperative education course is linked to *more than one related course*, it must be reported with *an entry for each related course*, using the name of the related course, followed by "(Co-op)", and using the course code of the related course. Note that each entry will indicate:

- the percentage mark assigned in connection with the related course;
- the cooperative education credit value that is being assigned in connection with the related course.

For example, for a four-credit cooperative education course linked to three related courses, three entries are recorded, using the course name followed by "(Co-op)" and the course

code of each related course. Each entry shows the percentage mark and the credit(s) earned in connection with that related course, as shown below:

Sample: Information to Be Entered on the Provincial Report Card for a Four-Credit Cooperative Education Course Linked to Three Related Courses

Course Name	Course Code	Percentage Mark	Credit(s) Earned
Biology, Grade 11, College (Co-op)	SBI3C	82%	2
The Environment and Resource Management, Grade 12, University/College (Co-op)	CGR4M	78%	1
Green Industries, Grade 11, University/College (Co-op)	THJ3M	84%	1

On the OST, the notation "C" is also entered in the "Note" column for each related course.

Creating Opportunities through Co-op

The grade and credit(s) earned for this course must be reported on the Ontario Provincial Report Card and the Ontario Student Transcript (OST) as follows:

- Use the course name Creating Opportunities through Co-op and the course code DCO3O, and indicate the credit value (i.e., either one or two credits).
- Add the indicator "(Co-op)" after the course name and, on the OST, enter the notation "C" in the "Note" column.

Sample: Information to Be Entered on the Provincial Report Card for a Two-Credit Course

Course Name	Course Code	Percentage Mark	Credit(s) Earned
Creating Opportunities through Co-op, Grade 11, Open (Co-op)	DCO3O	83%	2

THE ACHIEVEMENT CHART FOR COOPERATIVE EDUCATION

The achievement chart identifies four categories of knowledge and skills and four levels of achievement in cooperative education. The components of the chart are explained below. (See also "Content Standards and Performance Standards", on pages 43–44.)

Categories of Knowledge and Skills

The categories represent four broad areas of knowledge and skills within which the expectations for any given subject or course can be organized. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning.

The categories help teachers focus not only on students' acquisition of knowledge but also on their development of the skills of thinking, communication, and application.

The categories of knowledge and skills are as follows:

Knowledge and Understanding. Knowledge of subject-specific content of a cooperative education course, and understanding of its meaning and significance.

Thinking. The use of critical and creative thinking skills and inquiry skills and/or processes.

Communication. The conveying of meaning through various forms.

Application. The use of knowledge and skills to make connections within and between various contexts.

In all subjects and courses, students should be given numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations across all four categories of knowledge and skills.

Teachers will ensure that student learning is assessed and evaluated in a balanced manner with respect to the four categories, and that achievement of particular expectations is considered within the appropriate categories. The emphasis on "balance" reflects the fact that all categories of the achievement chart are important and need to be a part of the process of instruction, learning, assessment, and evaluation. However, it also indicates that for different courses, the *relative* importance of each of the categories may vary. The importance accorded to each of the four categories in assessment and evaluation should reflect the emphasis accorded to them in the curriculum expectations for the subject or course and in instructional practice.

Criteria and Descriptors

To further guide teachers in their assessment and evaluation of student learning, the achievement chart provides "criteria" and "descriptors".

A set of criteria is identified for each category in the achievement chart. The criteria are subsets of the knowledge and skills that define the category. The criteria identify the aspects of student performance that are assessed and/or evaluated, and they serve as a guide to what teachers look for. In the cooperative education curriculum, the criteria for each category are as follows:

Knowledge and Understanding
- knowledge of content *(e.g., information; terminology; vocabulary; health, safety, and well-being practices and procedures)*
- understanding of content *(e.g., skills, processes, concepts, techniques)*

Thinking
- use of planning skills *(e.g., setting goals, locating and gathering information, organizing an inquiry)*
- use of processing skills *(e.g., analysing, reflecting, revising, refining, extending, integrating, forming conclusions, evaluating risks and following appropriate safety measures)*
- use of critical/creative thinking processes *(e.g., use of inquiry, decision-making, research, innovation, problem-solving, and design processes)*

Communication
- expression and organization of ideas and information *(e.g., clarity of expression, logical organization)* in oral, visual, and/or written forms *(e.g., interviews, presentations, portfolios, graphic organizers, posters, letters, résumés, personal profiles, charts, reports, summaries)*
- communication for different audiences *(e.g., peers, placement supervisors, placement employers)* and purposes *(e.g., to inform, to persuade, to question)* in oral, visual, and/or written forms

- use of conventions *(e.g., style and format for résumés, online communications, journals, telephone calls)*, vocabulary, and terminology of the discipline/sector/workplace in oral, visual, and/or written forms

Application
- application of knowledge and skills *(e.g., education and career/life planning, goal setting; health, safety, and well-being; use of technology)* in familiar contexts
- transfer of knowledge and skills *(e.g., skills in interpersonal relations, learning skills, education and career/life planning; use of specialized equipment, techniques)* to new contexts *(e.g., refining and extending skills in a cooperative education placement)*
- making connections within and between various contexts *(e.g., within and between courses and disciplines; between learning in school and learning in the community component of the cooperative education experience; between learning in cooperative education, personal experiences, and future opportunities)*

"Descriptors" indicate the characteristics of the student's performance, with respect to a particular criterion, on which assessment or evaluation is focused. *Effectiveness* is the descriptor used for each of the criteria in the Thinking, Communication, and Application categories. What constitutes effectiveness in any given performance task will vary with the particular criterion being considered. Assessment of effectiveness may therefore focus on a quality such as appropriateness, clarity, accuracy, precision, logic, relevance, significance, fluency, flexibility, depth, or breadth, as appropriate for the particular criterion.

Levels of Achievement

The achievement chart also identifies four levels of achievement, defined as follows:

Level 1 represents achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. Students must work at significantly improving in specific areas, as necessary, if they are to be successful in a course in the next grade.

Level 2 represents achievement that approaches the standard. The student demonstrates the specified knowledge and skills with some effectiveness. Students performing at this level need to work on identified learning gaps to ensure future success.

Level 3 represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent courses.

Level 4 identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness. *However, achievement at level 4 does not mean that the student has achieved expectations beyond those specified for the course*.

Specific "qualifiers" are used with the descriptors in the achievement chart to describe student performance at each of the four levels of achievement – the qualifier *limited* is used for level 1; *some* for level 2; *considerable* for level 3; and *a high degree of* or *thorough* for level 4. Hence, achievement at level 3 in the Thinking category for the criterion "use of planning skills" would be described in the achievement chart as "[The student] uses planning skills with considerable effectiveness".

THE ACHIEVEMENT CHART: COOPERATIVE EDUCATION

Categories	50 – 59% (Level 1)	60 – 69% (Level 2)	70 –79% (Level 3)	80 – 100% (Level 4)
Knowledge and Understanding – Knowledge of subject-specific content of a cooperative education course, and understanding of its meaning and significance				
	The student:			
Knowledge of content *(e.g., information; terminology; vocabulary; health, safety, and well-being practices and procedures)*	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content *(e.g., skills, processes, concepts, techniques)*	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking – The use of critical and creative thinking skills and inquiry skills and/or processes				
	The student:			
Use of planning skills *(e.g., setting goals, locating and gathering information, organizing an inquiry)*	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Use of processing skills *(e.g., analysing, reflecting, revising, refining, extending, integrating, forming conclusions, evaluating risks and following appropriate safety measures)*	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes *(e.g., use of inquiry, decision-making, research, innovation, problem-solving, and design processes)*	uses critical/ creative thinking processes with limited effectiveness	uses critical/ creative thinking processes with some effectiveness	uses critical/ creative thinking processes with considerable effectiveness	uses critical/ creative thinking processes with a high degree of effectiveness
Communication – The conveying of meaning through various forms				
	The student:			
Expression and organization of ideas and information *(e.g., clarity of expression, logical organization)* **in oral, visual, and/or written forms** *(e.g., interviews, presentations, portfolios, graphic organizers, posters, letters, résumés, personal profiles, charts, reports, summaries)*	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness

Categories	50 – 59% (Level 1)	60 – 69% (Level 2)	70 –79% (Level 3)	80 – 100% (Level 4)
Communication *(continued)*				
	The student:			
Communication for different audiences *(e.g., peers, placement supervisors, placement employers)* **and purposes** *(e.g., to inform, to persuade, to question)* **in oral, visual, and/or written forms**	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions *(e.g., style and format for résumés, online communications, journals, telephone calls)*, **vocabulary, and terminology of the discipline/sector/workplace in oral, visual, and/or written forms**	uses conventions, vocabulary, and terminology with limited effectiveness	uses conventions, vocabulary, and terminology with some effectiveness	uses conventions, vocabulary, and terminology with considerable effectiveness	uses conventions, vocabulary, and terminology with a high degree of effectiveness
Application – The use of knowledge and skills to make connections within and between various contexts				
	The student:			
Application of knowledge and skills *(e.g., education and career/life planning, goal setting; health, safety, and well-being; use of technology)* **in familiar contexts**	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills *(e.g., skills in interpersonal relations, learning skills, education and career/life planning; use of specialized equipment, techniques)* **to new contexts** *(e.g., refining and extending skills in a cooperative education placement)*	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts *(e.g., within and between courses and disciplines; between learning in school and learning in the community component of the cooperative education experience; between learning in cooperative education, personal experiences, and future opportunities)*	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness

SOME CONSIDERATIONS FOR PROGRAM PLANNING IN COOPERATIVE EDUCATION

PLANNING COOPERATIVE EDUCATION PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

Classroom teachers are the key educators of students with special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. Classroom teachers commit to assisting every student to prepare for living with the highest degree of independence possible.

Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12 (2013) describes a set of beliefs, based in research, that should guide program planning for students with special education needs in all disciplines. Teachers planning cooperative education courses need to pay particular attention to these beliefs, which are as follows:

- All students can succeed.
- Each student has their own unique patterns of learning.
- Successful instructional practices are founded on evidence-based research, tempered by experience.
- Universal design[19] and differentiated instruction[20] are effective and interconnected means of meeting the learning or productivity needs of any group of students.
- Classroom teachers are the key educators for a student's literacy and numeracy development.

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19. The goal of Universal Design for Learning (UDL) is to create a learning environment that is open and accessible to all students, regardless of age, skills, or situation. Instruction based on principles of universal design is flexible and supportive, can be adjusted to meet different student needs, and enables all students to access the curriculum as fully as possible.

20. Differentiated instruction (DI) is effective instruction that shapes each student's learning experience in response to the student's particular learning preferences, interests, and readiness to learn.

- Classroom teachers need the support of the larger community to create a learning environment that supports students with special education needs.
- Fairness is not sameness.

In any given classroom, students may demonstrate a wide range of strengths and needs. Teachers plan programs that are attuned to this diversity and use an integrated process of assessment and instruction that responds to the unique strengths and needs of each student. An approach that combines principles of universal design and differentiated instruction enables educators to provide personalized, precise teaching and learning experiences for all students.

In planning cooperative education courses for students with special education needs, teachers should begin by examining the curriculum expectations in the course appropriate for the individual student, the student's particular strengths and learning needs, and the potential community placement to determine which of the following options is appropriate for the student:

- no accommodations[21] or modified expectations; or
- accommodations only; or
- modified expectations, with the possibility of accommodations; or
- alternative expectations, which are not derived from the curriculum expectations for a course and which constitute alternative programs and/or courses.

If the student requires either accommodations or modified expectations, or both, the relevant information, as described in the following paragraphs, must be recorded in their Individual Education Plan (IEP). More detailed information about planning programs for students with special education needs, including students who require alternative programs and/or courses,[22] can be found in *Special Education in Ontario, Kindergarten to Grade 12: Policy and Resource Guide, 2017 (Draft)* (referred to hereafter as *Special Education in Ontario, 2017*). For a detailed discussion of the ministry's requirements for IEPs, see Part E of *Special Education in Ontario*. (The document is available at www.edu.gov.on.ca/eng/document/policy/os/onschools_2017e.pdf.)

Students Requiring Accommodations Only

Some students with special education needs are able, with certain accommodations, to participate in the regular course curriculum and to demonstrate learning independently. Accommodations allow the student with special education needs to access the curriculum without any changes to the course expectations. The accommodations required to facilitate the student's learning must be identified in their IEP (*Special Education in Ontario, 2017*, p. E38). A student's IEP is likely to reflect the same accommodations for many, or all, subjects or courses. In cooperative education, accommodations identified in a student's IEP must be provided in both the classroom and community components of the course.

Providing accommodations to students with special education needs should be the first option considered in program planning. Instruction based on principles of universal design and differentiated instruction focuses on the provision of accommodations to meet the diverse needs of learners.

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21. "Accommodations" refers to individualized teaching and assessment strategies, human supports, and/or individualized equipment (see *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010*, p. 72).
22. Alternative programs are identified on the IEP by the term "alternative (ALT)".

There are three types of accommodations:

- *Instructional accommodations* are changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia. Some examples include the use of graphic organizers, photocopied notes, adaptive equipment, or assistive software.

- *Environmental accommodations* are changes that the student may require in the classroom, the school environment, and/or the cooperative education placement, such as preferential seating, special lighting, or reduced auditory distractions.

- *Assessment accommodations* are changes in assessment procedures that enable the student to demonstrate their learning, such as allowing additional time to complete tests or assignments or permitting oral responses to test questions.

(See page E39 of *Special Education in Ontario, 2017*, for more examples.)

If a student requires "accommodations only" in cooperative education courses, assessment and evaluation of their achievement will be based on the regular course curriculum expectations and the achievement levels outlined in this document. The IEP box on the student's Provincial Report Card will not be checked, and no information on the provision of accommodations will be included.

Students Requiring Modified Expectations

In cooperative education courses, modified expectations for most students with special education needs will be based on the regular course expectations, with changes in the number and/or complexity of the expectations. Modified expectations must represent specific, realistic, observable, and measurable goals, and must describe specific knowledge and/or skills that the student can demonstrate independently, given the appropriate assessment accommodations.

It is important to monitor, and to reflect clearly in the student's IEP, the extent to which expectations have been modified. The principal will determine whether achievement of the modified expectations constitutes successful completion of the course, and will decide whether the student is eligible to receive a credit for the course. This decision must be communicated to the parents and the student.

