

Omushkego Land-Based Cooperative Education Policies and Procedures Principal's and Teacher's Guide



Celebrating the Omushkego Cycle of Life

Omushkego Land-Based Cooperative Education Policies and Procedures Principal's and Teacher's Guide

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Introduction to Cooperative Education

Cooperative education provides secondary school students with a wide range of rigorous learning opportunities connected to communities outside the school. It is designed to recognize and respond to the diversity of Ontario's student population, and it can engage *all* students. In cooperative education, students learn in safe, culturally responsive environments in the community, and they are actively involved in determining what they learn, how they learn, when and where they learn, and how they demonstrate their learning. Participation in cooperative education can lead to transformational change, engaging students in unique experiences that they will remember throughout their lives.

Cooperative education promotes the acquisition and refinement of skills, knowledge, and habits of mind that support education and career/life planning and fosters positive attitudes towards learning that help students become independent, lifelong learners. Cooperative education contributes substantially to a comprehensive education and career/life planning culture by focusing on:

- helping students acquire skills and knowledge related to the community experience;
- providing opportunities for students to inquire and reflect on their experiences in order to gain a greater knowledge of themselves and their opportunities and a growing understanding of how they can shape their future;
- providing personalized experiences to meet students' particular learning and motivational needs.

—from *Cooperative Education*, 2018, p. 8

Note: This document serves as a guide for land-based cooperative education programs and does not replace Ontario ministry of education or local education authority policies and procedures.

Cooperative Education Program

The cooperative education program provides opportunities for all students in secondary school, including adult learners, to apply, refine, and extend, in the classroom and in the context of a community outside the school, the skills and knowledge outlined in the cooperative education curriculum.

Two cooperative education courses are included in the Ontario curriculum:

- *Cooperative Education Linked to a Related Course or Courses* (same grade(s), course type(s), and course code(s) of related course or courses)
- *Creating Opportunities through Co-op* (Grade 11, Open, DCO3O)

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

–from *Cooperative Education*, 2018, p. 15

Cooperative Education Credits

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, Kindergarten to Grade 12: Policy and Program Requirements, 2016*. For a cooperative education course, 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. Like other courses offered in Ontario schools, cooperative education courses conclude at the end of the term, on the last day of scheduled classes.

Creating Opportunities through Co-op may be scheduled for 110 hours or 220 hours, and a student may earn, respectively, one or two cooperative education credits for successful completion of the course. When this course is scheduled for 220 hours, students' learning related to the expectations will be deeper and broader. The extension of knowledge and further refinement of skills (e.g., refinement of inquiry skills or decision-making and leadership skills) are reflected in the learning goals and success criteria outlined in the Student's Cooperative Education Learning Plan.

Students taking the course *Cooperative Education Linked to a Related Course (or Courses)* may earn a maximum of two cooperative education credits for each credit earned from a related course (or courses) previously completed or taken concurrently, *to a maximum of four credits for the cooperative education course*.

–from *Cooperative Education*, 2018, p. 46

The credit value of the course must be established prior to the start of the course. The credit value of the course must be one, two, three, or four credits. No half credits may be granted.

Students may take *Cooperative Education Linked to a Related Course (or Courses)* several times during secondary school, using a different related course (or courses) each time. The cooperative education course is typically taken by students in Grades 11 and/or 12; however, some students in Grade 9 or 10 may also be ready to participate in cooperative education and are free to take this course (or Creating Opportunities through Co-op), as long as they are fourteen years of age or older (see also “The Program in Cooperative Education”, page 15, and “Stage 1: Planning for the Opportunity”, page 33, for further information about age restrictions for students participating in cooperative education).

Although there is no restriction on the total number of cooperative education credits that a student may earn in secondary school, no more than two cooperative education credits may be counted as compulsory credits towards the Ontario Secondary School Diploma (see *Ontario Schools*, section 6.1.1).

In addition, the following guidelines apply to the granting of credits when a student is taking *Cooperative Education Linked to a Related Course (or Courses)* concurrently with the related course:

- 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.

—from *Cooperative Education*, 2018, p. 47

Roles and Responsibilities of Principals

The principal works in partnership with teachers and parents to ensure that each student has access to the best possible educational experience. To support student learning, principals ensure that the Ontario curriculum is being properly implemented in all classrooms and learning environments using a variety of instructional approaches. They also ensure that appropriate resources are made available for teachers and students. To enhance teaching and learning in all subjects, including cooperative education, principals promote learning teams and work with teachers to facilitate their participation in professional development activities. Principals are also responsible for ensuring that every student who has an Individual

Education Plan (IEP) is receiving the modifications and/or accommodations described in their plan – in other words, for ensuring that the IEP is properly developed, implemented, and monitored.

–from *Cooperative Education*, 2018, p. 14

The following list outlines the roles and responsibilities of principals in relation to cooperative education programs:

- [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 and are available for parents and students to examine]
- assume overall responsibility for cooperative education, work experience, school–work transition, and apprenticeship programs, including student health and safety
- give careful consideration to teachers’ qualifications when allocating staff to cooperative education and work experience programs
- ensure that a teacher with qualifications in the subject area in which the student is earning cooperative education credits (normally, the teacher of the related course) is directly involved in the development of the personalized placement learning plan, including the development of assessment criteria and strategies
- recognize the need to incorporate in the timetables of cooperative education teachers blocks of time that will enable them to secure placements and conduct assessments of student achievement at the workplace
- determine class size in cooperative education based on student credits
- give consideration to staff allocation where exceptional students with physical or learning disabilities are involved
- make every effort to encourage the growth of cooperative education and the involvement of teachers from a variety of subject areas
- implement the program effectiveness survey

–from *Cooperative Education and Other Forms of Experiential Learning*, 2000, p. 40

Roles and Responsibilities of Cooperative Education Teachers

Teachers and students have complementary responsibilities. Teachers develop appropriate and effective instructional strategies to help students achieve the curriculum expectations, as well as appropriate methods for assessing and evaluating student learning. Teachers bring enthusiasm and varied teaching and assessment approaches to the classroom, addressing individual students’ needs and ensuring sound learning opportunities for every student.

Teachers 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.

—from *Cooperative Education*, 2018, p. 13

The following list outlines the roles and responsibilities of cooperative education teachers in relation to cooperative education programs:

- promote the cooperative education, work experience, and school–work transition programs to students, parents, staff, school councils, and potential employers
- develop pre-course planning and interviewing procedures for all students who wish to participate
- interview and select students for community-based learning programs
- follow the school board’s placement procedures for all community-based learning programs
- identify and secure placements in which students will be able to achieve the course expectations, experience growth, and develop career goals
- assess placements for suitability
- inform supervisors of their role and responsibilities and of the responsibilities of the partnership prior to student placement
- organize and conduct pre-placement orientation sessions to prepare students
- develop a personalized placement learning plan for each student with the assistance of the student, the supervisor, and the teacher of the related course
- [provide opportunities for students to practice their skills and reflect upon and apply their learning]
- help students develop the skills, knowledge, and habits of mind required for effective education and career/life planning
- consult regularly with students, employers, supervisors, employees, and other teachers
- make regular on-site learning assessments of students at their placements (three times per student per cooperative education credit, at least twice through direct personal contact)
- assess and evaluate student performance
- update and adjust students’ placement learning plans as required
- assess whether placement supervision is appropriate
- organize and conduct regular integration activities (a minimum of seven hours per cooperative education credit)

- [provide opportunities for students to develop and refine their critical-thinking, problem-solving, and communication skills as they engage in cooperative education activities in the classroom and the community]
- manage the day-to-day administrative tasks associated with cooperative education and work experience programs (including reporting to the school administration or to the Ministry of Education)
- keep dated, anecdotal records on student placement learning assessment
- help students arrange appropriate transportation to their placements
- provide health and safety instruction and information on insurance coverage
- follow Workplace Safety and Insurance Board and school board procedures for accident reports
- liaise with guidance counsellors, school administrators, teacher-advisers, special education staff, and parents
- designate supervisors to be responsible for supervising and evaluating each student
- work with students and supervisors to ensure that any problems are dealt with
- [communicate with parents about what their children are learning through the sharing of course outlines, the Student's Cooperative Education Learning Plan, ongoing formal and informal conversations, curriculum events, and other means of regular communication, such as newsletters, website postings, and blogs]

–from *Cooperative Education and Other Forms of Experiential Learning*, 2000, pp. 41-42

Pre-Course Planning and Interviewing

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. At that meeting, the student and the teacher will discuss which cooperative education course is most appropriate for the student – *Cooperative Education Linked to a Related Course (or Courses)* or *Creating Opportunities through Co-op*.

