

Designing for Success

A Resource for Effective Planning and Implementation
of the Cooperative Education Program and Other Forms
of Experiential Learning

2020



Ontario
Cooperative
Education
Association

Maintaining Quality in Experiential
Learning Programs

DESIGNING FOR SUCCESS 2020

A Resource for Effective Planning and Implementation of the
Cooperative Education Program and Other Forms of Experiential Learning

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Message from the Ontario Cooperative Education Association (OCEA)

OCEA Mission Statement:

“Facilitating and Supporting the Exchange of Ideas Among Experiential Learning Professionals”

“Designing for Success 2020” was created with OCEA’s mission statement clearly in mind. It is intended to offer useful ideas and resources for cooperative education teachers, experiential learning leads, including OYAP coordinators, SHSM and SCWI leads and teachers, guidance counsellors, student success teachers and administrators as they work together to create and deliver experiential learning programs throughout the province.

This document replaces “Designing for Success 2009”, in order to incorporate the new policy and curriculum expectations presented in “The Ontario Curriculum, Grades 11 and 12: Cooperative Education, 2018”. Principals, cooperative education and other experiential learning teachers will find this resource useful as a guideline for their own programs, and boards will also find it helpful when establishing policies and procedures for the ever-expanding forms of experiential learning being offered all across Ontario.

The Ontario Cooperative Education Association owes a huge debt of gratitude to our writing and translation team, Lise

Paulin and Brigitte Sharp-Ménard. They have worked tirelessly to update and improve the content of the original document, ensuring it adheres to the new curriculum and provides practical support to experiential learning educators in Ontario.


Examples, charts, strategies, appendices, and forms have been developed to illustrate effective practices. They are intended to serve as guides or sources of inspiration to teachers and are therefore neither mandatory nor exhaustive.

We hope that this document will be a resource you return to time and again, as you work to provide meaningful experiential learning opportunities for your students.

Barbara Omland
OCEA Chair 2019–2021

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Section A – Introduction

The Ministry of Education recognizes the importance of experiential learning. Experiential learning builds on a significant body of research and practice that indicates 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.

In a memorandum dated December 7, 2017, the Ministry of Education announced the release of the new cooperative education curriculum policy document. As of September 2018, the cooperative education curriculum replaces *Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools, 2000*.

The cooperative education curriculum policy document is unique and distinct from other Ontario curriculum policy documents. It not only sets out curriculum policy and implementation policy relevant to cooperative education, but also provides a description of cooperative education courses, including overall and specific expectations. What matters is that cooperative education courses must meet the same requirements as all other courses in the Ontario curriculum.

When writing the updated cooperative education curriculum, a greater emphasis was placed on mental health, active participation and reflection. These are just a few examples of elements added to cooperative education courses that promote student success.

The addition of Creating Opportunities through Co-op (DCO3O) allows schools to offer a wider variety of courses and provides a choice for students participating in cooperative education. Students who wish to explore one or more areas of interest may benefit from this course. Students who wish to 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 may benefit from Cooperative Education Linked to a Related Course (or Courses).

The Ontario Cooperative Education Association (OCEA) recognizes that developing and maintaining quality experiential learning programs requires a solid understanding of Ministry of Education policies and procedures in order to ensure exemplary practices.

The revised document, *Designing for Success – A Resource for Effective Planning and Implementation of Cooperative Education and Other Forms of Experiential Learning*, will allow you to:

- learn about the two cooperative education courses;
- familiarize yourself with the content of the cooperative education curriculum;
- obtain clarification with respect to the requirements of the cooperative education curriculum;
- consult suggested relevant sites and resources;
- have access to tools that you can use in the classroom;
- discover best practices for implementing your program;
- get support for the implementation of your program.

Section B – The Program in Cooperative Education

Throughout the document, the terms “parent” and “parents” refer to the father, the mother, or the guardian. In addition, the term “employer” refers to the person representing the business, company, or organization offering the placement. The term “placement supervisor” refers to the individual or individuals who work with the student and guide the student’s learning.

In order to properly organize your cooperative education program, you must first be familiar with the cooperative education courses and the strands in the curriculum, and understand the requirements of the different components.

The cooperative education program is generally offered to students in Grades 11 and 12. However, Grade 9 and 10 students could participate if they demonstrate the necessary maturity.

Cooperative Education Courses



It is important to note that students must be at least 14 years of age to participate in cooperative education courses.



Refer to Section F – Health, Safety, and Well-Being for more details on this topic.

Two cooperative education courses are included in the Ontario curriculum:

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

Schools are encouraged to offer both cooperative education courses.

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	DCO30	None

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.



The same teacher can offer both courses in the same class.

Cooperative Education Course Descriptions



You can use the following cooperative education course descriptions for the school prospectus or as information for parents when choosing the appropriate course.

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

Creating Opportunities through Co-op

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

Cooperative Education Course Comparison



You can use this chart to familiarize yourself with the key elements of both courses.

Cooperative Education Linked to a Related Course (or Courses)	Creating Opportunities through Co-op (DCO30)
This course includes a classroom component and a community component.	This course includes a classroom component and a community component.
This course has two strands (A and B).	This course has four strands (A, B, C, and D).
The overall expectations of strand A are common to both courses.	The overall expectations of strand A are common to both courses.

The overall expectations of strand B are specific to this course.	The overall expectations of strand B are specific to this course.
Students may take the course more than once.	Students can take this course only once.
This course requires one or more related courses.	This course does not require a related course and cannot be used as a related course.
This course must be scheduled for a minimum of 110 hours per credit.	This course must be scheduled for a minimum of 110 hours per credit.
This course cannot be used to fulfill the graduation requirement of 40 hours of community involvement.	This course cannot be used to fulfill the graduation requirement of 40 hours of community involvement.
Each time this course is taken, it must be linked to a different related course (or courses).	
The same set of cooperative education course expectations is to be achieved every time this course is taken.	
Each time the course is taken, students' learning in connection with the two strands of this cooperative education course is therefore differentiated.	
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 or courses.	

Cooperative Education Course Selection



You can use this chart to determine the most appropriate cooperative education course for the student, in collaboration with the student and other members of the school community as required.

Cooperative Education Linked to a Related Course (or Courses)	Creating Opportunities through Co-op (DCO3O)
Students that can benefit from this course are students that...	
want to make explicit connections between what they learn from a related course (or courses) and how that learning is applied in their community placement.	wish to explore a range of interests.
wish to pursue experiences that provide opportunities to deepen their understanding of a particular area of interest related to a course (or courses).	wish to create their own innovative or entrepreneurial opportunity that draws on their interests, skills and career/life goals.

participate in a Specialist High Skills Major (SHSM) program.	have participated in shorter-term experiential learning opportunities.
participate in the Ontario Youth Apprenticeship Program (OYAP), including those who are apprentices with a registered training agreement.	participate in the Ontario Youth Apprenticeship Program (OYAP) and explore various trades.
have already completed Creating Opportunities through Co-op.	are in Grades 10 and 11 and have never taken a cooperation education course.
	would benefit from additional preparation for success in their community placement.
	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 education and career/life planning opportunities.

Specialized Programs:

The Specialist High Skills Major (SHSM) is a specialized program that allows students to earn credits toward their Ontario Secondary School Diploma (OSSD) and focus their learning on a specific economic sector at the same time. The SHSM is an approved Ministry of Education program.

Cooperative education courses provide an opportunity for SHSM students to complete the requirement for two cooperative education credits. However, students can obtain up to four cooperative education credits related to the sector.

The Ontario Youth Apprenticeship Program (OYAP) is a specialized program that allows students who are at least 16 years of age or older, have completed 16 credits and are enrolled as a full-time student in a secondary school, to explore and work in the apprenticeship trades.

The community component of the cooperative education courses enables students who are participating in OYAP to explore an apprenticeship trade while obtaining credits towards their OSSD.



***Refer to Appendix A -
Specialized Programs for
more details.***

Practical Examples:

Lena, a Grade 11 student, participates in cooperative education in her home school:

- She has needs or interests that cannot be accommodated in another placement in the community.
- Two separate individuals from her home school will assume the roles of cooperative education teacher and placement supervisor.
- She has never taken a cooperative education course and is not quite ready to enter the workforce.
- She decides, in collaboration with her cooperative education teacher, to take Creating Opportunities through Co-op.

John-Paul, a Grade 11 student, decides to create his own innovative opportunity that draws on his interests, in collaboration with his placement employer:

- He makes a connection, in collaboration with his cooperative education teacher, with a community partner.
- The community partner can guide and support him by providing a safe working and learning environment, timely feedback, and challenging learning experiences.
- John-Paul and the community partner respect all requirements related to the cooperative education courses (e.g., student's learning plan, monitoring meetings, integration activities).
- He decides, in collaboration with his cooperative education teacher, to take Creating Opportunities through Co-op.

Ariane, a Grade 11 student, is participating in a SHSM program. Her cooperative education teacher, in collaboration with Ariane, **must follow the order of preference below** for the selection of her cooperative education course:

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.

Christopher, a Grade 12 student, is participating in OYAP:

- In Grade 11, he took DCO3O and explored three different trades that interested him.
- He also participated in OYAP in Grade 11 because his placement allowed him to explore the trades.
- Towards the end of his placement in Grade 11, the employer offered him the opportunity to start his apprenticeship in plumbing.
- He decides, in collaboration with his cooperative education teacher, to take Cooperative Education Linked to a Related Course (or Courses).

Strands in the Cooperative Education Curriculum



Cooperative Education Linked to a Related Course (or Courses) has two strands, numbered A and B (see Appendix B).

Creating Opportunities through Co-op has four strands, numbered A, B, C, and D (see Appendix C).

Clarification:

For both cooperative education courses, the students must demonstrate the skills and knowledge outlined in strand A **before** they embark on the community component.

For Cooperative Education Linked to a Related Course (or Courses):

- the learning is expected to be at a level consistent with the grade level of the related course or courses for both strands;
- the same set of cooperative education course expectations is to be achieved every time this course is taken;
- every time this course is taken, student learning in connection with strand A expectations is differentiated and tailored to be appropriate for the specific placement for the community component (e.g., potential hazards at the specific workplace);
- student learning in connection with the expectations from strand B is differentiated each time this course is taken, since strand B focuses on applying, refining, and extending skills and knowledge associated with the curriculum expectations selected from the related course or courses.

It is important to remember that health, safety, and well-being skills remain critical to student learning throughout these courses.



Refer to Appendices B and C for a detailed description of the strands for each course.

Components

All cooperative education courses include a classroom component and a community component.

CLASSROOM COMPONENT



There is no specified duration for the classroom component in the curriculum. You will need to exercise your professional judgment and ensure that the students are ready to participate. It is quite normal for students to have access to their placements at different times.

Needless to say, the start of the semester is a very busy time for the cooperative education teacher. In addition to being in class preparing students, you will need to find placements that are

still available and enriching. It is easy to rush things because the work is intense during this time period, but you must ensure that the students are ready to live their experience in the community and that they demonstrate the necessary skills and knowledge before the start of the placement. Due diligence is required as the safety of the students and the safety of others is at stake. The ultimate goal is for students to succeed in the context of their community experience.

If you feel that the student does not have the necessary skills and knowledge, it will be important to include the guidance counsellor and the special education teacher or principal, as required, in the discussion and to prepare a plan for the student's success.

As part of the classroom component, you will also have to plan integration activities that may vary depending on the needs of students and the nature of the community component.

COMMUNITY COMPONENT



Unlike the previous policies and procedures document for the implementation of cooperative education programs and other forms of experiential learning, there are no prescribed hours for the different components of the two cooperative education courses. Sufficient duration is found in the parameters of a school semester.

Students must be allowed to have several varied experiences of sufficient duration to enable them to meet the expectations set out in their learning plan. This flexibility is necessary to meet the needs of all learners.

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.



***Refer to Section F -
Health, Safety, and Well-Being
for more details.***

Differentiated Instruction

Differentiated instruction is a method of teaching or assessment that allows the presentation of the program or course to be modified to accommodate the students' diversity. All students can be successful with the necessary support.

Cooperative education in itself is an excellent model of differentiated instruction because it takes into account the student's:

- interests;
- learning styles;
- skills;
- postsecondary destination.

Both the classroom component and the community component must be tailored to the needs of each student to ensure success in the workplace.

Strategies to Ensure Differentiated Instruction:

- Allow students to choose the presentation format of a project, for example, offering students the choice of editing a video presentation, using presentation software, or making an oral presentation.
- Encourage the exchange of ideas and opinions on a topic.
- Consider interests and learning styles when planning activities.
- Provide opportunities to demonstrate understanding in a variety of formats (e.g., oral presentation, debate, presentation).

In the community component, the choice of placement in itself offers differentiated instruction because it responds to the students' interests and abilities.

Virtual Experience

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). These different experiences must meet the same requirements as described in the cooperative education curriculum.

In a virtual experience, students complete all or part of the placement of their program remotely. Students are integrated into a regular cooperative education program for the classroom component and use technology provided at the school to complete all or part of the community component.

The placement employer or supervisor may be located in the student's community or in another community, city, province, or country.

Cooperative education teachers must:

- select placements that are appropriate for virtual learning (e.g., web design, translation, market research, data entry and management, video production, journalism);
- identify students who could successfully complete a virtual experience (e.g., computer-literate students, effective communicators and organized and self-directed learners);
- ensure that the necessary information technology and IT support are available at the school;
- ensure that a code of behaviour is in place for computer and Internet use, and that students' adherence to the code is regularly monitored.

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.

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).

International Cooperative Education

Technology has extended the reach of boards and schools beyond their local communities to include provincial, national, 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.

All the requirements outlined in the cooperative education curriculum policy document apply to a cooperative education experience outside the province or country. In addition, the student must meet the expectations set out in the curriculum policy (see A2.3 for examples related to international experiences).

Students whose work placement is outside the province – for example, students participating in international cooperative education – are covered for up to six months while at their work placement in the host province or country. If the work placement continues beyond six months, the school board must send a written request to the WSIB for approval of an extension of coverage. A copy of this request must be sent to the ministry (see [Policy/Program Memorandum No. 76A](#)).



Section C – Planning and Implementation of the Cooperative Education Program

It is essential that all students, including adult learners, have access to your school board's cooperative education program. The necessary measures must be taken by principals, teachers, and students to identify existing or potential barriers to participation, and remove them or take measures to prevent them.

Special Education

The pre-course planning includes the student and the cooperative education teacher and, if necessary, a guidance counsellor, a special education teacher, a student success teacher, the subject teacher (or teachers), an administrator, and the student's parents. It is essential to review the student's Individual Education Plan (IEP) in order to determine what accommodations are required and to inform the placement employer or supervisor of these accommodations. The implementation of these accommodations must meet the needs of the student.

In establishing community connections for the student with special education needs, the cooperative education teacher, in collaboration with the special education teacher and parents, where appropriate, must ensure that the community partner is well prepared to support the student's learning.

Cooperative education teachers will examine the curriculum expectations in the cooperative education 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 or modified expectations;
- accommodations only;
- modified expectations, with the possibility of accommodations;
- alternative expectations, which are not derived from the curriculum expectations for a course and which constitute alternative programs and/or courses.

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.



In cooperative education, accommodations identified in a student's IEP must be provided in both the classroom and community components of the course.

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.

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.

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.

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

Whether or not accommodations are provided, teachers must ensure that students understand health and safety issues and the precautions they need to take before the placement begins.

The teacher must also ensure that all necessary accommodations are made and that the terms and conditions of supervision are agreed upon before the placement begins.

Before disclosing information from the Ontario Student Record (OSR) or IEP to a placement employer or supervisor, teachers must obtain parental consent.

Essential Processes for Learning in Cooperative Education

To ensure an educationally valuable experience for your students, there are six essential processes for learning that must be followed when developing and implementing your cooperative education program.



These processes are not intended to be separate and distinct but rather should be considered as interrelated and connected.

These are the six essential processes for learning:

1) Ensuring Health, Safety, and Well-Being

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.



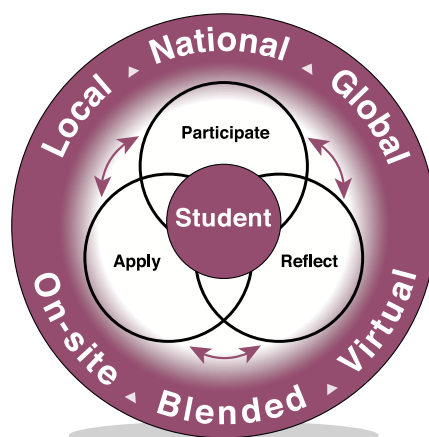
**Refer to Section F -
Health, Safety, and Well-Being
for more details.**

2) Applying the Experiential Learning Cycle

At its core, cooperative education immerses students in “an experience”, that is,

- students are active **participants**, not merely observers in order to acknowledge what they are doing, what they are thinking, and what they are feeling during the experience.
- students **reflect** on their cooperative education experience to derive meaning from it and identify what they learned as a result.
- students **apply** their learning by using the newly acquired skills and/or knowledge to inform current and future decisions and actions.

This process is a dynamic and highly personal one represented by the model below, referred to as the Experiential Learning Cycle, which is appropriate for your students and should be very familiar to them.



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).

a) Participate:



To apply the experiential learning cycle in the classroom or in the workplace, you can make the following suggestions to your students to improve their active participation.

- Inquire about the organization or company before participating in your interview.
- Observe, learn and try to understand the work culture throughout your experience.
- Build relationships with employees, clients, partners, and placement supervisors in a professional manner.
- Ask questions that are thought-provoking for your employer.
- Share your ideas.
- Request feedback from your placement employer or supervisor following an assessment.
- Complete the assessment with your placement employer and/or supervisor (if they agree).
- Share your learning goals with your placement employer or supervisor.
- Make a self-assessment and share it with your placement employer or supervisor.
- Be attentive.
- Be receptive to new opportunities that may present themselves.
- Be realistic in your expectations.
- Show initiative.
- Listen in order to understand.
- Volunteer to help your colleagues.
- Take appropriate, calculated risks while always maintaining safety and well-being.
- Take on additional responsibilities.
- Anticipate that a task needs to be done.
- Ask if you can do anything else.
- Create a pleasant atmosphere.

b) Reflect:



You can provide your students with the following questions to elicit reflection.

I learned several things during my cooperative education experience. What have I learned that is essential to my current life and for the future?

If I had to choose a quote, which one inspired me the most? Why?

If I had to describe an ideal day at my placement, what would it look like?

Would I recommend my placement to another student? Why or why not?

Can I distinguish between people who work to live and people who live to work? Can I find myself in this distinction?

What is my role as a student, as a friend, as a brother or sister, as a worker?

What are my needs during my cooperative education experience?

What are the risks of not communicating my needs to my placement employer or supervisor?

Do I have concerns about my cooperative education experience? My future? What are they?

How can I respect silence during my cooperative education experience?

Should all students in Grades 11 and 12 take a cooperative education course? Why or why not?

c) Apply:



You can make the following suggestions or ask the following questions to your students to encourage them to apply their learning.

- Connect your community experience and other aspects of your life by reflecting on your learning.
- Think about a skill you developed during your work placement and how you can apply it to other aspects of your life.
- How can you apply certain skills that you developed throughout your work placement to your part-time job?
- Can the skills you acquired during your work placement be applied at home? If so, how?
- Your work placement has had an impact at school. You notice that you're doing better. What knowledge or skills have enabled you to improve?
- What knowledge will serve you in another aspect of your life? Why? How?
- You put together a checklist to support better safety practices related to your cooperative education experience. In what other areas of your life might you be able to apply the process of creating a checklist?
- What connections can you make between what you learned during your cooperative education experience and your post-secondary education?
- How can your decisions be influenced by your community experience?

3) Developing and Implementing the Student's Cooperative Education Learning Plan

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 employer or supervisor.

The Student's Cooperative Education Learning Plan informs the teacher's evaluation of the student's learning.



**Refer to Section G -
Assessment and Granting of
Credits for more details.**



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.



You can refer to the following list to check all the elements that must be included in the learning plan for the two cooperative education courses:

- the student's name and contact information
- the name and address of the community partner/organization and the placement employer or 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 (the students, in collaboration with their teacher, could include them in their learning goals, success criteria or their assessment and evaluation strategies)
- 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
- considerations related to specialized programs

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.



You can refer to Appendix D for an example of a learning plan.

4) Integrating Student Learning

Integrating student learning 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.



You can ask yourself the following reflection questions when planning learning activities that support the integration of learning.

Do my planned learning activities that foster the integration of learning:

- ✓ engage students and offer variety?
- ✓ extend throughout the course?
- ✓ support health, safety, and well-being throughout the community component?
- ✓ relate to the particular learning needs of the students?
- ✓ take place in person or through the use of digital technology in person?
- ✓ involve independent studies?
- ✓ involve whole- or small-group discussions?
- ✓ involve monitoring meetings with the cooperative education teacher?
- ✓ provide a learning environment that is healthy, caring, safe, inclusive, accepting, and culturally responsive?
- ✓ enable the students to deepen their learning related to the expectations of the course?
- ✓ allow the students to expand and deepen their understanding of their experience in the community?
- ✓ allow the students to deepen their capacity to relate their learning to other aspects of their lives?
- ✓ provide opportunities to relate classroom learning to education and career/life planning?
- ✓ vary depending on the needs of the student and the nature of the community component, including the time required?
- ✓ allow the student to receive descriptive feedback?
- ✓ assist students in articulating next steps to improve their learning throughout the course?

5) 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.



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 employer or supervisor, and the nature and location of the 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.

6) Assessing and Evaluating Student Learning

Cooperative education teachers gather assessment information in both the classroom and community components of the course through a variety of means.

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.



***Refer to Section G -
Assessment and Granting of
Credits for more details.***

Development and Implementation of Cooperative Education Courses Guided by the Three Stages



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.

- These three stages provide you with guidance as you develop and implement a safe and effective cooperative education program.
- 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

The purpose of this stage is to pay particular attention 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. In this way, cooperative education will be both a rich learning experience for students and rewarding for the community partner.



Planning for this opportunity must begin **prior** to the start of the course.



You can use the following best practices to help you plan the learning opportunity.

Best practices

Must be done with the student before the start of the course

Schedule a meeting with the student and, as required, a guidance counsellor, a special education teacher, a student success teacher, a subject teacher, an administrator, and the student's parents (see Appendix E for an example of a student meeting form).

- Present shorter-term experiential learning opportunities and determine if these opportunities would be more appropriate (see Appendix F).
- Present the two cooperative education courses and determine the most appropriate one.
- Consider other relevant programs (see Appendix A).
- Discuss the arrangements (e.g., transportation) and the specific requirements related to the cooperative education course and the world of work.
- Review timetable and scheduling considerations.
- Determine, and where appropriate, with the parents, the potential community partners while taking into account the student's interests.

- Review the student's Individual Pathways Plan (IPP) and begin to develop learning goals based on their interests, strengths, needs, and aspirations.
- Gather information that will inform the collaborative development of the Student's Cooperative Education Learning Plan.
- Review the student's Individual Education Plan (IEP) to identify strengths and needs, and any required accommodations.
- Determine the student's readiness for cooperative education.

Must be done in order to establish the community connection

- Review course requirements and begin to consider assessment and evaluation strategies.
- Identify potential challenges the student may encounter, and plan for appropriate supports (e.g., addressing systemic and attitudinal barriers that may limit students' full participation in cooperative education).
- Identify 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, immunization).
- Verify that the student is mature enough to understand and apply occupational health and safety rules.
- Verify that the student is taking concurrently or has successfully completed prerequisite courses required to succeed in the field of interest (e.g., Mathematics, Science or Technological Studies).
- Review the student's Ontario Student Transcript (OST) with the support of the guidance counsellor.
- Consult the special education teacher or the student success teachers to determine the accommodations, the modified expectations and/or learning strategies required to facilitate the student's learning.
- Establish community connections taking into account diverse needs of individual students.
- Establish connections with the community for students with special education needs, in collaboration with special education teachers and parents, where appropriate.
- Organize community-based placements outside of school (see Section I – Frequently Asked Questions).
- Discuss with the parents the need to provide relevant information to the placement employer or supervisor in order to ensure the success of their child in the cooperative education experience and obtain their permission to do so.
- Arrange for a meeting between the student and the vice-principal, student success teachers and the parents to discuss the plan designed to ensure the student's success during the cooperative education.

Must be done in order to ensure a safe community experience

- Ensure that an assessment of every student's community placement has been completed prior to the start of the community component of the course.
- Consult the teacher(s) of the related course(s) to ensure an efficient placement assessment (e.g., the teacher of the related course in Technology could accompany the cooperative education teacher during the placement assessment).
- Reassess the placement if a community placement has been assessed in the past.
- Ensure that placement supervisors are willing and able to provide a safe environment that supports the student's cognitive, emotional, social, and physical development.
- Follow up regularly and more frequently, as required, to confirm that the workplace remains safe and to make the necessary adjustments.



You can use the inventory of questions below when choosing placements and before the assessment of the community placement. You must answer yes to all questions. Exceptions are indicated in red.

- Does the placement meet **all the requirements** of the cooperative education course?
- Was the student given the opportunity to discuss possible community connections?
- At the school level, is there a person responsible in the event of an accident at work if the placement is not held during regular school hours?
- Can the community partner, the placement employer or supervisor guide and support the student by providing a safe working and learning environment, timely feedback, and challenging learning experiences?
- Is it a structured placement that meets all the requirements of the cooperative education program and not just an excuse to give credits (e.g., an athlete on a school or community team, participation in plays)?
- Has the placement employer or supervisor confirmed that my student will not replace a paid employee?
- Did I make the distinction between the 40 hours of community involvement and the hours towards their cooperative education credit(s)?
- Did I consult the principal if I suspected some inherent and specific workplace risks?
- Have I consulted the school board's policies and procedures regarding certain work placements (e.g., a tattoo parlour)?
- **Is the community placement outside the school?**
If the answer is no, refer to Section I – Frequently Asked Questions
- Does the placement address the learning needs of the student?
- Does the placement offer a rich, rewarding and secure learning experience?
- Is the placement compliant with minimum age requirements for certain industries and workplaces in Ontario that are set out in the Occupational Health and Safety Act (OHSA)?



Refer to Section F – Health, Safety, and Well-Being to learn more about minimum age requirements and assessment of the community placement.



You can use the form (see Appendix G) for assessing the community 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.



Platforms such as Google Classroom can be valuable tools for managing the classroom component by structuring communication with students while facilitating the submission of forms, assignments, and assessments. Students who require support to stay organized will benefit from these tools as all documents are located in one place.

The following set of questions can be used to determine your student's readiness.

1) Has the student demonstrated achievement of the strand A curriculum expectations related to preparing for the opportunity?

The following are elements drawn from the specific expectations from Strand A. They are intended to serve as a guide or source of inspiration and **are not exhaustive**. For full details, please consult the curriculum.

A. Preparing for the Experience: Health and Safety, Well-Being, and Initial Requirements

A1.1 identify legislation, regulations, and policies related to health and safety, and explain how they apply to the cooperative education experience

- the Occupational Health and Safety Act (OHSA)
 - employers' rights and responsibilities
 - workers' rights and responsibilities
 - Mandatory Worker Awareness Training
- the Workplace Safety and Insurance Act (WSIA)
- the Work Education Agreement (WEA)
- the process of responding to workplace-related accidents and illnesses
- the Workplace Hazardous Materials Information System (WHMIS)
- company policies on health screening, criminal record checks, workplace violence, workplace harassment, emergency procedures, and acceptable use of technology

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

- Ontario's Human Rights Code
- the Occupational Health and Safety Act (OHSA)
- the Freedom of Information and Protection of Privacy Act (FIPPA)
- the Accessibility for Ontarians with Disabilities Act (AODA)
- the Employment Standards Act (ESA)
- practices consistent with the acceptable use of technology
- communication skills and strategies
- conflict resolution strategies
- using time management skills
- appreciating differences among individuals

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

- the use of required clothing and personal protective equipment (PPE)
- prompt attention to or reporting of faulty equipment
- clear procedures for incident/accident reporting
- behaviours that assist in maintaining the safety of all workers at the workplace
- online security and warnings against criminal or inappropriate use of the Internet, including cyberbullying

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

- 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
- 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

A2.2 describe their personal skills, interests, and strengths

- 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.

A2.3 identify the initial steps and requirements related to the cooperative education experience and demonstrate what they are doing to meet these requirements

- 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

2) Does the student have the necessary resources and support to participate fully in the community experience?

It is important to discuss the community partner's requirements with the student and ensure that he or she is prepared to meet them.



You may wish to consider the following for each student prior to the start of the placement.