Modified expectations must indicate the knowledge and/or skills that the student is expected to demonstrate and that will be assessed in each reporting period (*Special Education in Ontario, 2017*, p. E27). Modified expectations should be expressed in such a way that the student and parents can understand not only exactly what the student is expected to know or be able to demonstrate independently, but also the basis on which their performance will be evaluated, resulting in a grade or mark that is recorded on the Provincial Report Card. The student's learning expectations must be reviewed in relation to the student's progress at least once every reporting period, and must be updated as necessary (*Special Education in Ontario, 2017*, p. E28).

If a student requires modified expectations in cooperative education courses, assessment and evaluation of their achievement will be based on the learning expectations identified in the IEP and on the achievement levels outlined in this document. If some of the student's learning expectations for a course are modified but the student is working towards a credit for the course, it is sufficient simply to check the IEP box on the Provincial Report Card. If, however, the student's learning expectations are modified to such an extent that

the principal deems that a credit will not be granted for the course, the IEP box must be checked and the appropriate statement from *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010*, page 62, must be inserted. The teacher's comments should include relevant information on the student's demonstrated learning of the modified expectations, as well as next steps for the student's learning in the course.

PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 26 per cent of the students in Ontario's English-language schools is a language other than English. In addition, some students use varieties of English – also referred to as dialects – that differ significantly from the English required for success in Ontario schools. Many English language learners were born in Canada and have been raised in families and communities in which languages other than English, or varieties of English that differ from the language used in the classroom, are spoken. Other English language learners arrive in Ontario as newcomers from other countries; they may have experience of highly sophisticated educational systems, or they may have come from regions where access to formal schooling was limited.

When they start school in Ontario, many of these students are entering a new linguistic and cultural environment. All teachers share in the responsibility for these students' English-language development.

English language learners (students who are learning English as a second or additional language in English-language schools) bring a rich diversity of background knowledge and experience to both the classroom and the community components. These students' linguistic and cultural backgrounds not only support their learning in their new environment but also become a cultural asset in the classroom and the community. Effective teachers find positive ways to incorporate this diversity into their instructional programs and into the classroom environment. Placement employers and supervisors in cooperative education can also find positive ways to highlight the diverse skills, knowledge, and experiences that English language learners bring to the cooperative education placement.

Most English language learners in Ontario schools have age-appropriate proficiency in their first language, as well as the appropriate literacy skills. Although they need frequent opportunities to use English at school, there are important educational and social benefits associated with continued development of their first language while they are learning English. Teachers need to encourage parents to continue to use their own language at home in rich and varied ways as a foundation for language and literacy development in English. It is also important for teachers to find opportunities to bring students' languages into the classroom, using parents and community members as a resource.

During their first few years in Ontario schools, English language learners may receive support through one of two distinct programs designed to meet their language-learning needs:

English as a Second Language (ESL) programs are for students born in Canada or newcomers whose first language is a language other than English, or is a variety of English significantly different from that used for instruction in Ontario schools.

English Literacy Development (ELD) programs are primarily for newcomers whose first language is a language other than English, or is a variety of English significantly different from that used for instruction in Ontario schools, and who arrive with significant gaps in their education. These students generally come from countries where access to education is limited or where there are limited opportunities to develop language and literacy skills in any language.

In planning programs for students with linguistic backgrounds other than English, teachers need to recognize the importance of the orientation process, understanding that every learner needs to adjust to the new social environment and language in a unique way and at an individual pace. For example, students who are in an early stage of English-language acquisition may go through a "silent period" during which they closely observe the interactions and physical surroundings of their new learning environment. They may use body language rather than speech or they may use their first language until they have gained enough proficiency in English to feel confident of their interpretations and responses. Students thrive in a safe, supportive, and welcoming environment that nurtures their self-confidence while they are receiving focused literacy instruction. When they are ready to participate, in paired, small-group, or whole-class activities, some students will begin by using a single word or phrase to communicate a thought, while others will speak quite fluently.

In a supportive learning environment, most students will develop oral language proficiency quite quickly. Teachers can sometimes be misled by the high degree of oral proficiency demonstrated by many English language learners in their use of everyday English and may mistakenly conclude that these students are equally proficient in their use of academic English. Most English language learners who have developed oral proficiency in everyday English will nevertheless require instructional scaffolding to meet curriculum expectations. Research has shown that it takes five to seven years for most English language learners to catch up to their English-speaking peers in their ability to use English for academic purposes.

Responsibility for students' English-language development is shared by the classroom teacher, the ESL/ELD teacher (where available), and other school staff. Volunteers and peers may also be helpful in supporting English language learners in the classroom. Teachers must adapt the instructional program in order to facilitate the success of these students in their classrooms. Appropriate adaptations include:

- modification of some or all of the subject expectations so that they are challenging but attainable for the learners at their present level of English proficiency, given the necessary support from the teacher;
- use of a variety of instructional strategies (e.g., modelling; extensive use of visual cues, images, diagrams; graphic organizers, and scaffolding; pre-teaching of key vocabulary; peer tutoring; strategic use of students' first languages);
- use of a variety of learning resources (e.g., visual material, illustrated guides or diagrams, simplified text, bilingual dictionaries, and materials that reflect cultural diversity);
- use of assessment accommodations (e.g., granting of extra time; use of oral interviews and presentations, demonstrations or visual representations, portfolios, or tasks requiring completion of graphic organizers or cloze sentences instead of essay questions and other assessment tasks that depend heavily on proficiency in English).

Teachers need to adapt the program for English language learners as they acquire English proficiency. For students in the early stages of language acquisition, teachers need to modify the curriculum expectations in some or all curriculum areas. Most English language learners require accommodations for an extended period, long after they have achieved proficiency in everyday English.

When curriculum expectations are modified in order to meet the language-learning needs of English language learners, assessment and evaluation will be based on the documented modified expectations. Teachers will check the ESL/ELD box on the Provincial Report Card only when modifications have been made to curriculum expectations to address the language needs of English language learners (the box should *not* be checked to indicate simply that they are participating in ESL/ELD programs or if they are only receiving accommodations). There is no requirement for a statement to be added to the "Comments" section of the report cards when the ESL/ELD box is checked.

Although the degree of program adaptation required will decrease over time, students who are no longer receiving ESL or ELD support may still need some program adaptations to be successful.

English language learners may need special consideration and support, particularly support to ensure their safety, in order to take advantage of the opportunities offered by cooperative education and other forms of experiential learning. Both teachers and placement supervisors must ensure that all English language learners are thoroughly familiar with all the safety precautions that may be required at the placement and are able to follow all safety procedures.

Students' level of proficiency in English and their experience in Canadian society must be considered in order to place them appropriately in cooperative education courses, in work experience, and in community service programs. The placement employer and supervisor with whom students will interact need to be sensitive to the students' needs as newcomers to Canada. Some students may benefit from being placed with supervisors from their own culture who can serve as role models and who can provide support and guidance in the students' first language(s) as well as in English. English language learners also bring valuable talents to the cooperative education placement, and their language backgrounds and cultural knowledge may be a special asset. For example, with appropriate training, students may be able to provide valuable bilingual services.

For further information on supporting English language learners, refer to the following documents:

- *The Ontario Curriculum, Grades 9–12: English as a Second Language and English Literacy Development, 2007*
- *English Language Learners – ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12, 2007*
- *Supporting English Language Learners with Limited Prior Schooling: A Practical Guide for Ontario Educators, Grades 3 to 12, 2008*
- *Many Roots, Many Voices: Supporting English Language Learners in Every Classroom, 2005*

ENVIRONMENTAL EDUCATION AND COOPERATIVE EDUCATION

Ontario's education system will prepare students with the knowledge, skills, perspectives, and practices they need to be environmentally responsible citizens. Students will understand our fundamental connections to each other and to the world around us through our relationship to food, water, energy, air, and land, and our interaction with all living things. The education system will provide opportunities within the classroom and the community for students to engage in actions that deepen this understanding.

Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools, 2009, p. 6

Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools outlines an approach to environmental education that recognizes the needs of all Ontario students and promotes environmental responsibility in the operations of all levels of the education system.

The three goals outlined in *Acting Today, Shaping Tomorrow* are organized around the themes of teaching and learning, student engagement and community connections, and environmental leadership. The first goal is to promote learning about environmental issues and solutions. The second is to engage students in practising and promoting environmental stewardship, both in the school and in the community. The third stresses the importance of having organizations and individuals within the education system provide leadership by implementing and promoting responsible environmental practices throughout the system so that staff, parents, community members, and students become dedicated to living more sustainably.

Cooperative education offers many opportunities for accomplishing these goals. Students can explore how various sectors address environmental concerns and improve their practices in order to be more environmentally responsible. Students can contribute to, and possibly improve, environmental practices in their cooperative education placement by, for example, designing more energy-efficient processes in a manufacturing setting, researching native plants suitable for a landscaping project, or creating effective communications about recycling and waste systems in the placement.

A resource document – *The Ontario Curriculum, Grades 9–12: Environmental Education, Scope and Sequence of Expectations* – has been prepared to assist teachers in planning lessons that integrate environmental education with other subject areas. This resource document may help teachers and students in identifying environmental education expectations from the related course and considering these learning opportunities when co-constructing the Student's Cooperative Education Learning Plan. It identifies curriculum expectations and related examples and prompts in disciplines across the Ontario curriculum that provide opportunities for student learning "in, about, and/or for" the environment. This publication is available on the Ministry of Education's website, at www.edu.gov.on.ca/eng/teachers/enviroed/publications.html.

HEALTHY RELATIONSHIPS AND COOPERATIVE EDUCATION

Every student is entitled to learn in a safe, caring environment, free from violence and harassment. Research has shown that students learn and achieve better in such environments. A safe and supportive social environment in a school is founded on healthy relationships –

the relationships between students, between students and adults, and between adults. Healthy relationships are based on respect, caring, empathy, trust, and dignity, and thrive in an environment in which diversity is honoured and accepted. Healthy relationships do not tolerate abusive, controlling, violent, bullying/harassing, or other inappropriate behaviours. To experience themselves as valued and connected members of an inclusive social environment, students need to be involved in healthy relationships with their peers, teachers, and other members of the school community. In cooperative education, the placement employer and supervisor play an important role in supporting students in developing healthy relationships and fostering a sense of well-being within their organization.

Several provincial policies, programs, and initiatives, including Foundations for a Healthy School, the Equity and Inclusive Education strategy, and the Safe Schools strategy, are designed to foster caring and safe learning environments in the context of healthy and inclusive schools. These policies and initiatives promote positive learning and teaching environments that support the development of healthy relationships, encourage academic achievement, and help all students reach their full potential.

In its 2008 report, *Shaping a Culture of Respect in Our Schools: Promoting Safe and Healthy Relationships*, the Safe Schools Action Team confirmed "that the most effective way to enable all students to learn about healthy and respectful relationships is through the school curriculum" (p. 11). Teachers can promote this learning in a variety of ways. For example, by giving students opportunities to apply critical thinking and problem-solving strategies and to address issues through group discussions, role play, case study analysis, and other means, they can help them develop and practise the skills they need for building healthy relationships. Co-curricular activities such as clubs and intramural and interschool sports provide additional opportunities for the kind of interaction that helps students build healthy relationships. Teachers can also have a positive influence on students by modelling the behaviours, values, and skills that are needed to develop and sustain healthy relationships, and by taking advantage of "teachable moments" to address immediate relationship issues that may arise among students.

The skills, knowledge, and habits of mind that are addressed in cooperative education encourage open-mindedness as well as a climate of cooperation, collaboration, and respect. Such a learning environment supports students in developing a deep understanding of themselves and others, while providing a foundation for forming and maintaining healthy relationships.

EQUITY AND INCLUSIVE EDUCATION IN THE COOPERATIVE EDUCATION PROGRAM

The Ontario Equity and Inclusive Education strategy focuses on respecting diversity, promoting inclusive education, and identifying and eliminating discriminatory biases, systemic barriers, and power dynamics that limit the ability of students to learn, grow, and contribute to society. Antidiscrimination education continues to be an important and integral component of the strategy.

In an environment based on the principles of inclusive education, all students, parents, caregivers, and other members of the school community – regardless of ancestry, culture, ethnicity, sex, physical or intellectual ability, race, religion, creed, gender identity/expression, gender, sexual orientation, socio-economic status, or other factors – are welcomed,

included, treated fairly, and respected. Diversity is valued when all members of the school community feel safe, welcomed, and accepted. Every student is supported and inspired to succeed in a culture of high expectations for learning. In an inclusive education system, all students see themselves reflected in the curriculum, their physical surroundings, and the broader environment, so that they can feel engaged in and empowered by their learning experiences.

The implementation of antidiscrimination principles in education influences all aspects of school life. It promotes a school climate that encourages all students to work to high levels of achievement, affirms the worth of all students, and helps students strengthen their sense of identity and develop a positive sense of self/spirit. It encourages staff and students alike to value and show respect for diversity in the school and the broader society. Antidiscrimination education promotes equity, healthy relationships, and active, responsible citizenship.

Teachers can give students a variety of opportunities to learn about diversity and diverse perspectives. By drawing attention to the contributions of women, the perspectives of various ethnocultural, religious, and racialized communities, and the beliefs and practices of First Nations, Métis, and Inuit communities, teachers enable students from a wide range of backgrounds to see themselves reflected in the curriculum. It is essential that learning activities and materials used to support the curriculum reflect the diversity of Ontario society. In addition, teachers should differentiate instruction and assessment strategies to take into account the background and experiences, as well as the interests, aptitudes, and learning needs, of all students.

Interactions between the school and the community should reflect the diversity of both the local community and the broader society. A variety of strategies can be used to communicate with and engage parents and members of diverse communities, and to encourage their participation in and support for school activities, programs, and events. Family and community members should be invited to take part in teacher interviews, the school council, and the parent involvement committee, and to attend and support activities such as plays, concerts, co-curricular activities and events, and various special events at the school. Schools may consider offering assistance with childcare or making alternative scheduling arrangements in order to help caregivers participate. Students can also help by encouraging and accompanying their families, who may be unfamiliar with the Ontario school system. Special outreach strategies and encouragement may be needed to draw in the parents of English language learners and First Nations, Métis, and Inuit students, and to make them feel more welcomed in their interactions with the school.