In summary, pre-course planning includes:

- determining the student's readiness for cooperative education and deciding on the appropriate cooperative education course for the student (or on a shorter-term experiential learning opportunity);
- reviewing the student's IPP and beginning to develop learning goals;

- reviewing the student’s IEP to identify strengths and needs, and any required accommodations;
- reviewing timetable and scheduling considerations;
- reviewing course requirements and beginning to consider assessment and evaluation strategies;
- considering other relevant programs (e.g., the Ontario Youth Apprenticeship Program, the Specialist High Skills Major program, Dual Credit programs) and making an appropriate choice, as necessary;
- identifying potential community connections that align with the student’s goals;
- identifying potential challenges the student may encounter, and planning for appropriate supports (e.g., addressing systemic and attitudinal barriers that may limit students’ full participation in cooperative education);
- reviewing with the student the unique responsibilities of participating in cooperative education;
- identifying 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, vulnerable sector check, immunization).

–from *Cooperative Education*, 2018, pp. 32–33

The purpose of this initial interview with the student applicant is to ensure that:

- the student is ready to undertake learning in the workplace, and is taking, will be taking, or has taken a course that is related to the proposed cooperative education placement (where a student’s readiness or commitment is not sufficiently evident, his or her acceptance into the cooperative education program may be postponed until the requirements are met);
- barriers to success in the workplace are identified and appropriate supports can be put in place (e.g., assistive devices, job coaches);
- there is a placement that is appropriate to the student’s goals and interests.

–from *Cooperative Education Information for Teachers/Administrators*, 2013, p. 1

I. Pre-Course Planning and Interviewing Activities

Activity 1: Application and Interview for the Cooperative Education Experience (75 minutes or 1 class @ 75 minutes per class)

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.

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

Pre-Course Planning and Interviewing Forms

Application for Cooperative Education (Form 01)

Teacher Reference (Form 02) [not required as of 2018, but may be useful]

Cooperative Education Student Interview (Form 03)

The Classroom Component

Student learning in the classroom component of a cooperative education course is based on the cooperative education course expectations. The purpose of the classroom component is to ensure that students are:

- prepared for their community experience, demonstrating the skills and knowledge required *before* the start of their community component;
- focused on integrating their learning *throughout* the course.

The duration of the classroom component before students start at their placement depends on a student's readiness to participate in the community component safely and purposefully, according to the professional judgement of the cooperative education teacher. With its differentiated approach, cooperative education respects the individual strengths and needs of each student and allows for staggered points of entry into the community component for individual students.

—from *Cooperative Education*, 2018, p. 16

Pre-Placement Orientation

Prior to their placements, all cooperative education students must demonstrate an understanding of the pre-placement orientation expectations. **[10 hours are required to complete the pre-placement orientation part of this course.]** However, some students may need additional instructional time in the classroom and opportunities to demonstrate their readiness.

II. Pre-Placement Orientation Activities

Activity 1: Roles, Responsibilities, and Rights that Support Well-Being in the Cooperative Education Experience (375 minutes or 5 classes @ 75 minutes per class)

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.

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.

Activity 2: Health and Safety in the Cooperative Education Experience (225 minutes or 3 classes @ 75 minutes per class)

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.

A1.1 • identify legislation, regulations, and policies related to health and safety, 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.

Pre-Placement Orientation Forms

Student Declaration of Responsibilities (Form 04)

Student Declaration of Confidentiality (Form 05)

Supervisor Declaration of Confidentiality (Form 06)

Supervisor Declaration of Responsibilities (Form 07)

Work (Cooperative) Education Agreement (Form 08a)

Work (Cooperative) Education Agreement Amendment (Form 08b)

Roles and Responsibilities of Students

Students' responsibilities with respect to their own learning develop gradually and increase over time as they progress through elementary and secondary school. With appropriate instruction and with experience, students come to see how an applied effort can enhance learning and improve achievement and well-being. As they mature and as they develop the ability to persist, to manage their behaviour and impulses, to take responsible risks, and to listen with understanding, students become better able to take more responsibility for their

learning and progress. There are some students, however, who are less able to take full responsibility for their learning because of unique challenges they face. The attention, patience, and encouragement of teachers can be extremely important to the success of these students. Learning to take responsibility for their achievement and improvement is an important part of every student's education, regardless of their circumstances.

—from *Cooperative Education*, 2018, p. 12

The following list outlines the roles and responsibilities of cooperative education students in relation to cooperative education programs:

- comply with all rules as to dress, safety codes [practices], work schedule, and policies
- work in a courteous, responsible, and business-like manner and show appropriate initiative
- observe and comply with the rules and regulations of the placement and the school, including confidentiality requirements
- comply with school attendance policies in both [community and classroom components]
- submit assignments as required
- inform the placement supervisor and the cooperative education teacher in advance if they are unable to report to their placements
- participate in the development and implementation of their personalized placement learning plans
- [master the skills and concepts connected with learning in the cooperative education curriculum]
- [reflect about their development ... to deepen their appreciation and understanding of themselves and others]
- participate with their supervisors and teachers in the assessment of their own performances
- complete their course requirements to obtain credits towards the Ontario Secondary School Diploma
- work with teachers and supervisors to ensure that problems are dealt with immediately

—from *Cooperative Education and Other Forms of Experiential Learning*, 2000, p. 43

Roles and Responsibilities of Community Partners, Placement Employers, and Supervisors

Strong community partnerships are essential to providing students with rich, relevant cooperative education experiences. Such partnerships support schools in promoting student engagement, enhancing achievement, and fostering well-being. Relationships with educational institutions, businesses, trades and industry associations, entrepreneurial and

innovation hubs, and other community and cultural organizations provide valuable support and enrichment for student learning. These organizations provide expertise, skills, materials, and programs that are not available through the school or that supplement those that are. Partnerships with such organizations benefit not only the students but also the life of the community.

–from *Cooperative Education*, 2018, p. 12

The following list outlines the roles and responsibilities of cooperative education supervisors in relation to cooperative education programs.

- sign the Work Education Agreement to identify who provides WSIB student coverage
- are familiar with and follow accident reporting procedures
- assist the cooperative education teacher in developing realistic and challenging personalized placement learning plans for their students
- become familiar with students' strengths and the areas in which improvement is needed
- direct and guide students' learning through on-site supervision
- provide challenging learning experiences that will encourage personal growth and develop career goals
- acquaint students with other personnel and procedures
- provide placement-specific safety training
- provide a safe working and learning environment
- report student absences to the cooperative education teacher immediately
- contact the cooperative education teacher when concerns arise
- work with students and teachers to ensure that any problems are dealt with immediately
- review and sign the daily logs at the end of each week
- jointly assess student progress with teachers, and provide written performance appraisals
- complete the program effectiveness survey
- share their expertise with students
- help students function as an integral part of a team

–from *Cooperative Education and Other Forms of Experiential Learning*, 2000, pp. 42-43

Roles and Responsibilities of Parents

Parents play an important role in supporting student learning. Studies show that students perform better in school if their parents are involved in their education. By becoming familiar with the curriculum, parents can better appreciate what is being taught in the courses their children are taking and what they are expected to learn. This awareness will enhance

parents' ability to discuss their children's work with them, to communicate with teachers, and to ask relevant questions about their children's progress. Knowledge of the expectations will also help parents understand how their children are progressing in school and enhance their ability to work with teachers to improve their children's learning.

–from *Cooperative Education*, 2018, p. 13

The following list outlines the roles and responsibilities of parents in relation to cooperative education programs:

- encourage their children's participation in classroom and community components of the cooperative education program
- identify and address any barriers to their children's participation in cooperative education
- report their children's absences to the cooperative education teacher
- contact the cooperative education teacher when concerns arise
- work with their children, cooperative education teacher, and cooperative education supervisors to ensure that any problems are dealt with immediately

Classroom Integration

The duration of the classroom component before students start at their placement depends on a student's readiness to participate in the community component safely and purposefully, according to the professional judgement of the cooperative education teacher. With its differentiated approach, cooperative education respects the individual strengths and needs of each student and allows for staggered points of entry into the community component for individual students.

With respect to the integration of student learning throughout the course, teachers should consider a wide range of integration activities that will support the achievement of the curriculum expectations. These integration activities and the time required will vary depending on the needs of the student and the nature of the community component.

–from *Cooperative Education*, 2018, p. 16

Sufficient time must be provided for students to achieve these expectations. Co-op supervisors should be informed well in advance of the times scheduled for classroom integration activities. It is important to note that the hours allocated to integration activities in the classroom are *in addition to* the **[10]** hours allocated to pre-placement orientation. **[20 hours are required to complete the classroom integration part of this course.]**

However, these classroom integration activities and the time required will vary depending on the needs of the student and the nature of the community component.

III. Classroom Integration Activities

Activity 1: Personal Skills, Interests, and Strengths and Omushkego Land-Based Careers Related to the Cooperative Education Experience (225 minutes or 3 classes @ 75 minutes per class)

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.

