



**BOARD OF EDUCATION OF  
SCHOOL DISTRICT NO. 46 (SUNSHINE COAST)**

**EDUCATION COMMITTEE NOTES  
Held on Wednesday, November 27, 2013 at 1:00 p.m.  
At the School Board Office – Gibsons, BC**

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**PRESENT:** TRUSTEES: Christine Younghusband, Chair; Betty Baxter; Lori Dixon; Greg Russell  
STAFF/OTHERS: Patrick Bocking, Superintendent; Greg Kitchen, Assistant Superintendent; Lee-Ann Ennis, DPAC; Vanessa Clarke, District Principal; Erica Reimer, Recording Secretary; Phil Luporini; Lenora Joe

**REGRETS:** Trustee Silas White, Carolyn Smith, Candace Campo, Louise Herle

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The meeting was called to order at 1:05 p.m.

1) Board Authorised / Approved Course (Work Experience 10)

District Principal, Phil Luporini, presented the framework for the proposed Work Experience 10 course to be offered in the 2014/2015 school year. The course provides an introduction to career exploration and community-based work experience. The course follows a similar framework as the Work Experience 12 course but offers students an opportunity to explore career options at an earlier age. The full course proposal is attached to these minutes.

Committee members requested clarification on course hours and requirements. A suggestion was made to continue offering career and trades opportunities to younger students. District Principal Luporini reported on plans to engage children in trades and career mini-sessions as early as grade 6.

2) Parent Engagement

Trustee Younghusband reported that all PACs have representatives sitting on the District Parents' Advisory Council (DPAC). The next DPAC meeting is scheduled for November 28 and will include a budget presentation by Secretary-Treasurer Weswick.

The committee engaged in a conversation surrounding parent communications. Assistant Superintendent Kitchen reported that all schools are striving to update web-based school calendars. The district considers parents to be a key partner and understands the need to focus on strong communication efforts. In addition to newsletters and other means of communication, the district uses the Synrevoice system, which allows for automated calls and email messages to go out to parents. Parents are encouraged to call the school directly if more information is needed and to periodically check the school website for school updates.

3) Review of Existing Community Partnerships

The committee discussed a list of existing partnerships with district schools provided in the meeting package. Superintendent Bocking reported that principals were requested to provide information on community partners and the list was a compilation of the information received. Trustees indicated a desire to see a focus on strategic partnerships that would strengthen the strategic plan. The item was tabled to a future meeting with a suggestion to bring back thoughts on what partnerships with the district would look like.

4) Superintendent Report on Achievement

Superintendent Bocking spoke to the Report on Achievement for the 2012/2013 school year. The report provides data and evidence to report on student achievement for district goals established in the Achievement Contract. He highlighted the following areas of focus:

- Aboriginal completion rates have increased, hopeful that this is the beginning of an upward trend.
- Classroom assessments show increases in reading levels however FSA results show a decline – additional research required to determine differences.
- Discrepancy between aboriginal and non-aboriginal reading levels shows need for improvement.
- Decreasing enrolment is a reality for the district, best efforts are being made to ensure there will be adequate elective opportunities.

Committee members engaged in a discussion surrounding the discrepancy between classroom assessments and FSA results, as well as the increased completion rates for aboriginal students.

**Recommendations:**

“That the Board of Education of School District No. 46 (Sunshine Coast) approve the Work Experience 10 BAA Course.”

“That the Board of Education of School District No. 46 (Sunshine Coast) approve the Superintendent Report on Achievement.”

**Next meeting**

The committee agreed to cancel the December meeting. The next meeting is scheduled for January 22, 2014. Future agenda items include:

- Grad Survey
- Community Partnerships

The meeting adjourned at 2:30 p.m.



# Board/Authority Authorised Course

## Work Experience 10

School District/Independent School Authority Name	Sunshine Coast
School District/Independent School Authority Number	<b>No. 46</b>
Developed by	Phil Luporini
Date Developed	<b>November 26, 2013</b>
School Name	<b>Sunshine Coast Secondary Schools</b>
Principal's Name	Phil Luporini
Superintendent Approval Date (for School Districts only)	
Superintendent Signature (for School Districts only)	
Board/Authority Approval Date	
Board/Authority Chair Signature	
Course Name	<b>Work Experience 10</b>
Grade Level of Course	<b>10</b>
Number of Course Credits	<b>1, 2, 3, 4</b>
Number of Hours of Instruction	<b>Between 25 – 100</b>
Prerequisite(s)	<b>None</b>
Special Training, Facilities or Equipment Required	<b>None</b>
Course Synopsis	An introduction to career exploration and community-based work experience.