When planning the cooperative education opportunity, teachers must ensure that they know their students and plan with full awareness of their students' needs (see "Development and Implementation of Courses", pages 31–36). The cooperative education curriculum provides students with tools for understanding, analysing, and reflecting on legislation and policies that apply to equity and inclusion in the workplace.

Cooperative education experiences must facilitate feelings of safety and inclusion in both the classroom and the community components of the course. Cooperative education must be designed to foster full participation and active engagement for all students while supporting achievement and well-being.

FINANCIAL LITERACY IN COOPERATIVE EDUCATION

The document *A Sound Investment: Financial Literacy Education in Ontario Schools, 2010* (p. 4) sets out the vision that:

> *Ontario students will have the skills and knowledge to take responsibility for managing their personal financial well-being with confidence, competence, and a compassionate awareness of the world around them.*

There is a growing recognition that the education system has a vital role to play in preparing young people to take their place as informed, engaged, and knowledgeable citizens in the global economy. Financial literacy education can provide the preparation Ontario students need to make informed decisions and choices in a complex and fast-changing financial world.

Because making informed decisions about economic and financial matters has become an increasingly complex undertaking in the modern world, students need to build knowledge and skills in a wide variety of areas. In addition to learning about the specifics of saving, spending, borrowing, and investing, students need to develop broader skills in problem solving, inquiry, decision making, critical thinking, and critical literacy related to financial issues, so that they can analyse and manage the risks that accompany various financial choices. They also need to develop an understanding of world economic forces and the effects of those forces at the local, national, and global level. In order to make wise choices, they will need to understand how such forces affect their own and their families' economic and financial circumstances. Finally, to become responsible citizens in the global economy, they will need to understand the social, environmental, and ethical implications of their own choices as consumers. For all of these reasons, financial literacy is an essential component of the education of Ontario students in a twenty-first century context – one that can help ensure that Ontarians will continue to prosper in the future.

Cooperative education provides opportunities for students to develop skills and knowledge related to financial literacy that support their education and career/life planning. For example, students may investigate the financial considerations related to various postsecondary pathways.

In addition, throughout the cooperative education course, students may examine how different sectors influence and respond to economic trends in a local, national, or global context.

A resource document – *The Ontario Curriculum, Grades 9–12: Financial Literacy Scope and Sequence of Expectations* – has been prepared to assist teachers in bringing financial literacy into the classroom. This document identifies the curriculum expectations and related examples and prompts, in disciplines across the Ontario curriculum, through which students can acquire skills and knowledge related to financial literacy. The document can also be used to make curriculum connections to school-wide initiatives that support financial literacy. This publication is available on the Ministry of Education's website, at www.edu.gov.on.ca/eng/document/policy/FinLitGr9to12.pdf.

LITERACY, INQUIRY SKILLS, AND NUMERACY IN COOPERATIVE EDUCATION

A vision of literacy for adolescent learners in Ontario schools might be described as follows:

All students are equipped with the literacy skills necessary to be critical and creative thinkers, effective meaning makers and communicators, collaborative co-learners, and innovative problem solvers. These are the skills that will enable them to achieve personal, career/life, and societal goals.

Students, individually and in collaboration with others, develop skills in three areas, as follows:

- *Thinking:* Students access, manage, create, and evaluate information as they think imaginatively and critically in order to solve problems and make decisions, including those related to issues of fairness, equity, and social justice.
- *Expression:* Students use language and images in rich and varied forms as they read, write, listen, speak, view, represent, discuss, and think critically about ideas.
- *Reflection:* Students apply metacognitive knowledge and skills to monitor their own thinking and learning, and in the process, develop self-advocacy skills, a sense of self-efficacy, and an interest in lifelong learning.

As this vision for adolescent literacy suggests, literacy involves a range of critical-thinking skills and is essential for learning across the curriculum. Students need to learn to think, express, and reflect in discipline-specific ways. Teachers support them in this learning by not only addressing the curriculum expectations but also considering, and purposefully teaching students about, the literacy demands of the particular subject area. Literacy, inquiry skills, and numeracy are critical to students' success in all subjects of the curriculum, and in all areas of their lives.

Many of the activities and tasks in cooperative education support students in the development of their ability to think, reflect, and express themselves in ways specific to their cooperative education experience. These include researching, discussing, listening, viewing media, communicating with words and with the body, connecting illustrations and text, role playing to create meaning through stories, and – especially important for kinesthetic learners – communicating through physical activity. Students use language to record their observations, to describe their critical analyses in both informal and formal contexts, and to present their findings in presentations and reports in oral, written, graphic, and multimedia forms. Cooperative education requires the understanding and use of specialized terminology. Students are encouraged to use language with care and precision in order to communicate effectively.

The Ministry of Education has facilitated the development of materials to support literacy instruction across the curriculum in Grades 7–12, at http://www.edugains.ca/newsite/literacy/index.html.

Critical Thinking and Critical Literacy

Critical thinking is the process of thinking about ideas or situations in order to understand them fully, identify their implications, make a judgement, and/or guide decision making. Critical thinking includes skills such as questioning, predicting, analysing, synthesizing, examining opinions, identifying values and issues, detecting bias, distinguishing between

alternatives, and reflecting on their learning. Students who are taught these skills become critical thinkers who can move beyond superficial conclusions to a deeper understanding of the issues they are examining. They are able to engage in an inquiry process in which they explore complex and multifaceted issues, and questions for which there may be no clear-cut answers.

Students use critical-thinking skills when they assess, analyse, and/or evaluate the impact of something and when they form an opinion and support that opinion with a rationale. In order to think critically, students need to ask themselves effective questions in order to: interpret information; detect bias in their sources; determine why a source might express a particular bias; examine the opinions, perspectives, and values of various groups and individuals; look for implied meaning; and use the information gathered to form a personal opinion or stance, or a personal plan of action with regard to their education and career/life planning.

Students approach critical thinking in various ways. Some students find it helpful to discuss their thinking, asking questions and exploring ideas. Other students may take time to observe a situation or consider a text carefully before commenting; they may prefer not to ask questions or express their thoughts orally while they are thinking.

Critical literacy is the term used to refer to a particular aspect of critical thinking. Critical literacy involves looking beyond the literal meaning of a text to determine what is present and what is missing, in order to analyse and evaluate the text's complete meaning and the author's intent. Critical literacy is concerned with issues related to fairness, equity, and social justice. Critically literate students adopt a critical stance, asking what view of the world the text advances and whether they find this view acceptable, who benefits from the text, and how the reader is influenced.

Critically literate students understand that meaning is not found in texts in isolation. People make sense of a text, or determine what a text means, in a variety of ways. Students therefore need to take into account: points of view (e.g., those of people from various cultures); context (e.g., the beliefs and practices of the time and place in which a text was created and those in which it is being read or viewed); the background of the person who is interacting with the text (e.g., upbringing, friends, communities, education, experiences); intertextuality (e.g., information that a reader or viewer brings to a text from other texts experienced previously); gaps in the text (e.g., information that is left out and that the reader or viewer must fill in); and silences in the text (e.g., the absence of the voices of certain people or groups).

Students who are critically literate are able, for example, to actively analyse media messages and determine possible motives and underlying messages. They are able to determine what biases might be contained in texts, media, and resource material and why that might be, how the content of these materials might be determined and by whom, and whose perspectives might have been left out and why. Only then are students equipped to produce their own interpretation of an issue. Opportunities should be provided for students to engage in a critical discussion of "texts", including schematics and manuals, websites, social media, advertising, body language, oral texts, and other forms of expression. Such discussions empower students to understand the impact on members of society that was intended by the text's creators. Language and communication are never neutral: they are used to inform, entertain, persuade, and manipulate.

The literacy skill of *metacognition* supports students' ability to think critically through reflection on their own thought processes. Acquiring and using metacognitive skills has emerged as a powerful approach for promoting a focus on thinking skills in literacy and across all disciplines, and for empowering students with the skills needed to monitor their own learning. As they reflect on their strengths and needs, students are encouraged to advocate for themselves to get the support they need in order to achieve their goals. In cooperative education, the development of metacognitive skills is addressed through the experiential learning cycle (see pages 23–24) and the inquiry process upon which the education and career/life planning program is based (see page 9).

Inquiry Skills

Inquiry and research are at the heart of learning in all subject areas. In cooperative education courses, students are encouraged to develop their ability to ask questions and to explore a variety of possible answers to those questions. As they advance through the grades, students acquire the skills to locate and gather relevant information from a wide range of print and electronic sources, including books, interviews, videos, and relevant Internet sources. The questioning they practised in the early grades becomes more sophisticated as they learn that all sources of information have a particular point of view and that the recipient of the information has a responsibility to evaluate it, determine its validity and relevance, and use it in appropriate ways.

The ability to locate, question, and validate information allows a student to become an independent, lifelong learner.

Numeracy Skills

The cooperative education program provides opportunities for students to build on, reinforce, and enhance numeracy skills through authentic experiential learning opportunities as they develop the skills, knowledge, and habits of mind related to education and career/life planning.

THE ROLE OF THE SCHOOL LIBRARY IN THE COOPERATIVE EDUCATION PROGRAM

The school library program can help build and transform students' knowledge in order to support lifelong learning in our information- and knowledge-based society. The school library program supports student success in cooperative education by encouraging students to read widely, teaching them to examine and read many forms of text for understanding, and helping them improve their research skills and effectively use information gathered through research.

The school library program enables students to:

- develop the skills to become independent, thoughtful, and critical researchers;
- obtain access to programs, resources, and integrated technologies that support education and career/life planning;
- understand and value the role of public library systems as a resource for lifelong learning.

The school library program plays a key role in the development of information literacy and research skills. Teacher-librarians, where available, collaborate with classroom or content-area teachers to design, teach, and provide students with authentic information and research tasks that foster learning, including the ability to:

- access, select, gather, process, critically evaluate, create, and communicate information;
- use the information obtained to explore and investigate issues, solve problems, make decisions, build knowledge, create personal meaning, and enrich their lives;
- communicate their findings to different audiences, using a variety of formats and technologies;
- use information and research with understanding, responsibility, and imagination.

In addition, teacher-librarians can work with teachers of cooperative education to help students:

- develop literacy in using non-print forms, such as the Internet, social media, and blogs in order to access relevant information, databases, and demonstrations;
- design inquiry questions for research projects;
- create and produce single-medium or multimedia presentations.

Teachers need to discuss with students the concept of ownership of work and the importance of copyright in all forms of media.

THE ROLE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY IN COOPERATIVE EDUCATION

Information and communications technology (ICT) provides a range of tools that can significantly extend and enrich teachers' instructional strategies and support student learning. ICT can help students not only to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings but also to make connections with other schools, at home and abroad, and to bring the global community into the local classroom.

Technology has extended the reach of boards and schools beyond their local communities to include provincial, national, and international organizations and partners. With these enhancements, the ability to connect with communities outside the school has never been simpler, the range and diversity of community partners has never been broader, and consequently the power and potential of cooperative education has never been greater.

Whenever appropriate, students should be encouraged to use ICT to support and communicate their learning. They can also use cloud/online data storage and portable storage devices to store information, as well as technological devices, software, and online tools to organize and present the results of their research and creative endeavours to their classmates, cooperative education placement supervisors, and others.

Although the Internet is a powerful learning tool, there are potential risks attached to its use. All students must be made aware of issues related to inaccurate information, privacy, safety, and responsible use, as well as of the potential for abuse of technology. A number of digital resources to support learning are licensed through the ministry; they are listed at https://www.osapac.ca/dlr/.

ETHICS IN THE COOPERATIVE EDUCATION PROGRAM

Cooperative education provides varied opportunities for students to learn about ethical issues, explore ethical standards, and demonstrate ethical responsibility as it relates to the workplace. Cooperative education involves students in real-life situations that may require them to develop an understanding of ethical issues such as intellectual ownership, the use of copyrighted material, plagiarism, the appropriate and inappropriate uses of websites and electronic devices, and confidentiality.

As students' progress in their cooperative education experience, they develop an understanding of ethics that deepens as they acquire skills, knowledge, and habits of mind related to education and career/life planning – that is, as they learn about themselves, through their interactions with others and through the practice of reflective thinking.

In cooperative education, students may need to make ethical judgements concerning issues, claims, or events in the classroom or community component. Teachers may need to help students in determining the factors to consider when making such judgements. In addition, teachers provide support throughout the course, helping students become aware of potential ethical concerns and of appropriate ways to address them.

Students in cooperative education may need guidance to ensure that they respect the dignity, privacy, and confidentiality of other workers during the community component and of other students during the classroom component. Because of the unique learning environment related to the community component, it is important that teachers and placement employers and supervisors know and follow policies and guidelines regarding confidentiality and be aware of professional boundaries, so that they can provide appropriate guidance to the students.

SPECIALIZED PROGRAMS

This section provides information about the development and implementation of specialized cooperative education opportunities.

ONTARIO YOUTH APPRENTICESHIP PROGRAM (OYAP)

The Ontario Youth Apprenticeship Program (OYAP) is a specialized program that enables students to earn credits towards the Ontario Secondary School Diploma (OSSD) by taking a cooperative education course for which the community component is in an apprenticeship trade.

In order to be eligible for OYAP, students must be sixteen years of age or older, have completed 16 credits towards the OSSD, and be enrolled as a full-time student in a secondary school. Students, and their parents, if required, must also complete an OYAP Participant Application Form. Once that form is completed, students are considered "OYAP participants".

As an OYAP participant, a student may have the opportunity to become an apprentice, with a registered training agreement, while attending secondary school. As an apprentice, a student may have the opportunity to complete Level 1 apprenticeship training offered by a Training Delivery Agent (TDA) approved by the Ministry of Advanced Education and Skills Development (MAESD).

In addition to the information in "Developing and Implementing the Student's Cooperative Education Learning Plan" on pages 24–26, the Student's Cooperative Education Learning Plan of an OYAP student includes the relevant skills or skill sets outlined in the on-the-job Apprenticeship Training Standard (ATS) for the specific trade, as identified by the Ontario College of Trades. Students and OYAP placement employers or placement supervisors are required to document a student's achievement of these skills or skill sets from the apprenticeship training standard in their learning plan.

Students in OYAP must be provided with trade-specific health and safety training by the placement employer or placement supervisor.