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;

A2.2 • describe their personal skills, interests, and strengths and explain how these might contribute to success in their cooperative education experience.

Activity 2: Personal Land-Based Cooperative Education Learning Plan (225 minutes or 3 classes @ 75 minutes per class)

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;

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.

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

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

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

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

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

Activity 3: Land-Based Leadership Skills and Attributes in the Cooperative Education Experience (150 minutes or 2 classes @ 75 minutes per class)

D2. Leadership

- demonstrate an understanding of effective leadership and how they can incorporate it into their lives.

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

D2.2 • analyse the characteristics of various effective leaders and the role of leaders in sectors related to the cooperative education experience.

Activity 4: Land-Based Skills, Knowledge and Cooperative Education Experiences Related to School, Career Planning, and Everyday Life (225 minutes or 3 classes @ 75 minutes per class)

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;

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.

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

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 in 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.

Activity 5: Land-Based Cooperative Education Inquiry Projects (375 minutes or 5 classes @ 75 minutes per class)

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;

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;

C1.2 • develop questions to guide their research on a chosen topic, issue or process, making connections to their cooperative education experience making connections to their cooperative education experience;

C1.3 • investigate the chosen topic, issue, or process by gathering and organizing information from a variety of sources;

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

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

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 to their cooperative education experience and to other aspects of their lives, now and in the future;

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

Classroom Integration Forms

Personal Placement Learning Plan Wildlife Harvesting (Form 09a)

Personal Placement Learning Plan Wildlife Preparation (Form 09b)

Personal Placement Learning Plan Traditional Tools and Technology (Form 09c)

Student's Cooperative Education (Personal Placement) Learning Plan

The Student's Cooperative Education Learning Plan provides a framework for purposeful learning in the cooperative education course. 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 supervisor. In developing their learning plan, students create and reflect on their learning goals, plan how they will achieve the goals, and devise success criteria to help them to monitor their progress.

The development of the learning plan helps students determine the types of learning opportunities (i.e., tasks, activities) that they will participate in, where those opportunities will occur, the timelines within which the experience will take place, the resources that will be required, and the nature and extent of support and feedback the students will need. When students play a significant role in the development of their learning plan, they are more likely to be engaged in their learning, and they develop a sense of ownership of their learning and a sense of belonging in the community.

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. Teachers must take into account the strengths, needs, learning expectations, and accommodations identified in the student's IEP, including the transition plan. The student's special education teacher should be consulted wherever appropriate. Because the learning plan, rather than the IEP, will be the principal guide for the student's placement supervisor, it is important that any special accommodations and any modifications of curriculum expectations required in the IEP be clearly identified in the student's learning plan.

For both *Cooperative Education Linked to a Related Course (or Courses)* and *Creating Opportunities through Co-op*, the Student's Cooperative Education Learning Plan includes the following:

- the student's name and contact information
- the name and address of the community partner/organization and the placement 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
- 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)

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.

The Student’s Cooperative Education Learning Plan is most effective in promoting student learning when it supports the *integration of learning* throughout the course and helps guide the student, the educator(s), and the placement supervisor in monitoring the student’s achievement during the community component.

–from *Cooperative Education*, 2018, pp. 24–26

The Community Component

The community component of a cooperative education course engages the student in learning opportunities in the context of the community experience or “placement”, where the placement supervisor, collaborating with the cooperative education teacher and, as required, the special education teacher, supports students in achieving the curriculum expectations. 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.

While participating in the community component students are considered workers in the province of Ontario under the Occupational Health and Safety Act (OHSA). As a condition of their cooperative education placement, they share in the same rights and duties as paid workers and benefit from receiving the same mandatory health and safety awareness training.

This training is required in all workplaces and is distinct from any sector-specific, hazard-specific, or competency-specific training that may be offered by particular employers to all or some of their staff.

—from *Cooperative Education*, 2018, p. 16

Community Placement

Placements for students must be arranged by the school and must meet the following requirements:

- A placement must be assessed by a teacher before the student is assigned to it to ensure that the placement offers a positive learning environment in a safe workplace.
- It is not general practice for a cooperative education student to receive remuneration for work done in a placement, since the emphasis is on learning. However, provided that all the criteria for the cooperative education program are met, a board may permit a cooperative education student in a specialized program (e.g., a re-entry program) or in a particular placement (e.g., a unionized environment) to receive payment.
- A placement must have Workplace Safety and Insurance coverage through the ministry or the workplace. **[190 hours are required to complete the community placement part of the course.]**

—from *Cooperative Education Information for Teachers/ Administrators*, 2013, p. 1

Placement Assessment Criteria

The cooperative education teacher must conduct an assessment of each placement, including placements at businesses or institutions owned and operated by students' families, taking into consideration the following:

- the employer's or supervisor's positive attitude and commitment to the provision of experiential learning opportunities
- the opportunity for each student to work in a one-on-one relationship with a supervisor
- the range and scope of the learning opportunities and experiences available
- the technology, equipment, and facilities provided at the placement
- the health and safety conditions of the workplace
- the business's employment policies
- the provision of an environment that is free from discrimination, violence, and expressions of hate
- the ability to provide any necessary accommodations for students with special needs

When a placement that has already been assessed is under consideration once again for a subsequent student, the cooperative education teacher must reassess it to ensure that it continues to meet the criteria listed above.

–from *Cooperative Education and Other Forms of Experiential Learning*, 2000, p. 20

Placement of Students

A cooperative education course normally involves one placement, but in some cases two [or more] different placements may be appropriate in order to enable the student to meet the expectations of the course. The decision regarding the number of placements in which a student will participate should be made locally. The following criteria should be considered:

- the number and variety of placements available in the community
- the breadth and depth of experience afforded by the available placements
- the expectations of the related course, as identified in the students personalized placement learning plan

–from *Cooperative Education and Other Forms of Experiential Learning*, 2000, p. 22

IV. Community Placement Activities

Activity 1: Personal Land-Based Cooperative Education Learning Plan Placement (as required for a successful 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.

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

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

Community Placement Forms

Weekly Log of Student Community Placement Activities (Form 10)

On-Going Community Placement Student Reflection Response Journal (Form 11)

On-Going Community Placement Teacher or Co-op Supervisor Observation (Form 12)

Final Community Placement Assessment and Evaluation (Form 13)

Assessment and Evaluation

The primary purpose of assessment and evaluation is to improve student learning. By its very nature, cooperative education provides rich opportunities for students to acquire skills,

knowledge, and habits of mind in a variety of ways, and this richness should be reflected in the assessment and evaluation of student learning. As described above under “Integrating Student Learning”, the integration of assessment *for* and assessment *as* learning throughout the experiential learning cycle is important in cooperative.

Cooperative education teachers gather assessment information in both the classroom and community components of the course through a variety of means. Assessment strategies in the community component include observation; conversations between the student and teacher and between the student, teacher, and placement supervisor; and assessment of student activities and products. Teachers gather evidence of student learning during monitoring meetings by observing students as they perform tasks and/or present their work, and by posing questions to help students reflect on what they have learned. 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.

The cooperative education teacher is solely responsible for evaluating students’ achievement and for assigning student grades. Teachers evaluate student achievement of the expectations set out in the cooperative education curriculum, 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.

—from *Cooperative Education*, 2018, pp. 28–29

Classroom Learning Assessment and Evaluation

The assignments that students complete in pre-placement orientation [activities] and as part of their [classroom integration] activities to link their placement tasks to the curriculum expectations should be assessed and evaluated. Students should also be assessed and evaluated on the compulsory independent study projects [or culminating performance tasks as part of the classroom integration activities] they complete.

—from *Cooperative Education and Other Forms of Experiential Learning*, 2000, p. 25

Pre-Placement Orientation Learning Assessment and Evaluation Assignments (10%)

Assignment 1: Roles and Responsibilities Reflection Journal (5%)

Assignment 2: Confidentiality and Ethics

Assignment 3: Human Rights, Discrimination, and Harassment

Assignment 4: Employment Standards and Mental Health in the Workplace

Assignment 5: Workplace Health and Safety Awareness (5%)

Assignment 6: Workplace Hazardous Materials Information System

Assignment 7: Workplace Safety and Insurance Board Coverage and Reporting

Classroom Integration Learning Assessment and Evaluation Assignments (20%)

Assignment 8: Personal Skills, Interests, Values, and Strengths Tracker Checklist

Assignment 9: Personal Skills, Interests, Values, and Strengths Response Journal (5%)

Assignment 10: Essential Work Skills and Work Habits Tracker

Assignment 11: Ontario Skills Passport Occupational Profiles and Essential Work Skills and Work Habits

Assignment 12: Omushkego Land-Based Careers

Assignment 13: Goal Setting

Assignment 14: Decision Making

Assignment 15: Personal Placement Learning Plan Oral Presentation (5%)

Assignment 16: Leadership Attributes and Skills

Assignment 17: Leadership Attributes and Skills Response Journal

Assignment 18: Omushkego Land-Based Leadership Roles Written Presentation (5%)

Assignment 19: Co-op Skills and Knowledge

Assignment 20: Co-op Skills and Knowledge Response Journal

Assignment 21: Decision Making: Using Co-op Skills and Knowledge Now and in the Future

Assignment 22: Co-Op Skills and Knowledge Uses in School, in Career Planning, and in Everyday Life Now and in the Future Visual Presentation (5%)

Culminating Performance Task (30%)

Assignment 23: Land-Based Inquiry and Presentation (20%)

Assignment 24: Inquiry and Presentation Reflection Response Journal (10%)

Community Learning Assessment and Evaluation (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. Effective

monitoring requires ongoing communication between the student, the cooperative education teacher, the special education teacher (where required), and the placement supervisor. Regular contact ensures that students receive timely feedback on their progress and helps them focus on and monitor their own learning while maintaining an ongoing connection to the school.

