



UNIT 5: CAREER AND COMMUNITY EXPERIENCES

Assessment Plan

- GLO J: Understand, engage in, and manage own life/work building process. 77, 78
- GLO D: Locate and effectively use life/work information. 77, 78

Achieving the Learning Outcomes

- GLO J: Understand, engage in, and manage own life/work building process. 79, 82
- GLO D: Locate and effectively use life/work information. 80, 81

UNIT 5: CAREER AND COMMUNITY EXPERIENCES

Assessment Plan

Before Career and Community Experience

Assessment Target: GLO J: Understand, engage in, and manage one's own life/work building process. SLO 5.J.1

Assessment for Learning:

Have students reflect on the presentations and field trips.

Assessment of Learning:

Have students each identify two possible community experiences for placement and write a one-page proposal for each, justifying their value as good placement opportunities.

Assessment Target: GLO D: Locate and effectively use life/work information. SLO 5.D.1

Assessment for Learning:

Through individual student-teacher conferences, students each use their AEPs to determine specific learning outcomes to target during their career and community experiences.

During Career and Community Experience

Assessment Target: GLO D: Locate and effectively use life/work information. SLO 5.D.2

Assessment for Learning:

Assessment for Learning: Have students each keep a log of their career and community experiences.

Assessment of Learning:

Students each meet with their community supervisors to review their performances of skills, duties, and learning outcomes, as recorded on their Training Plans.

Assessment Target: GLO D: Locate and effectively use life/work information. SLO 5.D.2

Assessment for Learning:

As a culminating activity, students each submit a report explaining how the employment experience had an impact on their values, skills, and interests, using their log as a reference.

Assessment Target: GLO J: Understand, engage in, and manage one's own life/work building process. SLO 5.J.2

Assessment for Learning:

Have students write a reflective journal entry (see Appendix B) about the activities and experiences in the classroom and community throughout this whole course.

Assessment of Learning:

Students each submit their revised Annual Education Plans as part of their Career Portfolios. Students also add their reports about the career and community experiences to their Career Portfolios.

UNIT 5: CAREER AND COMMUNITY EXPERIENCES

Achieving the Learning Outcomes

	Suggested Time Allotments
■ Overview	26 hours
■ Before Career and Community Experience	6–7 hours
■ During Career and Community Experience	10–12 hours
■ After Career and Community Experience	4–5 hours

Before Career and Community Experience

All students must be registered with Manitoba Education and Training for Workers Compensation **before** commencing a career and community experience. Work Placement Registration Forms and instructions on how to properly complete and submit forms are available at www.edu.gov.mb.ca/k12/policy/work_ed.html.

GLO J: Understand, engage in, and manage own life/work building process.

Prescribed Learning Outcomes	Suggestions for Instruction
<p>5.J.1 Determine suitable community experiences to explore occupational goals.</p>	<p>Finding My Community Placement</p> <p>Students review their AEPs and Career Portfolios to refresh their minds about their career interests and goals.</p> <p>Students canvass their local community and use online sources and local telephone directories to conduct research into possible career and community experiences.</p> <p>Organize community field trips, career symposiums, business community guest speakers (from the local Chamber of Commerce, for example), mentorship arrangements, and presentations by post-secondary institutions and apprenticeship and technical training organizations.</p> <p>A_{for} Students write reflective journal entries (see Appendix B) about their research, the presentations, and the field trips, and on how various possible career experiences available in their community fit with their occupational goals.</p> <p>A_{of} Students each identify two possible community experiences for placement, and write a one-page proposal for each, justifying their value as good placement opportunities.</p>

GLO D: Locate and effectively use life/work information.

Prescribed Learning Outcomes

Suggestions for Instruction

5.D.1

Discuss and describe short-term job placement expectations and responsibilities.

What to Expect from My Community Placement

Schools and/or school divisions need to develop a career and community experience agreement form for students and their parents to read and sign. Terms of agreement addressing issues such as the following should be included:

- waiving of wages or remuneration for work done as part of a community experience
- coverage under *The Workers Compensation Act* by Manitoba Education and Training
- health and safety precautions as determined by the school division and community placement, in accordance with school division safety and liability policies
- permission to share personal information about students
- attendance requirements
- transportation to and from community sites
- costs to the student related to the community placement
- additional requirements of particular work sites (e.g., criminal record check, child abuse registry check, agreement of confidentiality)

Once community placements are set, students each contact their community experience supervisors to discuss expectations and responsibilities for their short-term placements. Arrange presentations about expectations and responsibilities for each placement.

Expectations and responsibilities are recorded on the Career and Community Experience Training Plan form (see Appendix A), which becomes part of the students' career and community experience log.

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Through individual student-teacher conferences, students each use their AEPs to determine specific learning outcomes to target during their career and community experiences. A list of these learning outcomes is attached to each student's Career and Community Experience Training Plan.

All students must be registered before any career and community experience. Registration forms are available at www.edu.mb.ca/k12/policy/work_ed.html.

During Career and Community Experience

GLO D: Locate and effectively use life/work information.

Prescribed Learning
Outcomes

Suggestions for Instruction

5.D.2

Describe and assess attitudes, skills, and procedures observed at work placement.

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Logging My Experience and Observations

Students each keep a log for every day at their career and community experience sites. A sample format for student logs is provided in Appendix A.

Student logs include observations and reflections on the attitudes, skills, and procedures demonstrated at their work placements and how these match with expectations and goals.

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Assessing My Experiences

Students each meet with their community supervisors to review their performances of skills, duties, and learning outcomes, as recorded on their Training Plans. Two sample evaluation forms (Career and Community Experience Evaluation Form—General and Career and Community Experience Evaluation Form—Specific Skills) are provided in Appendix A.

After Career and Community Experience

GLO D: Locate and effectively use life/work information.

Prescribed Learning
Outcomes

Suggestions for Instruction

5.D.2

Describe and assess attitudes, skills, and procedures observed at work placement.

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Reporting My Experience

Students each write a report about their community site experiences, and the worker attitudes, worker skills, and workplace procedures that they observed. Students each explain how the employment experience has had an impact on their values, skills, and interests, using their log as a reference.

Each report includes an assessment of the suitability of the placement and any effect it has had on the student's future plans.

GLO J: Understand, engage in, and manage one’s own life/work building process.

Prescribed Learning Outcomes

Suggestions for Instruction

5.J.2
Revise and complete Annual Education Plan.

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Reflecting on the Career and Development Course

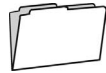
Students each write a reflective journal entry (see Appendix B) about the activities and experiences in the classroom and community throughout this whole course. What was the most useful skill, piece of knowledge, or attitude they’ve learned? What was the most surprising? What do they still need to learn?



Revising Plans

Students review their proposed Annual Education Plans and revise their course selection, short-term goal setting, and long-term goal setting where necessary.

Students discuss any revisions with parents, teachers, and the school counsellor.



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Students add their AEPs and other reports related to career and community experiences to their Career Portfolios.