In addition to the student record requirements described in the OYAP contract agreement, schools must retain the signed OYAP Participant Form for a period of seven years and make the signed OYAP Participant Form available to the Ministry of Advanced Education and Skills Development, upon request.

Further information regarding the development and implementation of OYAP and related apprenticeship opportunities is available in the following sources:

Ontario Youth Apprenticeship Program (OYAP): *Program Guidelines*
http://www.tcu.gov.on.ca/eng/eopg/programs/oyap.html

Dual Credit Programs: Policy and Program Requirements
http://www.edu.gov.on.ca/eng/teachers/studentsuccess/dual.html

Ontario College of Trades – Training Standards
http://www.collegeoftrades.ca/?s=Training+Standards&lang=en

In addition to meeting the administrative requirements specific to OYAP, schools must ensure that all policy requirements related to the planning and implementation of cooperative education, as outlined in this document, are met.

SPECIALIST HIGH SKILLS MAJOR (SHSM) PROGRAM

Specialist High Skills Major (SHSM) programs are specialized, pathways-focused programs approved by the Ministry of Education that allow students to acquire technical knowledge and skills in specific economic sectors while meeting the requirements of the Ontario Secondary School Diploma (OSSD).

One of the required components of a Specialist High Skills Major is the successful completion of two cooperative education credits in the sector; however, students may take up to two additional cooperative education credits in their SHSM program. Of the additional two cooperative education credits that are permitted, one may be used as one of the four major credits, and one may be substituted for a credit in the Other Required Credits component, as specified in the requirements for the particular sector. All four cooperative education credits in the bundle must be sector-related.

A student can use either of the cooperative education courses to meet the cooperative education requirement of the SHSM program. The community component (placement) must be within the industry sector related to their SHSM program.

The order of preference for the selection of cooperative education courses for a student taking an SHSM is as follows:

1. Cooperative Education Linked to a Related Course (or Courses), where the related course (or courses) is one of the major credits specific to the student's SHSM program

2. Cooperative Education Linked to a Related Course (or Courses), where the related course (or courses) is one of the Other Required Credits specific to the student's SHSM program

3. Creating Opportunities through Co-op (DCO3O)

4. Cooperative Education Linked to a Related Course (or Courses), where the related course is Career Studies (GLC2O) or Civics and Citizenship (CHV2O), provided that this course has been approved as a related course to meet the cooperative education requirement for the SHSM program.

Specialist High Skills Major programs must be developed and implemented in accordance with the requirements outlined in *Specialist High Skills Majors: Policy and Implementation Guide* (www.edu.gov.on.ca/morestudentsuccess/SHSMBinder.pdf).

SCHOOL-WORK TRANSITION PROGRAMS

School-work transition programs provide students with opportunities to complete high school graduation or certificate requirements, and to develop the skills, knowledge, and habits of mind required for a successful transition from high school directly to the workplace. They combine in-school learning and experiential learning through job shadowing, work experience, and cooperative education.

See *Ontario Schools, Kindergarten to Grade 12, Policy and Program Requirements, 2016,* section 9.1, available at http://www.edu.gov.on.ca/eng/document/policy/os/index.html.

COURSES

Cooperative Education Linked to a Related Course (or Courses)*

This course consists of a learning experience connected to a community and a cooperative education curriculum that incorporates relevant expectations from the student's related course (or courses). Students will develop skills, knowledge, and habits of mind that will support them in their learning, including their education and career/life planning, at school and beyond, today and in the future. Within the context of their experience connected to a community, students will apply, extend, and refine skills and knowledge acquired in their related course or courses and will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being. They will create and implement a learning plan that meets their particular interests and needs, reflect on their learning, and make connections between their experience in the community and other aspects of their lives.

Prerequisite: None

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* A cooperative education course linked to a related course or courses does not have its own course code. It is recorded on the Provincial Report Card and the Ontario Student Transcript (OST) using the name(s) and course code(s) of the related course(s), with the term "(Co-op)" inserted after the course name. On the OST, the notation "C" is entered in the "Note" column.

A. PREPARING FOR THE EXPERIENCE: HEALTH AND SAFETY, WELL-BEING, AND INITIAL REQUIREMENTS

OVERALL EXPECTATIONS

Before the cooperative education experience, students will:

A1. **Health, Safety, and Well-Being:** demonstrate an understanding of legislation, practices, and behaviours related to health, safety, and well-being in connection with the cooperative education experience

A2. **Preparing and Planning for the Experience:** demonstrate an understanding of requirements and various considerations related to the cooperative education experience, in preparation for the experience

SPECIFIC EXPECTATIONS

A1. Health, Safety, and Well-Being

Before the cooperative education experience, students will:

A1.1 identify legislation, regulations, and policies related to health and safety, and explain how they apply to the cooperative education experience (*e.g., the Occupational Health and Safety Act [OHSA] as it applies to (1) a worker's right to: know about any hazards to which they may be exposed, participate in the process of identifying and resolving health and safety concerns, and refuse work they believe is dangerous, and (2) the employer's responsibility to provide site- and equipment-specific Mandatory Worker Awareness Training; the Workplace Safety and Insurance Act [WSIA]; the Work Education Agreement [WEA] and the process of responding to workplace-related accidents and illnesses, including reporting injuries and providing support for recovery; the Workplace Hazardous Materials Information System [WHMIS] and regulations requiring employers to: label or identify controlled products, obtain material safety data sheets for controlled products, and educate workers; company policies on health screening, criminal record checks, workplace violence, workplace harassment, emergency procedures, and acceptable use of technology*)

Teacher prompts: "Workers that are new to their job, including young workers, are three times more likely to be injured in the first month than at any other time. In addition to providing the Mandatory Worker Awareness Training, what are the responsibilities of employers to ensure that the workplace supports the safety of workers?" "The definition of 'worker' under the Occupational Health and Safety Act (OHSA) includes unpaid secondary school students who are participating in a work experience authorized by their school board. What are these students' roles and responsibilities, as workers, in helping to maintain a safe work environment? How will you determine your specific responsibilities with respect to safety?" "Is it advisable for you to have student accident insurance for your co-op experience? Why or why not?"

A1.2 identify legislation, regulations, and policies, as well as various strategies and skills, that support well-being (including emotional safety) and the protection of human rights, and explain how they apply to the cooperative education experience (*e.g., **legislation, regulations, policies:** Ontario's Human Rights Code prohibits discrimination and harassment based on seventeen protected grounds, including race, creed, sex, sexual orientation, gender identity, and gender expression; the Occupational Health and Safety Act [OHSA] sets out the rights and duties of all parties in the workplace to protect workers from health and safety hazards on the job; the Freedom of Information and Protection of Privacy Act (FIPPA) protects confidentiality and the right to privacy; the Accessibility for Ontarians with Disabilities Act (AODA) sets accessibility standards in order to achieve accessibility for people with disabilities;*

the Employment Standards Act (ESA) requires that working conditions meet acceptable standards; **strategies, skills:** practices consistent with the acceptable use of technology; communication skills and strategies, including the appropriate way to respond to and report situations that make one feel uncomfortable or that are inappropriate; conflict resolution strategies; consulting with a trusted adult, such as a teacher, guidance counsellor, parent, or Elder – or in the case of adult students, a partner; using time management skills; setting priorities; appreciating differences among individuals)

Teacher prompts: "How might you respond when you witness a co-worker being bullied or harassed?" "During previous co-op or employment experiences, what did you observe that demonstrated respect for human rights within the organization?" "How we cope with stress can have a considerable effect on our mental health and can affect our safety and well-being in the workplace. What can you do to maintain a healthy school/life/work balance?" "How will you know which well-being and/or human rights issues you can address on your own, and which ones you need to refer to others?" "Who will you speak with to request religious accommodations during your cooperative education experience?" "In your cooperative education experience, you may feel that you are not receiving enough direction or the support you need to successfully complete your tasks. If you don't get the support you need, you may find that your self-confidence and self-esteem suffer. You may start to blame yourself, or you may feel undervalued. In either case, you may need emotional support, and advice to help you deal with your feelings and the situation. What can you do to help yourself? Who can you turn to for help?" "Both emotional and physical safety are integral to a successful cooperative education experience. What are some characteristics of emotional safety? What are the conditions that might help you feel emotionally safe? What can you do to support your own emotional safety? What legislation protects emotional safety?"

A1.3 identify potential hazards and potentially hazardous situations that could arise in connection with the cooperative education experience, and describe the behaviours and practices that would help prevent and that assist in responding to such situations (*e.g., the use of required clothing and personal protective equipment [PPE] such as hardhats, safety glasses, ear protection, CSA-approved steel-toed boots for workers in manufacturing facilities; prompt attention to or reporting of faulty equipment, such as missing safety guards on an industrial mixer; clear procedures for*

incident/accident reporting; behaviours that assist in maintaining the safety of all workers at the workplace, such as immediately cleaning up spills to protect workers from potential slips and falls; online security and warnings against criminal or inappropriate use of the Internet, including cyberbullying)

Teacher prompts: "How can you recognize potential hazards at the site of, or related to, your cooperative education experience? What questions might you ask yourself and others when assessing a hazard and/or determining what to do to prevent incidents and keep safe?" "Resources and services for workers may differ, depending on the nature of the experience and the kinds of learning opportunities involved. What safety-related resources and services should be provided at your cooperative education placement?" "How do effective communication skills support safety?" "What are some actions you can take to promote your own and/or others' safety during your cooperative education experience? What would you do if you felt it was necessary to advocate on your own and others' behalf with respect to safety concerns?" "WHMIS is a regulation that applies to all workplaces where hazardous materials are stored or used. How are hazardous materials identified, and how can you determine what is needed to protect yourself when working with hazardous materials?"

A2. Preparing and Planning for the Experience

Before the cooperative education experience, students will:

A2.1 explore a variety of topics that relate to the cooperative education experience and the particular sector or area of focus of the experience (*e.g., local and global economic issues; emerging economies; labour market trends in the overall economy and in the particular sector or area of focus of the cooperative education experience; workplace/online culture; in the case of international cooperative education experiences: cultural values, beliefs, and local laws; corporate social responsibility initiatives; the appropriate use of social media in the workplace; organizational structures in the non-profit sector; the influence of Indigenous teaching practices and protocols in the education sector; globalization in the transportation sector; the role of unions in the construction sector; entrepreneurial opportunities in the energy sector; the impact of technology in the mining sector; postsecondary programs in the area of logistics; recruitment and employment strategies that support*

diversity and inclusion; the potential wage and benefit structure associated with various career pathways within the sector; types of employment, such as full-time employment, self-employment, and contract, seasonal, and part-time work) and explain how what they learned might contribute to success in their cooperative education experience and to their education and career/life planning

Teacher prompts: "What are some key questions to consider when preparing for an employment interview in the information, communication, and technology sector?" "What role might social media play in your job search? How is your 'digital footprint' relevant to your job search? What effect might your online history have on an employer's opinion of you?" "What are some of the factors that influence the local and/or global economy, and how might these factors affect future employment opportunities?" "What programs are available to support your specific interests for postsecondary learning, and how can you access these programs?" "Reviewing career development information sites, visiting the organization for a face-to-face meeting, and researching labour market information are some ways of exploring education and career opportunities. What are the best strategies for learning about the sector/area of focus of your co-op experience?" "What are the professional or regulatory associations and various communities (local, global, virtual) in the field of work that interests you?"

A2.2 describe their personal skills, interests, and strengths (*e.g., **skills:** technical, collaboration, numeracy, innovation, communication, time-management skills; knowledge of other languages; **interests:** working with children, outdoor experiences, sports, music, cooking, working with tools, travelling, social media, helping others, animal welfare; **strengths:** the ability to motivate and inspire others, resilience, perseverance, empathy, sense of humour, honesty, trustworthiness, flexibility*) and explain how these might contribute to success in their cooperative education experience

Teacher prompts: "One of the stages of the education and career/life planning process involves reflecting on the question, *'Who am I?'*. What are the characteristics that describe who you are? Consider your interests, values, skills, and strengths, including habits of mind that you feel are strengths." "What are some of the factors that have shaped who you are and who you may become over time?" "How can you use information from your Individual Pathways Plan (IPP) and other tools to understand and develop your skills, interests, and

strengths?" "Employers consistently report that effective communication skills are important for every worker. What communication skills are relevant to your cooperative education experience in hairstyling?" "Some people have passionate interests – for example, in cooking, jewellery making, or video games or about social issues such as the environment, poverty, or LGBTQ issues – that can influence their decisions about postsecondary pathways. Based on your interests, what issues are important to you? How might your interests relate to your cooperative education experience?" "How would you describe your interview skills and strengths?" "Your virtual cooperative education experience will involve some web design. What are some of the skills you have developed in your Visual Arts courses that will give you a head start in learning about web design?" "You are interested in a co-op experience in the manufacturing sector, but you do not have any previous work experience in this area. During an interview with a prospective placement supervisor, how will you describe the skills and knowledge you have developed in your Manufacturing Technology course? How will you explain why that learning will be useful in the placement?"

A2.3 identify the initial steps and requirements related to the cooperative education experience and demonstrate what they are doing to meet these requirements (*e.g., completing the application/interview process; determining details of the experience, such as hours of work, schedule, and breaks; developing and implementing a transportation plan for getting to their placement; getting the placement supervisor's contact information; completing the Work Education Agreement; finding out about the equipment to be used, and about any certification or training requirements; reviewing attendance policies and codes of conduct; developing a business plan and/or project proposal; developing the Student's Cooperative Education Learning Plan; in the case of an international cooperative education experience: completing appropriate health screening; asking questions to deepen their understanding of any school or board requirements for students taking a cooperative education course; anticipating challenges that might arise in connection with the experience and seeking clarification by asking questions*)

Teacher prompts: "The co-op experience directly involves the teacher, the placement supervisor, and you. However, others may also be affected by it. How might your participating in co-op affect your family members, friends, or

employers? What do you need to consider before you start your co-op experience?" "What do you think some of the initial requirements for your co-op experience will be? What will you need to arrange for before the experience starts? What will you need to bring with you to the placement? How will you confirm what is actually required?" "In order to ensure safety and to maximize learning, the employer and student are often required to read or complete, understand, and (where appropriate), sign certain agreements and other documents. How can you ensure that you understand the content of the documents? Why are some documents signed and others not? How do you determine which documents need to be signed and how long you need to keep the documents? What could be the consequences of breaching these signed agreements/documents?"