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 supervisor, and the nature and location of the placement. 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).

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.

Teachers will use their professional judgement to determine when it may be necessary to conduct monitoring meetings on a more frequent basis, in order to adequately support the particular needs of the student and/or the community partner.

–from *Cooperative Education*, 2018, pp. 27–28

Community Placement Learning Assessment and Evaluation Assignment (40%)

Assignment 25: Personal Land-Based Cooperative Education Placement

Community Placement Learning Assessment and Evaluation Forms

Weekly Log of Student Community Placement Activities (Form 10)

On-Going Community Placement Student Reflection Response Journal (Form 11)

On-Going Community Placement Teacher and Co-op Supervisor Observation (Form 12)

Final Community Placement Assessment and Evaluation (Form 13) (40%)

Cooperative Education Program Evaluation (Form 14)

Attendance and Punctuality

Regular attendance at school and at the placement is critical for student learning and the achievement of course expectations. ...

–from *Cooperative Education and Other Forms of Experiential Learning*, 2000, p. 27

Reporting Student Achievement

The Provincial Report Card, Grades 9–12, shows a student’s achievement at specific points in the school year or semester. There are two formal reporting periods for a semestered course and three formal reporting periods for a non-semestered course. The reports reflect student achievement of the overall curriculum expectations, as well as development of learning skills and work habits.

Cooperative Education Linked to a Related Course (or Courses)

A student’s achievement in the *Cooperative Education Linked to a Related Course (or Courses)* is entirely distinct from the student’s achievement in the related course (or courses), and is reported separately.

On both the Provincial Report Card and the Ontario Student Transcript (OST), a student’s achievement in this cooperative education course is reported *in terms of* the related course (or courses) to which it is linked, as described below.

When the cooperative education course is linked to one related course, it is reported using the name of the related course, followed by the indicator “(Co-op)”, and by the course code of the related course. On the OST, the notation “C” is also entered in the “Note” column.

When the cooperative education course is linked to *more than one related course*, it must be reported with *an entry for each related course*, using the name of the related course, followed by “(Co-op)”, and using the course code of the related course. Note that each entry will indicate:

- the percentage mark assigned in connection with the related course;
- the cooperative education credit value that is being assigned in connection with the related course.

For example, for a four-credit cooperative education course linked to three related courses, three entries are recorded, using the course name followed by “(Co-op)” and the course code of each related course. Each entry shows the percentage mark and the credit(s) earned in connection with that related course, as shown below:

Sample: Information to Be Entered on the Provincial Report Card for a Four-Credit Cooperative Education Course Linked to Three Related Courses

Course Name	Course Code	Percentage Mark	Credit(s) Earned
Biology, Grade 11, College (Co-op)	SBI3C	82%	2
The Environment and Resource Management, Grade 12, University/College (Co-op)	CGR4M	78%	1
Green Industries, Grade 11, University/College (Co-op)	THJ3M	84%	1

On the OST, the notation “C” is also entered in the “Note” column for each related course.

Creating Opportunities through Co-op

The grade and credit(s) earned for the *Creating Opportunities through Co-op* course must be reported on the Ontario Provincial Report Card and the Ontario Student Transcript (OST) as follows:

- Use the course name *Creating Opportunities through Co-op* and the course code DCO3O, and indicate the credit value (i.e., either one or two credits).
- Add the indicator “(Co-op)” after the course name and, on the OST, enter the notation “C” in the “Note” column.

Sample: Information to Be Entered on the Provincial Report Card for a Two-Credit Course

Course Name	Course Code	Percentage Mark	Credit(s) Earned
Creating Opportunities through Co-op, Grade 11, Open (Co-op)	DCO3O	83%	2

–from *Cooperative Education*, 2018, pp. 48–49

Student Records

Cooperative education teachers, under the direction of the principal, are required to maintain the following records for each student:

- the Work Education Agreement and addendum, if applicable form [see Work (Cooperative) Education (Form 08a) and Work (Cooperative) Education Amendment (Form 08b)]
- 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 [see Personal Placement Learning Plan (Form 09)]
- weekly logs or records of activities [see Student Weekly Log of Community Placement Activities (Form 10) not required as of 2018]
- assessment and evaluation records [see On-Going Community Placement Student Reflection Response Journal (Form 11), On-Going Community Placement Teacher and Co-op Supervisor Observation (Form 12) and Final Community Placement Assessment and Evaluation (Form 13)]
- a union memorandum of agreement, 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.

–from *Cooperative Education*, 2018, p. 38

Some Considerations for Program Planning in Cooperative Education

Classroom teachers are the key educators of students with special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. Classroom teachers commit to assisting every student to prepare for living with the highest degree of independence possible.

–from *Cooperative Education*, 2018, p. 54

When planning a student's program, the team should identify which of the following options best suits a student's needs in each subject, course, or skill are in which the student will receive instruction:

- No accommodations or modifications
- Accommodations only (AC)
- Modified expectations (with or without accommodations) (MOD)
- Alternative expectations or programs (with or without accommodations) (ALT)

A subject or course in which the student requires neither accommodations nor modified or alternative expectations is not included in the IEP.

Accommodations

The term *accommodations* is used to refer to the special teaching and assessment strategies, human supports, and/or individualized equipment required to enable a student to learn and to demonstrate learning. Accommodations do not alter the provincial curriculum expectations for the grade.

- Instructional accommodations – adjustments in teaching strategies required to enable the student to learn and to progress through the curriculum
- Environmental accommodations – changes or supports in the physical environment of the classroom and/or the school

- Assessment accommodations – adjustments in assessment activities and methods required to enable the student to demonstrate learning

Accommodated only (AC) is the term used on the IEP form to identify subjects or courses from the Ontario curriculum in which the student requires accommodations alone in order to work towards achieving the regular grade expectations. Because the student is working on regular grade-level or regular course curriculum expectations, without modifications, there is no need to include information on current level of achievement, annual program goals, or learning expectations. In other words, the Special Education Program section of the IEP template does not need to be completed when the student requires accommodations alone.

Modifications

Modifications are changes made in the [age-appropriate] grade-level expectations for a subject or course in order to meet a student's learning needs. These changes may involve developing expectations that reflect knowledge and skills required in the curriculum for a different grade level and/or increasing or decreasing the number and/or complexity of the regular grade-level curriculum expectations.

Modified (MOD) is the term used on the IEP form to identify a subject or course from the Ontario curriculum in which the student requires modified expectations – expectations that differ in some way from the regular grade-level expectations. Students may also require certain accommodations to help them achieve the learning expectations in subjects or courses with modified expectations. [Generally, in language and mathematics, modifications involve writing expectations based on the knowledge and skills outlined in curriculum expectations for a *different grade level*. In other subjects, including science and technology, social studies, history, geography, and health and physical education, and in most secondary school courses, modifications typically involve changing the number and/or complexity of the *regular grade-level expectations*.]

For each secondary school course with modified expectations, it is important to indicate clearly in the IEP the extent to which the expectations have been modified. Depending on the extent of the modification, 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. The principal's decision must be communicated to the parents and the student.

Alternative Programs

Alternative expectations are developed to help students acquire knowledge and skills that are not represented in the Ontario curriculum. They either are not derived from a provincial curriculum policy document or are modified so extensively that the Ontario curriculum expectations no longer form the basis of the student's educational program. Because they are not part of a subject or course outlined in the provincial curriculum documents, alternative expectations are considered to *constitute alternative programs or alternative courses*.

The skill areas in which alternative expectations and programs are often appropriate include gross motor skills, perceptual motor skills programs, and life skills. Examples of *alternative programs* include: speech remediation, social skills, orientation/mobility training, and personal care programs. For the vast majority of students, these programs would be given in *addition* to modified or regular grade-level expectations from the Ontario curriculum. Alternative programs are provided in both the elementary and the secondary school panels.