Things to consider before the placement begins

Transportation

- Have the students mapped out their bus route from home to the placement or from school to the placement?
- Do the students have a bus pass? Is the bus pass photo up to date?
- Do the students have special transportation needs? If so, have calls been made to arrange this transportation? Where is the stop? At what time must the students be at the bus stop? What is the return time? What is the plan for days when the students are absent and do not require special transportation?
- Will the students be required to ride as passengers or drive in a motor vehicle licensed for the road during the placement (e.g., company vehicle, personal vehicle or truck)?
- Will the students be required to drive their own vehicle to get to their placement? Will they have to pay for parking?
- Do the students prefer to use their own vehicle to get to their placement instead of public transit?
- Will the students give rides to friends or even co-workers? What issues might this have on the student's car insurance?

<p>Appropriate clothing</p> <ul style="list-style-type: none"> Does the workplace require specific clothing? Will the students be required to wear a uniform? Is it mandatory to have CSA-approved steel-toed boots? To wear a lab coat or chef clothes? Is there a dress code (e.g., jeans are not allowed)?
<p>Equipment</p> <ul style="list-style-type: none"> Do the students have to wear or supply their own personal protective equipment? A helmet? Safety glasses? Gloves? Hearing protection? Tools?
<p>Immunization</p> <ul style="list-style-type: none"> Do the students need to be vaccinated to work, for example, in a hospital (either Mantis, chicken pox, rubella or measles test), a veterinary clinic, or a dental clinic?
<p>Specific training</p> <ul style="list-style-type: none"> Do the students need to have received any special training or awareness before starting the placement? Working at Heights? WHMIS? Infection Prevention? Cardiopulmonary resuscitation (CPR) and First Aid?
<p>Special accommodations</p> <ul style="list-style-type: none"> Have the accommodations required in the IEP been considered for the students with special education needs?
<p>Other specific requirements of the community partner</p> <ul style="list-style-type: none"> hours of work breaks smoking cell phone use use of technology in the workplace union presence

3) Does the student need a criminal record check?

Youth aged 12 to 17 can ONLY apply for a police record check for government agencies (federal, provincial, municipal).

As of November 1, 2018, youth between the ages of 12 and 17 will only be permitted to obtain a police record check for employment or volunteer positions with the Government of Canada or the government of a province or municipality for the purpose of employment or the provision of services, with or without pay.

Non-governmental agencies are not permitted to require the results of youth records, and youth will no longer be permitted to apply for a police record check.

Non-governmental organizations include, but are not limited to, organizations that receive government funding, such as schools, universities and hospitals.

For students **over the age of 18 and adult learners**, record checks may be requested when hiring or recruiting for volunteer work in a position of trust with vulnerable individuals who, because of age, disability or other circumstances, are at greater risk.

4) Do the students need to have a Social Insurance Number?

The students may participate in cooperative education if they do not have a Social Insurance Number. Since the students' Social Insurance Number is required as part of the procedures for reporting an accident, it is recommended that all students enrolled in a cooperative education or experiential learning program have one. In addition, students who are participating in OYAP and who wish to become registered apprentices should have a Social Insurance Number.

5) Is the student well prepared for a structured interview with a placement employer or supervisor?



You may want to give this checklist to students so that they don't forget important things and to prepare them for their interview. You can also give the list of questions in this chart to the placement employer or supervisor who asks for sample interview questions.



Checklist to help you prepare for your interview	
<input type="checkbox"/>	Confirm the time and location of the interview and the name of the person you will meet with your cooperative education teacher. Ask how many people will be there, as you will need to bring enough copies of your resumé.
<input type="checkbox"/>	Find out about the placement, the job description and the qualities and skills they are looking for because you want to explain how and why you are the ideal candidate.
<input type="checkbox"/>	Ask about the company: <ul style="list-style-type: none"> - Who is the employer? - What type of business or company is it? - Who are its customers? Visit the company's website or find out if the company has a brochure.
<input type="checkbox"/>	During the interview, bring a portfolio, folder or envelope containing: <ul style="list-style-type: none"> • copies of your resumé; • copies of your reference list; • paper and pencil for taking notes; • copies of reference letters, if applicable.
<input type="checkbox"/>	Be sure to arrange transportation to your interview or map out your bus route beforehand. Try to get to the company location a few days before your interview date to make sure you know the route and how long it will take to get there.

<input type="checkbox"/>	<p>The best way to prepare for an interview is to practice. Ask a friend or family member to simulate an interview with you. Choose questions that would be relevant to your field of work from the following list:</p> <ol style="list-style-type: none"> 1. Why do you want to participate in a cooperative education placement? 2. Why are you interested in this field? 3. What do you know about our company? 4. In your opinion, what skills do you think are required to work in this field? 5. What are your favourite subjects in school and why? 6. What is the most important thing you learned in school? 7. What do you plan to do after high school? 8. Tell me about your experiences in the workplace. 9. Tell me about the volunteer work you did. 10. What are your strengths? 11. What do you need to improve? 12. Why should we accept you? 13. What do you do in your spare time? 14. What are you most proud of? 15. Name three positive things your last boss or teacher would say about you. 16. Give me an example of a time when you did more than was expected of you. 17. What three traits would your friends use to describe you? 18. What do you think are the qualities of a good boss? 19. Tell me about a time when you've had to deal with a conflict at work. 20. Do you have any questions?
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You can give these scenarios to students so that they can reflect on various possible situations during an interview.



Scenarios	Dos and Don'ts, and Why?
1. Peter shows up at the construction site wearing a suit and tie for his interview with an employer.	
2. Matthew wears a nose ring and refuses to take it off for his interview.	
3. Kythana is anxious and wants to chew gum during her interview. She says it's her way of calming her anxiety.	
4. At the end of the interview, Michael asks his employer if he can get paid for his placement because he needs money.	
5. Sarah explains the reason for leaving her part-time job by saying that she didn't get along with her boss.	

6. Edouardo shows up for his interview and sits at the end of his chair without crossing his arms. He gives his full attention to the employer.	
7. John adjusts his attitude and behaviour according to his employer.	
8. Christian is 10 minutes late for his interview. He apologizes and explains why he didn't arrive on time.	
9. Sam lists three references on his resumé. He was only able to contact two of the three to ask their permission.	
10. Karima answers the questions during her interview even though she did not fully understand some of them.	



Following the interview, the employer may want to conduct a check of the student's cyber-reputation or online reputation before accepting the student for the placement.

Therefore, students must be made aware of the importance of their cyber-reputation or online reputation.

Students are constantly active on social media. They post photos, announcements or comments and they upload videos to the Internet (e.g., Facebook, Instagram, Snapchat, YouTube, TikTok).

They therefore leave traces of their passage which constitute their cyber-reputation or online reputation. It is important for students to become aware of these traces and their impact on one's self-image on the Internet.

More and more employers are checking the cyber-reputations of candidates (employees or cooperative education students) who wish to join their company or organization.



Suggested activity: Students are asked to work in pairs. Each team member checks the other student's cyber-reputation using the Internet as if they were a potential employer. You can ask the students to give their recommendations either orally or in writing.

6) Have all relevant documents been completed and signed?

The Work Education Agreement form must be completed for all students participating in a cooperative education placement or experiential learning program and signed by all parties involved **BEFORE** the start of the community-based component. The parent must sign the form if the student is under 18 years of age.

Once the agreement is signed, the student is considered an employee of the Ministry of Education and is covered by the Workplace Safety and Insurance Act, 1997.

Schools, businesses, or organizations may also require the student to sign confidentiality forms, agreements, or other documents before the placement begins.

In addition to signing the documents, students must ensure that they understand the contents of these documents, their importance and relevance, the consequences of violating these agreements or documents, and the need to keep a copy of them.



Refer to Section F - Health, Safety, and Well-Being for more information on Policy/Program Memorandum No. 76A.

7) Has the cooperative education learning plan been developed?

The cooperative education learning plan has been developed in collaboration with the teacher to:

- define learning outcomes and assessment criteria that will guide the evaluation of the student's evidence of learning;
- establish the process for reviewing and modifying the cooperative education learning plan throughout the course;
- identify other considerations related to participation in specialized programs (see Appendix A).



Refer to #3 of the essential processes in this section - Developing and Implementing the Student's Cooperative Education Learning Plan for more information.



In addition to the above questions, you can use the following checklist to help you determine your student's readiness.



Student readiness statements	<input checked="" type="checkbox"/>
Student's name: _____	
The student is always late.	
The student is absent on a regular basis.	
The student demonstrates a lack of autonomy.	
The student could get injured in the workplace.	
The student has difficulty socializing.	

The student often makes bad decisions.	
The student has often demonstrated a lack of judgment.	
The student could get hurt because of lack of attention.	
Workplace expectations exceed the student's abilities.	
The student requires a lot of supervision.	
The student has not completed or submitted the assignments required in the classroom component.	
The student has a bad attitude towards the school and the proposed placement.	
The student has not provided the required proof of immunizations.	
The student lacks personal organization.	
The student has not taken the steps to obtain the criminal background check required by the placement employer or supervisor.	
The student is not ready for an interview with an employer.	
One of the student's parents has not signed the documents required to begin the placement.	
The student has not been recommended by a teacher.	



You may wish to consider the following suggestions if a few students are not fully prepared to participate in the community component and need to stay in school longer.

- Have the guidance counsellor, principal, student success teachers, and other school staff supervise the students as they complete their work.
- Do additional online activities that relate to the expectations they need to achieve.
- Continue to complete the online cooperative education course.
- Share tasks with another cooperative education teacher (e.g., one teacher stays in school while the other meets with employers or placement supervisors).
- Seek the support of the special education teacher, especially for the student with an IEP.
- Seek support from the teacher of the Career Studies course regarding elements of some expectations that were not met.
- Seek the support of the technology teacher (e.g., health and safety components).
- Seek the support of the teacher of the related course.

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.

INTEGRATION ACTIVITIES

Integration activities are essential for students to reflect on their learning. By sharing their experiences with peers and teachers, students will reflect on the skills and knowledge they have acquired in the placement. They will be able to consider how their learning applies to other aspects of their life.



You can use the following examples of integration activities that lead to reflection throughout the cooperative education experience (groups/teams or individual).

Building a Tower

- Divide the group into three to four small teams of three or more people.
- Supplies needed: paper cups, plates and bowls, popsicle sticks, pencils, construction paper and tape.
- Distribute supplies unevenly in bags (e.g., one bag can hold 10 paper items, 4 pencils, 9 pieces of construction paper and 5 popsicle sticks; another bag can hold 25 paper cups, 3 pencils, 7 pieces of construction paper and 9 popsicle sticks).
- Provide each team with a bag of supplies and tape.
- Teams must try to build the highest tower in 20 minutes.

This exercise illustrates the importance of communication, cooperation and team strategy among colleagues.



Questions to elicit reflection during this activity:

- a) What skills did you use in this activity?*
- b) How did you use them?*
- c) What did you learn about yourself by participating in this activity?*
- d) How can you use these skills in other situations in your life?*

Creating a Logo

- Create a new logo that best represents the company.
- Then create a video or choreography to present the new logo.



Questions to elicit reflection during this activity:

- a) What symbols or elements should be included in the logo to better represent my company?*
- b) What colours best represent the company?*
- c) Who is the target group?*
- d) Is it visible and attractive?*

Creating a Flash Mob

- Create a flash mob on a business-related theme or on a theme related to cooperative education. The flash mob could be a dance, a small show or a mime act.
- Do it in a place of your choice.



Questions to elicit reflection during this activity:

- a) What did you learn?*
- b) What were your successes and challenges?*
- c) How did you meet your challenges?*
- d) What strategies helped you learn?*
- e) What would you do differently next time?*

Completing the Sentence

- Complete the sentences by reflecting on the cooperative education experience.
 - I have often noticed that...
 - Maybe I should...
 - I think the workplace is...
 - I'm participating for...
 - One of my learning goals is...
 - As a next step, I'd like to...
- Create additional sentence strings to complete and share them with other students.



You can use the following case studies related to problematic situations that could arise during a placement as an integration activity (in teams or individually).



Confidentiality

Joseph has always dreamed of pursuing a career as a nurse. He decided to enroll in the cooperative education program at his school and asked that his placement be at the Wellness Hospital. Joseph has been working for a few months, and he enjoys his cooperative education placement at the Maternity Centre. One morning, while checking the patient list, he recognizes a patient's name: Angélique D'Amour. Angélique is a student attending his high school and his best friend Luke's ex-girlfriend. He wonders why she is admitted to the hospital. One of Joseph's tasks is to file the documents in the medical files. He then sees the lab report that confirms that Angélique is pregnant. What makes the situation worse is that she used illegal drugs during her pregnancy. He also sees the social worker's report confirming that Angélique will lose custody of the child once it is born.

Joseph is upset. Is his friend Luke the father? Should he tell Luke what he has just learned?



Questions to elicit reflection during this activity:

- a) What is the problem in this situation?*
- b) If you were Joseph, what would you do?*
- c) Think about your own cooperative education placement – what kind of information should be kept confidential and why?*
- d) Will you have to sign a confidentiality agreement? What would be the consequences of breaching this agreement?*

Cell phone use

Lexine is doing her cooperative education placement in a factory that specializes in cabinetmaking. She has a smart phone and says she can't live without it. On the shop floor, as in many workplaces, there is a policy against cell phone use during work hours. Lexine finds this frustrating and continues to check her cell phone every hour in case her friends or family need to contact her.



Questions to elicit reflection during this activity:

- a) *What could be the consequences of this action?*
- b) *What would you tell Lexine?*

Breaks

Leo's friend Paul works at the Museum of Nature as part of a cooperative education placement. When Paul is on a break or when he comes to take things to the shipping department, he takes the opportunity to go and meet Leo. This disturbs Leo in his work because he has to stop working to chat with Paul.



Questions to elicit reflection during this activity:

- a) *Leo doesn't want to hurt his friend but at the same time he feels that he comes a little too often. What should he do?*

Absenteeism

Maria participates in a cooperative education placement at a bank during the day and works part-time at a restaurant in the evenings. One day, she decides to take the morning off without notifying the bank or the cooperative education teacher.



Questions to elicit reflection during this activity:

- a) *What are some of the factors that could have led to such a decision?*
- b) *What consequences might this decision have on Maria, her colleagues, and her placement supervisor?*
- c) *How can taking the time to reflect help you make informed decisions about your cooperative education experience?*

Dress Code

The dress code at the Westin Hotel is very strict. Naomi must wear the hotel uniform and a pair of black shoes. Staff must have their hair tied back and cannot have piercings or visible tattoos. Naomi decides that she wants to wear her black Crocs because, in her opinion, they are more comfortable than shoes.



Questions to elicit reflection during this activity:

- a) *What could be the consequences of this action?*
- b) *Is there a dress code for your cooperative education placement or part-time job? What are the requirements? What could be the consequences of non-compliance?*

Difficult Situation

Think of a difficult situation you experienced during your cooperative education placement. If you have not encountered any difficult situations, you can invent one or choose a situation that a colleague experienced.



Questions to elicit reflection during this activity:

- Start by explaining the scenario.*
- What actions did you take or would you have taken to deal with this difficult situation?*
- What could have been the consequences of the situation?*

MONITORING PROCESS

Student learning is supported by the continuous monitoring process during the community component.

As students progress through this stage, **the focus is on consolidating student learning** from both the community and the classroom components of the course.



Good communication between the placement employer or supervisor and the teacher is essential in order to monitor the student's progress on a regular basis. At the beginning of the placement, it is recommended that an agreement be made between the placement employer or supervisor and the teacher as to which method of communication will be most effective for both parties. The placement employer or supervisor must understand the importance of keeping the teacher informed about what is happening at the placement.



You can use the following checklist to monitor student progress.

When I am monitoring student progress, I...

- ensure that the placement continues to be appropriate and interesting;
- ensure that the placement continues to be in a healthy, caring, inclusive, and welcoming learning environment;
- ensure that the cooperative education placement remains a safe learning environment by observing and discussing with the students the importance of practices that promote health, safety, and well-being;
- assess students' progress and support the students in assessing that progress;
- provide the students with timely, descriptive feedback about their learning;
- work with the students and the placement employers or supervisors to enable the students to revise their cooperative education learning plan to reflect their developing needs and interests as well as learning opportunities that may arise at the placement;

- support students in using the experiential learning cycle to reflect on and extend their experience;
- support students in documenting evidence of their learning in their Individual Pathways Plan (IPP);
- encourage the students to maintain an ongoing connection with the school;
- ensure ongoing communication with the students, the special education teachers (if required), and the placement employers or supervisors;
- ensure that the students understand the role of monitoring their progress and the integration of their learning, as well as the relationship between them;
- collect evidence of learning.



The following document could facilitate the monitoring process and the updating of the student's learning plan.



Descriptive Feedback	
Monitoring meeting # _____	
Student's name:	
Company name:	
Name of placement employer or supervisor:	
Position held by the student:	
Duties and responsibilities:	
Progress:	
Skills and knowledge being developed:	
Level of communication:	
What the student appreciates most about the placement:	
What the employer appreciates most about the student:	

Areas for improvement:
New responsibilities that could be added:
Health, safety, and well-being:
Experiential learning cycle:
Evidence of learning:
Next steps:



The Notability application for the iPad or iPhone or Evernote on a cell phone can be a very interesting and useful tool when meeting with community partners. These applications allow you to take notes, highlight text and add audio to complete descriptive feedback reports or to revise the learning plan.

During the monitoring process, you may find that the placement does not meet the needs of the student or the employer's expectations.

There are many reasons why students could be withdrawn from their placement (e.g., inadequate duties, lack of supervision, inappropriate behaviour, theft, frequent absences, lack of social skills, lack of motivation).

Before embarking on the search for a new placement, it is to the students' advantage to reflect on what they have just experienced to foster self-improvement.



You can use the following activity to elicit student reflection on withdrawal.



My Reflection

Date:

Student's name:

Name of placement employer or supervisor:

Your cooperative education teacher and your employer decided to withdraw you from your cooperative education placement. Provide a brief description of what happened to lead to this decision.

How do you feel about this situation?

What do you think the placement employer or supervisor could have done to avoid this situation?

What do you think you could have done to avoid this situation?

Action plan for the next placement (if applicable):



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

Key Elements

- The student may take this course only once.
- Students may earn up to two credits for this course.
- It is preferable that students take this course in Grade 11. However, a Grade 12 student may take this course.
- The course is included in the preference list for the student who is enrolled in the SHSM (see Appendix A).
- Creating Opportunities through Co-op and Cooperative Education Linked to a Related Course (or Courses) may be taught during the same period, by the same teacher.
- The teacher of the course must comply with all relevant regulations and cooperative education requirements as outlined in the curriculum policy documents.
- The student must complete a placement in the community and must work with a community partner, including a placement employer or supervisor.

Elements from the Specific Expectations

The following are elements drawn from the specific expectations from Strand A, B, C, and D. They are intended to serve as a guide or source of inspiration and **are not exhaustive**. For full details, please consult the curriculum.

A. Preparing for the Experience: Health and Safety, Well-Being, and Initial Requirements

A1.1 identify legislation, regulations, and policies related to health and safety, and explain how they apply to the cooperative education experience

- the Occupational Health and Safety Act (OHSA)
 - employers' rights and responsibilities
 - workers' rights and responsibilities
 - Mandatory Worker Awareness Training
- the Workplace Safety and Insurance Act (WSIA)
- the Work Education Agreement (WEA)
- the process of responding to workplace-related accidents and illnesses
- the Workplace Hazardous Materials Information System (WHMIS)
- company policies on health screening, record checks, workplace violence, workplace harassment, emergency procedures, and acceptable use of technology

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

- Ontario's Human Rights Code
- the Occupational Health and Safety Act (OHSA)
- the Freedom of Information and Protection of Privacy Act (FIPPA)
- the Accessibility for Ontarians with Disabilities Act (AODA)
- the Employment Standards Act (ESA)
- practices consistent with the acceptable use of technology
- communication skills and strategies
- conflict resolution strategies
- using time management skills
- appreciating differences among individuals

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

- the use of required clothing and personal protective equipment (PPE)
- prompt attention to or reporting of faulty equipment
- clear procedures for incident/accident reporting
- behaviours that assist in maintaining the safety of all workers at the workplace
- online security and warnings against criminal or inappropriate use of the Internet, including cyberbullying

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

- 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
- 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

A2.2 describe their personal skills, interests, and strengths

- 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.

A2.3 identify the initial steps and requirements related to the cooperative education experience and demonstrate what they are doing to meet these requirements

- 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

B. Experiential Learning and Transfer of Skills and Knowledge

It should be noted that the overall and specific expectations differ slightly from the Cooperative Education Linked to a Related Course (or Courses).

B1.1 develop their learning plan by determining short- and medium-term learning goals for the cooperative education experience

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

- 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

B1.2 actively and safely participate in the cooperative education experience as they implement their learning plan

- 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

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

B2.1 identify and describe the skills and knowledge they have developed through their cooperative education experience

- 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 postsecondary endeavours
- understanding of personal interests, strengths, and habits of mind

B2.2 demonstrate how they are using skills and knowledge related to education and career/life planning in connection with their cooperative education experience

- 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

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

- 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

C. The Inquiry Process

C1.1 identify and explore a variety of topics, issues, and/or processes related to the cooperative education experience

- 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

C1.2 develop questions to guide their research on a chosen topic, issue, or process

- 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

C1.3 investigate the chosen topic, issue, or process by gathering and organizing information

- 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

- observations, open-ended interviews, surveys and questionnaires, social media, advertisements
- various print and electronic media, including books and journals, magazine articles, websites, textbooks

C2.1 analyse and interpret information gathered through investigation of the chosen topic, issue, or process

- 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

- make connections based on their interpretation of the evidence to arrive at answers to their research questions
- confirm or reject hypotheses

C2.2 communicate the results of their investigation, in a manner suited to purpose and audience

- 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 trend
- a graph that depicts the relationship between earnings and levels of education attained

C2.3 describe ways in which they will be able to apply the skills and knowledge gained or further developed through their investigation

- 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

- at school, in the community, in postsecondary education or training, in the world of work, in everyday life

D. Building Capacity for Learning

D1.1 identify and describe various decision-making strategies that might help them make informed decisions related to their cooperative education experience

- 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

D1.2 identify, based on reflection, a range of factors that influence the decisions they make in connection with their cooperative education experience

- 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

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

D2.1 identify the attributes and skills needed to be an effective leader

- 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

D2.2 analyse the characteristics of various effective leaders

- 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

D2.3 identify ways in which they can make contributions as leaders in their cooperative education experience

- 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

- 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

Strand D – Building Capacity for Learning

Leadership and decision-making are key elements of the cooperative education program because of their central role in the student’s ability to carry out the tasks assigned to them. The following activities may be useful by encouraging the students to draw upon their prior learning and life experiences or as a basis for discussion.

DECISION-MAKING

Decision-making is a complex cognitive process that involves choosing an action from different possibilities. The following order of educational content will be used to raise the student’s awareness of the decision-making process.

Exploring decision-making



You can use the following two activities to explore decision-making.

Icebreaker Game

Before the activity	During the activity	After the activity
<p>The teacher prepares cards indicating the following 15 objects (x the number of teams):</p> <p>Matchbox Case of water (12 bottles) Five warm sweaters Radio First aid kit An axe A rifle with 20 cartridges A bag with 25 magazines Inflatable boat for four people A compass Insect repellent Flashlight Bag with five large blankets</p>	<p>Students are placed in teams of five students and form a circle with their respective teams.</p> <p>Scenario: A plane has just crashed on a deserted island and the pilot estimates that the plane will explode in the next 10 minutes. On the plane, there are 15 objects, of which only three can be recovered.</p> <p>The team has 10 minutes to decide unanimously which three objects will be recovered before the plane explodes.</p>	<p>Students share their decisions and explain the reasoning behind these decisions.</p> <p>What were the challenges in making these decisions?</p> <p>Make students aware that they are making several decisions in the course of a day, a month and a year.</p>

Brainstorming

Students have five minutes to make a list of 10 decisions they made in the last 24 hours.

Some decisions are simple (e.g., what to eat for lunch), while others are much more complex (e.g., deciding your course selection for next year). Students have two minutes to think about a decision they found difficult to make. Why was it difficult? How did they make that decision? Was it stressful? Group discussion.

Decision-making styles

There are different decision-making styles.

- Logical: The decision is made by analyzing the situation without taking emotions into account.
- Impulsive: The decision is made impulsively, without wasting time, but also without carefully considering what it involves.
- Cautious: The decision is postponed because the person frequently experiences self-doubts.
- Emotional: The decision is based on feelings or emotion felt at that moment.
- Conventional: The decision is made in a way that meets the expectations of others or what they tell you to do.
- Intuitive: The decision is made by considering the “little inner voice” rather than external factors.



Assignment: Have students prioritize decision-making styles from 1 to 6, with 1 being their usual decision-making style and 6 being the decision-making style they use less often. Group discussion on the pros and cons of the different styles.

Making informed decisions



You can use the following strategies for making informed decisions.

Knowing yourself

In order to make an informed decision, you have to get to know yourself even better. What are your personal goals, values, interests, personality traits, abilities or needs? Here's a quiz to help you make a decision.

Before the activity	During the activity	After the activity
The teacher prepares a list of decision questions inviting the student to choose between two options. (See sample provided.)	In pairs, student A asks the question and student B answers. The student must choose one option from the two. They take turns.	The students complete the chart provided based on their answers to the questions. The students analyze the compatibility of their answers and their choice of cooperative education placement.

Here are some sample decision questions:



Which would you prefer?

Working indoors or outdoors	Working during the day or during the evening	Working in the country or in the city
Working by yourself or in a group	Being your own boss or working for somebody else	Performing physical work or non-physical work
Having a job where you travel or a job where there is little travel	Doing routine work or a job where the work changes often	Working in a fast-paced environment or in a calm environment
Working with people or working with things	Working internationally or working in Canada	Inventing/creating or implementing



Assignment:

- For each decision question, record your answers in this chart (the order is not important). Next, write your cooperative education placement in the center of the chart.

	My cooperative education placement:	

- b) Are the decisions you made in this quiz aligned with your career path and, more specifically, your cooperative education placement? Provide details.
- c) What prompted you to choose your cooperative education placement?
- d) Give an example of how the following factors may influence your decisions related to your cooperative education experience:

Family expectations	
Personal, school, or family responsibilities	
Cultural or religious values	
Ecological, ethical, financial, or social justice reasons	
Peer pressure	
Schedule conflicts	

- e) How will your cooperative education experience influence your course selection for next year?
- f) Based on what you've learned from your cooperative education experience, are you thinking of pursuing a career in this sector or field?

Asking for advice

Sometimes the students may feel the need to be accompanied in their decision-making process, especially when it is an important decision. Seeking advice can help the students in their reflection and facilitate the choice, whether it is the advice of a parent, a teacher, a guidance counsellor, an Elder, or in the case of adult students, a spouse. They may also weigh the pros and cons of options available with the help of peers.

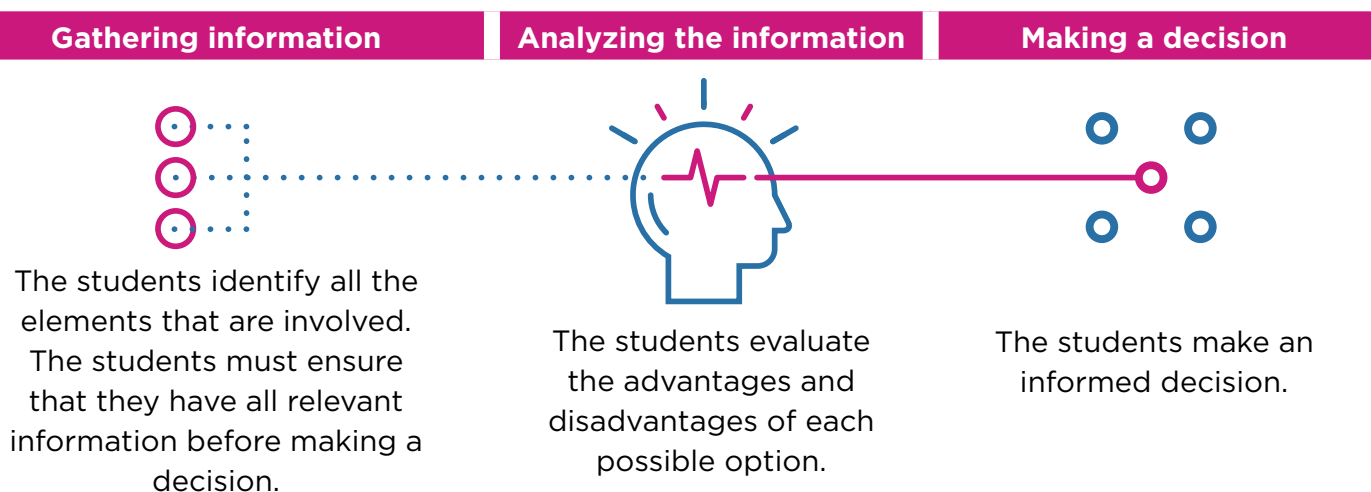


Assignment (group discussion):

- Identify who you can ask for advice before making an important decision. Why did you choose these people?
- How can you consider the advice of others while making decisions that reflect who you are and who you want to become?