B. EXPERIENTIAL LEARNING AND TRANSFER OF SKILLS AND KNOWLEDGE

OVERALL EXPECTATIONS

By the end of this course, students will:

B1. **The Student's Cooperative Education Learning Plan:** develop, implement, and reflect on a learning plan, including learning related to health, safety, and well-being and to relevant expectations from the related course or courses, to maximize success in the cooperative education experience

B2. **Skills for the Future:** demonstrate the skills and knowledge developed or refined through the cooperative education experience, including skills and knowledge related to health, safety, and well-being and to relevant expectations from the related course or courses, and explain how they might use what they have learned in other aspects of their lives, now and in the future

SPECIFIC EXPECTATIONS

B1. The Student's Cooperative Education Learning Plan

By the end of this course, students will:

B1.1 develop their learning plan by determining short- and medium-term learning goals for the cooperative education experience (*e.g., short-term goal: to practise communicating information about their knowledge, skills, and interests for an interview to secure a cooperative education placement; to seek out and focus on aspects of the experience that offer opportunities to extend learning related to their selected related-course expectations; medium-term goal: to use effective time-management strategies to ensure that they achieve all course expectations; to learn more about being respectful of people's diversity, in terms of ethnocultural and/or socio-economic background, language, gender identity, and other areas of diversity; to learn about the ways in which social media can affect relationships; to refine skills outlined in the related-course expectations in order to support future involvement in an apprenticeship trade; to develop greater understanding of the mental health concerns that many young people experience and to learn about strategies that can be used to address them*) and longer-term education and career/life goals (*e.g., to use job search strategies to obtain a summer job; to save money for postsecondary education, training, or community living; to locate an employer who will sponsor them in a continued apprenticeship in carpentry; to obtain the advanced health and safety certification required to work in a child care setting; to volunteer at an organization that supports students in addressing mental health concerns; to develop and maintain a positive online presence, with a view to building an e-portfolio*), and identify strategies to achieve these goals

Teacher prompts: "You and your teacher have examined the curriculum expectations of your related course [*or*: related courses] and are working together to identify the learning connected with those expectations that best supports your goals for the cooperative education experience. In addition to considering the best match between the skills and knowledge described in the expectations and the probable activities in the community experience, what are some of the other considerations that will guide the selection of related-course expectations?" "How would you describe a successful cooperative education experience? What do you need to learn by the end of the experience? What are some short- and/or medium-term learning goals that will help you succeed?" "How can you use what you have learned about yourself to help you set and achieve your goals? How can you use what you have learned in your related course to help you set and achieve your goals?" "Think about the people who might help you to meet your goal(s). In what ways could they support you? What is the appropriate way

to ask for their help?" "What resources are available that can help you learn about some of your career/life goals, such as saving and investing for your education?"

B1.2 actively and safely participate in the cooperative education experience as they implement their learning plan (*e.g., show initiative – for instance, by offering to explore technological options that could enhance the organization's customer surveys; ask questions to clarify their understanding of tasks and of how to perform them safely; observe and demonstrate appropriate practices and procedures for safety and well-being and for environmental protection; where appropriate, be prepared with the right tools, equipment, and/or materials; work collaboratively as part of a team; offer suggestions about using social media and other electronic means of communication, accommodating a variety of languages and formats where possible*)

Teacher prompts: "Actively and intentionally observing others during your experience – seeing what they do and how they behave – can be a powerful learning strategy. How can you use observation to identify learning opportunities that align with your goals and to help increase your participation in your cooperative education experience?" "Actively participating in a cooperative education experience may be difficult at times. Some ways to support active participation include: taking time to understand the work culture; building relationships with other workers, clients, partners, and supervisors in a professional, productive manner that will help the organization or company achieve its goals; being receptive to new opportunities that may present themselves; and taking appropriate, calculated risks while always maintaining safety and well-being. What are some scenarios in which you can imagine applying these strategies? What are some other ways in which you can actively and safely participate in your co-op experience?" "One of your goals is to help increase the number of visits to the company's website. How might you access and engage with mentors to support the development of your ideas?" "How might selecting and applying appropriate tools, language skills, and strategies assist you in communicating and collaborating effectively in your cooperative education experience?" "How will you know which tasks can only be done by a certified or qualified professional, which tasks you can perform independently, and which ones require supervision or support?" "Which of the expectations from your related course involve learning that supports active and safe participation in your co-op experience?"

B1.3 analyse and reflect on their learning plan, and revise it over time as appropriate

Teacher prompts: "During the cooperative education experience, regularly reviewing your goals and documenting and reflecting on your learning will help you see the progress you are making. Ask yourself what you have learned as you proceed through the experience, including what you have learned about yourself. How will you be able to tell that you've made progress in meeting your goals? How will you measure your progress? What adjustments do you need to make to help you achieve your goals?" "How does your learning from the related course come into play in your co-op experience, and what impact is your co-op experience having on your learning from the related course? How might these considerations affect your learning plan?" "How might some of the goals you set be modified to help you succeed at school, at work, or in other areas of your life?" "You have achieved many of your short-term goals. How has your experience so far influenced your thinking about your long-term goals?" "How can the feedback you receive from your placement supervisor and your teacher assist you in revising your learning plan?"

B2. Skills for the Future

By the end of this course, students will:

B2.1 identify and describe the skills and knowledge they have developed through their cooperative education experience (*e.g., critical thinking, problem-solving, creative and entrepreneurial thinking, time-management, technical, communication, and interpersonal skills; knowledge specific to the organization or sector; knowledge related to health, safety, and well-being, roles and responsibilities of workers, planning for their postsecondary endeavours; understanding of personal interests, strengths, and habits of mind*), as well as how their cooperative education experience extended or enhanced the skills and knowledge gained in their related course (*e.g., contributed to their growing mastery of skills developed in the related course; provided new insights into and perspectives on knowledge acquired in their related course; exposed them to real-life applications of what they learned in the related course, and to practical realities associated with that learning*)

Teacher prompts: "Describe how you developed technical and safety skills throughout your co-op experience." "How did you refine what you learned in your related course? How did your co-op experience support your learning from the related course?" "In your related course

you developed an awareness of how art can reflect the society in which it was created. How did understanding this prepare you for your co-op experience? In what ways did your co-op experience affect your perspective on what you learned [*or*: what you are currently learning] in your related course?" "Professional and ethical standards and policies pertaining to confidentiality, privacy, and acceptable use of technology are important to many different industry sectors and are part of responsible digital citizenship. As part of your related course, you developed an awareness of these standards and policies pertaining to the industry sector. Explain why these policies are important, how they can protect people, why they were created, and how they may have evolved over time. What have you learned about such standards and/or policies in your co-op placement?" "When you handled hazardous materials during your co-op experience, you were careful to apply what you learned about WHMIS in your related course and in your cooperative education course before beginning your placement. On reflection, do you think this practice has now become a habit of mind, something that is second nature to you? Can you identify when and how this shift came about?"

B2.2 demonstrate how they are using skills and knowledge related to education and career/life planning in connection with their cooperative education experience (*e.g., reflecting on the education and career/life planning inquiry questions – Who am I? What are my opportunities? Who do I want to become? What is my plan for achieving my goals? – as they progress through the experience, and incorporating their insights in their Individual Pathways Plan*)

Teacher prompts: "You have spent some time identifying and understanding factors and experiences that have shaped who you are. Which of these factors or experiences are relevant to your co-op experience?" "How has participating in co-op expanded your awareness of postsecondary opportunities?" "Your co-op experience, along with what you learned in your related course, might have provided some insights into the demands and rewards of careers in that sector. Reflect on the fit between the realities of the work and who you want to become." "Reflect on the goals you set in your Individual Pathways Plan and your Student's Cooperative Education Learning Plan. Based on what you've learned in your co-op experience

and the related course, what kinds of financial and emotional support do you think you will need to achieve your goals? What other types of support might you need?" "Career-related decision making is often fluid and unpredictable, and rarely linear. How do you think the learning from your related course, and your co-op experience to date, might influence how you navigate the path through school to your initial postsecondary destination and beyond?"

B2.3 describe how they might use the skills and knowledge developed through their cooperative education experience and their related course in other aspects of their lives, now and in the future (*e.g., in their education, training, workplace, or community living experiences; in their volunteer activities and hobbies; in their lives at home or within various communities, including online communities*)

Teacher prompts: "Reflect on the skills and knowledge that you have developed through the cooperative education experience and your related course and document this learning in your Individualized Pathways Plan (IPP). Explain how this knowledge and these skills might assist you in other aspects of your life." "You worked on a team during your co-op experience and developed communication and time-management skills. You have also done group work in your related course. How can you use these skills in your volunteer work at your local friendship centre?" "How will you use the skills and knowledge gained from your international co-op experience to bring greater awareness of other cultures to your peers, family, and community?" "Drawing on some of the learning from your related course and working with your placement supervisor, you developed a business plan for your prototype. What are some financial questions you need to consider and what logistical supports might you need to further develop and market your product locally, nationally, internationally, and/or online?" "Reflecting on your service learning* experience, what insights would you say that you have gained into the realities and complexities of the community? How did you learn from the community and how did community members learn from you? How has this experience changed your perspective on the particular issue or situation you were trying to address? How can your experience support the design, implementation and evaluation of an initiative to address the issue?" "During your co-op experience, how do you think you were

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* *Service learning* is an experiential learning opportunity with a focus on service in the community – specifically, on addressing a need within a community or group. Service learning is intended to benefit both the provider and the recipient of the service.

perceived by your co-workers? By clients/ customers? What makes you think that? In what way might knowing how others perceive you help to inform your actions now and in the future?" "You explained that your experience taught you the value of perseverance. In what other aspects of your life might this habit of mind help you achieve your goals?" "You have achieved your goal of increasing your confidence in your customer-service abilities. How might you put this new sense of confidence to work in your other courses at school?" "What aspects of your co-op experience seem most likely to help you in dealing with situations that might arise at school or in the community in the future?"

Creating Opportunities through Co-op, Grade 11

Open

DCO3O

This course consists of a learning experience connected to a community and a cooperative education curriculum focused on developing skills, knowledge, and habits of mind that will support students in their learning, including their education and career/life planning, at school and beyond, today and in the future. Within the context of their experience connected to a community, students will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being and that will strengthen their inquiry, decision-making, and leadership skills. Students will create and implement a learning plan that meets their particular interests and needs, reflect on their learning, and make connections between their experience in the community and other aspects of their lives.

Prerequisite: None

A. PREPARING FOR THE EXPERIENCE: HEALTH AND SAFETY, WELL-BEING, AND INITIAL REQUIREMENTS

OVERALL EXPECTATIONS

Before the cooperative education experience, students will:

A1. **Health, Safety, and Well-Being:** demonstrate an understanding of legislation, practices, and behaviours related to health, safety, and well-being in connection with the cooperative education experience

A2. **Preparing and Planning for the Experience:** demonstrate an understanding of requirements and various considerations related to the cooperative education experience, in preparation for the experience

SPECIFIC EXPECTATIONS

A1. Health, Safety, and Well-Being

Before the cooperative education experience, students will:

A1.1 identify legislation, regulations, and policies related to health and safety, and explain how they apply to the cooperative education experience (*e.g., the Occupational Health and Safety Act [OHSA] as it applies to (1) a worker's right to: know about any hazards to which they may be exposed, participate in the process of identifying and resolving health and safety concerns, and refuse work they believe is dangerous, and (2) the employer's responsibility to provide site- and equipment-specific Mandatory Worker Awareness Training; the Workplace Safety and Insurance Act [WSIA]; the Work Education Agreement [WEA] and the process of responding to workplace-related accidents and illnesses, including reporting injuries and providing support for recovery; the Workplace Hazardous Materials Information System [WHMIS] and regulations requiring employers to: label or identify controlled products, obtain material safety data sheets for controlled products, and educate workers; company policies on health screening, criminal record checks, workplace violence, workplace harassment, emergency procedures, and acceptable use of technology*)

Teacher prompts: "Workers that are new to their job, including young workers, are three times more likely to be injured in the first month than at any other time. In addition to providing the Mandatory Worker Awareness Training, what

are the responsibilities of employers to ensure that the workplace supports the safety of workers?" "The definition of 'worker' under the Occupational Health and Safety Act (OHSA) includes unpaid secondary school students who are participating in a work experience authorized by their school board. What are these students' roles and responsibilities, as workers, in helping to maintain a safe work environment? How will you determine your specific responsibilities with respect to safety?" "Is it advisable for you to have student accident insurance for your co-op experience? Why or why not?"

A1.2 identify legislation, regulations, and policies, as well as various strategies and skills, that support well-being (including emotional safety) and the protection of human rights, and explain how they apply to the cooperative education experience (*e.g., legislation, regulations, policies: Ontario's Human Rights Code prohibits discrimination and harassment based on seventeen protected grounds, including race, creed, sex, sexual orientation, gender identity, and gender expression; the Occupational Health and Safety Act [OHSA] sets out the rights and duties of all parties in the workplace to protect workers from health and safety hazards on the job; the Freedom of Information and Protection of Privacy Act (FIPPA) protects confidentiality and the right to privacy; the Accessibility for Ontarians with Disabilities Act (AODA) sets accessibility standards in order to achieve accessibility for people with disabilities;*

the Employment Standards Act (ESA) requires that working conditions meet acceptable standards; strategies, skills: practices consistent with the acceptable use of technology; communication skills and strategies, including the appropriate way to respond to and report situations that make one feel uncomfortable or that are inappropriate; conflict resolution strategies; consulting with a trusted adult, such as a teacher, guidance counsellor, parent, or Elder – or in the case of adult students, a partner; using time management skills; setting priorities; appreciating differences among individuals)

Teacher prompts: "How might you respond when you witness a co-worker being bullied or harassed?" "During previous co-op or employment experiences, what did you observe that demonstrated respect for human rights within the organization?" "How we cope with stress can have a considerable effect on our mental health and can affect our safety and well-being in the workplace. What can you do to maintain a healthy school/life/work balance?" "How will you know which well-being and/or human rights issues you can address on your own, and which ones you need to refer to others?" "Who will you speak with to request religious accommodations during your cooperative education experience?" "In your cooperative education experience, you may feel that you are not receiving enough direction or the support you need to successfully complete your tasks. If you don't get the support you need, you may find that your self-confidence and self-esteem suffer. You may start to blame yourself, or you may feel undervalued. In either case, you may need emotional support, and advice to help you deal with your feelings and the situation. What can you do to help yourself? Who can you turn to for help?" "Both emotional and physical safety are integral to a successful cooperative education experience. What are some characteristics of emotional safety? What are the conditions that might help you feel emotionally safe? What can you do to support your own emotional safety? What legislation protects emotional safety?"