Alternative courses, which are available at the secondary school level, are non-credit courses. The course expectations in an alternative course are individualized for the student and generally focus on preparing the student for daily living. School boards must use the “K” course codes and titles found in the ministry's Common Course Code listings (at www.edu.gov.on.ca/eng/general/list/commoncc/cc.html) to identify alternative courses. Examples of alternative courses include Transit Training and Community Exploration (KCC), Culinary Skills (KHI), and Money Management and Personal Banking (KBB).

Alternative (ALT) is the term used to identify alternative programs and alternative courses on the IEP form.

— adapted from *Special Education in Ontario, 2017*, pp. E17–E18

Omushkego Land-Based Co-operative Education Forms

Note: These forms serve as a guide for documenting land-based cooperative education programs and do not replace Ontario ministry of education or local education authority forms.

Application for Cooperative Education (Form 01)

School's Name:	Date:
Student's Name:	Homeroom:

To the student: Your course selection sheet for the 20 ___ – 20 ___ school year indicated that you have chosen the DCO30 cooperative education course. You will be accepted into this cooperative education course upon successful completion of the following:

1. This Application for Cooperative Education (Form 01)
2. Two Teacher References (Form 02)
3. Cooperative Education Student Interview (Form 03)

These three activities are compulsory because cooperative education students represent their school in the community and must be good representatives of the school.

A. Personal Information

Name:	Age:	Birthdate:	Gender:
P.O. Box No.:	Community:	Postal Code:	Phone:
Social Insurance Number:		Health Card Number:	

B. Education

List the courses that you plan to take in the 20 ___ – 20 ___ school year (title and code) e.g., ENG3C			
1.	2.	3.	4.
5.	6.	7.	8.
Total number of credits earned at the end of the 20 ___ – 20 ___ year:			

C. Co-op Placement

Co-op term preferred (please circle)	Semester 1	Semester 2
Give reasons why?		

Suggested community co-op supervisor(s):		
First Choice	Second Choice	Third Choice

List any previous courses you have taken which are related to your placement selection (title and code)	
1.	2.
3.	4.

List any skills, interests, or experiences you have that are related to your placement.

D. Work Experience

List any paid or volunteer work experience which you have		
Name of Organization	Start Date/End Date	Position

E. Interest in Co-op

Write a short paragraph explaining your reasons for choosing this cooperative education program and briefly describe what you hope to learn through your co-op experience.

F. References

Name two teachers who will act as references for you. Give one Teacher Reference (Form 02) sheet to each of these individuals to fill out on your behalf. These forms must be returned to the co-op teacher by these classroom teachers.

1. Name:

2. Name:

G. Student's Signature

Signature:	Date:
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H. Parent's or Guardian's Signature

Signature:	Date:
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Thank you for taking the time to complete this form. Please return this form to the co-op teacher by _____.

Teacher Reference (Form 02)

School's Name:	Date:
Student's Name:	Homeroom:

To the student: It is your responsibility to have two teacher references complete this form on your behalf. These teachers should know you well enough and be able to comment on your general work habits and suitability to become involved in the co-op program. Please have your references return this form to the co-op teacher.

To the teacher: This student wishes to take part in the DCO3O co-op course and is interested in a placement in the field of land-based education. This program requires the student to spend a considerable amount of time working in the community and on the land. In order for us to ensure a good match between the student and the co-op course, we require additional information about the student. S/he has selected you to provide us with this information. We would very much appreciate it if you would complete the attached brief reference form.

<p>Statement of Informed Consent for Release of Information</p> <p>I give my permission for information to be released to school personnel for the purpose of reference for application to a cooperative education program at _____ Secondary School. I understand that this consent will remain in effect for no longer than one year. This information is confidential when completed.</p>	
Student's Signature:	Date:

Name of Teacher:
1. How long have you known this student?
2. In what capacity have you known this student?
3. In your opinion, can this student be counted on to represent the school well in the community?

4. Please rate the student in the following areas by placing a check mark (✓) in the appropriate area. Key: SA=Strongly Agree; A=Agree; U=Unsure; D=Disagree; and SD=Strongly Disagree

	SA	A	U	D	SD
The student is self-disciplined					
The student is working to full potential					
The student is able to accept criticism					
The student is responsible and reliable					
The student has good attendance					
The student is punctual					
The student gets along with others					
The student has the ability to meet deadlines					
The student completes assigned work					
The student works well in group settings					

Please make additional comments with reference to this cooperative education candidate.

1. General conduct of the student in your class

2. Attendance and punctuality of student

3. Acceptance of criticism by the student

4. Ability of the student to grasp skills and knowledge

5. Reliability of the student (i.e., do you think this student has the potential at this time to work in a total out-of-school environment for a complete semester?)

Thank you for taking the time to help us. Please return this form to the co-op teacher by _____.

Cooperative Education Student Interview (Form 03)

School's Name:	Date:
Student's Name:	Homeroom:

To the co-op teacher: You should review the student's Application for Cooperative Education (Form 01), Teacher Reference (Form 02), Individual Pathways Plan (IPP), Individual Education Plan (IEP), or school transcript before conducting this interview (Form 03). This information is confidential when completed.

To the student: Please answer these questions as honestly as you can. If you do not know the answer to a question, please say so. We don't expect you to know everything.

Placement Requested: Land-Based Cooperative Education Program

1. Why do you want to participate in the cooperative education program?

2. How do your parents or guardians feel about your participation in this program? What have you told them about the co-op program?

3. What personal qualities should a co-op student display in school?
--

4. What personal qualities should a co-op student display in the co-op placement?

5. How would you react to a co-op supervisor who asks you to complete a boring task or tasks that you do not enjoy?

6. a) Do you have a part-time job or are you planning to find a part-time job?

yes no

b) If your co-op placement takes place outside of regular school hours, do you see a potential conflict with your part-time job and your placement?

yes no

7. What are your personal strengths? Give an example of why you feel you have a particular strength.

8. Co-op students must be good representatives of their school. Why is this important and how do you demonstrate that you are good representative?

9. How do you rate yourself in the following areas? Key: 1 is poor and 5 is excellent

	1	2	3	4	5
attendance					
punctuality					
participation					
commitment					
independence					
achievement					

10. What types of comments do you expect your teacher references to make about your suitability for this co-op program?

11. What are your long term goals?

To the student: Do you have any questions regarding this interview?

To the co-op teacher: Explain the next steps in the process.

Co-op Teacher's (Interviewer's) Comments

Physical Appearance (Dress and Body Language):

Attitude: (Focus and Confidence):

Verbal Expression (Questions and Answers):

Stated Goals

realistic

may not be appropriate

Teacher References

positive

negative

Recommendation for Co-op

yes

no

Co-op Teacher's (Interviewer's) Signature:

Date:

Student Declaration of Responsibilities (Form 04)

I, _____, understand that the cooperative education program requires me to spend a considerable amount of time working in the community and on the land as a co-op student, and as such, I will represent the school in a favourable manner.

I understand that I must perform all co-op student responsibilities with respect to the following:

- comply with all rules as to dress, [health and] safety codes, work schedule, and policies
- work in a courteous, responsible, and [professional] manner and show appropriate initiative
- observe and comply with the rules and regulations of the placement and the school, including confidentiality requirements
- comply with school attendance policies in both the placement [e.g., work the required hours] and classroom sessions
- submit assignments as required [in both the placement and classroom sessions]
- inform the co-op supervisor and the co-op teacher in advance if I am unable to report to my placements
- participate in the development and implementation of my personal placement learning plans
- participate with my supervisors and teachers in the assessment of my performances
- complete my course requirements to obtain credits towards the OSSD
- work [cooperatively] with teachers and supervisors to ensure that problems are dealt with immediately

I understand that

- the work I will be performing as part of my co-op placement is related to school credits
- I will not be paid for my work term
- the co-op placement will take priority over part-time employment and any adjustment to the work hours must be cooperatively arranged with my co-op teacher and co-op supervisor
- I am responsible for transportation to and from the placement. I understand that if I choose to drive a vehicle to work, I will be covered by my own insurance.
- I must declare to the co-op teacher any medical condition that may affect my co-op placement. I understand that I may have to undergo a medical examination or provide medical information to my training station for placement purposes. I understand I may be required to have immunization for certain placements, at my own expense.
- I may have to wear prescribed clothing for my placement (e.g., safety equipment, seasonal outerwear)– depending upon the placement and workplace description
- my co-op teacher will have to provide pertinent information about me to a prospective co-op supervisor for placement purposes
- I can be removed from the co-op program if I am unable to meet program requirements

Student's Signature:	Date:
Parent's/Guardian's Signature:	Date:
Co-op Teacher's Signature:	Date:

Student Declaration of Confidentiality (Form 05)

Cooperative Education
Local Education Authority

P.O. Box:

Town: _____, Ontario

Postal Code:

Declaration of Confidentiality

Re: Protection of Confidential Information

I, _____, have been made aware of the confidential nature of information concerning my cooperative education placement. Whether confidential information may be available to me in the normal performance of my duties, or occasionally and inadvertently, this confidentiality will be respected.