Knowing the decision-making process

There is a process for making good decisions.



Assignment:



Scenario: Lexi is a Grade 12 student and will be graduating in June. Since Grade 9, she has been a member of the yearbook committee, and she was assigned to take all the school photos because she is very passionate about photography. She would like to start her own photography business as soon as she graduates, has purchased a professional camera with her savings and is looking into the possibility of buying a car with the help of her mother. However, her teachers tell her that she should continue her education and study business administration at the university level (four-year program) because she is really good at math and that there are too many photographers in the area anyway. Her grandfather, who is an amateur photographer, recommends that she study at the college level to improve her technical knowledge. College costs much less than university, and she needs to get her technical skills if she wants to beat the competition.

Lexi is feeling really stressed out about making this decision and decides to seek your help. By following the steps in the decision-making process and filling out the following chart, you will help Lexi make an informed decision.

Gathering information
<p>Analyzing the information</p> <p>Option 1</p> <p>Pros:</p> <p>Cons:</p> <p>Option 2</p> <p>Pros:</p> <p>Cons:</p> <p>Option 3</p> <p>Pros:</p> <p>Cons:</p>
Making a decision and justifying it:

Impact of our Decisions



There are good decisions but there are also bad decisions. The decisions we make can affect both our present experience and our future plans. You can use the following case studies to help students realize the impact of making a decision.

Before the activity	During the activity	After the activity
<p>The teacher prepares a series of case studies on different sheets.</p> <p>See the proposed case studies.</p>	<p>Students are placed in teams of two and respond to the case studies.</p> <p>Students are then redirected to other teams to share their answers.</p>	<p>Large group discussion of the different case studies.</p>



Case study 1

Chantal just started working on a construction site. Her supervisor told her that she will have to wear CSA-approved steel-toed boots, a hard hat and safety glasses at all times and that she will have to follow strict company procedures. On her first day on the job, she decides to take off her glasses because it really hurts the back of her ears, and she hides her glasses in her coat. One of her responsibilities is to clean up the construction site and, she doesn't care about the procedures for pouring cleaners.

How can even a small decision about safety on the job site harm construction workers and others, now and in the future?

Case study 2

Blake works in a restaurant every weekend. His friend Luke challenges him to take an inappropriate selfie in the restaurant where he works and publish it on Instagram. Blake closes the restaurant on Saturday night and decides to take up the challenge. This will surely make his friends laugh.

What could be the short- and long-term effects of posting an inappropriate photo on social networks?

Case study 3

Tamara's cooperative education placement is at a veterinary clinic. She has a series of tasks to complete upon her arrival. Since it's Friday, there's little to do because all the cleaning has been done during the week. Therefore, she decides to offer her help to the person at the reception desk and to the other technicians who prepare the surgeries.

What impact might this decision have on her colleagues and the placement supervisor? What other repercussions might this decision have now and in the future?

Case study 4

Nick decides to leave his placement an hour early without letting his placement supervisor know. There is a concert tonight and he wants to get there early. His coop teacher shows up for a follow-up meeting and finds that Nick is not there.

What should Nick do differently next time?

Case study 5

Think back on some of the decisions you made during your cooperative education experience. Did these decisions lead you to question your goals?

Case study 6

Melody just made her school's running team. Her cooperative education experience takes place in the afternoon, one hour away from school, so she will be one hour late for practice every time.

What strategies should Melody use to make a decision in this situation?

Case study 7

David thinks he's going to be late for his placement and can't remember what he has to do in this situation.

What should David do?

Case study 8

The placement supervisor asks Isabella to attend a weekend conference that will give her a unique opportunity to network.

What factors might influence Isabella's decision to attend or not?

LEADERSHIP

Leadership is the ability for an individual to lead other individuals or organizations to achieve certain goals. The following educational content will be used to raise the student's awareness of all aspects of leadership.



You can use the following icebreaker or series of activities to explore leadership.

Exploring leadership

Icebreaker Game - Building the Tallest Tower

Students are challenged to build the tallest tower within a set time frame.

Before the activity	During the activity	After the activity
Depending on the number of teams, the teacher must prepare baskets with the following items: spaghetti, marshmallows, scotch tape...	The teacher explains the instructions and rules.	The teacher measures the towers and determines the winners.
The teacher could provide a prize for the winning team.	Students are placed in teams of three or four students.	Activity that elicits reflection: Students determine who took on the role of leader in the group and what skills enabled them to take on this role.
	Students work in teams to build a tower.	

Personal definition of leadership

What is a leader?

Students respond individually to this statement: **For me, a leader is someone who...**

Students then present their answers and a group discussion follows.

What is a manager?

A manager is a person who is responsible for the management of a business, department, or administration.

Group discussion: “There are managers who are leaders but there are leaders who are not managers.” What are the distinctions between the two?

Qualities of a leader

Qualities are character traits that a person displays.

Before the activity	During the activity	After the activity
Prepare a series of small cards presenting the qualities of a leader: initiative, integrity, honesty, motivation, empathy, tolerance, attention to the needs of others, assertiveness, transparency, creativity, trust, innovation, respect.	<p>Ask one student to describe the quality to their colleagues without mentioning the word and have the other students try to guess that quality.</p> <p>Ask students if there are any other qualities to add and list them on a small card.</p>	<p>In teams of three or four, students are given a series of small cards indicating various qualities of a leader and they must rank the cards according to what they judge to be most important to least important.</p> <p>Students then place the qualities in order of importance onto a large cardboard.</p> <p>Group discussion on the chosen order.</p>

Skills of a leader

A leader’s skills are defined by the knowledge, know-how (practices) and interpersonal skills (relational behaviours) that enable them to create added value. Expertise and experience contribute to a person’s leadership skills.

Here are some situations involving Hunter, the manager of an auto repair shop. From the following list, the student is asked to identify which skill Hunter needs to develop and make suggestions for him to become a competent leader.



Ability to:

- plan;
- apply the knowledge gained in other situations;
- build relationships;
- acknowledge the contributions of others and individual differences;
- recognize the strengths of others and give them the opportunity to use them;
- encourage the exchange of ideas;
- reflect on the changes required to improve outcomes and promote learning;
- listen to all the team members' points of view;
- speak with confidence;
- communicate effectively in a variety of contexts.

Situation	Name the skill(s) Hunter should develop and describe what he needs to do to become a competent leader.
Hunter chairs a meeting and asks the opinion of some colleagues and co-workers but ignores Cedric, who is the youngest member of the team.	
Hunter has great difficulty speaking in front of a group.	
Hunter is too busy with the details of the day to think about what to order from his suppliers.	
Hunter always seems to repeat the same mistakes even though he has been working at the same place for three years.	
Rob likes to share his good ideas with Hunter, but Hunter never mentions Rob's contribution at staff meetings.	
Hunter decided to change the procedure for the car wash but he only mentioned it to Justin, who works during the day. He did not send any emails or make any posters to inform the rest of the staff.	
Hunter has no patience with his new service technician and yells at him in front of the entire staff.	
Hunter realizes that Shawna has a lot of potential but he doesn't want to give her additional tasks to develop her strengths because he doesn't want to lose her to another department.	

Hunter doesn't like change. He's happy to continue in the same way even though he knows there are new technologies that could improve his customer service.	
At the staff meeting, Kevin suggests brainstorming ideas for the new marketing campaign. Hunter says he doesn't have time in his schedule for this activity.	

Communication

Communication is one of the most important elements of being a good leader. Choose one of the following activities to help students understand the importance of clear and specific instructions, active listening, and cooperation.

Activity 1 - Minefield

Before the activity	During the activity	After the activity
<p>The teacher creates a minefield (point A to point B) with rope and tape and places about 30 "explosives", represented by paper balls, inside.</p> <p>The teacher must have a stopwatch.</p>	<p>Students are in teams of two.</p> <p>One student wears a blindfold while the other student gives the instructions.</p> <p>The student in charge stands outside the field of explosives and instructs the partner to cross from point A to point B without touching an explosive.</p> <p>Students that touch an explosive must start again from the beginning.</p> <p>The teacher must time the activity.</p> <p>The team (total of both students) that takes the least time to cross the field of explosives will be the winner.</p>	<p>Discuss the importance of communication and trust.</p>

Activity 2 – Draw Me a Picture

Before the activity	During the activity	After the activity
The teacher brings different drawings to class.	<p>Students are in teams of two.</p> <p>One student describes the hidden drawing while the other student tries to reproduce the drawing on a piece of paper according to their colleague's instructions.</p> <p>Students change roles.</p>	Discuss the importance of accuracy in the communication process.

Collaboration

Collaboration is one of the most important elements of being a good leader. The following activity will help students understand the importance of collaboration.

Activity 3 – Standing Up

Before the activity	During the activity	After the activity
Organize the classroom to have enough space to ensure the safety of the students.	<p>Students are in teams of two.</p> <p>Students sit on the floor, face to face, with the soles of their feet touching the soles of their partner's feet.</p> <p>The goal of this game is for both students to stand up at the same time.</p>	Discuss the importance of teamwork, trust, problem-solving, and collaboration.

Identifying leaders

The following questions and activity will allow students to reflect on different aspects of leadership in order to identify leaders in different areas of their lives.

- Do you think you are born a leader or do you think you become one? Why do you think that?
- Leadership can be positive or negative. Give examples.
- Explain what is meant by “silent leader”. Do you think there are people in your school or classroom who are silent leaders?

Before the activity	During the activity	After the activity
<p>Prepare five poster boards with the following titles:</p> <p>Past Leaders International Leaders Canadian Leaders Community Leaders Leaders in our School</p>	<p>In teams, students identify three leaders in each category and write them on a sticky note or Post-it note.</p> <p>Students place the Post-it notes on the proper poster board. If a leader is named more than once, the Post-it notes are grouped together.</p>	<p>Discussion on their choice of leaders.</p>



Assignment: This activity allows students to research a leader of their choice in greater depth. The students must choose a leader who inspires them and make a two-minute PowerPoint presentation.



Leader's name:
Name of the organization:
What has the leader accomplished? How?
How has this leader inspired you in your life?

Organizational leadership

It is not just a person who can show leadership. Sometimes organizations show leadership. How can all workers or members of an organization show leadership? Give examples.



Assignment: During your cooperative education placement, observe people in leadership roles.



Who are these people and what are their titles? What makes you think they are leaders? What qualities and skills have you identified in these people?

In the business or organization where your cooperative education experience takes place, how do the leaders lead and respond to environmental, social, political, or economic issues? Start a conversation with your placement supervisor to find out more.

Sometimes leaders have to assert themselves. Describe a situation in which leaders at your cooperative education placement had to be assertive. At other times, leaders need to show sensitivity and empathy. Under what circumstances did you witness this?

Leadership sometimes comes from working collaboratively – in an industry association, a union, a community or band council, a non-profit organization or a charity. Has collective leadership been evident in your cooperative education experience? In what ways?

Now it's your turn to take a leadership role. How can you show leadership in your cooperative education placement?

Finish this sentence:

During my cooperative education placement, I developed qualities and skills that I can use to engage my community in...

Section E – Administrative Considerations

Throughout this document, reference is made to various administrative matters that must be addressed to ensure the successful implementation of cooperative education.

Coverage under the Workplace Safety and Insurance Act (WSIA), 1997

The Ministry of Education provides coverage for students 14 years of age and older, including adult learners, who participate in various work education programs where the student is considered a worker.



Refer to Section F – Health, Safety, and Well-Being for more details concerning the Workplace Safety and Insurance Act, 1997 and the Policy/Program Memorandum No. 76A.

The Ministry of Education requires school boards to submit annually:

- the total number of work placement hours per school year for students participating in cooperative education, work experience, or a work placement as part of their individualized programs in Supervised Alternative Learning (SAL)
- the total number of hours for which placement employers (not the Ministry of Education) have provided WSIA coverage

Student Remuneration

- It is 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.
- A community partner or school board may provide students with an honorarium or an expense and/or transportation allowance.

Unionized Setting

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

Confidentiality

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.

Data Analysis

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

Student Accident Insurance

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. Students are encouraged to consider purchasing this additional insurance.



Refer to Section F - Health, Safety, and Well-Being for more details.

Student Records

Cooperative education teachers are required to maintain the following records for each student:

- the Work Education Agreement and addendum, if applicable (in addition, it is recommended that a copy of the agreement be placed in the Ontario Student Record)
- 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

In addition, the student record could include:

- OYAP form(s), if applicable,
- an accident report, 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.

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.

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



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.

- 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.
- 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).
- Teachers with the additional qualification in Cooperative Education (Part 1, 2 or Specialist) are qualified to teach cooperative education courses. However, whether or not a teacher holds a degree, a teacher may be assigned or appointed to teach cooperative education in a secondary school if the teacher's certificate of qualification and registration indicates a qualification in the primary division, the junior division, the intermediate division in a general education subject listed in Schedule A, the senior division in a general education subject listed in Schedule A, grades 9 and 10 in a technological education subject listed in Schedule B or grades 11 and 12 in a technological education subject listed in Schedule B. O. Reg. 183/10, s. 6.
- 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.

The tasks of the cooperative education teacher are impressive and diverse. The following is a non-exhaustive list of the many tasks.

Stage 1: Planning the Opportunity

The cooperative education teacher:

Marketing and recruitment	<p>develops strategies for recruiting students;</p> <p>makes presentations in Career Studies classes or any other relevant courses;</p> <p>participates in promotional activities in the school to increase awareness of cooperative education;</p> <p>ensures that the principal is aware of the specific requirements of the cooperative education program.</p>
Application review	<p>considers students' requests, taking into account their needs, whether physical, mental, emotional, social or financial, or other challenges that may be a barrier to their participation in cooperative education;</p> <p>reviews students' records and transcripts to determine whether they have taken or will take relevant related courses concurrently, as appropriate;</p> <p>consults with guidance staff, the principal, the Student Success team, and other staff to get to know the student better;</p> <p>meets with the person responsible for specialized programs (e.g., SHSM, OYAP) as required.</p>
Pre-course planning	<p>organizes a meeting with each student to determine areas of interest, skills, attitude and readiness, and to be aware of specific needs;</p> <p>ensures that the student is the minimum age required to participate in a work placement;</p> <p>determines the cooperative education course that is most appropriate for the student and the value of the credits granted for the course;</p> <p>determines the student's readiness to participate in cooperative education and, where appropriate, provides other options such as other forms of experiential learning;</p> <p>takes into account the strengths, needs, learning expectations, and accommodations identified in the IEP of the students with special education needs, including the transition plan;</p> <p>considers the potential challenges that the student may face and plans the necessary supports;</p> <p>reviews the student's Individual Pathways Plan (IPP) and begins to develop learning goals;</p>

	<p>reviews each student's timetable;</p> <p>determines whether the student is or will be participating in a specialized program (e.g., OYAP or SHSM);</p> <p>discusses with the student the specific responsibilities associated with participation in cooperative education.</p>
Establishing the community connection	<p>conducts ongoing research into community partners via the Internet, the telephone directory and other resources;</p> <p>communicates with potential employers or supervisors (by email, telephone, or in person) to explain the procedures regarding student participation and student learning during the placement;</p> <p>ensures that there is a willingness and ability on the part of placement employers and supervisors to provide a safe environment that supports the student's cognitive, emotional, social, and physical learning;</p> <p>arranges an interview between the student and the potential placement employer or supervisor.</p>
Placement assessment	<p>arranges a meeting with each placement employer or supervisor to evaluate the placement prior to the start of the community component of the course;</p> <p>explains the procedures pertaining to the placement, the follow-up meetings and the assessment process;</p> <p>ensures that the employer will provide ongoing cooperation in monitoring and assessing the student's progress;</p> <p>ensures that the student has the same rights and duties as a paid worker;</p> <p>ensures that the student will receive the same mandatory health and safety awareness training as a paid worker;</p> <p>re-evaluates a work placement that has been previously evaluated to ensure that it continues to meet the criteria for a safe and supportive work placement;</p> <p>determines the employer's expectations and establishes ways to meet these expectations.</p>

Other items to plan	<p>creates their class on Google Classroom or on the most appropriate classroom management software before the beginning of the course;</p> <p>creates each student's record using the most appropriate management tool, and manages each of these records during the cooperative education experience;</p> <p>prepares the Work Education Agreement and all other forms required before the beginning of the placement;</p> <p>identifies any specific requirements, training, or certification that may be necessary for participation in the cooperative education experience;</p> <p>contacts guests to confirm their availability to present for the school component or for integration activities.</p>
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Stage 2: Preparing for the Opportunity	
The cooperative education teacher:	
School component	<p>ensures access to an adequate classroom to deliver the classroom component, including access to computers;</p> <p>organizes a wide range of activities, in groups or individually, and the time required to carry them out, that will meet the expectations set out in the curriculum;</p> <p>provides opportunities for the experiential learning cycle;</p> <p>welcomes and supports students who start the classroom component after the start of classes;</p> <p>develops, in collaboration with the student, the Student's Cooperative Education Learning Plan to establish learning goals and success criteria;</p> <p>adheres to the additional requirements of SHSM and OYAP;</p> <p>develops a plan, in collaboration with the student success teacher(s) or other teachers, for students who require additional preparation;</p> <p>maintains an attendance record and makes the necessary follow-ups;</p> <p>marks student work and follows up with students;</p> <p>enters grades into the board's grading software.</p>

Before the students start their placement	<p>ensures that all forms are completed and signed and that the student understands the purpose of each form;</p> <p>organizes transportation to and from the placement for the students or ensures that they have arranged their own transportation;</p> <p>ensures that the student has the necessary resources and support to participate in the placement (e.g., clothing, equipment);</p> <p>ensures that the student understands the requirements of the community partner and is prepared to meet them;</p> <p>shares the student's placement schedule with their parents;</p> <p>creates and maintains a record for each student that includes signed and dated forms, applications, assignments, agreements, and other relevant documents.</p>
Student's Cooperative Education Learning Plan	<p>enters data into the most appropriate management tool;</p> <p>determines, in collaboration with the student and the teacher of the related course(s), as appropriate, the learning expectations for the relevant related course(s) that will enable the student to practise, extend, or expand the learning related to each related course (if the student has chosen Cooperative Education Linked to a Related Course [or Courses]);</p> <p>collaborates with the students so that they can identify learning goals, reflect on these goals, plan on how they will achieve them and establish success criteria for tracking their progress;</p> <p>collaborates with the student to list the expectations and requirements of the employer;</p> <p>creates assessment tools (e.g., charts or checklists) to evaluate the student's learning;</p> <p>considers feedback from the placement employer or supervisor in assessing the student's performance;</p> <p>ensures that students participating in an apprenticeship trade (OYAP) consult the relevant skills or skill set outlined in the Apprenticeship Training Standards (ATS) to develop their learning plans;</p> <p>considers the information provided in the Individual Education Plan (IEP) for students with special education needs.</p>

Stage 3: Supporting Student Learning and Well-Being

The cooperative education teacher:

Integration activities	plans and conducts integration activities for students throughout the course.
Monitoring process	<p>organizes and attends a follow-up meeting in person or by videoconference or other technology that allows the teacher and student to see each other (this cannot be an audio conversation or an exchange by text or email) within three weeks of the start of the community component;</p> <p>after the first follow-up meeting, organizes and attends at least two follow-up meetings that must take place monthly (or every four weeks), one of which must be a face-to-face or online meeting with visual contact;</p> <p>collects data on the students' progress and verifies what they have learned by asking questions, observing, and discussing;</p> <p>records feedback from the placement employer or supervisor regarding the student's skill development, work habits, performance, and areas for improvement;</p> <p>identifies the student's strengths, learning experiences, and learning areas for development;</p> <p>reviews the learning plan regularly, in collaboration with the student and the placement employer or supervisor;</p> <p>supports the student in using the experiential learning cycle to deepen and enhance learning;</p> <p>uses professional judgment to determine whether follow-up meetings need to be more frequent in order to adequately support the specific needs of the student or community partner;</p> <p>assesses the student's achievement and assigns a grade;</p> <p>communicates regularly with parents and the students about their performance throughout the cooperative education experience;</p> <p>prepares comments for the student's report card.</p>

Injuries, disease and problematic situations during the placement	<p>follows all policies and procedures of the school board if the student suffers an injury or contracts a disease in the workplace during a placement or experiential learning program;</p> <p>completes the documentation required by the Workplace Safety and Insurance Board (WSIB) and other required forms;</p> <p>removes the students from the placement if there is a hazard or a health, safety, or welfare concern, until the situation is resolved and a new assessment is conducted;</p> <p>assists the student and the placement employer or supervisor in finding solutions to problems that arise at the placement;</p> <p>understands the legal and ethical issues related to the delivery of a cooperative education program;</p> <p>documents discipline, health and safety, and liability issues and reports them to administration for support in the process of finding solutions.</p>
Other tasks	<p>completes and submits forms for monthly transportation and other expenses incurred by or for students during their placement, in accordance with the school board policy;</p> <p>arranges or helps arrange job shadowing and job twinning for students;</p> <p>participates in cooperative education meetings organized by the school board;</p> <p>participates in professional development activities to improve teaching practices; for example, the teacher may become a member of OCEA and attend spring conferences and fall symposiums organized by OCEA, and may even play a leadership role in the association, either as a regional representative or as a member of OCEA's Board of Directors;</p> <p>participates in community activities (e.g., business luncheon meetings);</p> <p>recognizes the placement employer's or supervisor's contribution to the community component by offering a thank you card or any other promotional item or gesture provided by the school board.</p>

Section F – 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.

In addition, the cooperative education teacher must:



- ensure that principals are aware of the health and safety issues and requirements for students who, outside of the cooperative education program, are participating in other experiential learning programs;
- contact the person responsible for the board's cooperative education portfolio to determine if the board has designated certain work placement locations or types of placement as "prohibited".

Relevant Legislation and Policies Regarding Cooperative Education

The [*Freedom of Information and Protection of Privacy Act*](#) protects confidentiality and privacy rights.

The [*Accessibility for Ontarians with Disabilities Act*](#) provides for the application of accessibility standards to improve accessibility for persons with disabilities.

The [*Employment Standards Act, 2000*](#) sets out the basic labour rules that apply to most employees in the province. It sets out the rights and responsibilities of employees and employers in most Ontario workplaces. The Ministry of Labour, Training and Skills Development enforces and promotes employment standards, including minimum wage, hours of work and statutory holidays.

The [*Occupational Health and Safety Act*](#) sets out the rights and duties of all parties in the workplace, as well as the procedures for dealing with workplace hazards and for enforcement as needed. The main purpose of the Act is to protect workers from health and safety [*hazards*](#) on the job. It sets out [*duties*](#) for all workplace parties and rights for workers. It establishes procedures for dealing with workplace hazards and provides for enforcement of the law where compliance has not been achieved voluntarily. The most effective enforcement tool is the [*Internal Workplace Accountability System*](#).

In addition, the [*Occupational Health and Safety Act*](#) gives workers three important rights:

1. The **right to know** about hazards in their work and get information, supervision and instruction to protect their health and safety on the job.
2. The **right to participate** in identifying and solving workplace health and safety problems either through a health and safety representative or a worker member of a joint health and safety committee.

3. The **right to refuse** work that they believe is dangerous to their health and safety or that of any other worker in the workplace.

Before assigning students to a workplace and assessing the community placement, the teacher must verify the minimum age requirements to [work and visit in Ontario workplaces](#), as stipulated in the Occupational Health and Safety Act.

Type of Workplace	Age to work
Industrial establishments such as offices, stores, arenas, restaurant serving areas	14
Most factories including restaurant kitchens, automotive service garages, produce and meat preparation or shipping and receiving areas in grocery stores, laundries and warehouses	15
Logging operations	16
Construction projects	16
Surface mines, mining plants	16
Underground mines	18
Working face of a surface mine	18
Window cleaning	18

The [Workplace Safety and Insurance Act, 1997](#) (WSIA) protects Ontario workers and governs workplace insurance. The Workplace Insurance System provides benefits and services to workers who have been injured at work or who have illnesses related to work.

The [Policy/Program Memorandum No. 76A](#), “Workplace Safety and Insurance Coverage for Students in Work Education Programs”, provides direction to school boards and schools concerning **coverage** 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.

General conditions related to coverage under the WSIA:

1. Students are covered during the time that they are performing the duties assigned to them under the supervision of the placement employer.
2. Students are covered when their work placement is located on school board property, and when they are supervised by teaching or non-teaching staff members (e.g., teachers, building custodians, electrical maintenance supervisors, audio-visual technicians, or purchasing officers).
3. All students, including students who participate in the Ontario Youth Apprenticeship Program (OYAP) and who are not paid an hourly wage or salary are covered. If a student is on an employer’s payroll, the employer assumes responsibility for the student’s WSIA coverage.

4. Students whose work placement is outside the province – for example, students participating in international cooperative education – are covered for up to six months while at their work placement in the host province or country. If the work placement continues beyond six months, the school board must send a written request to the WSIB for approval of an extension of coverage. A copy of this request must be sent to the ministry.
5. Students are covered if they are required to travel as part of their learning and if travelling is considered an assigned duty during their work placement.
6. Students are generally covered while they are being transported from the work placement to receive health care as the result of a work-related injury or disease.
7. Students are generally **not** covered while they are travelling to and from the work placement.
8. Students are **not** covered during the time they are in training for, or are participating in, individual or team sports. Amateur or professional athletes are **not** covered under the WSIA.



Students participating in work education or experiential learning programs must be at least fourteen years of age. This includes short-term opportunities such as work experience and long-term opportunities such as cooperative education.

Necessary Steps Required Before the Student Begins to Perform the Tasks Related to the Placement

1) 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.

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](#).

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, 2000](#), 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.



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.



You can use the form provided (see Appendix G) for the assessment of the community placement.

2) School boards must determine whether the student will be covered for Workplace Safety and Insurance Board (WSIB) benefits by the Ministry of Education OR the placement employer.

If the student does not receive a salary

Students who participate in work education or experiential learning programs and who do not receive wages are considered, for the purpose of coverage under the WSIA, to be employees of the Ministry of Education once the Work Education Agreement (WEA) form is completed and the work placement begins.

The student must sign the Work Education Agreement form, indicating consent to the conditions of coverage set out in the form. **The consent of a parent is also required if a student is under eighteen years of age.** The teacher and the placement employer must also sign the WEA form.



WSIA coverage arranged through the Ministry of Education applies only to the hours and dates stated in the Work Education Agreement.

In cases where the student and/or placement employer wish to modify the hours or dates set out in the Work Education Agreement 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. The signed note is required before the student begins the new schedule at the work placement.

If the student receives a salary

If students **do** receive wages when participating in work education or experiential learning programs or they are hired as employees beyond the hours or dates indicated in the "Work Education Agreement" form and addendum, if applicable, the placement employer is considered to be the employer under the WSIA, and is responsible for providing WSIA coverage.

A WEA form must be completed for these students, and school boards must indicate in the appropriate section of the form **that the employer, not the ministry**, is providing the WSIA coverage.

Note that if the placement employer is one of the few types of businesses that is not required to register for WSIA coverage, such as a bank, the student is still covered under the WSIA, since the student is considered to be an employee of the Ministry of Education for this purpose. A Work Education Agreement form must also be completed for these students and school boards must indicate in the appropriate section of the form that **the ministry** provides the WSIA.

The following is a list of companies that are not required to register for coverage under the WSIA:

- banks
- insurance companies
- trust companies and other financial institutions
- law firms
- real estate agencies
- trade associations
- recreational and social clubs
- trade unions
- private schools and universities
- children's holiday camps
- travel agencies

3) Students must complete mandatory training.

An employer who is covered by the Occupational Health and Safety Act (OHSA) has a range of legal duties, including the duty to inform the worker of the risks involved and the obligation to train the worker in the handling, storage, use, disposal and transportation of materials and substances, tools and others.

Since the student is considered a “worker”, the employer must have the student complete the same mandatory health and safety awareness training as other workers for all workplaces. Basic health and safety awareness training will provide the student with a general knowledge of the OHSA. However, this training does not replace any sector-specific, hazard-specific, or competency-specific training.