A1.3 identify potential hazards and potentially hazardous situations that could arise in connection with the cooperative education experience, and describe the behaviours and practices that would help prevent and that assist in responding to such situations (*e.g., the use of required clothing and personal protective equipment [PPE] such as hardhats, safety glasses, ear protection, CSA-approved steel-toed boots for workers in manufacturing facilities; prompt attention to or reporting of faulty equipment, such as missing safety guards on an industrial mixer; clear procedures*

for incident/accident reporting; behaviours that assist in maintaining the safety of all workers at the workplace, such as immediately cleaning up spills to protect workers from potential slips and falls; online security and warnings against criminal or inappropriate use of the Internet, including cyberbullying)

Teacher prompts: "How can you recognize potential hazards at the site of, or related to, your cooperative education experience? What questions might you ask yourself and others when assessing a hazard and/or determining what to do to prevent incidents and keep safe?" "Resources and services for workers may differ, depending on the nature of the experience and the kinds of learning opportunities involved. What safety-related resources and services should be provided at your cooperative education placement?" "How do effective communication skills support safety?" "What are some actions you can take to promote your own and/or others' safety during your cooperative education experience? What would you do if you felt it was necessary to advocate on your own and others' behalf with respect to safety concerns?" "WHMIS is a regulation that applies to all workplaces where hazardous materials are stored or used. How are hazardous materials identified, and how can you determine what is needed to protect yourself when working with hazardous materials?"

A2. Preparing and Planning for the Experience

Before the cooperative education experience, students will:

A2.1 explore a variety of topics that relate to the cooperative education experience and the particular sector or area of focus of the experience (*e.g., local and global economic issues; emerging economies; labour market trends in the overall economy and in the particular sector or area of focus of the cooperative education experience; workplace/online culture; in the case of international cooperative education experiences: cultural values, beliefs, and local laws; corporate social responsibility initiatives; the appropriate use of social media in the workplace; organizational structures in the non-profit sector; the influence of Indigenous teaching practices and protocols in the education sector; globalization in the transportation sector; the role of unions in the construction sector; entrepreneurial opportunities in the energy sector; the impact of technology in the mining sector; postsecondary programs in the area of logistics; recruitment and employment strategies that support*

diversity and inclusion; the potential wage and benefit structure associated with various career pathways within the sector; types of employment, such as full-time employment, self-employment, and contract, seasonal, and part-time work) and explain how what they learned might contribute to success in their cooperative education experience and to their education and career/life planning

Teacher prompts: "What are some key questions to consider when preparing for an employment interview in the information, communication, and technology sector?" "What role might social media play in your job search? How is your 'digital footprint' relevant to your job search? What effect might your online history have on an employer's opinion of you?" "What are some of the factors that influence the local and/or global economy, and how might these factors affect future employment opportunities?" "What programs are available to support your specific interests for postsecondary learning, and how can you access these programs?" "Reviewing career development information sites, visiting the organization for a face-to-face meeting, and researching labour market information are some ways of exploring education and career opportunities. What are the best strategies for learning about the sector/area of focus of your co-op experience?" "What are the professional or regulatory associations and various communities (local, global, virtual) in the field of work that interests you?"

A2.2 describe their personal skills, interests, and strengths (*e.g., **skills:** technical, collaboration, numeracy, innovation, communication, time-management skills; knowledge of other languages; **interests:** working with children, outdoor experiences, sports, music, cooking, working with tools, travelling, social media, helping others, animal welfare; **strengths:** the ability to motivate and inspire others, resilience, perseverance, empathy, sense of humour, honesty, trustworthiness, flexibility*) and explain how these might contribute to success in their cooperative education experience

Teacher prompts: "One of the stages of the education and career/life planning process involves reflecting on the question, *'Who am I?'*. What are the characteristics that describe who you are? Consider your interests, values, skills, and strengths, including habits of mind that you feel are strengths." "What are some of the factors that have shaped who you are and who you may become over time?" "How can you use information from your Individual Pathways Plan (IPP) and other tools to understand and develop your skills, interests, and strengths?"

"Employers consistently report that effective communication skills are important for every worker. What communication skills are relevant to your cooperative education experience in hairstyling?" "Some people have passionate interests – for example, in cooking, jewellery-making, or video games or about social issues such as the environment, poverty, or LGBTQ issues – that can influence their decisions about postsecondary pathways. Based on your interests, what issues are important to you? How might your interests relate to your cooperative education experience?" "How would you describe your interview skills and strengths?" "Your virtual cooperative education experience will involve some web design. What are some of the skills you have developed in your Visual Arts courses that will give you a head start in learning about web design?" "You are interested in a co-op experience in the manufacturing sector, but you do not have any previous work experience in this area. During an interview with a prospective placement supervisor, how will you describe the skills and knowledge you have developed in your Manufacturing Technology course? How will you explain why that learning will be useful in the placement?"

A2.3 identify the initial steps and requirements related to the cooperative education experience and demonstrate what they are doing to meet these requirements (*e.g., completing the application/interview process; determining details of the experience, such as hours of work, schedule, and breaks; developing and implementing a transportation plan for getting to their placement; getting the placement supervisor's contact information; completing the Work Education Agreement; finding out about the equipment to be used, and about any certification or training requirements; reviewing attendance policies and codes of conduct; developing a business plan and/or project proposal; developing the Student's Cooperative Education Learning Plan; in the case of an international cooperative education experience: completing appropriate health screening; asking questions to deepen their understanding of any school or board requirements for students taking a cooperative education course; anticipating challenges that might arise in connection with the experience and seeking clarification by asking questions*)

Teacher prompts: "The co-op experience directly involves the teacher, the placement supervisor, and you. However, others may also be affected by it. How might your participating in co-op affect your family members, friends, or employers? What do you need to consider

before you start your co-op experience?" "What do you think some of the initial requirements for your co-op experience will be? What will you need to arrange for before the experience starts? What will you need to bring with you to the placement? How will you confirm what is actually required?" "In order to ensure safety and to maximize learning, the employer and student are often required to read or complete, understand, and (where appropriate), sign certain agreements and other documents. How can you ensure that you understand the content of the documents? Why are some documents signed and others not? How do you determine which documents need to be signed and how long you need to keep the documents? What could be the consequences of breaching these signed agreements/documents?"

B. EXPERIENTIAL LEARNING AND TRANSFER OF SKILLS AND KNOWLEDGE

OVERALL EXPECTATIONS

By the end of this course, students will:

B1. **The Student's Cooperative Education Learning Plan:** develop, implement, and reflect on a learning plan, including learning related to health, safety, and well-being, to maximize success in the cooperative education experience

B2. **Skills for the Future:** demonstrate the skills and knowledge developed or refined through the cooperative education experience, including skills and knowledge related to health, safety, and well-being, and explain how they might use what they have learned in other aspects of their lives, now and in the future

SPECIFIC EXPECTATIONS

B1. The Student's Cooperative Education Learning Plan

By the end of this course, students will:

B1.1 develop their learning plan by determining short- and medium-term learning goals for the cooperative education experience (*e.g., short-term goal: to practise communicating information about their knowledge, skills, and interests for an interview to secure a cooperative education placement; medium-term goal: to use effective time-management strategies to ensure that they achieve all course expectations; to learn more about being respectful of people's diversity, in terms of ethnocultural and/or socio-economic background, language, gender identity, and other areas of diversity; to learn about the ways in which social media can affect relationships; to develop greater understanding of the mental health concerns that many young people experience and to learn about strategies that can be used to address them*) and longer-term education and career/life goals (*e.g., to use job search strategies to obtain a summer job; to save money for postsecondary education, training, or community living; to locate an employer who will sponsor them in a continued apprenticeship in carpentry; to obtain the advanced health and safety certification required to work in a child care setting; to volunteer at an organization that supports students in addressing mental health concerns; to*

develop and maintain a positive online presence, with a view to building an e-portfolio), and identify strategies to achieve these goals

Teacher prompts: "How would you describe a successful cooperative education experience? What do you need to learn by the end of the experience? What are some short- and/or medium-term learning goals that will help you succeed?" "How can you use what you have learned about yourself to help you set and achieve your goals?" "Think about the people who might help you to meet your goal(s). In what ways could they support you? What is the appropriate way to ask for their help?" "What resources are available that can help you learn about some of your career/life goals, such as saving and investing for your education?"

B1.2 actively and safely participate in the cooperative education experience as they implement their learning plan (*e.g., show initiative – for instance, by offering to explore technological options that could enhance the organization's customer surveys; ask questions to clarify their understanding of tasks and of how to perform them safely; observe and demonstrate appropriate practices and procedures for safety and well-being and for environmental protection; where appropriate, be prepared with the right tools, equipment, and/or materials; work collaboratively*

as part of a team; offer suggestions about using social media and other electronic means of communication, accommodating a variety of languages and formats where possible)

Teacher prompts: "Actively and intentionally observing others during your experience – seeing what they do and how they behave – can be a powerful learning strategy. How can you use observation to identify learning opportunities that align with your goals and to help increase your participation in your cooperative education experience?" "Actively participating in a cooperative education experience may be difficult at times. Some ways to support active participation include: taking time to understand the work culture; building relationships with other workers, clients, partners, and supervisors in a professional, productive manner that will help the organization or company achieve its goals; being receptive to new opportunities that may present themselves; and taking appropriate, calculated risks while always maintaining safety and well-being. What are some scenarios in which you can imagine applying these strategies? What are some other ways in which you can actively and safely participate in your co-op experience?" "One of your goals is to help increase the number of visits to the company's website. How might you access and engage with mentors to support the development of your ideas?" "How might selecting and applying appropriate tools, language skills, and strategies assist you in communicating and collaborating effectively in your cooperative education experience?" "How will you know which tasks can only be done by a certified or qualified professional, which tasks you can perform independently, and which ones require supervision or support?"

B1.3 analyse and reflect on their learning plan, and revise it over time as appropriate

Teacher prompts: "During the cooperative education experience, regularly reviewing your goals and documenting and reflecting on your learning will help you see the progress you are making. Ask yourself what you have learned as you proceed through the experience, including what you have learned about yourself. How will you be able to tell that you've made progress in meeting your goals? How will you measure your progress? What adjustments do you need to make to help you achieve your goals?" "How might some of the goals you set be modified to help you succeed at school, at work, or in other areas of your life?" "You have achieved many of your short-term goals. How has your experience

so far influenced your thinking about your long-term goals?" "How can the feedback you receive from your placement supervisor and your teacher assist you in revising your learning plan?"

B2. Skills for the Future

By the end of this course, students will:

B2.1 identify and describe the skills and knowledge they have developed through their cooperative education experience (*e.g., critical thinking, problem-solving, creative and entrepreneurial thinking, time-management, technical, negotiation, communication, and interpersonal skills; knowledge specific to the organization or sector; knowledge related to health, safety, and well-being, roles and responsibilities of workers, planning for their post-secondary endeavours; understanding of personal interests, strengths, and habits of mind*)

Teacher prompts: "Describe how you developed technical and safety skills throughout your co-op experience." "How did you use negotiation skills to help balance the demands of the co-op experience, the rest of your courses, and home life? Why did you think it would be appropriate to negotiate with your placement supervisor for more flexible hours? In retrospect, would you change your approach? Might you try to negotiate a different schedule with your teacher instead?" "Understanding and adhering to policies pertaining to confidentiality, privacy, and acceptable use of technology are important to many different industry sectors and are part of responsible digital citizenship. Explain why these policies are important, how they can protect people, why they were created, and how they may have evolved over time." "During your co-op experience, you applied your knowledge of WHMIS when you handled hazardous materials. When you reflect on it, do you think this practice has become a habit of mind, something that is now second nature to you? Can you identify when and how this shift came about?"

B2.2 demonstrate how they are using skills and knowledge related to education and career/life planning in connection with their cooperative education experience (*e.g., reflecting on the education and career/life planning inquiry questions – Who am I? What are my opportunities? Who do I want to become? What is my plan for achieving my goals? – as they progress through the experience, and incorporating their insights in their Individual Pathways Plan*)

Teacher prompts: "You have spent some time identifying and understanding factors and experiences that have shaped who you are. Which of these factors or experiences are relevant to your co-op experience?" "How has participating in co-op expanded your awareness of postsecondary opportunities?" "Your co-op experience might have provided some insights into the demands and rewards of careers in that sector. Reflect on the fit between the realities of the work and who you want to become." "Reflect on the goals you set in your Individual Pathways Plan and your Student's Cooperative Education Learning Plan. Based on what you've learned in your co-op experience, what kinds of financial and emotional support do you think you will need to achieve your goals? What other types of support might you need?" "Career-related decision making is often fluid and unpredictable, and rarely linear. How do you think your co-op experience to date might influence how you navigate the path through school to your initial postsecondary destination and beyond?"

B2.3 describe how they might use the skills and knowledge developed through their cooperative education experience in other aspects of their lives, now and in the future (*e.g., in their education, training, workplace, or community living experiences; in their volunteer activities and hobbies; in their lives at home or within various communities, including online communities*)

Teacher prompts: "Reflect on the skills and knowledge that you have developed through the cooperative education experience and document this learning in your Individualized Pathways Plan (IPP). Explain how this know-ledge and these skills might assist you in other aspects of your life." "You worked on a team during your co-op experience and developed communication and time-management skills. How can you use these skills in your volunteer work at your local friendship centre?" "How will you use the skills and knowledge gained from your international co-op experience to bring greater awareness of other cultures to your peers, family, and community?" "You gained experience developing a business plan for your prototype. What are some financial questions you need to consider and what logistical supports might you need to further develop and market your product locally,

nationally, internationally, and/or online?" "Reflecting on your service learning* experience, what insights would you say that you have gained into the realities and complexities of the community? How did you learn from the community and how did community members learn from you? How has this experience changed your perspective on the particular issue or situation you were trying to address? How can your experience support the design, implementation, and evaluation of an initiative to address the issue?" "During your co-op experience, how do you think you were perceived by your co-workers? By clients/customers? What makes you think that? In what way might knowing how others perceive you help to inform your actions now and in the future?" "You explained that your experience taught you the value of perseverance. In what other aspects of your life might this habit of mind help you achieve your goals?" "You have achieved your goal of increasing your confidence in your customer-service abilities. How might you put this new sense of confidence to work in your other courses at school?" "What aspects of your co-op experience seem most likely to help you in dealing with situations that might arise at school or in the community in the future?"