I will exercise all reasonable care and caution in protecting printed or written confidential information from casual observation, unauthorized perusal, or other abuse.

I also understand that confidential information which shall be disclosed to me or which may come to my knowledge may not be divulged within, or outside of the co-op teacher or supervisor relationship unless required in the performance of my normal duties or expressly authorized by the Administration.

Any violation of the treatment of confidential information will be considered a serious offense and will result in removal from the cooperative education program.

Student's Signature:	Date:
Parent's/Guardian's Signature:	Date:

Supervisor Declaration of Responsibilities (Form 06)

I, _____, understand that the cooperative education program requires me to spend a considerable amount of time working in the community or on the land with a co-op student, and as such, I will represent the community and the school in a favourable manner.

I understand that I must perform all co-op supervisor responsibilities with respect to the following:

- sign the Work Education Agreement to identify who provides WSIB student coverage
- become familiar with and follow accident reporting procedures
- assist the cooperative education teacher in developing realistic and challenging personalized placement learning plans for their students
- become familiar with students' strengths and the areas in which improvement is needed
- direct and guide students' learning through on-site supervision
- provide challenging learning experiences that will encourage personal growth and develop career goals
- acquaint students with other personnel and procedures
- provide placement-specific safety training
- provide a safe working and learning environment
- report student absences to the cooperative education teacher immediately
- contact the cooperative education teacher when concerns arise
- work with students and teachers to ensure that any problems are dealt with immediately
- review and sign the daily logs at the end of each week
- jointly assess student progress with teachers, and provide written performance appraisals
- complete the program effectiveness survey
- share their expertise with students
- help students function as an integral part of a team

Supervisor's Signature:	Date:
Co-op Teacher's Signature:	Date:

Supervisor Declaration of Confidentiality (Form 07)

Cooperative Education
Local Education Authority

P.O. Box:

Town: _____, Ontario

Postal Code:

Declaration of Confidentiality

Re: Protection of Confidential Information

I, _____, have been made aware of the confidential nature of information concerning the cooperative education program. Whether confidential information may be available to me in the normal performance of my duties, or occasionally and inadvertently, this confidentiality will be respected.

I will exercise all reasonable care and caution in protecting printed or written confidential information from casual observation, unauthorized perusal, or other abuse.

I also understand that confidential information which shall be disclosed to me or which may come to my knowledge may not be divulged within, or outside of the co-op teacher or student relationship unless required in the performance of my normal duties or expressly authorized by the Administration.

Any violation of the treatment of confidential information will be considered a serious offense and will result in dismissal from the cooperative education program.

Supervisor's Signature:	Date:
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Work (Cooperative) Education Agreement (Form 08a)

Education Authority:	Date Completed:
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The information on this form is required to maintain the employment record of the student, and is required to amend the hours of training of the student. This form can be disposed of 12 months after the end of the cooperative education experience.

A. Parties to the Agreement

1. Name of Student:	Age:	Date of Birth:	Gender:
P.O. Box:	Town: ON	Postal Code:	Phone:
In-School Subject (if applicable):			

2. Training—	Training Supervisors: Various		
P.O. Box:	Town: _____, ON	Postal Code:	Phone:

3. Secondary School:	Name of Co-op Teacher:		
P.O. Box:	Town: _____, ON	Postal Code:	Phone:

B. Specific Time at Training Station

<p>1. Period of Agreement</p> <p>The student shall, from _____ to _____ faithfully, honestly and diligently perform the duties of a wildlife harvester, wildlife preparer, or traditional tools and technology manufacturer, and devote his/her whole time and attention to such training during the hours hereunder prescribed.</p>
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<p>2. Hours of Training</p> <p>The normal hours of training shall be from _____ to _____.</p>

3. Schedule of Training

The student shall report to the training station on the following days:

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C. Worker's Compensation

Worker's Compensation coverage will be provided by the Local Education Authority (Secondary School: _____).

D. Signatures of the Parties to the Agreement

Student's Signature:	Date:
Parent's or Guardian's Signature:	Date:
Co-op Teacher's Signature:	Date:
Education Authority Representative's (or Principal's) Signature:	Date:

Work (Cooperative) Education Agreement Amendment (Form 08b)

Cooperative Education
Local Education Authority
P.O. Box:

Town: _____, Ontario

Postal Code:

Work Education Agreement Amendment

1. The following parties agree that the Work (Cooperative) Education Agreement for _____ be amended with respect to the Hours of Training.

2. The Hours of Training are amended to _____ to
For the periods of _____ to _____.

3. This Amendment Agreement is effective on _____

Student's Signature:	Date:
Parent's or Guardian's Signature:	Date:
Co-op Teacher's Signature:	Date:
Education Authority Representative's (or Principal's) Signature:	Date:

Local Education Authority
 Cooperative Education
Personal Placement
Learning Plan
 for
Wildlife Harvesting
(Form 09a)

Student's Name:	Secondary School:
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Course: Creating Opportunities through Co-op, Grade 11, Open	Code: DCO3O	Credits: 2.0
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Curriculum Policy Document: <i>The Ontario Curriculum, Grades 11 and 12, Cooperative Education, 2018</i>
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Training Location: James Bay Lowlands
Training Contacts: various wildlife harvesters from the community
Career Opportunities: Wildlife Harvester, Outfitter, Eco-Tourism, Wildlife Biology

Career Summary: A wildlife harvester engages in traditional pursuits related to fishing, waterfowl hunting, small game hunting, snaring and trapping, and large game hunting.

Career Goals: —to contribute to the local food economy as a wildlife harvester —to pursue a livelihood as a wildlife harvester —to explore the possibility of a career related to wildlife harvesting —to confirm a career choice as a wildlife harvester and/or wage employment
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Ontario Curriculum Expectations for Creating Opportunities through Co-op, Grade 11

Overall Expectations

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

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.

Strand B. Experiential Learning and Transfer of Skills and Knowledge

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.

Strand C. The Inquiry Process

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.

Strand D. Building Learning Capacity

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.

Omushkego Curriculum Expectations

Character Development

The Omushkego culture curriculum includes values as an integral part of the curriculum because values were an important part of Omushkego life in the past. Values are the general and relatively stable beliefs that help people understand themselves and others. Furthermore, values help individuals adapt to the world and their place in it. Values are produced from personal experiences and through cultural transmission. Consequently, values define who people are and explain why people choose to act in certain ways. To develop values, students need opportunities to engage in activities in appropriate social and cultural contexts. [Land-based activities provide these opportunities. Consequently, values are included throughout the classroom and community components of the land-based cooperative education program.] Values continue to be important to the Omushkego people of the Omushkego communities today.

—from *Omushkego Culture Grades 9 and 10*, 2014, pp. 4–5

Overall Expectations

- develop a personal set of values by identifying value alternatives and their consequences, selecting personal values from the alternatives, internalizing the values selected, and acting in accordance with the values selected.

Specific Expectations

By the end of this program, students will:

- listen to, be considerate of, and honour themselves (respect for themselves);
- listen to, be considerate of, and honour everything in the world (respect for the Creator);
- listen to, be considerate of, and honour parents (respect for parents);
- listen to, be considerate of, and honour elders (respect for elders);
- listen to, be considerate of, and honour others (respect for others);
- listen to, be considerate of, and honour plants and animals (respect for plants and animals);
- listen to, be considerate of, and honour the land (respect for the environment);
- use resources together (sharing);
- recognize and accept accountability to themselves for decisions made and action taken (responsibility to themselves);
- recognize and accept accountability to others for decisions made and action taken (responsibility to others);

- recognize and accept accountability to themselves and others for decisions made and action taken (responsibility to themselves and others);
 - recognize and accept accountability to the environment for decisions made and action taken (environmental responsibility);
 - recognize, value and enjoy their own language, traditions, and culture (appreciation for their culture);
 - recognize, value and enjoy another’s language, traditions, and culture (appreciation for another’s culture);
 - recognize and appreciate the significance of teasing and joking (humour)*;
 - control their actions or feelings which may be demonstrated by listening attentively, observing quietly, asking questions properly, and participating effectively (self-control);
 - show a desire to work hard with steady, careful effort (diligence);
 - feel or express thanks for the good things that the Creator has given them and others (thankfulness);
 - show honesty (truthfulness);
 - show feelings of interest or concern which may be demonstrated by the kind treatment of others (caring);
 - develop a willingness to put up with anything that annoys, troubles or hurts without losing self-control (patience);
 - pursue a problem or task to its completion (perseverance);
 - show initiative in beginning tasks, working independently and solving problems (self-reliance).
- from *Omushkego Culture Grades 9 and 10*, 2014, pp. 160–161

Cooperative Education Assessment and Evaluation Components

70% of the grade will be based upon assessments and evaluations conducted throughout the course:

Pre-Placement Orientation Activities (10%)

Classroom Integration Activities (20%)

Community Placement Activities (40%)

30% of the grade will be based on a final inquiry project administered at or towards the end of the course:

Culminating Performance Task (30%)

Cooperative Education Achievement Categories and Weighting

Knowledge and Understanding: 20%

Thinking: 20%

Communication: 20%

Application: 40%

Community Placement Activities Overall Expectations

Strand B. Experiential Learning and Transfer of Skills and Knowledge

- 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;
- 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.