## Rationale

This course has been developed to support and encourage students with making a transition from school to a work site. It follows similar guidelines as the Ministry approved Work Experience 12 courses, however, as this is an introduction to Work Experience the learning outcomes will be adjusted to the appropriate grade level. It is designed for 14 -16 year old students who are currently enrolled as full-time students in the regular school program, but are unsure of their future career path. It is aimed at helping students to become exposed to various career paths, to identify their personal strengths and skill sets towards various careers. It may also guide students towards various courses within their graduation program, therefore making their courses become more relevant.

To support this, students will have the opportunity to have work experience in a number of different career interests, earning credit towards their graduation program.

The program is designed to allow students to:

- experience the roles and responsibilities of employment and appreciate the time constraints imposed in terms of attendance at both school and work
- relate classroom skills and knowledge to an employment context
- identify & develop interpersonal skills, and maturity
- become aware of the changing nature and demands of the workplace
- experience the potential career opportunities available
- increase employment prospects



Organizational Structure: (units, topics, modules): (per placement)

Unit/Topic	Title	Time
Unit 1	Careers Facilitator Consultation	2 hours
Unit 2	Workplace Application - Employer interview	1 hour
Unit 3	Work Health and Safety	
Unit 4	Secure and Maintain Work	
Unit 5	Education and Career Planning	
	Total Hours	25 – 100 hours

## Unit Descriptions

### Unit 1: Careers Facilitator Consultation

*It is expected that students will:*

- Identify areas of interest for placement
- describe their strengths and weaknesses for placement at a work site
- produce a resume
- participate in a mock interview with the Careers Facilitator

### Unit 2: Workplace Application

*It is expected that students will:*

- identify and describe the type of work done while on work experience
- use employability skills while on work experience
- demonstrate a positive work ethic and meet performance standards of the workplace
- use workplace-specific skills while on work experience
- identify how a workplace problem can be analyzed/solved



### **Unit 3: Workplace Health and Safety**

*It is expected that students will:*

- apply hazard recognition and injury prevention skills in a work experience placement
- demonstrate knowledge of basic workplace incident and accident response procedures and protocols
- demonstrate knowledge of workplace health and safety rights and responsibilities
- analyze hazards or potential hazards in an occupation or industry sector related to a work experience placement (e.g., restaurant industry, construction industry)

### **Unit 4: Secure and Maintain Work**

*It is expected that students will:*

- apply job search skills, including resumé writing and a job interview, for work experience placements
- demonstrate an understanding of workplace ethics and workplace etiquette

### **Unit 5 Education and Career Planning**

*It is expected that students will:*

- analyze the impact of work experience learning on their graduation transition plan required for Graduation Transitions
- identify a chosen Focus Area (e.g., Business and Applied Business, Health and Human Services, Trades and Technology) and describe how four in-school courses and the work experience placements support this Focus Area

## **Assessment Component**

Teachers determine the actual assessment criteria and measurement activities.

Common assessment measures used in work experience courses include:

- student activity / learning logs
- employability skills performance scales
- portfolios / training plans
- occupation-specific performance scales
- employer evaluations
- student self-assessments
- written reports and / or oral presentations
- student projects or products
- reflective journals
- resumé and interview skills demonstrations



## Learning Outcomes

### Careers Facilitator Consultation

Prescribed Learning Outcomes	Suggested Achievement Indicators
<ul style="list-style-type: none"> <li>• identify and describe the type of work experience desired</li> </ul>	active participation with the Careers Facilitator
<ul style="list-style-type: none"> <li>• Resume</li> </ul>	produce a resume appropriate for the potential work experience placement
<ul style="list-style-type: none"> <li>• be prepared for a work experience placement</li> </ul>	participate in a mock interview for the placement discuss appropriate behavior, attire, etc... for the job site