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* *Service learning* is an experiential learning opportunity with a focus on service in the community – specifically, on addressing a need within a community or group. Service learning is intended to benefit both the provider and the recipient of the service.

C. THE INQUIRY PROCESS

OVERALL EXPECTATIONS

By the end of this course, students will:

C1. **Exploration and Investigation:** explore and investigate a topic, issue, or process relevant to the cooperative education experience, formulating questions to guide research, gathering information, and making connections to the cooperative education experience

C2. **Analysis and Communication:** analyse the information gathered through the investigation and communicate results, making connections to the cooperative education experience and other current and future endeavours

SPECIFIC EXPECTATIONS

C1. Exploration and Investigation

By the end of this course, students will:

C1.1 identify and explore a variety of topics, issues, and/or processes related to the cooperative education experience (*e.g., emerging trends in specific industry sectors; wages, benefits and potential employment opportunities; pathways to apprenticeship; the impact of social media on the workplace; new equipment available for improving workplace safety; the need for a new app related to the organization or sector; a recycling program for a construction project; innovative hair-colouring techniques; new soldering techniques; the relationship between merchandising and sales; conflict-resolution techniques and strategies; poverty, racism, sexism, mental health [as these issues relate to workplaces]; biodiversity, pollution, climate change, natural disasters [as these issues relate to particular sectors]; getting workers to adopt changes that make food-processing safer; legal processes for developing a patent; business plan models for starting your own business; design processes for developing a computer application; how marketing plans are drawn up*)

Teacher prompts: "What have you noticed in your co-op experience that interests you? What do you want to know more about?" "What issues or topics related to your co-op sector have been addressed in the media?" "In what ways has your co-op sector changed in recent years? What caused these changes? What future developments might be expected in view of these changes?" "What are some tasks you have performed during your co-op experience that you might want to investigate?" "Before you started your co-op placement, you explored some topics related to the placement or the sector. Now that you have started your placement, how may your experience to date provoke further thinking and deeper exploration of one or more of these topics?"

C1.2 develop questions to guide their research on a chosen topic, issue, or process (*e.g., factual questions: "What is the legislation on pay equity in Canada?"; causal questions: "How is the agricultural sector responding to a potential future labour shortage?"; comparative questions: "What are some current retail trends in Canada? Are they different from trends around the world?"*), making connections to their cooperative education experience

Teacher prompts: "You've brainstormed a list of questions on the topic of gender equity in the workplace to guide your research. When you review the list, do you notice any questions that overlap and that might be combined into one question? Are any of the questions only marginally related to your topic? If you remove them, do the remaining questions provide a focus for your investigation? What will be your next step?" "How could your factual question about truck and coach apprenticeship be adjusted to support deeper learning?" "Your chosen topic is the impact that unions have had on different aspects of work, such as health, safety, and well-being. How do your research questions support learning about different perspectives on this topic?" "How can you check for bias in your questions?"

C1.3 investigate the chosen topic, issue, or process by gathering and organizing information (*e.g.,* ***gathering information:*** *through first-hand experience and/or research into primary and secondary sources to identify facts and issues, challenges and successes, what has been done before, and different perspectives on issues;* ***organizing information:*** *using graphic organizers, summaries, audio/digital records, tables, notes, infographics*) from a variety of sources (*e.g., observations, open-ended interviews, surveys and questionnaires, social media, advertisements; various print and electronic media, including books and journals, magazine articles, websites, textbooks*)

Teacher prompts: "What search terms/key words would you use to find answers to your research questions about pathways to apprenticeship?" "Are there sector or professional organizations or NGOs that could provide information to support your research?" "When researching gender equity in the workplace, why is it important to assess information gathered from various sources for accuracy, relevance, reliability, inherent values, bias, and voice?" "You've chosen to investigate the topic of patents. What steps would you take to obtain a patent for a process or product that you have developed? Why do you think these steps are important?" "Your investigation relates to building a computer. Where will you look for the information you need about parts? How will you source the parts? Would cost be a factor in choosing the components?" "How would a concept map assist you in illustrating the relationship between mental health and absenteeism in the workplace?" "In your truck and coach OYAP [Ontario Youth Apprentice Program] experience, you chose to investigate the various pathways to becoming an apprentice. You gathered information from mentors at your co-op placement, conducted interviews with other licensed journeypersons, and accessed various websites, print materials, and other resources. How are you going to organize the information in order to assess the pros and cons of each pathway?" "How might your previous co-op, employment, volunteer, or other experience help you in your investigation?" "How has your consideration of Indigenous perspectives and ways of knowing influenced your investigation?"

C2. Analysis and Communication

By the end of this course, students will:

C2.1 analyse and interpret information gathered through investigation of the chosen topic, issue, or process (*e.g., compare results of surveys and interviews that they have conducted to identify trends or preferences; determine whether common themes arise in the various sources consulted on the impact of social media in the workplace; use the information gathered to answer questions and test hypotheses about concrete recycling in the construction industry; compare the various pathways to apprenticeship in terms of criteria developed as they focused their investigation*) and formulate conclusions (*e.g., make connections based on their interpretation of the evidence to arrive at answers to their research questions; confirm or reject hypotheses*)

Teacher prompts: "In your health care co-op experience, you've chosen to investigate how patients feel about their care experience. You've gathered information from journal articles and other media, and collected responses from clinical patient satisfaction surveys. How does the background research help you interpret the survey results?" "You have reviewed and analysed the information you gathered about pathways to becoming an apprentice, and you've weighed the pros and cons. Based on your analysis, which pathway do you think is the best 'fit' for you?" "Did your research about workplace accidents involving youth between the ages of 16 and 25 confirm anything that you already knew and understood about the types of accidents that occur? What did you learn that was new or surprising? How did your analysis of the statistics affect the conclusions you reached?" "What were your findings about the ways in which Indigenous communities are consulted in different countries about the development of energy resources?"

C2.2 communicate the results of their investigation, in a manner suited to purpose and audience (*e.g., an oral presentation about local tourist sites that have high appeal for teenagers; a game to engage elementary school students in learning about consumer awareness and advertising; a model to illustrate the benefits of a particular building technique; a display of drought-resistant native plants to help inform the design of a low-maintenance school-ground greening project; a poster promoting hand hygiene for infection prevention; a demonstration video of a cooking technique; an instruction manual [print or web-based] to support the creation of documents that comply with the Accessibility for Ontarians with Disabilities Act [AODA]; a blog on fashion trends; a graph that depicts the relationship between earnings and levels of education attained*)

Teacher prompts: "What form of communication did you choose, and why? How will you know if that form was effective for your purpose and audience? What would you do differently next time?" "When planning how to present the findings of your research, what did you do to

meet the needs or interests of your audience?" "In a parks and recreation co-op experience, what would be an effective way to communicate how to prevent insect bites during the summer season? What would the benefits be of creating a poster, offering a seminar, writing an information pamphlet, or creating an online resource?" "Why might a board game about the various pathways to apprenticeship appeal to a student in Grade 7 or 8?" "When might a drum song or a dance be an appropriate way to communicate the results of an investigation?"

C2.3 describe ways in which they will be able to apply the skills and knowledge gained or further developed through their investigation (*e.g., critical thinking and problem-solving skills; research and communication skills; knowledge about the organization or sector; knowledge about personal interests and strengths*) to their cooperative education experience and to other aspects of their lives, now and in the future (*e.g., at school, in the community, in postsecondary education or training, in the world of work, in everyday life*).

Teacher prompts: "How might you apply the skills and knowledge gained from your investigation into managing workplace stress to other areas of your life? Which techniques would you adopt to help you manage the stress of school deadlines and exams, combined with social pressures?" "How can you apply the skills and knowledge that you developed through your investigation of energy conservation strategies at home? At school? In your part-time job?" "You put together a checklist to support better safety practices related to your co-op experience. In what other areas of your life might you be able to apply the process of creating a checklist?" "You developed and maintained a digital portfolio and blog to document your research, analysis, and recommendations on adaptive clothing. What might you put in a digital portfolio to support an application to a postsecondary program? What do you need to do to maintain a positive online presence?" "You have researched how budgets are created for project management. How might you use this information to create a personal budget?"

D. BUILDING CAPACITY FOR LEARNING

OVERALL EXPECTATIONS

By the end of this course, students will:

D1. **Decision Making:** demonstrate an understanding of decision making and analyse how the decisions they make can impact their cooperative education experience and their future endeavours

D2. **Leadership:** demonstrate an understanding of effective leadership and how they can incorporate it into their lives

SPECIFIC EXPECTATIONS

D1. Decision Making

By the end of this course, students will:

D1.1 identify and describe various decision-making strategies that might help them make informed decisions related to their cooperative education experience (*e.g., make sure to have sufficient and reliable information before making a decision; discuss pros and cons with a peer; seek the advice of a parent, a teacher, a counsellor, and/or an Elder – or in the case of an adult student, a partner; use a SWOT [strengths, weaknesses, opportunities, and threats] analysis to help develop a business plan*)

Teacher prompts: "Reflection can be helpful when you are making decisions. You might reflect on the results of similar decisions in the past, on goals that you have set for yourself, or on the impact your decision might have on others. How can reflection help you make informed decisions about your cooperative education experience?" "What decision-making strategies do you use to keep yourself and others safe during your cooperative education experience?" "You are running late to your cooperative education placement, and you're not sure what to do. You'd like to get some advice. How would you decide whom to consult?" "Do you consider impulse and/or intuition to be valid decision-making strategies? Why or why not? Under what circumstances might you act on impulse and/or intuition?" "You have been chosen to be on the school track team. Your co-op experience is scheduled for the afternoon, and the placement is an hour away from the school – meaning that you will be an hour late for practice. What strategies would you use to make a decision in this situation?" "When is flipping a coin an appropriate decision-making strategy?"

D1.2 identify, based on reflection, a range of factors that influence the decisions they make in connection with their cooperative education experience (*e.g., individual goals, abilities, interests, and needs; family expectations; individual or school- or family-related responsibilities; cultural or religious values; environmental, ethical, social justice, and/or financial considerations; the opinion of peers; scheduling conflicts*)

Teacher prompts: "There are some factors that affect your decisions that you can control and others that you cannot control. What are some examples of each?" "What factors influenced your decision in choosing your co-op placement?" "How will your co-op experience influence your course selections for next year?" "Apprentices may have to choose between working in a unionized or a non-unionized work environment. What factors would influence and support your choice?" "How might decisions that you make with respect to your cooperative education experience affect your overall personal well-being?" "Your placement supervisor asks you to attend a weekend conference that will provide you with a unique opportunity to network. What are some of the factors that might influence your decision to attend?" "A bike courier decided to forgo her route for the afternoon and instead went to a friend's house. What might have been some of the factors that led to this decision?" "Your placement supervisor asks you to help determine new store hours. What factors should you consider when making your recommendations?"

D1.3 analyse how various decisions that they make in connection with their cooperative education experience could affect both that experience and future endeavours

Teacher prompts: "On a construction site, important decisions are made throughout the day regarding safety. Proper use of personal protective equipment (PPE) and following safety procedures are just two of the many aspects of safety that need to be considered. How might a seemingly minor decision regarding workplace safety affect another construction worker and others on the job site, now and in the future?" "What are some of the possible short- and long-term effects of posting an inappropriate picture on social media?" "You decide to show initiative during your co-op experience by offering to help your co-workers after you have completed your own work. What consequences might this decision have for you? How might it affect your co-workers? Your placement supervisor? What other consequences might flow from it, now and in the future?" "One day at your placement, you decide to leave an hour early without asking permission from your placement supervisor. Your co-op teacher arrives for a monitoring meeting and finds that you are not there. What would you do differently next time?" "Taking into consideration everything you have learned from your decisions throughout your cooperative education experience, what are your thoughts about pursuing a career in this sector?" "How can you take the advice of others into account while making choices that reflect who you are and who you want to become?" "Consider some of the decisions you have made during your co-op experience. Did any of them cause you to revise your goals?"

D2. Leadership

By the end of this course, students will:

D2.1 identify the attributes and skills needed to be an effective leader (*e.g.,* **attributes:** *initiative, integrity, honesty, empathy, tolerance, sensitivity to the needs of others, confidence, assertiveness, transparency;* **skills:** *the ability to look ahead, to transfer learning to new situations, to build positive relationships, to recognize others' contributions and individual differences, to recognize others' strengths and empower them to apply those strengths, to encourage the generation of ideas, to reflect on what might need to change in order to improve outcomes or to enhance learning, to listen to all perspectives in the group, to be confident when speaking, to communicate effectively in different contexts*)

Teacher prompts: "Do you think leaders are born or made? Why?" "What is the difference between a leader and a manager? Consider this distinction in the context of a business office/ a health care clinic/a youth organization." "In what ways can all workers, or all members of an organization, reflect leadership qualities?" "How do leaders appeal to their followers? How do they motivate them?" "What does leadership look like in an online enterprise or community?" "Explain what is meant by a 'quiet leader'. Give some examples of quiet leaders." "How do expertise and/or experience contribute to a person's abilities as a leader?"

D2.2 analyse the characteristics of various effective leaders (*e.g., past, current, or emerging leaders; local, national, or international leaders; collective leadership*) and the role of leaders in sectors related to the cooperative education experience

Teacher prompts: "You observed people in leadership roles during your cooperative education experience. What characteristics of effective leaders (attributes and skills) did you see in them? What actions did they take that demonstrated leadership?" "Why is it important for organizations/companies to have effective leaders?" "In your co-op experience, how did leaders anticipate and/or respond to environmental, social, political, and/or economic issues? How did their awareness of and response to such issues benefit the organization?" "How do effective leaders contribute to the success of employees? To the success of the organization or company?" "Depending on the situation, some characteristics of effective leaders come into play more than others. What sorts of situations arose during your experience that called for a leader's assertiveness? In what circumstances did you witness a leader's sensitivity and ability to empathize?" "Leadership can come from people working collaboratively – for instance, in industry associations, unions, band or community councils, and not-for-profit organizations or charities. Was collective leadership evident during your cooperative education experience? In what way?"