Community Placement Teaching/Learning Strategies

Students will learn about traditional pursuits from experienced cultural experts through land-based activities. These learnings follow one-on-one Omushkego apprenticeship to adult standards (mastery) strategies used in the past and the present.

Community Placement Assessment and Evaluation Components

Students learning for Community Placement Activities (40%) will be based on the teacher's assessment and evaluation of the following:

Weekly Log of Student Community Placement Activities (Form 10)

On-Going Community Placement Student Reflection Response Journal (Form 11) (20%)

and On-Going Community Placement Teacher and Co-op Supervisor Observation (Form 12) (20%)

Students final assessment of learning should occur upon completion of their placement on Final Community Placement Assessment and Evaluation (Form 13).

Roles and Responsibilities of Co-op Supervisor

- sign the Work Education Agreement to identify who provides WSIB student coverage
- become familiar with and follow accident reporting procedures
- assist the cooperative education teacher in developing realistic and challenging personalized placement learning plans for their students

- become familiar with students' strengths and the areas in which improvement is needed
- direct and guide students' learning through on-site supervision
- provide challenging learning experiences that will encourage personal growth and develop career goals
- acquaint students with other personnel and procedures
- provide placement-specific safety training
- provide a safe working and learning environment
- report student absences to the cooperative education teacher immediately
- contact the cooperative education teacher when concerns arise
- work with students and teachers to ensure that any problems are dealt with immediately
- review and sign the daily logs at the end of each week
- jointly assess student progress with teachers, and provide written performance appraisals
- complete the program effectiveness survey
- share their expertise with students
- help students function as an integral part of a team

—from *Cooperative Education and Other Forms of Experiential Learning*, 2000, pp. 42-43

Accommodations or Modifications

Student's IEP Recommendations:

Training Tasks, Activities, and Observations

To the co-op teacher: The student's assessment of learning should occur after the first 3 weeks of the placement and monthly thereafter or at least twice for every 110 hours of a cooperative education course.

To the co-op student: Check off general on-going tasks and wildlife harvesting activities based on goals related to land-based learning and on decisions associated with specific tasks and activities developed in class.

<p>A. General Ongoing Tasks:</p> <ol style="list-style-type: none">1. Be in attendance at the required times2. Dress appropriately for the particular activity3. Complete weekly reports [Weekly Log of Student Community Placement Activities (Form 10)]4. Develop a good working relationship with co-workers, in order to be a member of the team.5. Perform activities as outlined by the co-op supervisor.6. Project a positive, friendly, and enthusiastic attitude.7. Assist with routines as required.	<p>Teacher Comments:</p>
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<p>B. General Ongoing Trip Tasks:</p> <p>By the end of this course, students will:</p> <ol style="list-style-type: none">1. Plan for trips of different duration e.g., one-day trip two-day or overnight trip three-day or weekend trip five-day or week trip2. Pack for trips3. Participate in trips	<p>Teacher Comments:</p>
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<p>4. Unpack for trips</p> <p>5. Report on trips</p> <p>6. Use canoes and related equipment safely.</p> <p>7. Use skidoos and related equipment safely.</p> <p>8. Use camping and related equipment safely.</p>	
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<p>C. Wildlife Harvesting Activities</p> <p>By the end of this course, students will:</p> <p>1. Participate in fishing activities (fall, winter, spring, and summer)</p> <p>(a) specific fishing activities</p> <p>net pike (winter)</p> <p>jig pike with hook and line (winter)</p> <p>net ling cod/loche/mariah (winter)</p> <p>net sturgeon (winter?)</p> <p>angle pike with rod and reel (spring, summer, and fall)</p> <p>angle walleye with rod and reel (spring, summer, and fall)</p> <p>angle speckled and lake trout with line and hooks (late summer and winter)</p> <p>angle sturgeon with hook and line (spring, summer, and fall)</p> <p>net pike along banks of rivers and mouths of streams with gill nets (late spring)</p> <p>net sturgeon along banks of rivers and mouths of streams with gill nets (late spring)</p> <p>net whitefish (early spring, late fall migrations)</p> <p>spear sturgeon, pike, suckers, and whitefish (early spring)</p>	<p>Teacher Comments:</p>
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<p>trap sturgeon, pike, suckers, and whitefish with weirs (early spring)</p> <p>note: angling and hook and line fishing has replaced traditional fishing with nets and weirs</p> <p>(b) general fishing activities</p> <p>make fish net with paddle shaped spruce net floats and rough stone sinkers</p> <p>set fish net near the bay</p> <p>set net in the bay</p> <p>set net in river</p> <p>set net near streams</p> <p>set net under ice</p> <p>maintain fish net</p> <p>empty fish net</p> <p>make spear</p> <p>make fish weir in streams</p> <p>maintain fish weir</p> <p>empty fish weir</p> <p>handle fishing equipment safely</p> <p>read water currents and signs</p>	
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<p>2. Participate in waterfowl hunting activities (fall and spring)</p> <p>(a) general waterfowl hunting activities</p> <p>make willow blinds (fall)</p> <p>make grass blinds and wooden goose decoys (spring)</p> <p>lay out decoys (fall and spring)</p> <p>maintain blinds</p> <p>take down blinds</p> <p>handle guns safely</p> <p>call geese and ducks</p> <p>read geese and duck movements and signs</p> <p>(b) specific waterfowl hunting activities</p>	<p>Teacher Comments:</p>
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shoot plovers and yellow legs (fall) build snow goose blind (fall) call and shoot snow geese (fall) build Canada goose blind (spring) call and shoot Canada goose (spring) call and shoot various ducks (fall and spring)	
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3. Participate in small game hunting activities (fall, winter, and spring) (a) general small game hunting activities make bird traps make ptarmigan nooses make ptarmigan hedges set bird traps check and maintain bird traps empty and remove bird traps handle equipment safely read small game movements and signs (b) specific small game hunting activities trap owls (year round) shoot owls (year round) shoot rabbits (fall, winter, spring) shoot grouse and ptarmigan (fall, winter, and spring) trap ptarmigan with fish net bird traps (winter and spring) trap ptarmigan with snowshoe traps (winter and spring) trap grouse and ptarmigan with nets (spring) trap grouse and ptarmigan with nooses (spring) trap grouse and ptarmigan with hedges (spring)	
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<p>note: shooting has replaced traditional small bird hunting with traps, nooses, and hedges</p>	
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<p>4. Participate in trapping and snaring activities (fall, winter, and spring)</p> <p>(a) general snaring and trapping activities</p> <p>set snares</p> <p>check and maintain snares</p> <p>empty and remove snares</p> <p>set traps</p> <p>check and maintain traps</p> <p>empty and remove snares</p> <p>handle snaring and trapping equipment safely</p> <p>read furbearer movements and signs</p> <p>(b) specific trapping and snaring activities</p> <p>snare black bear, mink, marten, otter, weasel, lynx, and fisher (late fall and winter)</p> <p>trap black bear, mink, marten, otter, weasel, lynx, and fisher with deadfall</p> <p>snare beaver (late fall and winter)</p> <p>trap beaver using fence (late fall and winter)</p> <p>snare rabbit with spring pole and tossing pole snares (late fall and winter)</p> <p>note: steel traps have replaced traditional trapping with snares and deadfalls</p> <p>trap fox along coast with wire snares or steel traps (late fall–after freeze-up)</p> <p>trap otter, mink, marten, fisher, muskrat (spring), beaver (winter)</p> <p>red squirrel with wire snares or steel traps (late fall–after freeze-up)</p>	<p>Teacher Comments:</p>
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trap beaver using chisel technique (winter)	
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<p>5. Participate in large game hunting activities (fall and winter)</p> <p>(a) general large game hunting activities</p> <p>set snares</p> <p>check and maintain snares</p> <p>empty and remove snares</p> <p>handle hunting equipment safely</p> <p>call moose</p> <p>read caribou and moose movements and signs</p> <p>(b) specific large game hunting activities</p> <p>call and shoot moose (fall)</p> <p>snare moose (fall)</p> <p>track and shoot moose (winter)</p> <p>track and shot caribou (winter)</p> <p>drive caribou</p> <p>snare caribou</p> <p>trap caribou using brush fences or hedges</p> <p>note: shooting has replaced large game hunting with drives, snares and traps using fences or hedges</p>	<p>Teacher Comments:</p>
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<p>D. Classroom Integration Activities:</p> <p>By the end of this placement, look for students to:</p> <ol style="list-style-type: none"> 1. Show evidence of reflection on co-op experience. 2. Demonstrate personal growth or development of (a) personal skills, interests, values and strengths or (b) OSP essential skills and habits. 3. Demonstrate personal growth or development of (a) personal leadership 	<p>Teacher Comments:</p> <p>see On-Going Community Placement Student Reflection Response Journal (Form 11)</p>
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<p>skills and values, or (b) co-op skills and knowledge.</p> <p>4. Show evidence of reflection on co-op goals.</p>	
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<p>E. Observations:</p> <p>By the end of this placement, look for students to:</p> <p>1. Reliability (Dependability, Punctuality, and Self-Motivation)</p> <p>(a) arrive on time and ready for placement each day without prompting.</p> <p>2. Responsibility</p> <p>(a) fulfil wildlife harvesting and harvester commitments.</p> <p>(b) complete assigned tasks to the best of their ability.</p> <p>(c) manage their behaviour.</p> <p>3. Cooperation</p> <p>(a) take direction and instructions from co-op supervisor in a positive manner.</p> <p>(b) demonstrate an ability to listen to and integrate instructions and information.</p> <p>(c) ask questions pertaining to procedures being observed when unsure.</p> <p>4. Collaboration</p> <p>(a) work with others to resolve conflicts and builds consensus to achieve group goals.</p> <p>(b) accept an equitable share of the work within a group on the land.</p> <p>(c) respond positively to the ideas, opinions, values, and traditions of wildlife harvesting.</p> <p>5. Independent Work</p>	<p>Teacher Comments:</p> <p>see On-Going Community Placement Teacher or Co-op Supervisor Observation (Form 12)</p>
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<p>(a) work effectively with minimal supervision.</p> <p>(b) use time to learn the required skills necessary to function as a wildlife harvester.</p> <p>6. Organization</p> <p>(a) follow a plan to complete wildlife harvesting tasks or activities.</p> <p>(b) gather and use information to clarify their values with regards to wildlife harvesting.</p> <p>7. Attitude</p> <p>(a) show a positive attitude conducive to learning while engaging in wildlife harvesting activities.</p> <p>(b) provide motivation to others around them.</p> <p>8. Initiative</p> <p>(a) demonstrate a willingness to try new ideas and opportunities.</p> <p>(b) show an interest in learning as much as possible about the different duties and responsibilities of wildlife harvesters.</p> <p>(c) volunteer to help.</p> <p>9. Self-Regulation (-Discipline)</p> <p>(a) seek help when needed.</p> <p>(b) show an ability to work under adverse conditions or when facing challenges.</p> <p>10. Aptitude</p> <p>(a) show a practical working knowledge of the aptitudes, temperament, and skills associated with wildlife harvesting.</p>	
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Local Education Authority
 Cooperative Education
Personal Placement
Learning Plan
 for
Wildlife Preparation
(Form 09b)

