

 <p>OTTAWA CATHOLIC SCHOOL BOARD</p>	<p>IMMACULATA HIGH SCHOOL Cooperative Education</p>
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Teacher: L. Hache

Description: Cooperative education is a hands-on method of learning that allows students to earn secondary school credits towards their OSSD by combining in-school studies with related work experiences. The student's learning activities at the work placement are closely aligned to one or more related course(s) in which the student is enrolled or which he or she has successfully completed. The cooperative education course and the related course(s) together constitute a student's cooperative education program.

Course Organization:

The cooperative education course includes pre-placement, integration and placement components. The Ontario Ministry of Education policy document for Cooperative Education and Other Forms of Experiential Learning, 2000 (p.29) provides an overview of scheduled hours for each of these components. **Students must remain at their placements until the date stipulated in their Work Education Agreement, even in cases where the required course hours have been completed before the end of the school term. The completion date of this agreement coincides with the completion date of other school courses.**

Overall Expectations:

Preplacement: Pre-placement orientation will involve review and application of the knowledge and skills that students have acquired through the achievement of the curriculum expectations included in the Grade 10 Careers Course Exploration of Opportunities and Preparation for Transitions and Change strands. In addition, students will be expected to demonstrate self-assessment skills, job-readiness skills and an understanding of the following: the school and placement expectations that they are to achieve in the cooperative education course; the placement-specific workplace health and safety considerations; issues relating to confidentiality and the right to privacy, as outlined in the Freedom of Information and Protection of Privacy Act; work ethics and the responsible use of information technology; the individual's right to function in a climate free from abuse and harassment; relevant sections of the Employment Standards Act and the Human Rights Act; the history and role of labour unions; and appropriate methods of dealing with and reporting concerns or problems at the placement. Additional pre-placement learning expectations may be identified in the IEPs of exceptional students and other students who receive a special education program or services. These expectations may relate to self-advocacy skills and to the student's understanding of the workplace accommodations that will be made to suit his or her special needs.

Integration: The integration portion of the classroom component of a cooperative education course involves sessions with students that are held at various times throughout the course and is designed to provide students with the opportunity to relate the placement experience both to the curriculum expectations of the related course and to the expectations related to cooperative education and reflect on and analyze their placement experiences. Students are expected to achieve the following expectations during their integration sessions: demonstrate the ability to access related career information; demonstrate an understanding of labour market trends and of the nature of the workplace in the future; demonstrate an understanding of the changing role of men and women at work; demonstrate an

understanding of issues relating to human rights, discrimination, harassment, and disability; and demonstrate the ability to produce an effective exit résumé.

Placement: Overall and specific curriculum expectations from the related course curriculum will be integrated into the student's personal placement learning plan as well as the employer's expectations and the expectations of the classroom component of the course that apply to the placement.

Catholic Graduate Expectations: Our goal for all students is to experience an education based on our Catholic Graduate Expectations. We work in community to develop graduates that are:

- Discerning Believers Formed in the Catholic Faith Community
- Effective Communicators
- Reflective and Creative Thinkers
- Self-Directed, Responsible, Life-Long Learners
- Collaborative Contributors
- Caring Family Members
- Responsible Citizens

Assessment, Evaluation and Reporting: The primary purpose of assessment and evaluation is to improve student learning. Students will understand what is expected of them, using learning goals, and success criteria, based on the overall expectations. Feedback (self, peer, teacher) supports learning, and plays a critical role in academic achievement and success.

The development of learning skills and work habits is a key indicator of future success. The following learning skills and work habits will be developed, assessed, and reported during this course:

- Responsibility fulfills responsibilities and commitments (*e.g. accepts and acts on feedback*)
- Organization manages time to complete tasks and achieve goals (*e.g. meets goals, on time*)
- Independent work uses class time appropriately to complete tasks (*e.g. monitors own learning*)
- Collaboration works with others, promotes critical thinking (*e.g. provides feedback to peers*)
- Initiative demonstrates curiosity and an interest in learning (*e.g. sets high goals*)
- Self-Regulation sets goals, monitors progress towards achieving goals (*e.g. sets, reflects goals*)

Group work supports collaboration, an important 21st century skill. This will be assessed only as a learning skill. Homework may also be assessed as a learning skill. Evaluation completed in class will be based only on individual student work. Regular attendance is important to support group work, various forms of feedback, and to allow students to demonstrate evidence of their learning. Students are responsible for providing evidence of their own learning (with references where required), in class, within given timelines. Next steps in response to academic integrity issues, such as lack of work completion, plagiarism, or other forms of cheating, range from providing alternate opportunities, to a deduction of marks.

The achievement chart identifies four levels, based on achievement of the overall expectations:

Level 1	achievement falls below the provincial standard	(50-59%)
Level 2	achievement approaches the provincial standard	(60-69%)
Level 3	achievement is at the provincial standard	(70-79%)
Level 4	achievement surpasses the provincial standard	(80-100%)

The report card grade will be based on evidence of student performance, including observations, conversations and student products. Consideration will be given to more recent evidence (skill development) and the most consistent level of achievement.

Mark Breakdown:

Term Work (70%) will include a variety of assessments designed to demonstrate students' development in their knowledge and understanding, thinking and inquiry, communication and application, of all overall expectations. While the cooperative education teacher and the placement supervisor must jointly evaluate the student's performance at the placement, the **teacher alone** is responsible for determining the student's final grade.

Summative evaluation (30%) takes place towards the end of the semester, is completed in class, and provides the final opportunity for students to demonstrate what they know, and the skills they have learned, based on the overall expectations of the related course and cooperative education program. In cooperative education, the summative evaluation will consist of rich summative assessment tasks, such as: career fair project; portfolio; related course project or presentation, teacher: student conference, etc.

Awarding of Course Credit: Students who demonstrate evidence of achievement of overall expectations, **and** earn a mark of 50% or greater, will earn one credit for the course with the following exception:

Students who do not complete their summative evaluation will not earn their credit regardless of their mark and hours completed at their work placement.

Student and Parent/Guardian Acknowledgement

We have read the above course outline and are aware of the student responsibilities to attend class / co-op placement on a regular basis and to provide evidence of learning within the established timelines.

Student's Name (print): _____

Student's Signature: _____

Parent/Guardian Name (print): _____

Parent/Guardian Signature: _____