
Big Idea 5 Education and training are essential to entering into, and succeeding in, the workplace.

GLO 5.1: Demonstrate an understanding of how the **cross-curricular** knowledge and skills found in school **subjects** can be transferred to other subjects, daily life, the workplace, and post-secondary education.

SLO 5.1.1: Demonstrate an awareness of the transferable **cross-curricular** knowledge and skills found in school subjects that can help one learn what one needs to know to work in the occupation(s).

Question for inquiry and/or reflection:

- What are some of the things that I learn in each of my high school subjects that will help me succeed in my occupation(s), university, or college, and life itself?

SLO 5.1.2: Demonstrate an awareness of the following cross-curricular **literacy** knowledge and skills found in English language arts that will help in the occupation(s), university, or college: reading, writing, document use, and oral communication.

SLO 5.1.3: Demonstrate an awareness of the cross-curricular **numeracy** knowledge and skills found in mathematics that will help in the occupation(s), university, or college.

SLO 5.1.4: Demonstrate an awareness of the cross-curricular **digital and computer** knowledge and skills found in information and communication technology (ICT) that will help in the occupation(s), university, or college.

Resource:

- Skills for Success:
www.canada.ca/en/services/jobs/training/initiatives/skills-success/tools.html

SLO 5.1.5: Demonstrate an understanding of how knowledge and skills learned in **each high school subject** can be transferred to the occupation(s), university, or college.

Question for inquiry and/or reflection:

- What are some of the things that I learn in each of my school subjects that can help me succeed in my occupation(s), university or college, and life itself?

GLO 5.2: Demonstrate an awareness of **trades, apprenticeship**, and the **Red Seal Program**.

Comment:

- Only students interested in entering the trades should demonstrate an **understanding** of the detailed information in this GLO. This will make their experience more successful. Students who are not interested in entering the trades only need an **awareness** of the content in this GLO.

SLO 5.2.1: Demonstrate an understanding of the differences between **trade and non-trade occupations**.

Resource:

- In Manitoba, trades are those occupation(s) that Apprenticeship Manitoba have designated as trades: www.gov.mb.ca/aesi/apprenticeship/discover/mbtrades/index.html

SLO 5.2.2: Demonstrate an understanding of the differences between **compulsory and voluntary** trades.

Resource:

- Manitoba Trades: Understanding Compulsory Trades: www.gov.mb.ca/aesi/apprenticeship/discover/mbtrades/compulsarytrades.html

SLO 5.2.3: Demonstrate an understanding of **apprenticeship** in Manitoba.

Resource:

- Discover Apprenticeship Programs: www.gov.mb.ca/aesi/apprenticeship/discover/index.html

SLO 5.2.4: Demonstrate an understanding of the steps that the apprentice needs to take in order to become a **journey person**.

Resource:

- Manage Your Apprenticeship: www.gov.mb.ca/aesi/apprenticeship/manage/index.html

SLO 5.2.5: Demonstrate an understanding of the **Red Seal Program**.

Resource:

- Red Seal Program: www.red-seal.ca/eng/w.2lc.4m.2.shtml

SLO 5.2.6: Demonstrate an understanding of Manitoba's High School Apprenticeship Program (HSAP) (information available at www.edu.gov.mb.ca/k12/cur/teched/sy_app_option.html).

GLO 5.3: Demonstrate an awareness of **training opportunities** for employees.

SLO 5.3.1: Demonstrate an understanding of **technical training providers** for apprentices, including certain high schools, private vocational institutions (PVI) (some of whom are sponsored by unions), the Manitoba Institute of Technology and Trades (MITT), and Manitoba's three community colleges.

Resource:

- Training opportunities are listed on the individual trade's page here: www.gov.mb.ca/aesi/apprenticeship/discover/mbtrades/index.html

SLO 5.3.2: Describe an awareness of ways in which employees stay current with the occupation(s) by **updating their understanding and skills**.