Cooperative education students need to be aware that they also have roles and responsibilities as workers to help maintain a safe work environment. One of their responsibilities is to follow this training and pay attention to it.



The mandatory training “[Worker Health and Safety Awareness in 4 Steps](#)” can be found on the Ministry of Labour, Training and Skills Development website.

This training is also available in French. For students who are hearing impaired or may have difficulty reading, an Audio On button is available to hear the training aloud. It is also possible to print a copy of the workbook for students who would prefer this option.

Students may also benefit from sector-specific training (e.g., CPR and First Aid Training, Working at Heights, Infection Prevention). It is the employer's responsibility to provide the specific training required by the workplace.

4) Students should purchase accident insurance.

Due to the risks associated with student participation in hands-on training or experiential learning programs – risks that may occur before or after the agreed upon placement hours – students participating in these programs and their parents should receive accident insurance information for students and be encouraged to subscribe.

5) The cooperative education teacher must ensure that the board's policies are followed with respect to driving a vehicle during the cooperative education placement.

It is important to inform students that they should not use their personal vehicle at the workplace; if students decide to use their personal vehicle at the workplace, it is at their own risk.

Students must not drive a vehicle owned by the company or a client during their work placement.

If, however, the employer or supervisor requires the student to drive a vehicle during the work placement, it is understood that:

1. the company or organization assumes full responsibility;
2. the driving of the vehicle must be documented in the Student's Cooperative Education Learning Plan and authorized by the placement employer or supervisor;
3. if the cooperative education student is asked to drive a vehicle, belonging to the employer or not, then the employer must clearly understand that, in the event of an accident that would result in a claim, the vehicle owner's insurance would be responsible;
4. if a placement employer or supervisor requires a student to drive a vehicle that does not belong to the company, the employer must ensure that the company's insurance policy covers an "agent" of the company – that is, the student participating in cooperative education under the age of 21 – and that the student's driver's licence is appropriate. The feasibility of the placement is determined by the appropriate insurance coverage in effect;
5. the cooperative education teacher and the placement supervisor must ensure that the student has a driver's licence with the appropriate classification for driving a vehicle that does not belong to the student. For example, some companies have insurance policies that will not cover students who have not reached their full class G status;
6. the use of any unlicensed motorized equipment (lawn equipment, forklift) is considered a high-risk activity for students and is strongly discouraged. If the placement employer or supervisor requires this task in the list of responsibilities, this should be discussed with the cooperative teacher before the equipment is used. Employers and placement supervisors are invited to:
 - a) exercise caution;
 - b) ensure that the student has received adequate training;

- c) ensure that the student has obtained a certification (if necessary);
- d) ensure that this requirement of the community partner is included in the learning plan.

6) The cooperative education teacher must ensure that members of the school community, including the student and the placement employer or supervisor are aware of the procedures in the event of a workplace accident or injury.

School boards must ensure that students are aware of the procedures to follow should issues and concerns arise during the community experience. If the teacher is made aware of a health, safety, or welfare hazard or concern, the student must be withdrawn from the placement until the situation has been resolved and an updated assessment has been completed.



A student who sustains an injury or contracts a disease, however minor, during his or her work placement must report the injury or disease to the placement employer and the cooperative education teacher.

Procedures for Reporting Accidents and Any Injuries or Diseases

for all students participating in cooperative education and in other forms of experiential learning
(according to Policy/Program Memorandum No. 76A of the Ontario Ministry of Education)

Types of injury or disease that **only require first aid treatment**

- Do not require medical treatment beyond first aid from a healthcare professional.
- Do not need to be reported to the Workplace Safety and Insurance Board (WSIB).

Types of injury or disease that **require care beyond first aid**

- Requires medical treatment beyond first aid from a healthcare professional.
- The injury or the disease results in loss of time from the work placement.

Responsibilities

Cases that only require first aid treatment

Cases that require care beyond first aid

Students

- Must report the case to the placement employer and to the appropriate teacher.
- Must provide full details including the time, place, and precise circumstances under which the injury was sustained or the disease contracted.

- Must report the case to the placement employer and to the appropriate teacher.
- Must provide full details including the time, place, and precise circumstances under which the injury was sustained or the disease contracted.

Form 6

- Must complete the WSIB Worker's Report of Injury/Disease (Form 6) if they are filing a claim for benefits, and also consenting that their health professional can disclose to the placement employer personal medical information regarding their ability to return to work.
- Must send a copy of the form to the school board representative, who must forward a copy to the Ministry of Education.

Persons representing the school board or, as required, the cooperative education teacher

- Detailed records must be kept and policies established by the school board must be followed.

Form 7

- Must submit the WSIB Employer's Report of Injury/Disease (Form 7) to the WSIB. The form must be submitted **within three (3) business days** of the student reporting the injury or disease to the school, and received by the WSIB **within seven (7) business days** of the student's report to the school.
- Must also submit a copy of the Work Education Agreement (WEA) form when the school board representative reports the injury or disease to the WSIB.
- Must also provide a hard copy of Form 7, along with a copy of the WEA form, to the Ministry of Education and the student if the form was submitted to the WSIB **in a hard copy**.
- Must give a hard copy of the electronic version to the student and another copy must be sent to the Ministry of Education, either as a fax or scanned email attachment, if the form was submitted to the WSIB **in an electronic format**.

Form 6

- Must forward a copy of Form 6 to the Ministry of Education.

See all relevant details in the [Policy/Program Memorandum No. 76A](#) and in *The Ontario Curriculum, Grades 11 and 12: Cooperative Education, 2018*.

Placement employers or supervisors

- Must confirm all relevant details including the time, place, and precise circumstances under which the injury was sustained or the disease contracted.
- When placement employers provide coverage for WSIB benefits, they must follow the steps required of an employer reporting a workplace injury or disease. (i.e., for a student who is employed by the placement employer and is receiving wages).

Health care professionals

Form 8

- Must complete Form 8 and submit it to the WSIB.

Workplace Safety and Insurance Board Benefits

Under the WSIA, employees who have sustained a workplace injury or contracted a disease are eligible to receive benefits, such as compensation for their loss of earnings and their permanent impairments, and health care and rehabilitation services.

Students are entitled to **loss of earnings benefits** if they sustain an injury or contract a disease during a work placement (whether paid or unpaid) and if the injury or disease causes them to lose time from the work placement and/or part-time job unrelated to the work placement. The Workplace Safety and Insurance Board calculates the loss of earnings benefits as follows:

- **Unpaid work placements – benefits are based on the minimum wage.**
Most students participating in work education programs do not receive wages; however, the deemed rate of pay for calculating loss of earnings benefits is the general hourly rate established by minimum wage legislation.
- **Paid work placements – benefits are based on actual wages.**
If a student receives wages from a placement employer, the actual wages are used to calculate the loss of earnings benefits.
- **Part-time employment – benefits are based on actual wages.**
If the work-related injury or disease results in the loss of wages from a part-time job not connected with the work education program, the student is also entitled to compensation for the hours missed at that part-time job, based on the actual rate of pay for the part-time job. Details regarding the student's part-time job must be provided to the WSIB (i.e., the rate of pay and the number of hours worked weekly).

Ministry of Education Reporting Procedures and Claims

The following reporting procedures are with respect to situations in which the ministry provides coverage for WSIB benefits.

- A student who sustains an injury or contracts a disease, however minor, during the work placement must report the injury or disease to the placement employer and the particular teacher.
- The student must provide full details, including the time, place, and precise circumstances under which the injury was sustained or the disease contracted.
- A work-related injury or disease requiring only first-aid treatment does not have to be reported to the WSIB, but a record of the details must be kept by the school board.
- If medical treatment beyond first aid is required from a health care professional, or if the injury or disease results in loss of time from the work placement, the school board representative must send a report to the WSIB.

Forms

Employer's Report of Injury/Disease (Form 7)

In the case of a workplace injury or disease requiring health care from a medical professional and/or resulting in lost time from work, the school board representative must submit the WSIB

Employer's Report of Injury/Disease (Form 7) to the Workplace Safety and Insurance Board **within three (3) business days** of the student reporting the injury or disease to the school board.

The form must be received by the WSIB **within seven (7) business days** of the student's report to the school.

The school board representative must also submit a copy of the Work Education Agreement form when the school board representative reports the injury or disease to the WSIB.

The Form 7 report, along with a copy of the Work Education Agreement form, must also be sent to the ministry and the student.

Health Professional's Report (Form 8)

If a student requires health care as a result of a workplace injury or disease, the WSIB Health Professional's Report (Form 8) must be completed. It is the responsibility of the health professional to complete a Form 8 report and submit it to the WSIB. The ministry must be identified as the employer, and the **firm number 250379-FJ** must be entered on the report. Use of Form 8 will ensure that the WSIB does not record the claim as one made by the placement employer or the school board.

Worker's Report of Injury/Disease (Form 6)

In the case of a workplace injury or disease requiring health care, the student must complete the WSIB Worker's Report of Injury/Disease (Form 6). By completing a Form 6 report, the student is filing a claim for benefits, and also consenting that his or her health professional can disclose to the placement employer personal health information regarding the student's ability to return to work. The student must send a copy of the report to the school board representative, who must forward a copy to the ministry. Note that if the student does not submit a Form 6 report, the WSIB will issue only up to two weeks of benefits (e.g., health care or loss of earnings benefits).

Mental Health

Every student has the right to learn in an environment that is safe, empathetic, and free of violence and bullying. This statement also applies to the cooperative education placement.

The Ontario Human Rights Code prohibits discrimination and harassment based on 17 grounds, including race, creed, sex, sexual orientation, gender identity, and gender expression.

Role of the cooperative education teacher

Your role as a cooperative education teacher is to:

- identify students who need additional support and refer them to appropriate services;
- choose instructional approaches that take students' well-being into account.

Role of the placement employer or supervisor

In cooperative education, the placement employer and/or supervisor play an important role in supporting students by developing healthy relationships and encouraging a sense of well-being within the organization. These healthy relationships should be free of condescending, hostile, intimidating, violent, and inappropriate behaviour and harassment.

How to help your student

For example, you can help students develop and practise the skills they need to build healthy relationships by giving them opportunities to use critical thinking and problem-solving strategies and to address a variety of issues through group discussions, role-playing, case study analysis, and other activities.



You can use the following activities related to different topics pertaining to mental health and well-being.

Group discussions:

- How did you feel on the first day of your placement?
- Do you feel accepted at your placement?
- Are you contributing to your fullest potential at your placement?
- Do you feel that your employer is making an effort to include you in the company's activities?
- Can work have a positive effect on a person's mental health?
- Do relationships between co-workers make a difference in the atmosphere at work?
- Do you have co-workers at your placement that are not motivated? In your opinion, why do you think that is?
- Do you eat a healthy breakfast or lunch before your placement? What impact does diet have on your health? Do you find that eating helps you work better?
- Are there any situations that make you uncomfortable at your placement?
- Do the employer, staff and clients show you respect? If not, how do you react to these situations?

Role-playing games

Role-playing games allow students to assume the roles of characters in a fictional setting and to use actions, words and decision-making to act out the character's development. This technique can be beneficial by allowing the student to experience problematic situations that may arise. When students later encounter a similar problem, they will already have considered strategies to deal with it.



Assignment: Place students in teams of two to four depending on the situation. Assign a problematic situation to each team. Students create a setting to demonstrate the particular situation and write a dialogue with possible solutions for the student who is dealing with the problematic situation.



Situation 1 - Dealing with a difficult colleague

You dream of becoming a chef and working at Restaurant Le Gala, the nicest restaurant in town. Your cooperative education teacher knows the owner and has been able to organize a cooperative education placement for you at this high-end restaurant. You want to impress the staff because you'd like to pursue a career as a chef someday. However, your co-worker, the assistant cook, doesn't seem too happy about having someone to train and keeps complaining every time he comes to work. He is particularly grumpy and decides that you will be his target of discontent. You feel stressed out and overwhelmed by the situation and don't know how to react. You start to feel anxious every time you go to work. What are you going to do?

Situation 2 - Insufficient workload during the work placement

You just started your cooperative education placement at the Discovery Talent Agency. You would like to pursue a career in theater and you feel that this placement could open doors for you. Unfortunately, Mrs. Burnett, the owner of the agency, was out of the office during your first day of training so you were assigned to file documents all day. Since Mrs. Burnett is a very busy woman, she asked the secretary to assign you tasks. After your first week, you feel that the placement is monotonous and that you are given work just to keep you busy. Yesterday, the secretary was in a meeting for part of the day and you had no assigned duties and no supervision. You feel bored and frustrated by the situation. What are you going to do?

Situation 3 - Employer-employee relationship

You are a young girl and you work in a hairdressing salon as a cooperative education student. The owner is about 45 years old and is married. Mondays are quiet days and the boss decides that he wants you to wash his hair to practise. He tells you to get closer to him and lean in further to wash his hair. He says that he likes to have his hair washed by a young girl. You feel uncomfortable. The next day, he asks you to do it again, saying that you need more practice. What are you going to do?



Case studies

Stress

Leanne is participating in her cooperative education placement at the Champlain Sports Centre. The centre is very busy and she feels very stressed out by the workload she has been assigned.



Questions to elicit reflection during this activity:

- How we manage stress can have a significant impact on our mental health and our safety and well-being at work. What can you do to maintain a healthy balance between school, personal life, and work?*
- What techniques could you use to help you cope with the stress caused by school deadlines, your cooperative education program, part-time work, and social pressures?*

Sexual harassment

Sebastien is enjoying his cooperative education placement at the daycare but he sometimes feels intimidated because he is the only man at the Early Childhood Centre. The female staff tease him often, even a little too much. One of the young employees compliments him and he feels that she is constantly looking at him. When she speaks to him, she often touches him and it makes him uncomfortable. She stands very close to him when she speaks to him.



Questions to elicit reflection during this activity:

- a) *Is Sebastien a victim of sexual harassment? Why or why not?*
- b) *What forms of harassment may occur in the workplace?*
- c) *What steps should workers take if they are being harassed?*
- d) *How important is it to respect the “personal space” of your colleagues?*

Social media and the workplace



You are participating in a cooperative education placement at the Mortgage and Housing Centre. It's Lee's birthday, an employee at the centre. Noah, her co-worker, decides to bake her a cake and bring non-alcoholic champagne because he really appreciates her help and he would also like to celebrate her new promotion. He invites the entire staff to sing “Happy Birthday” and join in the celebrations during their break. The work atmosphere becomes quite festive. An employee takes out her cell phone and takes photos. After work, Noah decides to check his Facebook account and realizes, to his surprise, that there are several photos of the gathering that were posted by a colleague. Some photos give the impression that staff are drinking alcohol at work.



Questions to elicit reflection during this activity:

- a) *Should Noah be worried? What should he tell his colleague who posted these photos?*
- b) *If that wasn't enough, one of his co-workers wrote a message on Noah's wall explaining that she is frustrated by her manager's decision to promote Lee and that she no longer enjoys working at the Mortgage and Housing Centre. The language used was even a little vulgar. What could be the consequences of posting such a message on social media?*

Emotional security

Karen participates as a cooperative education student at a passport office. When she started her placement, she went through an extensive customer service training. She was trained to keep calm in all circumstances and to smile at all times, and that she was to never forget that she was a passport office representative.

As the holidays are approaching, several people are scrambling to apply for their passport at the last minute. Clients are losing patience as they wait in line. It is becoming more and more difficult for Karen not to show her emotions. During her lunch break, she starts crying in the bathroom because she can't take it anymore. She does not want to disappoint her supervisor or her cooperative education teacher who has worked hard to find her this placement. What would her parents say if she quit her placement?



Questions to elicit reflection during this activity:

- What advice would you give to Karen?
- Do you feel you can confide in your supervisor if you have any concerns?

Time management

Poor time management can cause stress and anxiety for students. Here is a questionnaire that students can complete to become aware of their time management skills.



My personal balance sheet:



Circle the answer that best describes your personal behaviour at school or at work (e.g., part-time job, cooperative education placement). Scores will be given once you have completed the questionnaire.

Series I – Ability to concentrate

	A	B	C	D	E	Points
1. Do you feel like you're running in a lot of directions at once?	Very often	Often	Sometimes	Rarely	Never	
2. Can you focus on the really important things?	Never	Rarely	Sometimes	Often	Very often	
3. Do you find the time to think about new things?	Never	Rarely	Sometimes	Often	Very often	
4. Do you start with the easiest and save the hardest for last?	Very often	Often	Sometimes	Rarely	Never	
5. Do you ever forget a good idea or forget to do a job?	Very often	Often	Sometimes	Rarely	Never	
					Series 1 total	

Series II – Planning ability

	A	B	C	D	E	Points
1. Do you manage to finish your work in the time you estimated?	Never	Rarely	Sometimes	Often	Very often	
2. Do you spend a lot of time dealing with urgent problems?	Very often	Often	Sometimes	Rarely	Never	
3. Do you need to extend previously established deadlines?	Very often	Often	Sometimes	Rarely	Never	
4. Do you change your priorities at the last minute?	Very often	Often	Sometimes	Rarely	Never	
5. Do you know your responsibilities and work priorities?	Very often	Often	Sometimes	Rarely	Never	
					Series II total	

Series III – Ability to work in a team

	A	B	C	D	E	Points
1. Do you tend to want to do the work yourself to make sure it's done properly?	Very often	Often	Sometimes	Rarely	Never	
2. Do you find it difficult to say no to your employer or friends when they ask you for help and you don't really have the time?	Very often	Often	Sometimes	Rarely	Never	
3. Do you have confidence in the competence and motivation of those around you?	Not at all	A little	Sometimes	A lot	Very much	
4. Do you leave others free to use whatever means they choose?	Rarely	Sometimes	Often	Very often	Always	
5. Are you looking for perfection in everything?	Always	Very often	Often	Sometimes	Not often	
					Series III total	

Series IV – Personal organizational skills

	A	B	C	D	E	Points
1. Are you open and willing to improve your performance through new processes, methods, or techniques?	Rarely	Sometimes	Often	Very often	Always	
2. Do you tend to be overwhelmed with paperwork?	Very often	Often	Sometimes	Rarely	Never	
3. Do you find that you spend a lot of time talking to your colleagues?	Always	Very often	Often	Sometimes	Rarely	
4. Do you ever have downtime when you're trying to figure out what to do?	Very often	Often	Sometimes	Rarely	Never	
5. Are there times when you can't find a file or document you need?	Very Often	Often	Sometimes	Rarely	Never	
					Series IV total	

TOTAL _____

Correction key

For each answer, write the points in the last column of the questionnaire according to the following scale.

Answers from Column A: 0 points

Answers from Column B: 2.5 points

Answers from Column C: 5 points

Answers from Column D: 7.5 points

Answers from Column E: 10 points

Add up the points obtained in each series and enter the total. Each series represents a potential 50 points for a grand total of 200 points.

Series	Time management	Subtotal
Series I	Ability to concentrate	
Series II	Planning ability	
Series III	Ability to work in a team	
Series IV	Personal organizational skills	
	TOTAL	

Reflection on my time management

My strengths are:
What I could do better:
Steps I need to take to better manage my time:



Section G – Assessment, Evaluation, and Granting of Credits

Important Statements

- Like other courses offered in Ontario schools, cooperative education courses are part of the Ontario curriculum, and assessment must meet the requirements of *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010* which outlines the Ministry of Education's assessment, evaluation and reporting policy.
- The cooperative education teacher is solely responsible for evaluating students' achievement and for assigning student grades.
- The overall and specific 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.
- Teachers evaluate student achievement of the overall expectations set out in the cooperative education curriculum.

Highlights

- The teacher assesses and evaluates all of the overall expectations from the cooperative education curriculum for the targeted course.
- If a student requires modified expectations in cooperative education courses, only the principal may approve them, and the expectations must be recorded in the student's IEP and learning plan. The assessment and evaluation of the students' achievement will be based on the expectations in their IEP.
- Cooperative education teachers gather assessment information in both the classroom and community components of the course through a variety of means.
- 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.
- During monitoring meetings, the cooperative education teacher assesses student progress and supports students in assessing their own progress.
- Monitoring meetings allow the cooperative education teacher to provide students with timely, descriptive feedback about their learning.
- The Student's Cooperative Education Learning Plan informs the teacher's evaluation of the student's learning.
- The evaluation of learning skills and work habits should not be considered in the determination of a student's grades. Reporting on the demonstration of learning skills and work habits separately allows teachers to provide information to the parents and student as it relates to the achievement of curriculum expectations from the cooperative education course.



***Refer to Appendix H -
Assessment of Learning
Skills and Work Habits***

Approaches and Strategies for Student Assessment

- Using the success criteria in the Student's Cooperative Education Learning Plan and the performance standards set out in the achievement chart for cooperative education. The achievement chart includes four categories and four levels of achievement (see pages 52-53 of the cooperative education curriculum for the achievement chart for cooperative education).



You can also use the achievement charts in Appendix I.

- Gathering evidence of student learning from multiple and varied sources to ensure that the evaluation will be both valid and reliable and will most accurately reflect the learning that has occurred in the cooperative education course.
- Providing, through regular and varied assessment, specific, descriptive feedback the students need in order to further their learning and refine their skills.
- Using a variety of assessment strategies to elicit information about student learning. These strategies should be triangulated to include observation, student-teacher conversations, and student products (see *Growing Success*, p. 34).
- Making changes to assessment procedures to enable the students to demonstrate their learning (e.g., allow the student to use self-assessment and peer assessment by permitting oral responses).

Gathering Evidence of Student Learning through:

- observation of the students as they perform tasks and/or present their work;
- conversations between the student and teacher and between the student, teacher, and placement employer or supervisor;
- assessment of student activities and products;
- various learning activities;
- comments, responses, and/or descriptive feedback provided by the cooperative education placement employer or supervisor, to inform professional judgement;
- the inquiry process to encourage reflection.



You can use this chart to verify the requirements of Cooperative Education Linked to a Related Course (or Courses) and Creating Opportunities through Co-op (DCO3O) regarding granting of credits.

Cooperative Education Linked to a Related Course (or Courses)	Creating Opportunities through Co-op
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.	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.
The student may earn a maximum of four cooperative education credits for the course. The credit value of the course must be one, two, three, or four. No half credits may be granted.	The student may earn a maximum of two cooperative education credits for the course. The credit value of the course must be one or two. No half credits may be granted.
No more than two cooperative education credits may be counted as compulsory credits towards the Ontario Secondary School Diploma.	No more than two cooperative education credits may be counted as compulsory credits towards the Ontario Secondary School Diploma.
Students may earn up to two cooperative education credits for a full-credit or half-credit related course.	
If the related course is a non-credit course, the cooperative education course will also bear no credit.	
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.	
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.	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.
Cooperative education courses conclude at the end of the term, on the last day of scheduled classes.	Cooperative education courses conclude at the end of the term, on the last day of scheduled classes.

Evaluation of Cooperative Education Linked to a Related Course (or Courses)



The credit value of the course must be established prior to the start of the course.

Evaluation must take into account students' achievements in connection with expectations from the cooperative education course and in connection with the application, refinement, and extension of learning linked to the overall and specific expectations of the related course (or courses).

Strand B of Cooperative Education Linked to a Related Course (or Courses), includes a specific expectation that refers to the application, refinement, and extension of learning connected with selected expectations from the related course or courses.

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.



The cooperative education teacher must assess the expectations of the cooperative education course that are relevant to the expectations of the related course(s) and not assess the expectations of the related course(s) itself.

Students may take Cooperative Education Linked to a Related Course (or Courses) **several times** during secondary school.

Each time this course is taken:

- it must be linked to a different related course (or courses);
- 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;
- students' learning in connection with the strand B expectations of the cooperative education course is also differentiated;
- 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 (or courses);
- 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.

Diagnostic, formative, and summative assessments are required for the expectations of the cooperative education course.

Seventy per cent of the final grade (a percentage mark) in a course will be based on evaluation conducted throughout the course and thirty per cent will be based on a final evaluation administered at or towards the end of the 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.



You can refer to the following scenarios to verify the credit value of the course when the student is taking Cooperative Education Linked to a Related Course (or Courses).

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	3 or 4
The Environment and Resource Management (CGR4M)	1	
Green Industries (THJ3M)	1	

Monitoring Program Implementation

- The evaluation of the effectiveness of cooperative education is based on the extent to which the program provides the intended benefits to students.
- Parents and the broader community can participate in the development, implementation, and evaluation of the program, in order to support students in their learning.



Section H – Roles and Responsibilities

This section describes the roles and responsibilities of school boards, principals and teachers, and is not exhaustive. The role of community partners is important in all aspects of education, especially with respect to experiential learning. Through cooperative education, students will gradually learn to take responsibility for their learning.

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”.
- Must ensure that students are aware of the process to follow should concerns or issues arise during the community experience.
- Must retain student records on file for a minimum of 12 months after the completion of each course (see p. 38 of the cooperative education curriculum for additional requirements).
- Must send a Form 7 report to the WSIB 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.
- May allow a student to receive payment, provided that the requirements of the cooperative education course are met.
- May provide students with an honorarium or an expense and/or transportation allowance.
- 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.

Principals (Schools)

- Must ensure that a process is in place to effectively support teachers who are responsible for the planning and implementation of cooperative education courses.
- 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 Labour, Training and Skills Development upon request.
- Ensure 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.
- Promote learning teams and work with teachers to facilitate their participation in professional development activities.
- Ensure that every student who has an Individual Education Plan (IEP) is receiving the modifications and/or accommodations described in their plan.
- Must ensure that the cooperative education teacher maintains records for every student that participates in cooperative education.

- Will determine whether achievement of the modified expectations constitutes successful completion of the course, and will decide whether a student is eligible to receive a credit for the course. This decision must be communicated to the parents and the student.
- May allow a student to receive payment, provided that the requirements of the cooperative education course are met.
- Participate, as required, in the pre-course planning which includes the student, the cooperative education teacher, and others.

Guidance Counsellors, SHSM Lead or Teachers, OYAP Coordinators, SCWI Lead or Teachers, Student Success Teachers

- Participate, as required, in the pre-course planning which includes the student, the cooperative education teacher, and others.
- Offer additional support to the student or the cooperative education teacher throughout the course, in order to ensure a differentiated approach.
- Contribute to the development of partnerships in the SHSM sector or in specialized trades for placements (SHSM and OYAP leads or teachers).

Leaders of Experiential Learning

- Facilitate the creation of partnerships to provide learning opportunities in the context of the community experience.
- Facilitate communication between various community partners and schools.
- Represent the school board on community committees and promote different ways of linking schools and community organizations.
- Help organize shorter-term experiential learning opportunities such as job shadowing, job twinning, or work experience.

Special Education Teachers

- Participate, as required, in the pre-course planning which includes the student, the cooperative education teacher, and others.
- Help to clearly identify, in collaboration with the cooperative education teacher, any special accommodations and any modifications of curriculum expectations required in the IEP.
- Provide information to assist the student in preparing for the community component, including information on matters relating to health, safety, and well-being.
- Participate, as required, in monitoring meetings to ensure ongoing communication with the student, the cooperative education teacher, and the placement employer or supervisor and to ensure that the community partner is adequately prepared to support the student's learning.
- Collaborate, as required, with the placement employer or supervisor and the cooperative education teacher in order to support students in achieving the curriculum expectations.

Teachers of the Related Course(s)

- Participate, as required, in the pre-course planning which includes the student, the cooperative education teacher, and others.
- Provide information to assist the student in preparing for the community component, including information on matters relating to health, safety, and well-being.
- Collaborate with the cooperative education teacher and the student taking Cooperative Education Linked to a Related Course (or Courses) 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.
- Collaborate with the cooperative education teacher and the student taking Cooperative Education Linked to a Related Course (or Courses) to identify the kinds of learning opportunities that would enable the student to apply, refine, and extend learning related to the expectation of the related course or courses.
- Collaborate with the cooperative education teacher and the student taking Cooperative Education Linked to a Related Course (or Courses) to develop learning goals and success criteria appropriate to the curriculum expectations of the related course or courses.
- Participate, as required, in monitoring meetings to ensure ongoing communication with the student, the cooperative education teacher, and the placement employer or supervisor.
- Participate, as required, in the assessment of the student's community placement prior to the start of the community component of the course in order for the student to have a safe and engaging cooperative education experience.