## Workplace Application

Prescribed Learning Outcomes	Suggested Achievement Indicators
<ul style="list-style-type: none"> <li>• identify and describe the type of work done while on work experience</li> </ul>	<p>list and describe the type of work done and tasks performed</p> <p>create a log or journal of work experience placements and update log on a daily or weekly basis</p>
<ul style="list-style-type: none"> <li>• use employability skills while on work experience</li> </ul>	<p>compile a chart listing the employability skills used in school and compare this list to the employability skills used during work experience</p> <p>identify two employability skills that were considered essential for success during the work placements</p> <p>describe why these two employability skills were so important</p>
<ul style="list-style-type: none"> <li>• demonstrate a positive work ethic and meet performance standards of the workplace</li> </ul>	<p>analyze how teamwork skills contributed to the success of the work experience, and analyze how teamwork by all workers affected productivity at the work site</p> <p>provide at least three examples of how workplace performance improved by accepting feedback or suggestions from workplace supervisors or others</p>
<ul style="list-style-type: none"> <li>• use workplace-specific skills while on work experience</li> </ul>	<p>identify and list at least two technical or workplace-specific skills used while on work placements (e.g., use of specific tools, computer software programs, cooking skills, inventory control)</p> <p>describe the selection and use of appropriate equipment, tools, or technology for tasks and assignments while on work placements</p>
<ul style="list-style-type: none"> <li>• identify the transferable skills acquired from in-school courses that were used during work experience placements (e.g., accounting, applied math, carpentry, mechanics, video production, cooking, writing, computer skills, presentation skills)</li> </ul>	<p>identify at least two transferable education skills that were used during work experience, and indicate how they were used</p> <p>identify at least two additional skills that may be required to meet career goals, and describe the types of courses that could provide these skills</p>





## Workplace Health and Safety

Prescribed Learning Outcomes	Suggested Achievement Indicators
<ul style="list-style-type: none"> <li>• apply hazard recognition and injury prevention skills in a work experience placement</li> </ul>	<p>initiate conversation with supervisor and ask questions about workplace hazards and workplace safety procedures (record the information in a journal)</p> <p>practise and accurately document safe work procedures appropriate to the work site</p> <p>use established safety guidelines for recognizing hazards and reducing risk and injury in the workplace (e.g., those set out by the Workers' Compensation Board, WHMIS)</p> <p>use personal protective and other safety equipment appropriate to the work site</p>
<ul style="list-style-type: none"> <li>• demonstrate knowledge of basic workplace incident and accident response procedures and protocols</li> </ul>	<p>identify fire exits, alarms, and first-response personnel in the work experience placement</p> <p>describe or list protocols and procedures for reporting accidents and incidents that may occur in the work experience placement</p> <p>list reasons why it is important to report every workplace injury, no matter how minor</p>



## Secure and Maintain Work

Prescribed Learning Outcomes	Suggested Achievement Indicators
<ul style="list-style-type: none"> <li>• apply job search skills, including résumé writing and a job interview, for work experience placements</li> </ul>	<p>prepare an updated résumé for work experience placements</p> <p>participate in a job interview for a work experience placement</p> <p>communicate with the employer to thank them for the work placement</p>
<ul style="list-style-type: none"> <li>• demonstrate an understanding of workplace ethics and workplace etiquette</li> </ul>	<p>use examples to compare and contrast ethics and etiquette in</p> <p>explain why confidentiality of workplace information is important to both employer and employee</p>

## Education and Career Planning

Prescribed Learning Outcomes	Suggested Achievement Indicators
<ul style="list-style-type: none"> <li>• analyze the impact of work experience learning on their graduation transition plan required for Graduation Transitions</li> </ul>	<p>describe personal short-term and long-term education and career goals</p> <p>outline employment options that relate to career, education, and personal goals</p> <p>create or update a résumé that includes work experience placements</p> <p>describe how participating in work experience assisted with development or confirmation of the transition plan</p>



## Learning Resource

Learn Now BC <http://www.learnnowbc.ca>

**Work Experience Guide for Ministry Authorized Courses:**

[https://www.bced.gov.bc.ca/irp/pdfs/health\\_career\\_education/2009pg\\_minauthworkexper.pdf](https://www.bced.gov.bc.ca/irp/pdfs/health_career_education/2009pg_minauthworkexper.pdf)

## Additional Information

Through this opportunity it is expected that students will:

- \* learn through experience and on-the-job training (different from formal classroom learning settings)
- \* have the opportunity to consolidate previous experience, demonstrate skills and gain experience that makes further study more meaningful
- \* have the opportunity to learn the culture of the workplace
- \* learn, develop and apply skills relevant to the workplace
- \* gain information and experience to enable informed career choice and planning
- \* experience various work cultures
- \* gain confidence
- \* make contact with employers
- \* gain knowledge of employers' expectations and demonstrate to host employers their potential as employees