Questions for inquiry and/or reflection:

- Workers need to update their understanding and skills by taking courses, reading trade journals, attending conferences, and so on. How do they do that? Is there a mechanism in place, or do employees have to update their skills and knowledge on their own?
- How much time do employees have to spend outside of regular work hours updating their understanding and skills?
- Do employees update their knowledge and skills at their own expense, or does someone else (such as their employer or government) do so?

GLO 5.4: Demonstrate an awareness of **community colleges** and how they can help one reach one's goals.

Comment:

- Students should be aware of the differences between the types of post-secondary institutions, but focus on the type that they would be most likely to attend.

SLO 5.4.1: Demonstrate an awareness of **community colleges** and how they can help one reach one's goals.

Comment:

- Encourage students to search the website of the community college (including MITT) that they would be the most likely to attend, to discover some of the programs that they offer, and the breadth of occupations for which they offer training.

GLO 5.5: Demonstrate an understanding of **universities** and how they can help one reach one's goals.

SLO 5.5.1: Demonstrate an awareness of how **faculties associated with professions** (such as education, law, medicine, engineering, and architecture) differ from programs from other faculties (arts, sciences, etc.)

Comments:

- **Faculties associated with professions** are designed to prepare students to enter a specific profession, including accreditation from an accrediting body, which accredits that university program. For example, in order to become a professional engineer, students need to successfully complete an engineering program. Programs often include work experience, volunteering, co-op work experiences, practicums, and so on, either paid or unpaid. Graduates are likely to obtain employment in that profession after graduation. Students who wish to become teachers, lawyers, physicians, or engineers, and work in Manitoba, for example, need to graduate from a program that is accredited by the accrediting body in Manitoba.
- **Faculties not associated with professions are not designed to prepare students for one specific profession** or earn specific accreditation. Instead, they prepare students for a broad range of professions. For example, students who complete a Bachelor of Arts in history or a Bachelor of Science in biology have not earned accreditation to become professional historians or biologists, partly because historians and biologists need a master's degree or a Ph.D. They also prepare students to begin their career in history or biology, as well as in many other areas. For example,
 - Students need to study biology in order to enter health care programs such as nursing or medicine.
 - Students need to study history in order to earn a history teachable in a Faculty of Education so that they will be better qualified to work as history teachers in Kindergarten to Grade 12 schools.
 - Students learn about accreditation in GLO 3.2.

Questions for inquiry and/or reflection:

- Some university graduates have a hard time finding employment in the area that they studied. What are some possible reasons? Would it help to learn more about career development?

SLO 5.5.2: Demonstrate an awareness of some **universities** (either local or distant), and some of their **programs** that are of interest.

SLO 5.5.3: Demonstrate an awareness of the **non-teaching roles** (especially research) of universities and professors.

Resource:

- Appendix B: Academia for High School Students

SLO 5.5.4: Demonstrate an awareness of **academia**, and its role in universities.

SLO 5.5.5: Demonstrate an awareness of the difference **between a sessional university lecturer and a tenured university professor**, and why it is important for university students to understand the differences.

GLO 5.6: Demonstrate an understanding of **private vocational institutions (PVI)s**, and how they can help one reach one's goals.

SLO 5.6.1: Demonstrate an awareness of PVI)s, and the types of training that they offer.

Resource:

- The following PVI)s are registered with the government of Manitoba:
www.edu.gov.mb.ca/pvi/list/index.html

GLO 5.7: Demonstrate an understanding of how one can **succeed** in post-secondary education.

SLO 5.7.1: Demonstrate an awareness of the **challenges faced by first-year post-secondary students**.

SLO 5.7.2: Demonstrate an awareness of the **reasons** that some first-year post-secondary students discontinue their studies.

SLO 5.7.3: Demonstrate an understanding of **how students can succeed** in their post-secondary experience.

Question for inquiry and/or research:

- Why do you think so many first-year post-secondary students do not complete their first year or do poorly? What could you do to increase the likelihood that you will have a successful first year?