Placement Employers or Supervisors

- Provide a safe, healthy, caring, inclusive, accepting, and supportive learning environment that is relevant and engaging.
- Collaborate with the cooperative education teacher and, as required, with the special education teacher, to support students in achieving the curriculum expectations.
- Ensure ongoing communication with the student, the cooperative education teacher, and the special education teacher, as required.
- Support students, in collaboration with the cooperative education teacher, in revising their cooperative education learning plan to reflect their developing needs and interests as well as any new learning opportunities that may arise at the placement.
- Help students, in collaboration with the cooperative education teacher, to determine their career/life goals and learning goals.
- Collaborate with the cooperative education teacher and the student in order to identify assessment strategies that will support student success.
- Ensure that regular and timely descriptive feedback is provided.
- Facilitate the consolidation of student learning.
- Play an important role in supporting students in developing healthy relationships and fostering a sense of well-being within their organization.
- Know and follow policies and guidelines regarding confidentiality and be aware of professional boundaries, so that they can provide appropriate guidance to the students.
- May provide students with an honorarium or an expense and/or transportation allowance.

Cooperative Education Teachers

- Follow all school board policies and procedures pertaining to cooperative education, including those related to health, safety, and well-being.
- Know and follow policies and guidelines regarding confidentiality (e.g., keep confidential any information shared by students, except in circumstances where legislation requires or permits authorized school staff to release information to specified individuals) and are aware of professional boundaries, so that they can provide appropriate guidance to the students.
- Promote the program.
- Provide information, resources and support to students and their parents to enable them to make informed decisions about participating in specialized programs.
- Take into account the principles of adult learning theory.
- Ensure and coordinate the participation of other stakeholders that could contribute to the student's success such as a guidance counsellor, a special education teacher, a student success teacher, a subject teacher (or teachers), an administrator, and the student's parents.
- Establish community connections in order to offer work placements for all students.
- Arrange community connections for students with special education needs, in collaboration with special education teachers and parents, where appropriate, in order to ensure that the community partner is adequately prepared to support the student's learning.
- Ensure that students have a physically and emotionally safe and educationally meaningful experience by completing an assessment of the community placement prior to the start of the community component of the course.
- Pay special attention to students enrolled in an English as a Second Language (ESL) program or an English Language Development (ELD) program.
- Determine students' readiness to participate in the community component safely and purposefully and plan accordingly.
- Work with the students so that they can be responsible for their own learning (e.g., leading the process of developing their learning plan) and participate in decision-making.
- Facilitate the consolidation of student learning.
- Plan engaging learning activities to meet students' particular learning needs and ensure frequent monitoring meetings with the student, the special education teacher, as required, and the placement employer or supervisor in order to support student learning throughout the community component.
- Collaborate with the teacher of the related course(s) and the student taking Cooperative Education Linked to a Related Course (or Courses) 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 corresponding kinds of learning opportunities and the appropriate learning goals and success criteria.
- Provide students with timely, descriptive feedback about their learning.
- Support students, in collaboration with the placement employer or supervisor, in revising 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.
- 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.

- Verify that the placement continues to provide a safe, healthy, caring, inclusive, accepting, and supportive learning environment that is relevant and engaging.
- Gather assessment information in both the classroom and community components of the course through a variety of means.
- Assume the sole responsibility for evaluating students' achievement and for assigning student grades.
- Develop appropriate and effective instructional strategies to help students achieve the curriculum expectations, as well as appropriate methods for assessing and evaluating student learning.
- Pursue continuing professional development and should hold Specialist Qualifications in cooperative education if they are responsible for the planning and implementation of the cooperative education program.
- Under the direction of the principal, are required to maintain documents for every student that participates in cooperative education.

Section I – Frequently Asked Questions



Should the student's placement report (employer assessment) count as a summative assessment task?

Teachers gather evidence of student learning from multiple and varied sources throughout the cooperative education experience. The student's placement report serves only as evidence of learning. The cooperative education teacher is solely responsible for evaluating students' achievement and for assigning student grades and must ensure that students meet the expectations from the cooperative education curriculum.

The purpose of the achievement chart is to provide a common framework that encompasses all curriculum expectations for all courses across grades (see pages 52–53 of the cooperative education curriculum for the achievement chart for cooperative education).

An example of an achievement chart for the cooperative education placement (see Appendix I) was created to allow the cooperative education teacher to gather evidence of learning.



Is a student participating in cooperative education eligible for a credit recovery program?

A student who participates in cooperative education is eligible for a credit recovery program. All expectations not met by the student may be subject to a credit recovery measure. However, both expectations in strand A should have been achieved, as students cannot begin their placement if they have not met these expectations.

Credit recovery is designed to help regular day school students at the secondary level meet the expectations of a course they have completed but for which they have received a failing grade (see Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010, page 84).

Boards and schools should make credit recovery programs available to their students. These programs are designed to help regular day school students successfully demonstrate any unmet expectations of a course they have completed but for which they have received a failing grade. A credit (or credits) for a course must be recovered within two years from the time the student fails the course. Students may work on recovering more than one credit at a time through the credit recovery process, and there is no limit on the number of credits a student may recover (see Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2016, page 80).



Does the granting of credit(s) depend on the number of hours?

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, 2016.

All cooperative education courses must include a classroom component and a community component. There are no mandated hours for each component.

Successfully completing the course does not depend on the number of hours completed but on meeting the expectations of the chosen course. The granting of credits depends on the professionalism of teachers.

However, students and cooperative education teachers must consider the total number of actual hours during which the student was at the work placement and the total number of hours for which placement employers provided WSIA coverage (e.g., for the “Work Education Agreement” form).

It should be noted, however, that school boards are required to submit reports to the Ministry of Education (e.g., total hours of work experience) and the Ministry of Labour, Training and Skills Development (e.g., total number of hours for an apprentice).



Can students who are often absent from their work placement successfully complete their cooperative education course?

The same school or school board policies regarding attendance and punctuality that apply to regular courses also apply to cooperative education courses. Students must meet the expectations of the course.



Do secondary schools have to offer both cooperative education courses, Creating Opportunities through Co-op and Cooperative Education Linked to a Related Course (or Courses)?

While the ministry is responsible for the development of curriculum, each school board works closely with their schools to identify courses offered in their particular schools.

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.

All schools will offer both a sufficient number of courses and courses of appropriate types (e.g., academic, applied, open) to enable students to meet the diploma requirements (see Ontario Schools, 2016, Section 7.2).



Can both cooperative education courses, Creating Opportunities through Co-op and Cooperative Education Linked to a Related Course (or Courses) be taught during the same period, by the same teacher?

Yes. Each school determines the timetables and the courses offered.



Can both cooperative education courses be used to meet the cooperative education requirement of the Specialist High Skills Major (SHSM)?

Yes, both courses can be used to meet the cooperative education requirement of the SHSM program, however 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*

Students who are enrolled in an SHSM program with a university destination should be encouraged to complete their cooperative education credits before Grade 12, so that in Grade 12 they can focus on completing the credits they need for admission to the postsecondary program of their choice.



How are the community experiences (placements) determined?

The students and their cooperative education teacher determine the type of experience based on the student's interests, strengths, learning needs and possible careers. The cooperative education experience can be on-site, virtual or hybrid (blend of on-site and virtual). Each placement is determined according to the needs of the student.



Can cooperative education be used to fulfil the graduation requirement of 40 hours of community?

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



Can cooperative education placements take place in the student's home school?

Students must be provided with the opportunity to participate in a placement 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. The cooperative education teacher must not assume the role of the placement supervisor.



Are the students covered by the Ministry of Education during their placement with a member of the teaching staff?

*Yes, according to the Policy/Program Memorandum No. 76A, **students are covered when their work placement is located on school board property, and when they are supervised by teaching or non-teaching staff members** (e.g., teachers, building custodians, electrical maintenance supervisors, audio-visual technicians, or purchasing officers).*



Is this an acceptable cooperative education placement?

Kevin, a Grade 12 student, is part of the school's basketball team and plays hockey for a local team. He would like to take a cooperative education course and use this experience as the community component.

This experience would not allow Kevin to meet the expectations of the cooperative education curriculum.

The students must be enrolled in a cooperative education course that is included in their timetable, and a teacher must be assigned to that period. In addition, the participation of the employer, the supervisor, or the community partner is essential.

*It is important to remember that students **are not** covered during the time they are in training for, or are participating in, individual or team sports. Amateur or professional athletes **are not** covered under the WSIA.*

Community placements should be outside the school. Placements enable students to understand the importance of essential skills for success in the twenty-first century and provide the opportunities they need to become informed, responsible, healthy, and active citizens in their community and in the world. In addition, placements outside of school allow students to develop and put into practise, in an authentic context, comprehensive work-related skills, including essential and transferable skills to ensure a successful transition to the world of work.

Cooperative education is no longer simply based on the number of hours. The experience must meet all the requirements of a cooperative education course, including participation in the classroom component and meeting the expectations of the cooperative education course.

Participating in a school play or being a member of the photography club, the student council or the yearbook committee would not enable the student to achieve the curriculum expectations if the student and the cooperative education teacher do not meet all of the cooperative education requirements.

The cooperative education curriculum has been in place since 2018. The quality of the student's learning experience, the integrity of the course and the number of credits awarded depend on the choices made by the cooperative education teacher.



Are the students taking DCO3O required to complete a work placement?

*All cooperative education courses must include a classroom component and a **community component**.*

*The course description on page 85 of the cooperative education curriculum indicates the importance of having an experience **in the community**.*

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.

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.



Do expense allowances or honoraria paid to students not considered wages?

Expense allowances or honoraria paid to students are not considered wages for the purposes of Workplace Safety and Insurance Board benefits.



Does the coverage provided by the Ministry of Education include students travelling to and from the work placement?

The coverage provided by the Ministry of Education under the Workplace Safety and Insurance Act (WSIA), 1997 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 (see [Policy/Program Memorandum No. 76A](#), "Workplace Safety and Insurance Coverage for Students in Work Education Programs").

Appendix A – Specialized Programs

Ontario Youth Apprenticeship Program (OYAP)

Description: OYAP is a specialized program which provides students with practical training and experience in an apprenticeship trade.

Program Requirements and Key Elements

- | | |
|---|--|
| <ul style="list-style-type: none"> • Students must take a cooperative education course or courses. • The community component must be in an apprenticeship trade. • Students must be 16 years of age or older. • Students must have completed 16 credits towards the OSSD. • Students must be enrolled as a full-time student in a secondary school. • Students in OYAP must complete an OYAP Participant Application Form – Section 1* and parents or guardians must sign the form for students under the age of 18. • Students who become apprentices with a registered training agreement must complete the OYAP Participant Application Form – Section 2* and parents or guardians must sign the form for students under the age of 18. • Students in OYAP must be provided with trade-specific health and safety training by the placement employer or supervisor. This training must be provided on-site and on the use of equipment according to the requirements of the trade and the particular circumstances in which the student will be working. • Student recruitment must comply with the principles of equal opportunities in the workplace. | <ul style="list-style-type: none"> • Students participating in OYAP earn cooperative education credits. • Credits earned go towards their Ontario Secondary School Diploma (OSSD). • The Student's Cooperative Education Learning Plan must include the relevant skills or skill sets outlined in the on-the-job Apprenticeship Training Standard (ATS) for the specific trade. • Students may have the opportunity to sign a registered training agreement with an employer and register as an apprentice with the Ministry of Labour, Training and Skills Development.** • Students and OYAP placement employers or supervisors are required to document a student's achievement of these skills or skill sets, according to the apprenticeship training standards, in their learning plan. • Secondary school students who earn their OSSD, but who are returning for a fifth year to earn additional credits are eligible for OYAP. • Mature students (over 21 years of age) are eligible for OYAP. • Each school board has at least one OYAP coordinator. The cooperative education teacher must contact this person for support in the delivery of OYAP. |
|---|--|

How to determine if a student participating in OYAP would be a potential candidate to become an apprentice with a Registered Training Agreement.

The student:

- demonstrates advanced skills related to health, safety, and well-being;
- demonstrates superior skills and abilities;
- shows increased interest in the field;
- likes to work with their hands;
- demonstrates a level of maturity conducive to learning;
- seeks more information about the trade;
- asks relevant questions to their placement employer and cooperative education teacher;
- has previous experience in the field;
- cares about their work.

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 Labour, Training and Skills Development, upon request.

For all updated information, please visit the Employment Ontario Partners' Gateway website [Ontario Youth Apprenticeship Program \(OYAP\)](#) and the Government of Ontario website [Prepare for apprenticeship](#).

*[Central Forms Repository of the Ontario Government](#)

**[Ontario Youth Apprenticeship Program \(OYAP\) Registration Guidelines](#)

Specialist High Skills Major (SHSM)

Description: Specialist High Skills Major (SHSM) programs are specialized, pathways-focused programs that allow students to acquire technical knowledge and skills in specific economic sectors.

One of the required components of a Specialist High Skills Major is the successful completion **of a minimum of two cooperative education credits and students may take up to two additional credits**

All cooperative education credits in the bundle must be sector-related.

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.

Cooperative education teachers must work with the teachers responsible for the SHSM in their school for general support or in the selection of the related course(s).

School-Work Transition Programs

Description: School-work transition programs provide students with opportunities:

- to complete high school graduation or certificate requirements;
- 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.

Appendix B – Course Expectation Chart

Cooperative Education Linked to a Related Course (or Courses)

Strand A. Preparing for the Experience: Health and Safety, Well-Being, and Initial Requirements	
<i>Before the cooperative education experience, students will ...</i>	
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	
<i>By the end of the course, students will ...</i>	
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

Appendix C – Course Expectation Chart

Creating Opportunities through Co-op

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 D – Student's Cooperative Education Learning Plan

May 15, 2020

Student, School and Placement Information

School Year:	<input type="checkbox"/> Semester 1	<input checked="" type="checkbox"/> Semester 2	<input type="checkbox"/> Annual	<input type="checkbox"/> Summer
Placement Dates:	Start Date: January 29, 2020		End Date: June 28, 2020	

Student Information	
Student Name: John Doe	School Level: 11
Student Home Phone: (519) 397-2123	Student E-Mail:

School Information	
School Name: John McGregor Secondary School	Co-op Teacher Name: Caroline Chartrand
Teacher Phone: (519) 354-1740	School Fax: (519) 354-2947
Teacher E-mail: cchartrand@lecentrefranco.ca	

Credit Information			
Co-op Course: Cooperative Education Linked to a Related Course (or Courses)			
Code: TCJ2O	Title: Construction Technology	Type: Open Course	Curriculum: The Ontario Curriculum, Grades 9 and 10: Technological Education, 2009 (revised)
Credit Value Attempted: 2			

Placement Information		
NOC Title: Construction trades helpers and labourers		NOC Code: 7611
Employer: Surface Solutions		Address: 124 Stuart Street, Sarnia, ON, N7T3B1
Department:		
Supervisor Name: John Strachlin	Supervisor Phone: (613) 619-8326	Supervisor E-Mail:

Specialized Programs Information		
<input checked="" type="checkbox"/> OYAP	<input type="checkbox"/> SHSM	<input type="checkbox"/> School-Work Transition Program

Ontario Youth Apprenticeship Program (OYAP)	
Trade Title: Construction Craft Worker	Trade Code: 450A
Participant Application Form	
Section 1 - Program Participation <input checked="" type="checkbox"/>	Section 2 - Request for Registration <input type="checkbox"/>
Registration Date:	

Student Cooperative Education Learning Plan			
Overall Expectations (and specific expectations)	Learning Goals	Success Criteria	Assessment and Evaluation Strategies
Health, Safety, and Well-Being			
<p>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</p> <ul style="list-style-type: none"> • A1.1 identify legislation, regulations, and policies related to health and safety, and explain how they apply to the cooperative education experience • A1.2 identify legislation, regulations, and policies, as well as various strategies and skills, that support wellbeing (including emotional safety) and the protection of human rights and explain how they apply to the 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 	<p>I identify the potential hazards and potentially hazardous situations that could arise in connection with my cooperative education experience.</p> <p>Timeline: By the end of the placement</p>	<ul style="list-style-type: none"> • I refuse any work that I consider dangerous. • I communicate potential hazards to my placement supervisor. • I ask questions to clarify my understanding of tasks and of how to perform them safely. 	<p>Discussion with my placement employer or supervisor</p>
	<p>I identify the initial steps and requirements related to my cooperative education experience that will enable me to participate actively and safely.</p> <p>Timeline: February 12, 2020</p>	<ul style="list-style-type: none"> • I complete training on occupational health and safety awareness. • I complete Working at Heights training and other training specific to my workplace. 	<p>Completion of certifications</p>
	<p>I safely participate in the cooperative education experience.</p> <p>Timeline: February 10, 2020</p>	<p>I wear my personal protective equipment (steel toe shoes, non-slip shoes, safety glasses, helmet, hearing protection, gloves).</p>	<p>Observation by my placement employer or supervisor</p>

Related Course (or Courses)			
TCJ20			
<p>1.1 Building Components, Materials, and Processes</p> <ul style="list-style-type: none"> identify natural and manufactured building materials and products commonly used in the construction industry, and describe their specifications and characteristics (e.g., natural wood: species, source, nominal and actual dimensions, grade; plywood, metals, plastics: type, grade, resistance to weather or corrosion); <p>1.2 Tools, Equipment, and Techniques</p> <ul style="list-style-type: none"> explain how to correctly and safely use, maintain, and store construction tools and equipment (e.g., hammers, measuring instruments, table saws, mitre saws, drills, lathes, cordless drills); select the most appropriate tools or equipment for specific tasks (e.g., wooden mallet versus framing hammer, crosscut saw versus rip saw, combination square versus framing square); <p>1.3 Terminology</p> <ul style="list-style-type: none"> use correct terminology for the names, characteristics, and functions of construction materials, tools, and equipment in oral and written communication (e.g., reports, lists of tools and materials, schedules, design presentations); <p>2.3 Mathematical Skills</p> <ul style="list-style-type: none"> determine lengths and diameters of fastening devices needed to assemble various construction projects (e.g., lengths and gauges of screws, nails, and staples; diameters of dowels), using appropriate metric and/or imperial units; <p>3.1 Technical Skills</p> <ul style="list-style-type: none"> use tools, equipment, and techniques in a correct, efficient, and safe manner to prepare project materials (e.g., dress raw lumber; measure, cut, and square stock; drill; fasten and join); perform the various measurements required in the fabrication and assembly of a project, using appropriate metric and imperial units. <p>3.3 Finishing</p> <ul style="list-style-type: none"> use appropriate tools, equipment, and techniques correctly and safely to install trim and hardware (e.g., baseboards, moulding, hinges, pulls). 	<p>I can describe how my related course (or courses) plays a key role in developing my skills and knowledge throughout my cooperative education experience.</p> <p>Timeline: By the end of the placement</p>	<ul style="list-style-type: none"> I can apply what I have learned in my related course or courses to my cooperative education experience. I can explain how this transfer has contributed to my growing mastery of skills and knowledge during my placement. 	<ul style="list-style-type: none"> Reflection sheet Descriptive feedback from my placement employer or supervisor
	<p>I can describe how I will use the skills and knowledge developed through my cooperative education experience and my related course or courses in other aspects of my life, now and in the future.</p> <p>Timeline: By the end of the placement</p>	<ul style="list-style-type: none"> I can reflect on the skills and knowledge that I have developed through my cooperative education experience and my related course or courses and document this learning in my Individual Pathways Plan (IPP). 	<p>Documentation in my Individual Pathways Plan (IPP).</p>

<p>5.1 Health and Safety</p> <ul style="list-style-type: none"> • identify hazards related to materials, processes, and equipment used in construction (e.g., flammable solvents, toxic chemicals, sharp blades, moving parts in machinery), as well as resources and methods for reducing these hazards (e.g., Workplace Hazardous Materials Information System [WHMIS], safe handling and operating practices, personal protective equipment); • demonstrate an understanding of and adhere to safety practices and procedures for facilities, processes, materials, tools, and equipment used in construction (e.g., use of tool and equipment guards); <p>5.2 Career Opportunities</p> <ul style="list-style-type: none"> • identify different careers in the construction industry (e.g., cabinet maker, mason, electrician, plumber, project manager, estimator, developer, architect), and describe the secondary school pathways (e.g., courses, programs, experiential learning opportunities) that provide preparation for these careers; 			
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Technical Skills and Specialized Programs			
<p>Expectations and Requirements of the Employer</p> <ul style="list-style-type: none"> In collaboration with the cooperative education teacher and the placement employer or supervisor, I discuss the expectations and requirements outlined by the community partner/organization in order to clarify my understanding of tasks and how to perform them safely. 	<p>I meet the requirements of the Ontario Youth Apprenticeship Program.</p> <p>Timeline: February 10, 2020</p>	<ul style="list-style-type: none"> I complete and sign the OYAP Participant Application Form, section 1: Program Participation. I make sure I have my OYAP Student ID Card within reach so that I can present it to the Ministry of Labor Ontario officer when needed. 	<p>OYAP form signed and handed in to my Co-op teacher.</p>
	<p>I am aware that I need to take site-specific training with the placement employer or placement supervisor.</p> <p>Timeline: February 11, 2020</p>	<ul style="list-style-type: none"> I ask my placement employer or placement supervisor about specific training related to the trade. I inquire about the equipment and whether certification or training is needed to use it. 	<p>Discussion with my placement employer or supervisor</p>
	<p>I safely participate in the cooperative education experience as I implement my learning plan.</p> <p>Timeline: By the end of the placement</p>	<p>I include in my learning plan the relevant skills outlined in the trade-specific training standards that I will practice during my cooperative education experience.</p>	<p>Documentation in my learning plan of the acquisition of my skills according to the training standards and obtainment of the placement employer's signature in the log book.</p>
	<p>Construction trades helpers and labourers</p> <p>Construction trades helpers and labourers assist skilled tradespersons and perform labouring activities at construction sites, in quarries and in surface mines. They are employed by construction companies, trade and labour contractors, and surface mine and quarry operators.</p> <p>In order to further my learning in the area or sector of focus of my cooperative education experience and refine my skills, I perform the following tasks during my work placement.</p> <p>Timeline: By the end of the placement</p>	<ul style="list-style-type: none"> Load and unload construction materials, and move materials to work areas Assist tradespersons such as carpenters, bricklayers, cement finishers, roofers and glaziers in construction activities Level earth to fine grade specifications using rake and shovel Assist in demolishing buildings using prying bars and other tools, and sort, clean and pile salvaged materials Remove rubble and other debris at construction sites using rakes, shovels, wheelbarrows and other equipment Perform other activities at construction sites, as directed. 	<ul style="list-style-type: none"> Observation by my placement employer or supervisor while performing my tasks during my cooperative education placement Descriptive feedback from my placement employer or supervisor

	<p>u5700.0 protect self and others</p> <p>Timeline: By the end of the placement</p>	<ul style="list-style-type: none"> • u5700.07 practice effective communication by: using good verbal and listening; using hand signals and sketches; accepting/transferring directions; and operating radios to perform tasks according to company/contractor policies and safety legislation. • u5700.09 perform traffic controls by: maintaining traffic flow to protect co-workers, the public and equipment; using personal protective equipment, tools and other equipment, including: bullhorn, radio and signs according to safety and government legislation. • u5700.13 maintain site clear of snow and icy conditions by: removing snow using hand tools; working with and around equipment, including: loaders, snowplows, and trucks with plows; and applying de-icers, including: sand and salt to maintain a safe work area according to site conditions and safety legislation. 	<ul style="list-style-type: none"> • Observation by my placement employer or supervisor while performing my tasks during my cooperative education placement • Descriptive feedback from my placement employer or supervisor
	<p>u5702.0 operate hand tools and power tools</p> <p>Timeline: By the end of the placement</p>	<ul style="list-style-type: none"> • u5702.03 select, use and maintain hand tools, including: saws, hammers and shovels by: determining task to be performed; using personal protective equipment; and cleaning and storing according to company policies, manufacturer's specifications and safety legislation. 	<ul style="list-style-type: none"> • Observation by my placement employer or supervisor while performing my tasks during my cooperative education placement • Descriptive feedback from my placement employer or supervisor

Learning Skills and Work Habits			
<p>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</p> <ul style="list-style-type: none"> • A2.2 describe their personal skills, interests, and strengths and explain how these might contribute to success in their cooperative education experience • A2.3 identify the initial steps and requirements related to the cooperative education experience and demonstrate what they are doing to meet these requirements <p>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</p> <ul style="list-style-type: none"> • 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 	<p>I demonstrate communication skills/Communication*.</p> <p>Timeline: By the end of the placement</p>	<ul style="list-style-type: none"> • I speak with precision and clarity by using the appropriate vocabulary to express myself and providing specific details when I speak. • I actively listen during conversations with my supervisor, a co-worker and/or a client by paying full attention to the speaker and demonstrating my understanding (nodding, paraphrasing the ideas communicated). 	<p>Discussion with my placement employer or supervisor and my co-workers.</p>
	<p>I demonstrate responsibility.</p> <p>Timeline: By the end of the placement</p>	<ul style="list-style-type: none"> • I fulfill my responsibilities and commitments at my workplace. Global citizenship* <ul style="list-style-type: none"> ◦ I am punctual every day. ◦ When I am absent, I inform my placement supervisor no later than the morning of my placement. ◦ I report whether I am present or absent every day to my cooperative education teacher at the predetermined time. ◦ I complete my time sheets at the end of each week, submit them to my placement supervisor for approval and then submit them to my cooperative education teacher. 	<p>Verification of my weekly log sheets</p>
	<p>I demonstrate organizational skills.</p> <p>Timeline: By the end of the placement</p>	<ul style="list-style-type: none"> • I understand and respect priorities to achieve goals while managing my time. <ul style="list-style-type: none"> ◦ I manage my time effectively to complete my tasks. ◦ I ensure that I have the necessary personal protective equipment and wear it as I perform my duties without the need for a reminder from my placement supervisor. ◦ I store the equipment and I ensure the cleanliness of my workstation. 	<p>Observation by my placement employer or supervisor</p>
	<p>I demonstrate independent work skills.</p> <p>Timeline: By the end of the placement</p>	<ul style="list-style-type: none"> • I independently monitor plans to complete tasks and meet goals. Critical thinking and problem solving* <ul style="list-style-type: none"> ◦ I discuss the steps and sequence of steps required to complete a task with my placement supervisor. ◦ I monitor each step as I complete it to ensure that complex tasks are completed efficiently. • I use my time appropriately to complete tasks. <ul style="list-style-type: none"> ◦ I don't waste time and I don't socialize while I finish my tasks. ◦ I take my break according to the schedule established with my placement supervisor and I respect the allotted time. 	<p>Descriptive feedback from my placement employer or supervisor</p>
	<p>I demonstrate collaboration skills/Collaboration*.</p> <p>Timeline: By the end of the placement</p>	<ul style="list-style-type: none"> • I work with others and I accept various roles and functions within the team. <ul style="list-style-type: none"> ◦ I understand that my role and duties can change from day to day and I adapt to different situations. 	<p>Observation by my placement employer or supervisor</p>

	<p>I demonstrate initiative.</p> <p>Timeline: By the end of the placement</p>	<ul style="list-style-type: none"> • I demonstrate curiosity and interest in learning. Innovation, creativity and entrepreneurship* <ul style="list-style-type: none"> ◦ I smile at work and show that I want to be there. ◦ I ask my placement supervisor questions about tasks, company processes and equipment. • I recognize and advocate for my rights and others in an appropriate manner and demonstrate resilience to adversity. Critical thinking and problem solving*; Learning to learn, self-awareness and self-direction* <ul style="list-style-type: none"> ◦ I advise my placement supervisor and my cooperative education teacher of any hazards that could harm me or the others. ◦ I commit to reporting situations that make me feel uncomfortable or that are inappropriate. 	<p>Discussion with my cooperative education teacher and with my placement employer or supervisor</p>
	<p>I demonstrate self-regulation skills. Learning to Learn/Self-Aware and Self-Directed Learning*</p> <p>Timeline: By the end of the placement</p>	<ul style="list-style-type: none"> • I seek clarification or assistance when needed. • I assess and reflect critically on my strengths, my needs and my areas of interest. This will help me develop my self-awareness. <ul style="list-style-type: none"> ◦ I discuss my progress with my placement supervisor, my cooperative education teacher and my parents. ◦ I accept constructive feedback from my placement supervisor and my cooperative education teacher with an open mind and use the recommended strategies to move forward. • I persevere and make an effort when responding to challenges in order to achieve a goal. <ul style="list-style-type: none"> ◦ If I am having trouble with my placement, I talk to my placement supervisor, my cooperative education teacher and/or my parents to find solutions. 	<p>Descriptive feedback from my placement employer or supervisor and my cooperative education teacher</p>

Education and Career/Life Goals			
<p>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</p> <ul style="list-style-type: none"> • 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 <p>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</p> <ul style="list-style-type: none"> • B2.2 demonstrate how they are using skills and knowledge related to education and career/life planning in connection with their cooperative education experience • 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 	<p>I use the skills and knowledge I have gained from my cooperative education experience to explore and learn about the opportunities offered by postsecondary education.</p> <p>Timeline: By the end of the placement</p>	<ul style="list-style-type: none"> • I ask my placement employer or supervisor about his or her postsecondary journey. 	<p>Discussion with my placement employer or supervisor and a personal reflection</p>
	<p>I develop the skills and knowledge I need to make informed education, career/life planning choices.</p> <p>Timeline: By the end of the placement</p>	<ul style="list-style-type: none"> • I reflect on the skills and knowledge developed during my cooperative education experience, and explain how these can be found in other aspects of life or in another experience (e.g., volunteer work, employment). 	