D2.3 identify ways in which they can make contributions as leaders in their cooperative education experience (*e.g., initiating a "circle time" activity in the toddler room; creating a recycling program in the business office; organizing a lunch-and-learn session at the fitness centre; suggesting ways in which the dental clinic could be made more welcoming for younger clients; revising a "how to" video for present and future employees*) and describe how they can use what they learned about leadership skills during their experience

in their daily lives, at school, and in the broader community (*e.g., by approaching the student council or administration for support in addressing an issue; making sure to involve each group member in the decision-making process required to complete a group math assignment; mentoring a neighbour who is learning how to use social media; persevering in collaboratively resolving technical difficulties encountered during a robotics competition and encouraging teammates by offering positive feedback; being proactive in taking steps to prevent a conflict; offering to demonstrate skills learned during the cooperative education experience to peers*)

Teacher prompts: "Your cooperative education experience involves you in developing a fundraising campaign to support a local charity. What are some of the attributes and skills you've gained through this experience that might assist you in your role as a member of the planning committee for the prom?" "Through your co-op experience at a local Indigenous organization, you explored the realities that Indigenous youth face. What leadership skills would you need to help engage diverse Indigenous and non-Indigenous young people in important conversations that could lead to social change?" "Reflecting on the attributes and skills you have developed during your cooperative education experience, which ones would you employ to gain the support of your community to ensure that your surroundings are safe, healthy, and well maintained?" "You notice that a student is being bullied. What have you learned in your cooperative education course that might help you support the student and take action to prevent further bullying?"

APPENDICES

APPENDIX A: COURSE EXPECTATION CHARTS

Cooperative Education Linked to a Related Course (or Courses)

This course has two strands, A and B. A major focus of strand B is on applying, refining, and extending skills and knowledge associated with the curriculum expectations selected from the related course(s).

Strand A. Preparing for the Experience: Health and Safety, Well-Being, and Initial Requirements	
Before the cooperative education experience, students will …	
A1. Health, Safety, and Well-Being: demonstrate an understanding of legislation, practices, and behaviours related to health, safety, and well-being in connection with the cooperative education experience	**A2. Preparing and Planning for the Experience:** demonstrate an understanding of requirements and various considerations related to the cooperative education experience, in preparation for the experience
A1.1 identify legislation, regulations, and policies related to health and safety, and explain how they apply to the cooperative education experience	**A2.1** explore a variety of topics that relate to the cooperative education experience and the particular sector or area of focus of the experience, and explain how what they learned might contribute to success in their cooperative education experience and to their education and career/life planning
A1.2 identify legislation, regulations, and policies, as well as various strategies and skills, that support well-being (including emotional safety) and the protection of human rights, and explain how they apply to the cooperative education experience	**A2.2** describe their personal skills, interests, and strengths and explain how these might contribute to success in their cooperative education experience
A1.3 identify potential hazards and potentially hazardous situations that could arise in connection with the cooperative education experience, and describe the behaviours and practices that would help prevent and that assist in responding to such situations	**A2.3** identify the initial steps and requirements related to the cooperative education experience and demonstrate what they are doing to meet these requirements

Strand B. Experiential Learning and Transfer of Skills and Knowledge	
By the end of the course, students will …	
B1. The Learning Plan: develop, implement, and reflect on a learning plan, including learning related to health, safety, and well-being and to relevant expectations from the related course or courses, to maximize success in the cooperative education experience	**B2. Skills for the Future:** demonstrate the skills and knowledge developed or refined through the cooperative education experience, including skills and knowledge related to health, safety and well-being and to relevant expectations from the related course or courses, and explain how they might use what they have learned in other aspects of their lives, now and in the future
B1.1 develop their learning plan by determining short- and medium-term learning goals for the cooperative education experience and longer-term education and career/life goals, and identify strategies to achieve these goals	**B2.1** identify and describe the skills and knowledge they have developed through their cooperative education experience, as well as how their cooperative education experience extended or enhanced the skills and knowledge gained in their related course
B1.2 actively and safely participate in the cooperative education experience as they implement their learning plan	**B2.2** demonstrate how they are using skills and knowledge related to education and career/life planning in connection with their cooperative education experience
B1.3 analyse and reflect on their learning plan, and revise it over time as appropriate	**B2.3** describe how they might use the skills and knowledge developed through their cooperative education experience and their related course in other aspects of their lives, now and in the future

Creating Opportunities through Co-op, Grade 11 (DCO3O)

This course has four strands, A through D.

Strand A. Preparing for the Experience: Health and Safety, Well-Being, and Initial Requirements		Strand B. Experiential Learning and Transfer of Skills and Knowledge	
Before the cooperative education experience, students will …		By the end of the course, students will …	
A1. Health, Safety, and Well-Being: demonstrate an understanding of legislation, practices, and behaviours related to health, safety, and well-being in connection with the cooperative education experience	**A2.** Preparing and Planning for the Experience: demonstrate an understanding of requirements and various considerations related to the cooperative education experience, in preparation for the experience	**B1.** The Learning Plan: develop, implement, and reflect on a learning plan, including learning related to health, safety, and well-being, to maximize success in the cooperative education experience	**B2.** Skills for the Future: demonstrate the skills and knowledge developed or refined through the cooperative education experience, including skills and knowledge related to health, safety, and well-being, and explain how they might use what they have learned in other aspects of their lives, now and in the future
A1.1 identify legislation, regulations, and policies related to health and safety, and explain how they apply to the cooperative education experience	**A2.1** explore a variety of topics that relate to the cooperative education experience and the particular sector or area of focus of the experience, and explain how what they learned might contribute to success in their cooperative education experience and to their education and career/life planning	**B1.1** develop their learning plan by determining short- and medium-term learning goals for the cooperative education experience and longer-term education and career/life goals, and identify strategies to achieve these goals	**B2.1** identify and describe the skills and knowledge they have developed through their cooperative education experience
A1.2 identify legislation, regulations, and policies, as well as various strategies and skills, that support well-being (including emotional safety) and the protection of human rights, and explain how they apply to the cooperative education experience	**A2.2** describe their personal skills, interests, and strengths, and explain how these might contribute to success in their cooperative education experience	**B1.2** actively and safely participate in the cooperative education experience as they implement their learning plan	**B2.2** demonstrate how they are using skills and knowledge related to education and career/life planning in connection with their cooperative education experience
A1.3 identify potential hazards and potentially hazardous situations that could arise in connection with the cooperative education experience, and describe the behaviours and practices that would help prevent, and that assist in responding to, such situations	**A2.3** identify the initial steps and requirements related to the cooperative education experience and demonstrate what they are doing to meet these requirements	**B1.3** analyse and reflect on their learning plan, and revise it over time as appropriate	**B2.3** describe how they might use the skills and knowledge developed through their cooperative education experience in other aspects of their lives, now and in the future

Strand C. The Inquiry Process		Strand D. Building Learning Capacity	
By the end of the course, students will …		**By the end of the course, students will …**	
C1. Exploration and Investigation: explore and investigate a topic, issue, or process relevant to the cooperative education experience, formulating questions to guide research, gathering information, and making connections to the cooperative education experience	**C2. Analysis and Communication:** analyse the information gathered through the investigation and communicate results, making connections to the cooperative education experience and other current and future endeavours	**D1. Decision Making:** demonstrate an understanding of decision making and analyse how the decisions they make can impact their cooperative education experience and their future endeavours	**D2. Leadership:** demonstrate an understanding of effective leadership and how they can incorporate it into their lives
C1.1 identify and explore a variety of topics, issues, and/or processes related to the cooperative education experience	**C2.1** analyse and interpret information gathered through investigation of the chosen topic, issue, or process, and formulate conclusions	**D1.1** identify and describe various decision-making strategies that might help them make informed decisions related to their cooperative education experience	**D2.1** identify the attributes and skills needed to be an effective leader
C1.2 develop questions to guide their research on a chosen topic, issue or process, making connections to their cooperative education experience	**C2.2** communicate the results of their investigation, in a manner suited to purpose and audience	**D1.2** identify, based on reflection, a range of factors that influence the decisions they make in connection with their cooperative education experience	**D2.2** analyse the characteristics of various effective leaders and the role of leaders in sectors related to the cooperative education experience
C1.3 investigate the chosen topic, issue, or process by gathering and organizing information from a variety of sources	**C2.3** describe ways in which they will be able to apply the skills and knowledge gained or further developed through their investigation to their cooperative education experience and to other aspects of their lives, now and in the future	**D1.3** analyse how various decisions that they make in connection with their cooperative education experience could affect both that experience and future endeavours	**D2.3** identify ways in which they can make contributions as leaders in their cooperative education experience and describe how they can use what they learned about leadership skills during their experience in their daily lives, at school, and in the broader community

APPENDIX B: OTHER FORMS OF EXPERIENTIAL LEARNING

Planned learning experiences that take place in the community, including those listed below, provide students who are enrolled in courses of all types and in all disciplines with the opportunity to enhance their school programs. These experiences also support students by helping them make successful transitions to an initial postsecondary destination. All forms of experiential learning are a valuable complement to students' academic experience and preparation for the future.

Experiential learning can make significant contributions to students' achievement and well-being. It can lead to transformational changes by helping students develop a sense of identity, purpose, and belonging and by raising their awareness of a wide range of postsecondary pathways.

There can also be significant benefits to communities in providing experiential learning opportunities for students. Community partners can take pride in contributing to the education of children and youth and in helping to develop Ontario's future workforce. Involvement in experiential learning also enables community partners to develop new networks and skills, and offers them opportunities both to mentor and to learn from students.

The preparation of students for all forms of experiential learning requires instruction related to health, safety, and well-being and to the expectations of the community partner. The teacher who is coordinating the experience is responsible, in collaboration with the placement employer, for ensuring that the community placements are educationally appropriate, culturally responsive, and safe environments (see "Ensuring Health, Safety, and Well-Being", pages 21–22).

When planning and implementing all forms of experiential learning opportunities boards must adhere to all relevant legislation and ministry and school board policies.

Job Shadowing and Job Twinning

Job shadowing allows students to observe a worker in a specific occupation (e.g., Take Our Kids to Work). Job twinning allows students to observe a cooperative education student at the student's placement.

Job shadowing and job twinning are observational experiences lasting up to two consecutive days. They are available to students from Grade 7 to Grade 12 as part of a subject or course or of a school-wide education and career/life planning program. Students may participate in more than one job-shadowing or job-twinning experience, thereby obtaining a broader range of skills and knowledge to support them in their education and career/life planning.

Job-shadowing or job-twinning experiences should be treated as field trips; that is, all the necessary procedures that apply to field trips or excursions that occur off school premises must be followed. (Refer to board policies and procedures that apply to such activities.)

Work Experience

Work experience is offered as part of a secondary school course that provides students with hands-on learning opportunities connected to the community for a period of up to four weeks. In contrast to job shadowing and job twinning, which are observational, experiences that involve hands-on learning have additional requirements to ensure that students are provided with a safe and rich educational experience. Prior to the work experience, students must receive instruction on and demonstrate understanding of content related to the expectations in strand A of the cooperative education course

curriculum, "Preparing for the Experience: Health and Safety, Well-Being, and Initial Requirements" (see strand A of either of the courses, pages 76–79 or pages 86–89).

Teachers planning and implementing work experience opportunities in the community are required to ensure that an assessment of the community placement has been completed prior to the start of the work experience (see "Ensuring Health, Safety, and Well-Being", pages 21–22).

Specifically, assessments must ensure that all work experience placements have the capacity to provide:

- information, site-specific training, and ongoing supervision to protect students' health, safety, and well-being as required by the Occupational Health and Safety Act, the Employment Standards Act, the Workplace Safety and Insurance Act, the Ontario Human Rights Code, and the Municipal Freedom of Information and Protection of Privacy Act;
- a suitable physical environment for the student to engage in a range of relevant learning opportunities and experiences, including those related to the use of technology, equipment, and tools;
- an educationally rich learning experience based on the Student's Work Experience Learning Plan (SWELP; see below for more information);
- adjustments based on the learning needs of the student, including those of a student with special education needs.

The assessment is completed *on-site*, in collaboration with the placement supervisor. The assessment takes into account the nature of the work of the community partner, the relevant curriculum expectations, and the student's learning goals, as well as the supervisory role offered by the community partner (e.g., the placement supervisor).

All school boards are required to develop policies and procedures for establishing and assessing community placements.

A Student's Work Experience Learning Plan (SWELP), based on the curriculum expectations of the course within which the work experience occurs, is developed in collaboration with the supervisor at the work experience placement. The learning plan provides students with a framework for their learning during the work experience and identifies:

- the curriculum expectations relevant to the work experience and the learning goals to be achieved through participation in the experience;
- the learning opportunities (activities and/or tasks) the student will be involved in, and the success criteria;
- the areas of learning from the education and career/life planning program that will be addressed through the experience (see *Creating Pathways to Success, 2013*, section 3.3);
- the expectations and/or requirements of the community partner.

Students' progress should be monitored at least once during the work experience to ensure that the community placement continues to be a safe learning environment and that a student's learning is consistent with the learning plan; however, it may be necessary to conduct monitoring meetings more often, in order to adequately address the specific needs of the student and/or the community partner (see "Monitoring Student Progress", pages 27–28). Students must be provided with opportunities to reflect on their experiences and to apply their learning, with a view to informing actions and decisions at school and in their lives beyond school. Students should be supported in reflecting on their work experience and capturing their learning in their Individual Pathways Plan.

There are inherent risks in any experiential learning opportunity in the community. Students participating in work experience and their parents should be provided with information about potential risks and about student accident insurance. Students and their parents are encouraged to obtain this coverage (see "Student Accident Insurance", page 38).

The Ministry of Education provides workplace safety and insurance coverage for students aged fourteen or older who are participating in work experience. The Work Education Agreement (WEA) form must be completed before the work experience begins. School boards are required to use the WEA form for individual students who are fourteen years of age or older. (Details about Workplace Safety and Insurance Act [WSIA] coverage are outlined in Policy/Program Memorandum No. 76A.)