Appendix E – Meeting with the Student

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.



STUDENT MEETING FORM

Date of meeting:	Person in charge of the meeting:
Other school staff members:	
Student's name:	Grade: IEP <input type="checkbox"/> Yes <input type="checkbox"/> No
Have you already participated in cooperative education? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Placement Employer:	What was the related course or courses?
What do you know about cooperative education?	
Why do you want to participate in cooperative education? How many credits do you wish to earn?	
Does your schedule allow you to participate in cooperative education (e.g., sports, part-time job, family obligations)?	
Have you ever participated in other forms of experiential learning (e.g., job shadowing, job twinning)?	
Are you currently participating in SHSM or OYAP? (Elaborate on these specialized programs.)	
Which cooperative education course interests you and would be most appropriate for you? Creating Opportunities through Co-op (DCO3O) or Cooperative Education Linked to a Related Course (or Courses)?	
If you choose Cooperative Education Linked to a Related Course (or Courses), which course or courses, that you have already successfully completed or that you will be taking concurrently, could be better linked to your work placement?	
What employment sectors, fields or careers are you interested in?	
1. _____	
2. _____	
3. _____	

What are your goals and interests as defined in your Individual Pathways Plan (IPP)?
Have you thought about cooperative education placement opportunities? Do you have any contacts in this field? If so, is this cooperative education placement in line with your learning objectives?
What are your strengths or assets related to the desired placement (e.g., computer skills, courses taken, work experience, volunteer work)?
Tell me about your punctuality and your attendance.
Are there any possible constraints regarding the work placement (e.g., health problems, allergies, distance, transportation)? Additional information may be required. Please consult the IEP or the special education teacher.
Participating in cooperative education brings with it special responsibilities for you as a student in the program. We will take a few minutes to discuss them. (Each board has its own process which could include a contract or a checklist.)
<p>For internal use only</p> <p>Recommendations</p> <p><input type="checkbox"/> The student is a good candidate for cooperative education.</p> <p><input type="checkbox"/> The student should try a shorter-term form of experiential learning before participating in cooperative education.</p> <p><input type="checkbox"/> The student should wait another semester or year before participating in cooperative education. (Follow-up with school principal, if required.)</p> <p><input type="checkbox"/> The student must take further steps before starting the community component.</p> <p><input type="checkbox"/> The student should reconsider his or her course selection. (Follow-up with guidance counselor, if necessary.)</p>

Appendix F – Other Forms of Experiential Learning

Job Shadowing and Job Twinning

Descriptions:

Job shadowing is a short-term form of experiential learning that allows students to observe a worker in a specific occupation (e.g., Take Our Kids to Work).

Job twinning is a short-term form of experiential learning that allows students to observe a cooperative education student at the student's placement.

Length	Credit Value	Key Elements
up to two consecutive days	none	<ul style="list-style-type: none"> Students from Grade 7 to Grade 12 may participate. Students observe and do not perform any tasks. These forms of experiential learning can be integrated into any of the school's courses. Students may participate in more than one job shadowing or job twinning experience. These forms of experiential learning should be treated as field trips. A field trip form must be completed and not the Work Education Agreement (WEA) form. All necessary school board procedures that apply to field trips or excursions that occur off school premises must be followed.

Work Experience

Description:

Work experience is a short-term form of experiential learning that allows students to engage in a hands-on learning opportunity connected to the community as part of a secondary school course.

Length	Credit Value	Key Elements
up to four weeks	none	<ul style="list-style-type: none"> Students must be at least fourteen years of age or over. Work experience can be integrated into any of the school's courses. Students may participate in more than one work experience. Students must receive instruction on and demonstrate understanding of content related to the expectations in strand A of the cooperative education course before the work experience. An assessment of the community placement has to be completed prior to the start of the work experience. A cooperative education learning plan must be developed for a work experience.

	<ul style="list-style-type: none">• Student's progress should be monitored at least once during the work experience; 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.• Students and their parents should be encouraged to consider purchasing the student accident insurance.• The Work Education Agreement (WEA) form must be completed before the work experience begins; the Ministry of Education provides workplace safety and insurance coverage for students aged fourteen or older who are participating in work experience.• Work experience can be a virtual experience whereby students complete all or part of the placement of their program using electronic communication technologies (the placement employer or supervisor may be located in the student's community or in another community, city, province, or country).
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Appendix G – Assessment of the Community Placement



Unpaid students and learners are considered workers under the [Occupational HEALTH and Safety Act \(OHSA\)](#) and have the same duties and rights as paid workers. They therefore have the right to know about workplace hazards and the right to refuse unsafe work. All workers, including unpaid students, learners and trainees, must complete a basic occupational health and safety awareness training for workers and meet all requirements set out in [Ontario Regulation 297/13](#). Placement employers have the same duties to protect the health and safety of unpaid students and learners who are workers under the OHSA as they do to protect their paid workers. Workers have a general duty to take responsibility for personal health and safety. Workers in the workplace who see a health and safety problem such as a hazard or contravention of the Act in the workplace have a duty to report the situation to the employer or a supervisor. Employers and supervisors are, in turn, required to address those situations.

Name of Organization:	Address:	Telephone:
Type of Placement:	Student:	
Cooperative Education Teacher:	Form completed by School Representative: Organization Representative:	

LEARNING ENVIRONMENT AND WELL-BEING			
1. Will this placement provide a sufficient range of educationally rich learning opportunities based on the Student's Cooperative Education Learning Plan?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
2. Does the placement supervisor have the necessary background and competencies to guide the student? Please identify the worker responsible for supervising the student.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
Name: _____			
3. Will the placement provide a learning environment that is supportive, safe, and accepting?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
4. Will the placement provide a learning environment that is inclusive, culturally responsive, and equitable?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
5. Is the learning environment free from violence, harassment, and discrimination?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
Comments:			
WORKING ENVIRONMENT			
1. Is the facility safe, clean and an appropriate working environment?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
➤ Is ventilation adequate?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
➤ Are safety guards, conveyer belts, tracks, and other equipment up to standards?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
➤ Are rest and eating areas clean and free from contaminants?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
➤ Is the workplace equipped with a first aid station, eye-wash station, and safety signs?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
2. Are there suitable washrooms/change facilities?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
3. Will the employer provide health and safety awareness training/orientation (e.g., general workplace orientation: tour of the workplace, location of fire extinguishers, first aid stations and fire exits, evacuation procedures, staff bulletin boards)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>

4. Does the organization have a health and safety policy?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
5. Are the health and safety policies and other related documents easily accessible to students (e.g., bulletin board)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
6. Is the supervisor familiar with accident reporting procedures?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
➤ Has the student been introduced to the health and safety representative?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
7. Does the organization have policies regarding emergency procedures (e.g., cleared pathways, marked exits) in response to various emergency events (e.g., fire, chemical spills)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
Comments:			
HAZARDS			
<p><i>An unpaid high school student participating in a work experience program authorized by the school board operating the student's school is subject to the minimum age requirements set out in the OHSA's regulations under Minimum Age Requirements.</i></p> <p><i>If placement employers are unsure of the rules that pertain to a specific hazard they should verify the OHSA.</i></p>			
1. Will the student be exposed to or be required to work with any hazardous materials?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
➤ Are the hazardous materials identified with a WHMIS label?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
➤ Are the Material Safety Data Sheets (MSDS) readily available?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
➤ Will the organization offer WHMIS training specific to the hazardous materials used during the placement?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
If yes, specify:			
2. Will the student be working with or exposed to any biological hazards (e.g. animals, plants, insects, human bodily fluids, infectious diseases or uncooked food)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
➤ Will the student receive training for working with biological hazards?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
If yes, specify:			
3. Will the student's duties involve lifting (e.g. lifting materials, client/patient)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
➤ Will the student be offered specific training on proper lifting techniques?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
If yes, specify:			
4a. Will the student be required to use hand tools?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
➤ Will the student receive training on safe and proper use of the tools?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
4b. Will the student be required to use industrial/power equipment and/or industrial/power tools?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
➤ Are the equipment and/or tools fitted with safety guards and/or safety devices?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
➤ Will the student receive training on safe and proper use of the equipment and/or tools?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
➤ Are the equipment and/or tools fitted with Lockout/Tagout mechanisms?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
➤ Will the student be trained in Lockout/Tagout procedures?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>

If yes, specify:			
5. Will the student be required to operate mobile equipment (e.g., forklift, crane, overhead crane, watercraft)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
➤ Will the student be trained or licensed according to provincial laws to operate mobile equipment?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
If yes, specify:			
6. Will the student be required to ride as a passenger or drive in a motor vehicle licensed for the road during his or her placement (e.g., company vehicle, personal vehicle or truck)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
If yes, specify:			
7. Will the student be required to work in a confined space (e.g., storage areas, crawl space)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
➤ Will the student receive training on safety requirements for working in a confined space?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
If yes, specify:			
8. Will the student be required to work at heights?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
➤ If working with ladders, will training be provided?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
➤ If working at more than 3 meters, will "Working at Heights Training" be provided? Construction Projects O. Reg. 297/13	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
If yes, specify:			
9. Will the student be required to work on bodies of water?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
➤ Will the necessary steps be taken to ensure the student's safety (e.g., swim test)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
If yes, specify:			
10. Will the student be required to work in a pit or a quarry (see Minimum Age Requirements)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
➤ Will the student receive training for such circumstances?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
If yes, specify:			
11. Will the student be exposed to physical agents (e.g., vibration, noise, extremes in temperature)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
➤ Will the student receive appropriate training for such circumstances?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
If yes, specify:			
12. Will the student be placed in dangerous situations (e.g., worker/client conflicts)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
➤ Will the necessary steps be taken to ensure the student's safety?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>

If yes, specify:			
13. Will the employer provide any other sector-specific safety training not previously mentioned?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
If yes, specify:			
PERSONAL SAFETY			
1. Will the student know how to summon assistance in various situations? NOTE: Cooperative education students must always be supervised at worksites.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
If yes, specify:			
2. Will accommodations be provided to the student based on his or her learning needs (e.g., quiet setting, additional support and/or accommodations as stipulated in the student's IEP)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
If yes, specify:			
3. Will there be general consideration of the student's mental and physical health before any work assignment?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
If yes, specify:			
4. Will the student be required to wear personal protective equipment?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
➤ Will the student receive training on the proper use of personal protective equipment?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
➤ Will the personal protective equipment be fitted and maintained properly?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
If yes, specify:			
5. Will the personal protective equipment be provided by the employer?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
If yes, specify:			
6. Will the student be required to receive any immunizations or preventative testing/health screening?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
If yes, specify:			
Recommendation			
This placement is: ACCEPTABLE <input type="checkbox"/> NOT ACCEPTABLE <input type="checkbox"/> ACCEPTABLE on the following conditions:			
Comments and special considerations:			
Assessment Date:			
Cooperative Education Teacher's signature:			
As a Placement Employer and/or Supervisor I understand my responsibilities as stated under the OHSA:			



Annexe H – Assessment of Learning Skills and Work Habits

The following questions may be asked of the placement employer or supervisor, and the information gathered from these comments, responses, or constructive criticism may help you to assess the student's learning skills and work habits.

Responsibility

Is the student punctual every day?

Does the student complete tasks according to instructions and timelines?

Does the student report absences to their cooperative education teacher and employer or placement supervisor?

Organization

Does the student use time effectively?

Does the student put away equipment and ensure cleanliness?

Can the student determine next tasks based on priorities set by their placement employer or supervisor?

Independent Work

Does the student find tasks that could be performed during less busy times?

Does the student start working without being told?

Can the student differentiate between work time and socializing time?

Collaboration

Does the student build healthy relationships with their placement employer or supervisor and co-workers?

Does the student demonstrate active listening?

Does the student respect the opinions of others?

Does the student accept constructive feedback from their placement employer or supervisor?
From their colleagues?

Initiative

Does the student demonstrate open-mindedness and flexibility?

Does the student report situations that make them feel uncomfortable or that are inappropriate?

Does the student ask their placement employer or supervisor questions in order to complete tasks more effectively?

Self-Regulation

Does the student assess their personal strengths, needs and interests in order to be successful at the placement?

Does the student strive to meet challenges?

Is the student ready and willing to work when reporting to the workplace?

These same questions can be used for self-assessment.

Responsibility

Am I punctual every day?

Do I complete my tasks according to instructions and timelines?

Do I report absences to my cooperative education teacher and to my placement employer or supervisor?

Organization

Am I using my time effectively?

Do I put away my equipment and ensure cleanliness?

Can I determine the next tasks I need to do based on the priorities set by my placement employer or supervisor?

Independent Work

Do I find tasks that I could perform during my less busy times?

Do I start working without being told?

Can I differentiate between work time and socializing time?

Collaboration

Do I build healthy relationships with my placement employer or supervisor and my colleagues?

Am I an active listener?

Do I respect the opinions of others?

Do I accept constructive feedback from my placement employer or supervisor and my cooperative education teacher and colleagues?

Initiative

Am I open-minded and flexible?

Do I report situations that make me uncomfortable or that are inappropriate?

Do I ask my placement employer or supervisor questions in order to complete my tasks effectively?

Self-Regulation

Do I assess my own strengths, needs and interests in order to be successful during my placement?

Do I strive to meet challenges?

Am I ready and willing to work when I report to my workplace?

Appendix I – Achievement Charts



Achievement Chart: The Student's Cooperative Education Learning Plan - DC030

Overall Performance: _____

Overall expectation B1: 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

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 selects, modifies and creates as needed learning goals, success criteria, assessment and evaluation strategies and evidence of learning in relation to his or her cooperative education experience in each section of his or her learning plan (health, safety, and well-being, DC030 (strands C and D), technical skills and specialized programs, learning skills and work habits, education and career/life goals).	The student demonstrates limited knowledge and understanding of content.	The student demonstrates some knowledge and understanding of content.	The student demonstrates considerable knowledge and understanding of content.	The student demonstrates thorough knowledge and understanding of content.
Thinking – The use of critical and creative thinking skills and inquiry skills and/or processes				
The student uses planning skills to develop and implement his or her learning plan in relation to the cooperative education course.	The student uses planning skills with limited effectiveness .	The student uses planning skills with some effectiveness .	The student uses planning skills with considerable effectiveness .	The student uses planning skills with a high degree of effectiveness .
The student uses processing skills to analyze, reflect and review his or her learning plan.	The student uses processing skills with limited effectiveness .	The student uses processing skills with some effectiveness .	The student uses processing skills with considerable effectiveness .	The student uses processing skills with a high degree of effectiveness .
The student uses critical/creative thinking processes in the “My progress” component of his or her learning plan (e.g., personal reflections, comments, reflection on descriptive feedback given, next steps).	The student uses critical/creative thinking processes with limited effectiveness .	The student uses critical/creative thinking processes with some effectiveness .	The student uses critical/creative thinking processes with considerable effectiveness .	The student uses critical/creative thinking processes with a high degree of effectiveness .
Communication – The conveying of meaning through various forms				
The student expresses and organizes ideas and information in his or her learning plan (e.g., logical organization of ideas, pertinence of ideas).	The student expresses and organizes ideas and information with limited effectiveness .	The student expresses and organizes ideas and information with some effectiveness .	The student expresses and organizes ideas and information with considerable effectiveness .	The student expresses and organizes ideas and information with a high degree of effectiveness .
The student communicates elements of his or her learning plan to the cooperative education teacher and the placement employer and/or supervisor during monitoring meetings.	The student communicates for different audiences with limited effectiveness .	The student communicates for different audiences with some effectiveness .	The student communicates for different audiences with considerable effectiveness .	The student communicates for different audiences with a high degree of effectiveness .
The student uses conventions, vocabulary and terminology in relation to the cooperative education experience in his or her learning plan.	The student uses conventions, vocabulary, and terminology with limited effectiveness .	The student uses conventions, vocabulary, and terminology with some effectiveness .	The student uses conventions, vocabulary, and terminology with considerable effectiveness .	The student uses conventions, vocabulary, and terminology with a high degree of effectiveness .

<i>Application – The use of knowledge and skills to make connections within and between various contexts</i>				
<p>The student transfers knowledge and skills (e. g., health and safety measures, learning strategies, competencies, techniques, use of specialized equipment, education and career/life planning) to the placement (e.g., refining and extending skills in the cooperative education placement).</p> <p>The student makes connections within and between various contexts (e.g., between learning in cooperative education, personal experiences and future opportunities).</p>	<p>The student transfers knowledge and skills to new contexts with limited effectiveness.</p> <p>The student makes connections within and between various contexts with limited effectiveness.</p>	<p>The student transfers knowledge and skills to new contexts with some effectiveness.</p> <p>The student makes connections within and between various contexts with some effectiveness.</p>	<p>The student transfers knowledge and skills to new contexts with considerable effectiveness.</p> <p>The student makes connections within and between various contexts with considerable effectiveness.</p>	<p>The student transfers knowledge and skills to new contexts with a high degree of effectiveness.</p> <p>The student makes connections within and between various contexts with a high degree of effectiveness.</p>
Strengths:	Points to improve:		Next steps:	



Achievement Chart: The Student's Cooperative Education Learning Plan - Related Course or Courses Overall Performance: _____

Overall expectation B1: 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

<i>Categories</i>	<i>50 – 59% Level 1</i>	<i>60 – 69% Level 2</i>	<i>70 – 79% Level 3</i>	<i>80 – 100% Level 4</i>
<i>Knowledge and Understanding – Knowledge of subject-specific content of a cooperative education course, and understanding of its meaning and significance</i>				
The student selects, modifies and creates as needed learning goals, success criteria, assessment and evaluation strategies and evidence of learning in relation to his or her cooperative education experience in each section of his or her learning plan (health, safety, and well-being, related course or courses, technical skills and specialized programs, learning skills and work habits, education and career/life goals).	The student demonstrates limited knowledge and understanding of content.	The student demonstrates some knowledge and understanding of content.	The student demonstrates considerable knowledge and understanding of content.	The student demonstrates thorough knowledge and understanding of content.
<i>Thinking – The use of critical and creative thinking skills and inquiry skills and/or processes</i>				
The student uses planning skills to develop and implement his or her learning plan in relation to the cooperative education course.	The student uses planning skills with limited effectiveness .	The student uses planning skills with some effectiveness .	The student uses planning skills with considerable effectiveness .	The student uses planning skills with a high degree of effectiveness .
The student uses processing skills to analyze, reflect and review his or her learning plan.	The student uses processing skills with limited effectiveness .	The student uses processing skills with some effectiveness .	The student uses processing skills with considerable effectiveness .	The student uses processing skills with a high degree of effectiveness .
The student uses critical/creative thinking processes in the “My progress” component of his or her learning plan (e.g., personal reflections, comments, reflection on descriptive feedback given, next steps).	The student uses critical/creative thinking processes with limited effectiveness .	The student uses critical/creative thinking processes with some effectiveness .	The student uses critical/creative thinking processes with considerable effectiveness .	The student uses critical/creative thinking processes with a high degree of effectiveness .
<i>Communication – The conveying of meaning through various forms</i>				
The student expresses and organizes ideas and information in his or her learning plan (e.g., logical organization of ideas, pertinence of ideas).	The student expresses and organizes ideas and information with limited effectiveness .	The student expresses and organizes ideas and information with some effectiveness .	The student expresses and organizes ideas and information with considerable effectiveness .	The student expresses and organizes ideas and information with a high degree of effectiveness .
The student communicates elements of his or her learning plan to the cooperative education teacher and the placement employer and/or supervisor during monitoring meetings.	The student communicates for different audiences with limited effectiveness .	The student communicates for different audiences with some effectiveness .	The student communicates for different audiences with considerable effectiveness .	The student communicates for different audiences with a high degree of effectiveness .
The student uses conventions, vocabulary and terminology in relation to the cooperative education experience in his or her learning plan.	The student uses conventions, vocabulary, and terminology with	The student uses conventions, vocabulary, and terminology with some effectiveness .	The student uses conventions, vocabulary, and terminology with	The student uses conventions, vocabulary, and terminology with a high degree of effectiveness .

<i>Application – The use of knowledge and skills to make connections within and between various contexts</i>				
<p>The student transfers knowledge and skills (e. g., health and safety measures, learning strategies, competencies, techniques, use of specialized equipment, education and career/life planning, related course or courses) to the placement (e.g., refining and extending skills to the cooperative education placement)</p> <p>The student makes connections within and between various contexts (e.g., between learning in the cooperative education placement and the related course or courses, between learning in cooperative education, personal experiences and future opportunities).</p>	<p>The student transfers knowledge and skills to new contexts with limited effectiveness.</p> <p>The student makes connections within and between various contexts with limited effectiveness.</p>	<p>The student transfers knowledge and skills to new contexts with some effectiveness.</p> <p>The student makes connections within and between various contexts with some effectiveness.</p>	<p>The student transfers knowledge and skills to new contexts with considerable effectiveness.</p> <p>The student makes connections within and between various contexts with considerable effectiveness.</p>	<p>The student transfers knowledge and skills to new contexts with a high degree of effectiveness.</p> <p>The student makes connections within and between various contexts with a high degree of effectiveness.</p>
Strengths:	Points to improve:		Next steps:	



Achievement Chart: Overall performance at the placement

Overall performance: _____

Overall expectation B2: 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.

<i>Categories</i>	<i>50 – 59% Level 1</i>	<i>60 – 69% Level 2</i>	<i>70 – 79% Level 3</i>	<i>80 – 100% Level 4</i>
<i>Knowledge and Understanding – Knowledge of subject-specific content of a cooperative education course, and understanding of its meaning and significance</i>				
The student demonstrates knowledge and understanding of the tasks to be completed at the placement (e.g., following instructions, asking questions to seek clarifications, following established routine, adhering to policies and health and safety measures).	The student demonstrates limited knowledge and understanding of content.	The student demonstrates some knowledge and understanding of content.	The student demonstrates considerable knowledge and understanding of content.	The student demonstrates thorough knowledge and understanding of content.
<i>Thinking – The use of critical and creative thinking skills and inquiry skills and/or processes</i>				
The student uses planning skills to complete his or her tasks at the placement.	The student uses planning skills with limited effectiveness .	The student uses planning skills with some effectiveness .	The student uses planning skills with considerable effectiveness .	The student uses planning skills with a high degree of effectiveness .
The student uses processing skills to analyze, review, reflect, and form conclusions at the placement.	The student uses processing skills with limited effectiveness .	The student uses processing skills with some effectiveness .	The student uses processing skills with considerable effectiveness .	The student uses processing skills with a high degree of effectiveness .
The student uses critical/creative thinking processes at the placement (e.g., decision-making, research, innovation, problem-solving, design process).	The student uses critical/creative thinking processes with limited effectiveness .	The student uses critical/creative thinking processes with some effectiveness .	The student uses critical/creative thinking processes with considerable effectiveness .	The student uses critical/creative thinking processes with a high degree of effectiveness .
<i>Communication – The conveying of meaning through various forms</i>				
The student expresses and organizes ideas and information at the placement (e.g., clarity of expression, logical organization of ideas) in oral, visual, and/or written forms (e.g., during observations, discussions and the completion of tasks at the placement).	The student expresses and organizes ideas and information with limited effectiveness .	The student expresses and organizes ideas and information with some effectiveness .	The student expresses and organizes ideas and information with considerable effectiveness .	The student expresses and organizes ideas and information with a high degree of effectiveness .
The student uses conventions, vocabulary, and terminology in relation to his or her cooperative education experience at the placement.	The student uses conventions, vocabulary, and terminology with limited effectiveness .	The student uses conventions, vocabulary, and terminology with some effectiveness .	The student uses conventions, vocabulary, and terminology with considerable effectiveness .	The student uses conventions, vocabulary, and terminology with a high degree of effectiveness .

<i>Application – The use of knowledge and skills to make connections within and between various contexts</i>				
<p>The student transfers knowledge and skills (e.g., health and safety measures, learning strategies, competencies, techniques, use of specialized equipment, education and career/life planning) to the placement (e.g., refining and extending skills to the cooperative education placement).</p> <p>The student makes connections within and between various contexts (e.g., between learning in cooperative education, personal experiences and future opportunities).</p>	<p>The student transfers knowledge and skills to new contexts with limited effectiveness.</p> <p>The student makes connections within and between various contexts with limited effectiveness.</p>	<p>The student transfers knowledge and skills to new contexts with some effectiveness.</p> <p>The student makes connections within and between various contexts with some effectiveness.</p>	<p>The student transfers knowledge and skills to new contexts with considerable effectiveness.</p> <p>The student makes connections within and between various contexts with considerable effectiveness.</p>	<p>The student transfers knowledge and skills to new contexts with a high degree of effectiveness.</p> <p>The student makes connections within and between various contexts with a high degree of effectiveness.</p>
Strengths:	Points to improve:		Next steps:	



Achievement Chart: Overall performance at the placement

Overall performance: _____

Overall expectation B2: 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.

<i>Categories</i>	<i>50 – 59% Level 1</i>	<i>60 – 69% Level 2</i>	<i>70 – 79% Level 3</i>	<i>80 – 100% Level 4</i>
<i>Knowledge and Understanding – Knowledge of subject-specific content of a cooperative education course, and understanding of its meaning and significance</i>				
The student demonstrates knowledge and understanding of the tasks to be completed at the placement (e.g., following instructions, asking questions to seek clarifications, following established routine, adhering to policies and health and safety measures).	The student demonstrates limited knowledge and understanding of content.	The student demonstrates some knowledge and understanding of content.	The student demonstrates considerable knowledge and understanding of content.	The student demonstrates thorough knowledge and understanding of content.
<i>Thinking – The use of critical and creative thinking skills and inquiry skills and/or processes</i>				
The student uses planning skills to complete his or her tasks at the placement.	The student uses planning skills with limited effectiveness .	The student uses planning skills with some effectiveness .	The student uses planning skills with considerable effectiveness .	The student uses planning skills with a high degree of effectiveness .
The student uses processing skills to analyze, review, reflect, and form conclusions at the placement.	The student uses processing skills with limited effectiveness .	The student uses processing skills with some effectiveness .	The student uses processing skills with considerable effectiveness .	The student uses processing skills with a high degree of effectiveness .
The student uses critical/creative thinking processes at the placement (e.g., decision-making, research, innovation, problem-solving, design process).	The student uses critical/creative thinking processes with limited effectiveness .	The student uses critical/creative thinking processes with some effectiveness .	The student uses critical/creative thinking processes with considerable effectiveness .	The student uses critical/creative thinking processes with a high degree of effectiveness .
<i>Communication – The conveying of meaning through various forms</i>				
The student expresses and organizes ideas and information at the placement (e.g., clarity of expression, logical organization of ideas) in oral, visual, and/or written forms (e.g., during observations, discussions and the completion of tasks at the placement).	The student expresses and organizes ideas and information with limited effectiveness .	The student expresses and organizes ideas and information with some effectiveness .	The student expresses and organizes ideas and information with considerable effectiveness .	The student expresses and organizes ideas and information with a high degree of effectiveness .
The student uses conventions, vocabulary, and terminology in relation to his or her cooperative education experience at the placement.	The student uses conventions, vocabulary, and terminology with limited effectiveness .	The student uses conventions, vocabulary, and terminology with some effectiveness .	The student uses conventions, vocabulary, and terminology with considerable effectiveness .	The student uses conventions, vocabulary, and terminology with a high degree of effectiveness .

<i>Application – The use of knowledge and skills to make connections within and between various contexts</i>				
<p>The student transfers knowledge and skills (e. g., health and safety measures, learning strategies, competencies, techniques, use of specialized equipment, education and career/life planning, related course or courses) to the placement (e.g., refining and extending skills to the cooperative education placement).</p> <p>The student makes connections within and between various contexts (e.g., between learning in the cooperative education placement and the related course or courses, between learning in cooperative education, personal experiences and future opportunities).</p>	<p>The student transfers knowledge and skills to new contexts with limited effectiveness.</p> <p>The student makes connections within and between various contexts with limited effectiveness.</p>	<p>The student transfers knowledge and skills to new contexts with some effectiveness.</p> <p>The student makes connections within and between various contexts with some effectiveness.</p>	<p>The student transfers knowledge and skills to new contexts with considerable effectiveness.</p> <p>The student makes connections within and between various contexts with considerable effectiveness.</p>	<p>The student transfers knowledge and skills to new contexts with a high degree of effectiveness.</p> <p>The student makes connections within and between various contexts with a high degree of effectiveness.</p>
Strengths:	Points to improve:		Next steps:	



WEB Resources

English-language

Classroom Component

[EduGAINS](#)

[The Ontario Human Rights Code](#)

[Employment Standards Act, 2000](#)

[Freedom of information and Protection of Privacy Act](#)

[Accessibility for Ontarians with Disabilities Act](#)

Communication

[Top Tips for Effective Interpersonal Communication](#)

[Interpersonal Skills: Definitions and Examples](#)

Confidentiality

[Confidentiality in the Workplace](#) (YouTube)

[Confidentiality](#)

Cooperative Education

[The Ontario Curriculum – Cooperative Education](#)

[Special Education](#)

[Community-Connected Experiential Learning](#)

[Social Insurance Number](#)

[Virtual Cooperative Education \(or e-Co-op\)](#)

Cyberbullying

[What is Cyberbullying?](#)

[Protecting Reputations Online](#)

Decision-Making

[Decision Making Games](#)

[How to Make a Decision](#) (YouTube)

Dual Credit Programs

[Dual Credit Programs](#)

Education and Career/Life Planning Program

[Education and Career/Life Planning Program](#)

Harassment

[Is it Harassment? A Tool to Guide Employees](#)

[Sexual Harassment in Employment \(fact sheet\)/Ontario Human Rights Commission](#)

[What Does Bullying and Harassment Mean for You and Your Workplace? \(YouTube\)](#)

Health and Safety

[Policy/Program Memorandum No. 76A](#)

[Work Education Agreement](#)

[eForm 6](#)

[eForm 7](#)

[eForm 8](#)

[Health and Safety](#)

[Minimum Age](#)

[Workplace Safety and Insurance Act, 1997](#)

[Occupational Health and Safety Act](#)

Icebreaker Activities

[30 Icebreaker Activities for High School and Middle School Students](#)

[Icebreakers Volume 12](#)

Job Application and Interview

[How Do I Apply for a Job?](#)

[Preparing for an Interview](#)

[How to Prepare for a Job Interview \(YouTube\)](#)

[Job Search Tips \(YouTube\)](#)

Leadership

[Lesson Plan: Labor Day and Unions Today](#)

[The 9 Best Leadership Games for Skill Development](#)

[12 Effective Leadership Activities and Games](#)

[84 Leadership Activities, Building Games, and Exercises](#)

Mental Health

[Mental Health and Wellness](#)

[Child and Youth Mental Health: Signs and Symptoms](#)

[School Mental Health: The Curriculum Guide](#)

[Mental Health in the Workplace \(YouTube\)](#)

[What is Mental Health \(YouTube\)](#)

OCEA

[OCEA/AÉCO](#)

OYAP

[OYAP PAJO](#)

[Employment Ontario Partners' Gateways – Ontario Youth Apprenticeship Program \(OYAP\)](#)

[OYAP 2019-20 Program Guidelines](#)

[Occupational Health and Safety Compliance](#)

[Ministry of Labour, Training and Skills Development](#)

[Construction Health and Safety Program](#)

[Commercial Hazards: Slips, Trips, Falls and Other Hazards Video](#)

[Prepare for Apprenticeship](#)

[Pathways to Apprenticeship – Options for Secondary School Students](#)

[Apprenticeship – What Parents Need to Know](#)

[Safety Toolbox Talks: Personal Protective Equipment \(PPE\) \(YouTube\)](#)

[OYAP – LIVE THE SKILLED LIFE! \(YouTube\)](#)

Perseverance

[Perseverance: A Secret to Success](#)

SHSM

[SHSM Policy and Implementation Guide](#)

Stress

[Mental Health: Coping with Stress](#)

[Stress Management Strategies: Ways to Unwind \(YouTube\)](#)

[Managing Stress \(YouTube\)](#)

Time Management

[5 Tips To Better Manage Your Time \(YouTube\)](#)

Unions

[Youths, Unions, and You](#)

French-language

Activités brise-glace

[Répertoire d'activités brise-glace](#)

AÉCO

[OCEA/AÉCO](#)

Communication

[Communication interpersonnelle : apprendre à communiquer au travail](#)

Composante scolaire

[Code des droits de la personne de l'Ontario](#)

[Loi de 2000 sur les normes d'emploi](#)

[Loi sur l'accès à l'information et la protection de la vie privée](#)

[Loi sur l'accessibilité pour les personnes handicapées de l'Ontario](#)

[RÉDO - Ressources éducatives de l'Ontario](#)

[Édusourceontario](#)

[Comment faire bonne impression durant un stage](#) (YouTube)

Confidentialité

[Confidentialité](#) (YouTube)

Cyberintimidation

[La protection de la cyber-réputation](#)

Demande d'emploi et entrevue

[Présenter une demande d'emploi](#)

[Se préparer à l'entrevue](#)

[Comment répondre aux questions d'entrevue](#) (YouTube)

[Trouver un job sans expérience : comment trouver un premier emploi?](#) (YouTube)

Double reconnaissance de crédit

[Programmes à double reconnaissance de crédit](#)

Éducation coopérative

[Le curriculum de l'Ontario - Éducation coopérative](#)

[Éducation de l'enfance en difficulté](#)

[Le cycle de l'apprentissage par l'expérience](#)

[Numéro d'assurance sociale](#)

[Éducation coopérative virtuelle](#)

Gestion du temps

[8 astuces ORGANISATION : ne plus perdre son temps!](#) (YouTube)

Harcèlement

[S'agit-il de harcèlement? Outil au service des employés](#)

[Harcèlement psychologique au travail](#)

[Le harcèlement sexuel dans le domaine de l'emploi \(fiche\)/Commission ontarienne des droits de la personne](#)

Leadership

[Qu'est-ce que le leadership? 10 manières de le définir](#)

[Leader et leadership, ça veut dire quoi exactement pour vous?](#)

[Comment développer son leadership en 12 habitudes \(inspirées de leaders exceptionnels\)](#)

[Ce que ça prend pour être un bon leader au travail](#)
[15 exemples de jeux pour votre prochain team building](#)

MHS

[MHS : Politique et guide de mise en œuvre](#)

PAJO

[OYAP PAJO](#)

[Espace partenaires Emploi Ontario – Programme d'apprentissage pour les jeunes de l'Ontario](#)

[Lignes directrices PAJO 2019-20](#)

[Conformité en matière de santé et de sécurité](#)

[Ministère du Travail, de la Formation et du Développement des compétences](#)

[Programme de santé et de sécurité dans la construction](#)

[Cuisines commerciales : chutes, glissades, trébuchements et autres dangers vidéo](#)

[Préparation à l'apprentissage](#)

[Itinéraires vers l'apprentissage – Options pour les élèves du secondaire](#)

[L'apprentissage des métiers – Ce que les parents doivent savoir](#)

Persévérance

[La persévérance, l'ingrédient secret de la réussite!](#)

Prise de décisions

[Comment prendre de bonnes décisions au travail?](#)

[Pourquoi la prise de décision est si difficile?](#)

[L'art de prendre les bonnes décisions et de ne pas les regretter](#)

[5 techniques pour améliorer vos prises de décisions](#)

Programme de planification d'apprentissage, de carrière et de vie

[Programme de planification d'apprentissage, de carrière et de vie](#)

Santé et sécurité

[Note Politique/Programmes n° 76A](#)

[Accord sur la formation pratique](#)

[Formulaire 6](#)

[Formulaire 7](#)

[Formulaire 8](#)

[Santé et sécurité/Ministère du Travail, de la Formation et du Développement des compétences](#)

[Âge minimum/Ministère du Travail, de la Formation et du Développement des compétences](#)

[Sensibilisation des travailleurs à la santé et à la sécurité en 4 étapes](#)

[Loi de 1997 sur la sécurité professionnelle et l'assurance contre les accidents du travail](#)

[Loi sur la santé et la sécurité au travail](#)

Santé mentale

[Santé mentale et bien-être](#)

[Santé mentale des enfants et des jeunes : signes et symptômes](#)

[La santé mentale et l'école secondaire – Guide de programme](#)

[Santé mentale = Santé](#) (YouTube)

Stress

[Réduire les risques](#)

[Santé mentale/Moyens pour gérer ton stress](#)

[Le stress et l'anxiété chez les adolescents](#) (YouTube)

Syndicat

[C'est quoi un syndicat ? - 1 jour, 1 question](#) (YouTube)



Works Cited

[Accessibility for Ontarians with Disabilities Act](#)

[Employment Standards Act](#)

[Freedom of Information and Protection of Privacy Act](#)

[Human Rights Code](#)

[Ministry of Education, *The Ontario Curriculum, Grades 11 and 12 – Cooperative Education, 2018*](#)

[Ministry of Labour, Training and Skills Development](#)

[Occupational Health and Safety Act](#)

[Policy/Program Memorandum No. 76A](#)

[Workplace Safety and Insurance Act, 1997](#)

Glossary of Terms

Terminology	Definition
Apprentice	A trainee who is learning a skilled trade by working directly with a certified journeyperson who holds a Certificate of Qualification in that trade. He or she has a Registered Training Agreement (RTA) with the Ministry of Labour, Training and Skills Development.
Classroom component	The part of the cooperative education course that allows the student to prepare for the community component, including the integration activities and the monitoring meetings that will take place throughout the course.
Community component	The part of the cooperative education course that engages the student in learning opportunities in the context of the community experience or placement in the workplace.
Student's Cooperative Education Learning Plan	A purposeful learning framework for the cooperative education course that is developed with the collaboration and support of the cooperative education teacher and the placement supervisor.
Essential processes	Important elements of cooperative education courses that should be considered interrelated and connected and that must be followed when developing and implementing cooperative education programs in order to ensure an educationally valuable experience for students.
Experiential learning	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.
Experiential Learning Cycle	A model that researchers use to describe experiential learning.
Integration activities	Activities that will enable the student to achieve the overall and specific learning expectations outlined in the cooperative education curriculum.
Monitoring meetings	Opportunities to bring together the student, the cooperative education teacher, the placement employer or supervisor, and other school staff, as appropriate, to discuss the student's progress.
Ontario Cooperative Education Association (OCEA)	OCEA is the leading provincial association that promotes and supports educational best practices for all experiential learning professionals.
Placement	The part of the cooperative education course that takes place in the workplace, also referred to as the community component.

Placement assessment	A measure that enables the cooperative education teacher to ensure that students have a physically and emotionally safe and educationally meaningful experience.
Specialized programs	Programming that enables students to acquire specific knowledge and skills while meeting the requirements for the Ontario Secondary School Diploma (OSSD).
Work Education Agreement	Standard Ministry of Education form that must be completed and signed for insurance purposes under the Workplace Safety and Insurance Act, 1997 (WSIA) before a student may begin a work placement.




Activities and Forms

Checklist to help you prepare for your interview

<input type="checkbox"/>	Confirm the time and location of the interview and the name of the person you will meet with your cooperative education teacher. Ask how many people will be there, as you will need to bring enough copies of your resumé.
<input type="checkbox"/>	Find out about the placement, the job description and the qualities and skills they are looking for because you want to explain how and why you are the ideal candidate.
<input type="checkbox"/>	<p>Ask about the company:</p> <ul style="list-style-type: none"> - Who is the employer? - What type of business or company is it? - Who are its customers? <p>Visit the company's website or find out if the company has a brochure.</p>
<input type="checkbox"/>	<p>During the interview, bring a portfolio, folder or envelope containing:</p> <ul style="list-style-type: none"> • copies of your resumé; • copies of your reference list; • paper and pencil for taking notes; • copies of reference letters, if applicable.
<input type="checkbox"/>	Be sure to arrange transportation to your interview or map out your bus route beforehand. Try to get to the company location a few days before your interview date to make sure you know the route and how long it will take to get there.
<input type="checkbox"/>	<p>The best way to prepare for an interview is to practice. Ask a friend or family member to simulate an interview with you. Choose questions that would be relevant to your field of work from the following list:</p> <ol style="list-style-type: none"> 1. Why do you want to participate in a cooperative education placement? 2. Why are you interested in this field? 3. What do you know about our company? 4. In your opinion, what skills do you think are required to work in this field? 5. What are your favourite subjects in school and why? 6. What is the most important thing you learned in school? 7. What do you plan to do after high school? 8. Tell me about your experiences in the workplace. 9. Tell me about the volunteer work you did. 10. What are your strengths? 11. What do you need to improve? 12. Why should we accept you? 13. What do you do in your spare time? 14. What are you most proud of? 15. Name three positive things your last boss or teacher would say about you. 16. Give me an example of a time when you did more than was expected of you. 17. What three traits would your friends use to describe you? 18. What do you think are the qualities of a good boss? 19. Tell me about a time when you've had to deal with a conflict at work. 20. Do you have any questions?

Possible Situations during an Interview

Scenarios	Dos and Don'ts, and Why?
1. Peter shows up at the construction site wearing a suit and tie for his interview with an employer.	
2. Matthew wears a nose ring and refuses to take it off for his interview.	
3. Kythana is anxious and wants to chew gum during her interview. She says it's her way of calming her anxiety.	
4. At the end of the interview, Michael asks his employer if he can get paid for his placement because he needs money.	
5. Sarah explains the reason for leaving her part-time job by saying that she didn't get along with her boss.	
6. Edouardo shows up for his interview and sits at the end of his chair without crossing his arms. He gives his full attention to the employer.	
7. John adjusts his attitude and behaviour according to his employer.	
8. Christian is 10 minutes late for his interview. He apologizes and explains why he didn't arrive on time.	
9. Sam lists three references on his resumé. He was only able to contact two of the three to ask their permission.	
10. Karima answers the questions during her interview even though she did not fully understand some of them.	

<p>Student readiness statements</p> <p>Student's name: _____</p>	
The student is always late.	
The student is absent on a regular basis.	
The student demonstrates a lack of autonomy.	
The student could get injured in the workplace.	
The student has difficulty socializing.	
The student often makes bad decisions.	
The student has often demonstrated a lack of judgment.	
The student could get hurt because of lack of attention.	
Workplace expectations exceed the student's abilities.	
The student requires a lot of supervision.	
The student has not completed or submitted the assignments required in the classroom component.	
The student has a bad attitude towards the school and the proposed placement.	
The student has not provided the required proof of immunizations.	
The student lacks personal organization.	
The student has not taken the steps to obtain the criminal background check required by the placement employer or supervisor.	
The student is not ready for an interview with an employer.	
One of the student's parents has not signed the documents required to begin the placement.	
The student has not been recommended by a teacher.	

Problematic Situations during the Placement

Confidentiality

Joseph has always dreamed of pursuing a career as a nurse. He decided to enroll in the cooperative education program at his school and asked that his placement be at the Wellness Hospital. Joseph has been working for a few months, and he enjoys his cooperative education placement at the Maternity Centre. One morning, while checking the patient list, he recognizes a patient's name: Angélique D'Amour. Angélique is a student attending his high school and his best friend Luke's ex-girlfriend. He wonders why she is admitted to the hospital. One of Joseph's tasks is to file the documents in the medical files. He then sees the lab report that confirms that Angélique is pregnant. What makes the situation worse is that she used illegal drugs during her pregnancy. He also sees the social worker's report confirming that Angélique will lose custody of the child once it is born.

Joseph is upset. Is his friend Luke the father? Should he tell Luke what he has just learned?



Questions to elicit reflection during this activity:

- a) *What is the problem in this situation?*
- b) *If you were Joseph, what would you do?*
- c) *Think about your own cooperative education placement – what kind of information should be kept confidential and why?*
- d) *Will you have to sign a confidentiality agreement? What would be the consequences of breaching this agreement?*

Cell phone use

Lexine is doing her cooperative education placement in a factory that specializes in cabinetmaking. She has a smart phone and says she can't live without it. On the shop floor, as in many workplaces, there is a policy against cell phone use during work hours. Lexine finds this frustrating and continues to check her cell phone every hour in case her friends or family need to contact her.



Questions to elicit reflection during this activity:

- a) *What could be the consequences of this action?*
- b) *What would you tell Lexine?*

Breaks

Leo's friend Paul works at the Museum of Nature as part of a cooperative education placement. When Paul is on a break or when he comes to take things to the shipping department, he takes the opportunity to go and meet Leo. This disturbs Leo in his work because he has to stop working to chat with Paul.



Questions to elicit reflection during this activity:

- a) *Leo doesn't want to hurt his friend but at the same time he feels that he comes a little too often. What should he do?*

Absenteeism

Maria participates in a cooperative education placement at a bank during the day and works part-time at a restaurant in the evenings. One day, she decides to take the morning off without notifying the bank or the cooperative education teacher.



Questions to elicit reflection during this activity:

- a) *What are some of the factors that could have led to such a decision?*
- b) *What consequences might this decision have on Maria, her colleagues, and her placement supervisor?*
- c) *How can taking the time to reflect help you make informed decisions about your cooperative education experience?*

Dress Code

The dress code at the Westin Hotel is very strict. Naomi must wear the hotel uniform and a pair of black shoes. Staff must have their hair tied back and cannot have piercings or visible tattoos. Naomi decides that she wants to wear her black Crocs because, in her opinion, they are more comfortable than shoes.



Questions to elicit reflection during this activity:

- a) *What could be the consequences of this action?*
- b) *Is there a dress code for your cooperative education placement or part-time job? What are the requirements? What could be the consequences of non-compliance?*

Difficult Situation

Think of a difficult situation you experienced during your cooperative education placement. If you have not encountered any difficult situations, you can invent one or choose a situation that a colleague experienced.



Questions to elicit reflection during this activity:

- a) *Start by explaining the scenario.*
- b) *What actions did you take or would you have taken to deal with this difficult situation?*
- c) *What could have been the consequences of the situation?*

Monitoring Process and Updating the Learning Plan

Descriptive Feedback
Monitoring meeting # _____
Student's name:
Company name:
Name of placement employer or supervisor:
Position held by the student:
Duties and responsibilities:
Progress:
Skills and knowledge being developed:
Level of communication:
What the student appreciates most about the placement:
What the employer appreciates most about the student:
Areas for improvement:
New responsibilities that could be added:
Health, safety, and well-being:
Experiential learning cycle:
Evidence of learning:
Next steps:

Student Reflection on Withdrawal

My Reflection
Date:
Student's name:
Name of placement employer or supervisor:
Your cooperative education teacher and your employer decided to withdraw you from your cooperative education placement. Provide a brief description of what happened to lead to this decision.
How do you feel about this situation?
What do you think the placement employer or supervisor could have done to avoid this situation?
What do you think you could have done to avoid this situation?
Action plan for the next placement (if applicable):

Knowing Yourself

Which would you prefer?

Working indoors or outdoors	Working during the day or during the evening	Working in the country or in the city
Working by yourself or in a group	Being your own boss or working for somebody else	Performing physical work or non-physical work
Having a job where you travel or a job where there is little travel	Doing routine work or a job where the work changes often	Working in a fast-paced environment or in a calm environment
Working with people or working with things	Working internationally or working in Canada	Inventing/creating or implementing



Assignment:

- a) For each decision question, record your answers in this chart (the order is not important). Next, write your cooperative education placement in the center of the chart.

	My cooperative education placement:	

- b) Are the decisions you made in this quiz aligned with your career path and, more specifically, your cooperative education placement? Provide details.

- c) What prompted you to choose your cooperative education placement?

- d) Give an example of how the following factors may influence your decisions related to your cooperative education experience:

Family expectations	
Personal, school, or family responsibilities	
Cultural or religious values	
Ecological, ethical, financial, or social justice reasons	
Peer pressure	
Schedule conflicts	

- e) How will your cooperative education experience influence your course selection for next year?

- f) Based on what you've learned from your cooperative education experience, are you thinking of pursuing a career in this sector or field?

Knowing the Decision-Making Process

Scenario: Lexi is a Grade 12 student and will be graduating in June. Since Grade 9, she has been a member of the yearbook committee, and she was assigned to take all the school photos because she is very passionate about photography. She would like to start her own photography business as soon as she graduates, has purchased a professional camera with her savings and is looking into the possibility of buying a car with the help of her mother. However, her teachers tell her that she should continue her education and study business administration at the university level (four-year program) because she is really good at math and that there are too many photographers in the area anyway. Her grandfather, who is an amateur photographer, recommends that she study at the college level to improve her technical knowledge. College costs much less than university, and she needs to get her technical skills if she wants to beat the competition.

Lexi is feeling really stressed out about making this decision and decides to seek your help. By following the steps in the decision-making process and filling out the following chart, you will help Lexi make an informed decision.

Gathering information
Analyzing the information Option 1 Pros: Cons: Option 2 Pros: Cons: Option 3 Pros: Cons:
Making a decision and justifying it:

Impact of our Decisions

Case study 1

Chantal just started working on a construction site. Her supervisor told her that she will have to wear CSA-approved steel-toed boots, a hard hat and safety glasses at all times and that she will have to follow strict company procedures. On her first day on the job, she decides to take off her glasses because it really hurts the back of her ears, and she hides her glasses in her coat. One of her responsibilities is to clean up the construction site and, she doesn't care about the procedures for pouring cleaners.

How can even a small decision about safety on the job site harm construction workers and others, now and in the future?

Case study 2

Blake works in a restaurant every weekend. His friend Luke challenges him to take an inappropriate selfie in the restaurant where he works and publish it on Instagram. Blake closes the restaurant on Saturday night and decides to take up the challenge. This will surely make his friends laugh.

What could be the short- and long-term effects of posting an inappropriate photo on social networks?

Case study 3

Tamara's cooperative education placement is at a veterinary clinic. She has a series of tasks to complete upon her arrival. Since it's Friday, there's little to do because all the cleaning has been done during the week. Therefore, she decides to offer her help to the person at the reception desk and to the other technicians who prepare the surgeries.

What impact might this decision have on her colleagues and the placement supervisor? What other repercussions might this decision have now and in the future?

Case study 4

Nick decides to leave his placement an hour early without letting his placement supervisor know. There is a concert tonight and he wants to get there early. His coop teacher shows up for a follow-up meeting and finds that Nick is not there.

What should Nick do differently next time?

Case study 5

Think back on some of the decisions you made during your cooperative education experience. Did these decisions lead you to question your goals?

Case study 6

Melody just made her school's running team. Her cooperative education experience takes place in the afternoon, one hour away from school, so she will be one hour late for practice every time.

What strategies should Melody use to make a decision in this situation?

Case study 7

David thinks he's going to be late for his placement and can't remember what he has to do in this situation.

What should David do?

Case study 8

The placement supervisor asks Isabella to attend a weekend conference that will give her a unique opportunity to network.

What factors might influence Isabella's decision to attend or not?

Skills of a Leader

Ability to:

- plan;
- apply the knowledge gained in other situations;
- build relationships;
- acknowledge the contributions of others and individual differences;
- recognize the strengths of others and give them the opportunity to use them;
- encourage the exchange of ideas;
- reflect on the changes required to improve outcomes and promote learning;
- listen to all the team members' points of view;
- speak with confidence;
- communicate effectively in a variety of contexts.

Situation	Name the skill(s) Hunter should develop and describe what he needs to do to become a competent leader.
Hunter chairs a meeting and asks the opinion of some colleagues and co-workers but ignores Cedric, who is the youngest member of the team.	
Hunter has great difficulty speaking in front of a group.	
Hunter is too busy with the details of the day to think about what to order from his suppliers.	
Hunter always seems to repeat the same mistakes even though he has been working at the same place for three years.	
Rob likes to share his good ideas with Hunter, but Hunter never mentions Rob's contribution at staff meetings.	

Hunter decided to change the procedure for the car wash but he only mentioned it to Justin, who works during the day. He did not send any emails or make any posters to inform the rest of the staff.	
Hunter has no patience with his new service technician and yells at him in front of the entire staff.	
Hunter realizes that Shawna has a lot of potential but he doesn't want to give her additional tasks to develop her strengths because he doesn't want to lose her to another department.	
Hunter doesn't like change. He's happy to continue in the same way even though he knows there are new technologies that could improve his customer service.	
At the staff meeting, Kevin suggests brainstorming ideas for the new marketing campaign. Hunter says he doesn't have time in his schedule for this activity.	

Identifying Leaders

Leader's name:

Name of the organization:

What has the leader accomplished? How?

How has this leader inspired you in your life?

Organizational Leadership

Who are these people and what are their titles? What makes you think they are leaders? What qualities and skills have you identified in these people?

In the business or organization where your cooperative education experience takes place, how do the leaders lead and respond to environmental, social, political, or economic issues? Start a conversation with your placement supervisor to find out more.

Sometimes leaders have to assert themselves. Describe a situation in which leaders at your cooperative education placement had to be assertive. At other times, leaders need to show sensitivity and empathy. Under what circumstances did you witness this?

Leadership sometimes comes from working collaboratively - in an industry association, a union, a community or band council, a non-profit organization or a charity. Has collective leadership been evident in your cooperative education experience? In what ways?

Now it's your turn to take a leadership role. How can you show leadership in your cooperative education placement?

Finish this sentence:

During my cooperative education placement, I developed qualities and skills that I can use to engage my community in...

Problematic Situations and Case Studies

Situation 1 - Dealing with a difficult colleague

You dream of becoming a chef and working at Restaurant Le Gala, the nicest restaurant in town. Your cooperative education teacher knows the owner and has been able to organize a cooperative education placement for you at this high-end restaurant. You want to impress the staff because you'd like to pursue a career as a chef someday. However, your co-worker, the assistant cook, doesn't seem too happy about having someone to train and keeps complaining every time he comes to work. He is particularly grumpy and decides that you will be his target of discontent. You feel stressed out and overwhelmed by the situation and don't know how to react. You start to feel anxious every time you go to work. What are you going to do?

Situation 2 - Insufficient workload during the work placement

You just started your cooperative education placement at the Discovery Talent Agency. You would like to pursue a career in theater and you feel that this placement could open doors for you. Unfortunately, Mrs. Burnett, the owner of the agency, was out of the office during your first day of training so you were assigned to file documents all day. Since Mrs. Burnett is a very busy woman, she asked the secretary to assign you tasks. After your first week, you feel that the placement is monotonous and that you are given work just to keep you busy. Yesterday, the secretary was in a meeting for part of the day and you had no assigned duties and no supervision. You feel bored and frustrated by the situation. What are you going to do?

Situation 3 - Employer-employee relationship

You are a young girl and you work in a hairdressing salon as a cooperative education student. The owner is about 45 years old and is married. Mondays are quiet days and the boss decides that he wants you to wash his hair to practise. He tells you to get closer to him and lean in further to wash his hair. He says that he likes to have his hair washed by a young girl. You feel uncomfortable. The next day, he asks you to do it again, saying that you need more practice. What are you going to do?



Case studies

Stress

Leanne is participating in her cooperative education placement at the Champlain Sports Centre. The centre is very busy and she feels very stressed out by the workload she has been assigned.



Questions to elicit reflection during this activity:

- How we manage stress can have a significant impact on our mental health and our safety and well-being at work. What can you do to maintain a healthy balance between school, personal life, and work?*
- What techniques could you use to help you cope with the stress caused by school deadlines, your cooperative education program, part-time work, and social pressures?*

Sexual harassment

Sebastien is enjoying his cooperative education placement at the daycare but he sometimes feels intimidated because he is the only man at the Early Childhood Centre. The female staff tease him often, even a little too much. One of the young employees compliments him and he feels that she is constantly looking at him. When she speaks to him, she often touches him and it makes him uncomfortable. She stands very close to him when she speaks to him.



Questions to elicit reflection during this activity:

- a) *Is Sebastien a victim of sexual harassment? Why or why not?*
- b) *What forms of harassment may occur in the workplace?*
- c) *What steps should workers take if they are being harassed?*
- d) *How important is it to respect the “personal space” of your colleagues?*

Social media and the workplace



You are participating in a cooperative education placement at the Mortgage and Housing Centre. It's Lee's birthday, an employee at the centre. Noah, her co-worker, decides to bake her a cake and bring non-alcoholic champagne because he really appreciates her help and he would also like to celebrate her new promotion. He invites the entire staff to sing “Happy Birthday” and join in the celebrations during their break. The work atmosphere becomes quite festive. An employee takes out her cell phone and takes photos. After work, Noah decides to check his Facebook account and realizes, to his surprise, that there are several photos of the gathering that were posted by a colleague. Some photos give the impression that staff are drinking alcohol at work.



Questions to elicit reflection during this activity:

- a) *Should Noah be worried? What should he tell his colleague who posted these photos?*
- b) *If that wasn't enough, one of his co-workers wrote a message on Noah's wall explaining that she is frustrated by her manager's decision to promote Lee and that she no longer enjoys working at the Mortgage and Housing Centre. The language used was even a little vulgar. What could be the consequences of posting such a message on social media?*

Emotional security

Karen participates as a cooperative education student at a passport office. When she started her placement, she went through an extensive customer service training. She was trained to keep calm in all circumstances and to smile at all times, and that she was to never forget that she was a passport office representative.

As the holidays are approaching, several people are scrambling to apply for their passport at the last minute. Clients are losing patience as they wait in line. It is becoming more and more difficult for Karen not to show her emotions. During her lunch break, she starts crying in the bathroom because she can't take it anymore. She does not want to disappoint her supervisor or her cooperative education teacher who has worked hard to find her this placement. What would her parents say if she quit her placement?



Questions to elicit reflection during this activity:

- a) *What advice would you give to Karen?*
- b) *Do you feel you can confide in your supervisor if you have any concerns?*

My Personal Balance Sheet

Circle the answer that best describes your personal behaviour at school or at work (e.g., part-time job, cooperative education placement). Scores will be given once you have completed the questionnaire.

Series I – Ability to concentrate

	A	B	C	D	E	Points
1. Do you feel like you're running in a lot of directions at once?	Very often	Often	Sometimes	Rarely	Never	
2. Can you focus on the really important things?	Never	Rarely	Sometimes	Often	Very often	
3. Do you find the time to think about new things?	Never	Rarely	Sometimes	Often	Very often	
4. Do you start with the easiest and save the hardest for last?	Very often	Often	Sometimes	Rarely	Never	
5. Do you ever forget a good idea or forget to do a job?	Very often	Often	Sometimes	Rarely	Never	
					Series 1 total	

Series II – Planning ability

	A	B	C	D	E	Points
1. Do you manage to finish your work in the time you estimated?	Never	Rarely	Sometimes	Often	Very often	
2. Do you spend a lot of time dealing with urgent problems?	Very often	Often	Sometimes	Rarely	Never	
3. Do you need to extend previously established deadlines?	Very often	Often	Sometimes	Rarely	Never	
4. Do you change your priorities at the last minute?	Very often	Often	Sometimes	Rarely	Never	
5. Do you know your responsibilities and work priorities?	Very often	Often	Sometimes	Rarely	Never	
					Series II total	

Series III – Ability to work in a team

	A	B	C	D	E	Points
1. Do you tend to want to do the work yourself to make sure it's done properly?	Very often	Often	Sometimes	Rarely	Never	
2. Do you find it difficult to say no to your employer or friends when they ask you for help and you don't really have the time?	Very often	Often	Sometimes	Rarely	Never	
3. Do you have confidence in the competence and motivation of those around you?	Not at all	A little	Sometimes	A lot	Very much	
4. Do you leave others free to use whatever means they choose?	Rarely	Sometimes	Often	Very often	Always	
5. Are you looking for perfection in everything?	Always	Very often	Often	Sometimes	Not often	
					Series III total	

Series IV – Personal organizational skills

	A	B	C	D	E	Points
1. Are you open and willing to improve your performance through new processes, methods, or techniques?	Rarely	Sometimes	Often	Very often	Always	
2. Do you tend to be overwhelmed with paperwork?	Very often	Often	Sometimes	Rarely	Never	
3. Do you find that you spend a lot of time talking to your colleagues?	Always	Very often	Often	Sometimes	Rarely	
4. Do you ever have downtime when you're trying to figure out what to do?	Very often	Often	Sometimes	Rarely	Never	
5. Are there times when you can't find a file or document you need?	Very Often	Often	Sometimes	Rarely	Never	
					Series IV total	

TOTAL _____

Correction key

For each answer, write the points in the last column of the questionnaire according to the following scale.

Answers from Column A: 0 points

Answers from Column B: 2.5 points

Answers from Column C: 5 points

Answers from Column D: 7.5 points

Answers from Column E: 10 points

Add up the points obtained in each series and enter the total. Each series represents a potential 50 points for a grand total of 200 points.

Series	Time management	Subtotal
Series I	Ability to concentrate	
Series II	Planning ability	
Series III	Ability to work in a team	
Series IV	Personal organizational skills	
	TOTAL	

Reflection on my time management

My strengths are:
What I could do better:
Steps I need to take to better manage my time:

STUDENT MEETING FORM

Date of meeting:		Person in charge of the meeting:	
Other school staff members:			
Student's name:		Grade:	IEP <input type="checkbox"/> Yes <input type="checkbox"/> No
Have you already participated in cooperative education? <input type="checkbox"/> Yes <input type="checkbox"/> No			
Placement Employer:		What was the related course or courses?	
What do you know about cooperative education?			
Why do you want to participate in cooperative education? How many credits do you wish to earn?			
Does your schedule allow you to participate in cooperative education (e.g., sports, part-time job, family obligations)?			
Have you ever participated in other forms of experiential learning (e.g., job shadowing, job twinning)?			
Are you currently participating in SHSM or OYAP? (Elaborate on these specialized programs.)			
Which cooperative education course interests you and would be most appropriate for you? Creating Opportunities through Co-op (DCO3O) or Cooperative Education Linked to a Related Course (or Courses)?			
If you choose Cooperative Education Linked to a Related Course (or Courses), which course or courses, that you have already successfully completed or that you will be taking concurrently, could be better linked to your work placement?			
What employment sectors, fields or careers are you interested in?			
1. _____			
2. _____			
3. _____			
What are your goals and interests as defined in your Individual Pathways Plan (IPP)?			

Have you thought about cooperative education placement opportunities? Do you have any contacts in this field? If so, is this cooperative education placement in line with your learning objectives?

What are your strengths or assets related to the desired placement (e.g., computer skills, courses taken, work experience, volunteer work)?

Tell me about your punctuality and your attendance.

Are there any possible constraints regarding the work placement (e.g., health problems, allergies, distance, transportation)? **Additional information may be required. Please consult the IEP or the special education teacher.**

Participating in cooperative education brings with it special responsibilities for you as a student in the program. We will take a few minutes to discuss them. (Each board has its own process which could include a contract or a checklist.)

For internal use only

Recommendations

- ☐ The student is a good candidate for cooperative education.
- ☐ The student should try a shorter-term form of experiential learning before participating in cooperative education.
- ☐ The student should wait another semester or year before participating in cooperative education. (Follow-up with school principal, if required.)
- ☐ The student must take further steps before starting the community component.
- ☐ The student should reconsider his or her course selection. (Follow-up with guidance counselor, if necessary.)

Assessment of the Community Placement

Unpaid students and learners are considered workers under the [Occupational HEALTH and Safety Act](#) (OHSA) and have the same duties and rights as paid workers. They therefore have the right to know about workplace hazards and the right to refuse unsafe work. All workers, including unpaid students, learners and trainees, must complete a basic occupational health and safety awareness training for workers and meet all requirements set out in [Ontario Regulation 297/13](#). Placement employers have the same duties to protect the health and safety of unpaid students and learners who are workers under the OHSA as they do to protect their paid workers. Workers have a general duty to take responsibility for personal health and safety. Workers in the workplace who see a health and safety problem such as a hazard or contravention of the Act in the workplace have a duty to report the situation to the employer or a supervisor. Employers and supervisors are, in turn, required to address those situations.

Name of Organization:	Address:	Telephone:
Type of Placement:	Student:	
Cooperative Education Teacher:	Form completed by School Representative: Organization Representative:	

LEARNING ENVIRONMENT AND WELL-BEING			
1. Will this placement provide a sufficient range of educationally rich learning opportunities based on the Student's Cooperative Education Learning Plan?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
2. Does the placement supervisor have the necessary background and competencies to guide the student? Please identify the worker responsible for supervising the student.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
Name: _____			
3. Will the placement provide a learning environment that is supportive, safe, and accepting?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
4. Will the placement provide a learning environment that is inclusive, culturally responsive, and equitable?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
5. Is the learning environment free from violence, harassment, and discrimination?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
Comments:			
WORKING ENVIRONMENT			
1. Is the facility safe, clean and an appropriate working environment?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
➤ Is ventilation adequate?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
➤ Are safety guards, conveyer belts, tracks, and other equipment up to standards?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
➤ Are rest and eating areas clean and free from contaminants?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
➤ Is the workplace equipped with a first aid station, eye-wash station, and safety signs?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
2. Are there suitable washrooms/change facilities?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
3. Will the employer provide health and safety awareness training/orientation (e.g., general workplace orientation: tour of the workplace, location of fire extinguishers, first aid stations and fire exits, evacuation procedures, staff bulletin boards)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>

4. Does the organization have a health and safety policy?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
5. Are the health and safety policies and other related documents easily accessible to students (e.g., bulletin board)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
6. Is the supervisor familiar with accident reporting procedures?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
➤ Has the student been introduced to the health and safety representative?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
7. Does the organization have policies regarding emergency procedures (e.g., cleared pathways, marked exits) in response to various emergency events (e.g., fire, chemical spills)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
Comments:			
HAZARDS			
<p><i>An unpaid high school student participating in a work experience program authorized by the school board operating the student's school is subject to the minimum age requirements set out in the OHSA's regulations under Minimum Age Requirements.</i></p> <p><i>If placement employers are unsure of the rules that pertain to a specific hazard they should verify the OHSA.</i></p>			
1. Will the student be exposed to or be required to work with any hazardous materials?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
➤ Are the hazardous materials identified with a WHMIS label?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
➤ Are the Material Safety Data Sheets (MSDS) readily available?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
➤ Will the organization offer WHMIS training specific to the hazardous materials used during the placement?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
If yes, specify:			
2. Will the student be working with or exposed to any biological hazards (e.g. animals, plants, insects, human bodily fluids, infectious diseases or uncooked food)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
➤ Will the student receive training for working with biological hazards?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
If yes, specify:			
3. Will the student's duties involve lifting (e.g. lifting materials, client/patient)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
➤ Will the student be offered specific training on proper lifting techniques?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
If yes, specify:			
4a. Will the student be required to use hand tools?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
➤ Will the student receive training on safe and proper use of the tools?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
4b. Will the student be required to use industrial/power equipment and/or industrial/power tools?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
➤ Are the equipment and/or tools fitted with safety guards and/or safety devices?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
➤ Will the student receive training on safe and proper use of the equipment and/or tools?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
➤ Are the equipment and/or tools fitted with Lockout/Tagout mechanisms?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
➤ Will the student be trained in Lockout/Tagout procedures?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>

If yes, specify:			
5. Will the student be required to operate mobile equipment (e.g., forklift, crane, overhead crane, watercraft)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
➤ Will the student be trained or licensed according to provincial laws to operate mobile equipment?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
If yes, specify:			
6. Will the student be required to ride as a passenger or drive in a motor vehicle licensed for the road during his or her placement (e.g., company vehicle, personal vehicle or truck)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
If yes, specify:			
7. Will the student be required to work in a confined space (e.g., storage areas, crawl space)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
➤ Will the student receive training on safety requirements for working in a confined space?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
If yes, specify:			
8. Will the student be required to work at heights?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
➤ If working with ladders, will training be provided?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
➤ If working at more than 3 meters, will "Working at Heights Training" be provided? Construction Projects O. Reg. 297/13	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
If yes, specify:			
9. Will the student be required to work on bodies of water?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
➤ Will the necessary steps be taken to ensure the student's safety (e.g., swim test)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
If yes, specify:			
10. Will the student be required to work in a pit or a quarry (see Minimum Age Requirements)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
➤ Will the student receive training for such circumstances?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
If yes, specify:			
11. Will the student be exposed to physical agents (e.g., vibration, noise, extremes in temperature)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
➤ Will the student receive appropriate training for such circumstances?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
If yes, specify:			
12. Will the student be placed in dangerous situations (e.g., worker/client conflicts)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
➤ Will the necessary steps be taken to ensure the student's safety?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>

If yes, specify:			
13. Will the employer provide any other sector-specific safety training not previously mentioned?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
If yes, specify:			
PERSONAL SAFETY			
1. Will the student know how to summon assistance in various situations? NOTE: Cooperative education students must always be supervised at worksites.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
If yes, specify:			
2. Will accommodations be provided to the student based on his or her learning needs (e.g., quiet setting, additional support and/or accommodations as stipulated in the student's IEP)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
If yes, specify:			
3. Will there be general consideration of the student's mental and physical health before any work assignment?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
If yes, specify:			
4. Will the student be required to wear personal protective equipment?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
➤ Will the student receive training on the proper use of personal protective equipment?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
➤ Will the personal protective equipment be fitted and maintained properly?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
If yes, specify:			
5. Will the personal protective equipment be provided by the employer?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
If yes, specify:			
6. Will the student be required to receive any immunizations or preventative testing/health screening?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
If yes, specify:			
Recommendation			
This placement is: ACCEPTABLE <input type="checkbox"/> NOT ACCEPTABLE <input type="checkbox"/> ACCEPTABLE on the following conditions:			
Comments and special considerations:			
Assessment Date:			
Cooperative Education Teacher's signature:			
As a Placement Employer and/or Supervisor I understand my responsibilities as stated under the OHSA:			

Achievement Chart

The Student's Cooperative Education Learning Plan - DC030

Overall Performance: _____

Overall expectation B1: 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

<i>Categories</i>	<i>50 – 59% Level 1</i>	<i>60 – 69% Level 2</i>	<i>70 – 79% Level 3</i>	<i>80 – 100% Level 4</i>
<i>Knowledge and Understanding – Knowledge of subject-specific content of a cooperative education course, and understanding of its meaning and significance</i>				
The student selects, modifies and creates as needed learning goals, success criteria, assessment and evaluation strategies and evidence of learning in relation to his or her cooperative education experience in each section of his or her learning plan (health, safety, and well-being, DC030 (strands C and D), technical skills and specialized programs, learning skills and work habits, education and career/life goals).	The student demonstrates limited knowledge and understanding of content.	The student demonstrates some knowledge and understanding of content.	The student demonstrates considerable knowledge and understanding of content.	The student demonstrates thorough knowledge and understanding of content.
<i>Thinking – The use of critical and creative thinking skills and inquiry skills and/or processes</i>				
The student uses planning skills to develop and implement his or her learning plan in relation to the cooperative education course.	The student uses planning skills with limited effectiveness.	The student uses planning skills with some effectiveness.	The student uses planning skills with considerable effectiveness.	The student uses planning skills with a high degree of effectiveness.
The student uses processing skills to analyze, reflect and review his or her learning plan.	The student uses processing skills with limited effectiveness.	The student uses processing skills with some effectiveness.	The student uses processing skills with considerable effectiveness.	The student uses processing skills with a high degree of effectiveness.
The student uses critical/creative thinking processes in the “My progress” component of his or her learning plan (e.g., personal reflections, comments, reflection on descriptive feedback given, next steps).	The student uses critical/creative thinking processes with limited effectiveness.	The student uses critical/creative thinking processes with some effectiveness.	The student uses critical/creative thinking processes with considerable effectiveness.	The student uses critical/creative thinking processes with a high degree of effectiveness.
<i>Communication – The conveying of meaning through various forms</i>				
The student expresses and organizes ideas and information in his or her learning plan (e.g., logical organization of ideas, pertinence of ideas).	The student expresses and organizes ideas and information with limited effectiveness.	The student expresses and organizes ideas and information with some effectiveness.	The student expresses and organizes ideas and information with considerable effectiveness.	The student expresses and organizes ideas and information with a high degree of effectiveness.
The student communicates elements of his or her learning plan to the cooperative education teacher and the placement employer and/or supervisor during monitoring meetings.	The student communicates for different audiences with limited effectiveness.	The student communicates for different audiences with some effectiveness.	The student communicates for different audiences with considerable effectiveness.	The student communicates for different audiences with a high degree of effectiveness.
The student uses conventions, vocabulary and terminology in relation to the cooperative education experience in his or her learning plan.	The student uses conventions, vocabulary, and terminology with limited effectiveness.	The student uses conventions, vocabulary, and terminology with some effectiveness.	The student uses conventions, vocabulary, and terminology with considerable effectiveness.	The student uses conventions, vocabulary, and terminology with a high degree of effectiveness.

<i>Application – The use of knowledge and skills to make connections within and between various contexts</i>				
<p>The student transfers knowledge and skills (e. g., health and safety measures, learning strategies, competencies, techniques, use of specialized equipment, education and career/life planning) to the placement (e.g., refining and extending skills in the cooperative education placement).</p> <p>The student makes connections within and between various contexts (e.g., between learning in cooperative education, personal experiences and future opportunities).</p>	<p>The student transfers knowledge and skills to new contexts with limited effectiveness.</p> <p>The student makes connections within and between various contexts with limited effectiveness.</p>	<p>The student transfers knowledge and skills to new contexts with some effectiveness.</p> <p>The student makes connections within and between various contexts with some effectiveness.</p>	<p>The student transfers knowledge and skills to new contexts with considerable effectiveness.</p> <p>The student makes connections within and between various contexts with considerable effectiveness.</p>	<p>The student transfers knowledge and skills to new contexts with a high degree of effectiveness.</p> <p>The student makes connections within and between various contexts with a high degree of effectiveness.</p>
Strengths:	Points to improve:		Next steps:	

Achievement Chart

The Student's Cooperative Education Learning Plan - Related Course or Courses

Overall Performance: _____

Overall expectation B1: 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

<i>Categories</i>	<i>50 – 59% Level 1</i>	<i>60 – 69% Level 2</i>	<i>70 – 79% Level 3</i>	<i>80 – 100% Level 4</i>
<i>Knowledge and Understanding – Knowledge of subject-specific content of a cooperative education course, and understanding of its meaning and significance</i>				
The student selects, modifies and creates as needed learning goals, success criteria, assessment and evaluation strategies and evidence of learning in relation to his or her cooperative education experience in each section of his or her learning plan (health, safety, and well-being, related course or courses, technical skills and specialized programs, learning skills and work habits, education and career/life goals).	The student demonstrates limited knowledge and understanding of content.	The student demonstrates some knowledge and understanding of content.	The student demonstrates considerable knowledge and understanding of content.	The student demonstrates thorough knowledge and understanding of content.
<i>Thinking – The use of critical and creative thinking skills and inquiry skills and/or processes</i>				
The student uses planning skills to develop and implement his or her learning plan in relation to the cooperative education course.	The student uses planning skills with limited effectiveness.	The student uses planning skills with some effectiveness.	The student uses planning skills with considerable effectiveness.	The student uses planning skills with a high degree of effectiveness.
The student uses processing skills to analyze, reflect and review his or her learning plan.	The student uses processing skills with limited effectiveness.	The student uses processing skills with some effectiveness.	The student uses processing skills with considerable effectiveness.	The student uses processing skills with a high degree of effectiveness.
The student uses critical/creative thinking processes in the “My progress” component of his or her learning plan (e.g., personal reflections, comments, reflection on descriptive feedback given, next steps).	The student uses critical/creative thinking processes with limited effectiveness.	The student uses critical/creative thinking processes with some effectiveness.	The student uses critical/creative thinking processes with considerable effectiveness.	The student uses critical/creative thinking processes with a high degree of effectiveness.
<i>Communication – The conveying of meaning through various forms</i>				
The student expresses and organizes ideas and information in his or her learning plan (e.g., logical organization of ideas, pertinence of ideas).	The student expresses and organizes ideas and information with limited effectiveness.	The student expresses and organizes ideas and information with some effectiveness.	The student expresses and organizes ideas and information with considerable effectiveness.	The student expresses and organizes ideas and information with a high degree of effectiveness.
The student communicates elements of his or her learning plan to the cooperative education teacher and the placement employer and/or supervisor during monitoring meetings.	The student communicates for different audiences with limited effectiveness.	The student communicates for different audiences with some effectiveness.	The student communicates for different audiences with considerable effectiveness.	The student communicates for different audiences with a high degree of effectiveness.
The student uses conventions, vocabulary and terminology in relation to the cooperative education experience in his or her learning plan.	The student uses conventions, vocabulary, and terminology with	The student uses conventions, vocabulary, and terminology with some effectiveness.	The student uses conventions, vocabulary, and terminology with	The student uses conventions, vocabulary, and terminology with a high degree of effectiveness.

<i>Application – The use of knowledge and skills to make connections within and between various contexts</i>				
<p>The student transfers knowledge and skills (e. g., health and safety measures, learning strategies, competencies, techniques, use of specialized equipment, education and career/life planning, related course or courses) to the placement (e.g., refining and extending skills to the cooperative education placement)</p> <p>The student makes connections within and between various contexts (e.g., between learning in the cooperative education placement and the related course or courses, between learning in cooperative education, personal experiences and future opportunities).</p>	<p>The student transfers knowledge and skills to new contexts with limited effectiveness.</p> <p>The student makes connections within and between various contexts with limited effectiveness.</p>	<p>The student transfers knowledge and skills to new contexts with some effectiveness.</p> <p>The student makes connections within and between various contexts with some effectiveness.</p>	<p>The student transfers knowledge and skills to new contexts with considerable effectiveness.</p> <p>The student makes connections within and between various contexts with considerable effectiveness.</p>	<p>The student transfers knowledge and skills to new contexts with a high degree of effectiveness.</p> <p>The student makes connections within and between various contexts with a high degree of effectiveness.</p>
Strengths:	Points to improve:		Next steps:	

Achievement Chart

Overall performance at the placement - DC030

Overall performance: _____

Overall expectation B2: 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.

<i>Categories</i>	<i>50 – 59% Level 1</i>	<i>60 – 69% Level 2</i>	<i>70 – 79% Level 3</i>	<i>80 – 100% Level 4</i>
<i>Knowledge and Understanding – Knowledge of subject-specific content of a cooperative education course, and understanding of its meaning and significance</i>				
The student demonstrates knowledge and understanding of the tasks to be completed at the placement (e.g., following instructions, asking questions to seek clarifications, following established routine, adhering to policies and health and safety measures).	The student demonstrates limited knowledge and understanding of content.	The student demonstrates some knowledge and understanding of content.	The student demonstrates considerable knowledge and understanding of content.	The student demonstrates thorough knowledge and understanding of content.
<i>Thinking – The use of critical and creative thinking skills and inquiry skills and/or processes</i>				
The student uses planning skills to complete his or her tasks at the placement.	The student uses planning skills with limited effectiveness .	The student uses planning skills with some effectiveness .	The student uses planning skills with considerable effectiveness .	The student uses planning skills with a high degree of effectiveness .
The student uses processing skills to analyze, review, reflect, and form conclusions at the placement.	The student uses processing skills with limited effectiveness .	The student uses processing skills with some effectiveness .	The student uses processing skills with considerable effectiveness .	The student uses processing skills with a high degree of effectiveness .
The student uses critical/creative thinking processes at the placement (e.g., decision-making, research, innovation, problem-solving, design process).	The student uses critical/creative thinking processes with limited effectiveness .	The student uses critical/creative thinking processes with some effectiveness .	The student uses critical/creative thinking processes with considerable effectiveness .	The student uses critical/creative thinking processes with a high degree of effectiveness .
<i>Communication – The conveying of meaning through various forms</i>				
The student expresses and organizes ideas and information at the placement (e.g., clarity of expression, logical organization of ideas) in oral, visual, and/or written forms (e.g., during observations, discussions and the completion of tasks at the placement).	The student expresses and organizes ideas and information with limited effectiveness .	The student expresses and organizes ideas and information with some effectiveness .	The student expresses and organizes ideas and information with considerable effectiveness .	The student expresses and organizes ideas and information with a high degree of effectiveness .
The student uses conventions, vocabulary, and terminology in relation to his or her cooperative education experience at the placement.	The student uses conventions, vocabulary, and terminology with limited effectiveness .	The student uses conventions, vocabulary, and terminology with some effectiveness .	The student uses conventions, vocabulary, and terminology with considerable effectiveness .	The student uses conventions, vocabulary, and terminology with a high degree of effectiveness .

<i>Application – The use of knowledge and skills to make connections within and between various contexts</i>				
<p>The student transfers knowledge and skills (e.g., health and safety measures, learning strategies, competencies, techniques, use of specialized equipment, education and career/life planning) to the placement (e.g., refining and extending skills to the cooperative education placement).</p> <p>The student makes connections within and between various contexts (e.g., between learning in cooperative education, personal experiences and future opportunities).</p>	<p>The student transfers knowledge and skills to new contexts with limited effectiveness.</p> <p>The student makes connections within and between various contexts with limited effectiveness.</p>	<p>The student transfers knowledge and skills to new contexts with some effectiveness.</p> <p>The student makes connections within and between various contexts with some effectiveness.</p>	<p>The student transfers knowledge and skills to new contexts with considerable effectiveness.</p> <p>The student makes connections within and between various contexts with considerable effectiveness.</p>	<p>The student transfers knowledge and skills to new contexts with a high degree of effectiveness.</p> <p>The student makes connections within and between various contexts with a high degree of effectiveness.</p>
Strengths:	Points to improve:		Next steps:	

Achievement Chart

Overall performance at the placement – Related Course or Courses

Overall performance: _____

Overall expectation B2: 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.

<i>Categories</i>	<i>50 – 59% Level 1</i>	<i>60 – 69% Level 2</i>	<i>70 – 79% Level 3</i>	<i>80 – 100% Level 4</i>
<i>Knowledge and Understanding – Knowledge of subject-specific content of a cooperative education course, and understanding of its meaning and significance</i>				
The student demonstrates knowledge and understanding of the tasks to be completed at the placement (e.g., following instructions, asking questions to seek clarifications, following established routine, adhering to policies and health and safety measures).	The student demonstrates limited knowledge and understanding of content.	The student demonstrates some knowledge and understanding of content.	The student demonstrates considerable knowledge and understanding of content.	The student demonstrates thorough knowledge and understanding of content.
<i>Thinking – The use of critical and creative thinking skills and inquiry skills and/or processes</i>				
The student uses planning skills to complete his or her tasks at the placement.	The student uses planning skills with limited effectiveness .	The student uses planning skills with some effectiveness .	The student uses planning skills with considerable effectiveness .	The student uses planning skills with a high degree of effectiveness .
The student uses processing skills to analyze, review, reflect, and form conclusions at the placement.	The student uses processing skills with limited effectiveness .	The student uses processing skills with some effectiveness .	The student uses processing skills with considerable effectiveness .	The student uses processing skills with a high degree of effectiveness .
The student uses critical/creative thinking processes at the placement (e.g., decision-making, research, innovation, problem-solving, design process).	The student uses critical/creative thinking processes with limited effectiveness .	The student uses critical/creative thinking processes with some effectiveness .	The student uses critical/creative thinking processes with considerable effectiveness .	The student uses critical/creative thinking processes with a high degree of effectiveness .
<i>Communication – The conveying of meaning through various forms</i>				
The student expresses and organizes ideas and information at the placement (e.g., clarity of expression, logical organization of ideas) in oral, visual, and/or written forms (e.g., during observations, discussions and the completion of tasks at the placement).	The student expresses and organizes ideas and information with limited effectiveness .	The student expresses and organizes ideas and information with some effectiveness .	The student expresses and organizes ideas and information with considerable effectiveness .	The student expresses and organizes ideas and information with a high degree of effectiveness .
The student uses conventions, vocabulary, and terminology in relation to his or her cooperative education experience at the placement.	The student uses conventions, vocabulary, and terminology with limited effectiveness .	The student uses conventions, vocabulary, and terminology with some effectiveness .	The student uses conventions, vocabulary, and terminology with considerable effectiveness .	The student uses conventions, vocabulary, and terminology with a high degree of effectiveness .

<i>Application – The use of knowledge and skills to make connections within and between various contexts</i>				
<p>The student transfers knowledge and skills (e. g., health and safety measures, learning strategies, competencies, techniques, use of specialized equipment, education and career/life planning, related course or courses) to the placement (e.g., refining and extending skills to the cooperative education placement).</p> <p>The student makes connections within and between various contexts (e.g., between learning in the cooperative education placement and the related course or courses, between learning in cooperative education, personal experiences and future opportunities).</p>	<p>The student transfers knowledge and skills to new contexts with limited effectiveness.</p> <p>The student makes connections within and between various contexts with limited effectiveness.</p>	<p>The student transfers knowledge and skills to new contexts with some effectiveness.</p> <p>The student makes connections within and between various contexts with some effectiveness.</p>	<p>The student transfers knowledge and skills to new contexts with considerable effectiveness.</p> <p>The student makes connections within and between various contexts with considerable effectiveness.</p>	<p>The student transfers knowledge and skills to new contexts with a high degree of effectiveness.</p> <p>The student makes connections within and between various contexts with a high degree of effectiveness.</p>
Strengths:	Points to improve:		Next steps:	