Student's Name:	Secondary School:
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Course: Creating Opportunities through Co-op, Grade 11, Open	Code: DCO3O	Credits: 2.0
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Curriculum Policy Document: <i>The Ontario Curriculum Grades 11 and 12, Cooperative Education 2018</i>
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Training Location: James Bay Lowlands
Training Contacts: various wildlife preparers from the community
Career Opportunities: Wildlife Preparer, Outfitter, Eco-Tourism, Wildlife Biology

Career Summary: A wildlife preparer engages in traditional pursuits related to berry preparation, plant preparation, food preparation, hide preparation, and clothing preparation.
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Career Goals: —to contribute to the local food economy as a wildlife preparer —to pursue a livelihood as a wildlife preparer —to explore the possibility of a career related to wildlife preparation —to confirm a career choice as a wildlife preparer and/or wage employment
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Ontario Curriculum Expectations for Creating Opportunities through Co-op, Grade 11

Overall Expectations

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

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.

Strand B. Experiential Learning and Transfer of Skills and Knowledge

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.

Strand C. The Inquiry Process

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.

Strand D. Building Learning Capacity

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.

Omushkego Curriculum Expectations

Character Development

The Omushkego culture curriculum includes values as an integral part of the curriculum because values were an important part of Omushkego life in the past. Values are the general and relatively stable beliefs that help people understand themselves and others. Furthermore, values help individuals adapt to the world and their place in it. Values are produced from personal experiences and through cultural transmission. Consequently, values define who people are and explain why people choose to act in certain ways. To develop values, students need opportunities to engage in activities in appropriate social and cultural contexts. [Land-based activities provide these opportunities. Consequently, values are included throughout the classroom and community components of the land-based cooperative education program.] Values continue to be important to the Omushkego people of the Omushkego communities today.

—from *Omushkego Culture Grades 9 and 10*, 2014, pp. 4–5

Overall Expectations

- develop a personal set of values by identifying value alternatives and their consequences, selecting personal values from the alternatives, internalizing the values selected, and acting in accordance with the values selected.

Specific Expectations

By the end of this program, students will:

- listen to, be considerate of, and honour themselves (respect for themselves);
- listen to, be considerate of, and honour everything in the world (respect for the Creator);
- listen to, be considerate of, and honour parents (respect for parents);
- listen to, be considerate of, and honour elders (respect for elders);
- listen to, be considerate of, and honour others (respect for others);
- listen to, be considerate of, and honour plants and animals (respect for plants and animals);
- listen to, be considerate of, and honour the land (respect for the environment);
- use resources together (sharing);
- recognize and accept accountability to themselves for decisions made and action taken (responsibility to themselves);
- recognize and accept accountability to others for decisions made and action taken (responsibility to others);

- recognize and accept accountability to themselves and others for decisions made and action taken (responsibility to themselves and others);
 - recognize and accept accountability to the environment for decisions made and action taken (environmental responsibility);
 - recognize, value and enjoy their own language, traditions, and culture (appreciation for their culture);
 - recognize, value and enjoy another’s language, traditions, and culture (appreciation for another’s culture);
 - recognize and appreciate the significance of teasing and joking (humour)*;
 - control their actions or feelings which may be demonstrated by listening attentively, observing quietly, asking questions properly, and participating effectively (self-control);
 - show a desire to work hard with steady, careful effort (diligence);
 - feel or express thanks for the good things that the Creator has given them and others (thankfulness);
 - show honesty (truthfulness);
 - show feelings of interest or concern which may be demonstrated by the kind treatment of others (caring);
 - develop a willingness to put up with anything that annoys, troubles or hurts without losing self-control (patience);
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 - show initiative in beginning tasks, working independently and solving problems (self-reliance).
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Cooperative Education Assessment and Evaluation Components

70% of the grade will be based upon assessments and evaluations conducted throughout the course:

Pre-Placement Orientation Activities (10%)

Classroom Integration Activities (20%)

Community Placement Activities (40%)

30% of the grade will be based on a final inquiry project administered at or towards the end of the course:

Culminating Performance Task (30%)

Cooperative Education Achievement Categories and Weighting

Knowledge and Understanding: 20%

Thinking: 20%

Communication: 20%

Application: 40%

Community Placement Activities Overall Expectations

Strand B. Experiential Learning and Transfer of Skills and Knowledge

- 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;
- 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.

Community Placement Teaching/Learning Strategies

Students will learn about traditional pursuits from experienced cultural experts through land-based activities. These learnings follow one-on-one Omushkego apprenticeship to adult standards (mastery) strategies used in the past and the present.

Community Placement Assessment and Evaluation Components

Students learning for Community Placement Activities (40%) will be based on the teacher's assessment and evaluation of the following:

Weekly Log of Student Community Placement Activities (Form 10)

On-Going Community Placement Student Reflection Response Journal (Form 11) (20%)

and On-Going Community Placement Teacher and Co-op Supervisor Observation (Form 12) (20%)

Students final assessment of learning should occur upon completion of their placement on Final Community Placement Assessment and Evaluation (Form 13).

Roles and Responsibilities of Co-op Supervisor

- sign the Work Education Agreement to identify who provides WSIB student coverage
- become familiar with and follow accident reporting procedures
- assist the cooperative education teacher in developing realistic and challenging personalized placement learning plans for their students

- become familiar with students' strengths and the areas in which improvement is needed
- direct and guide students' learning through on-site supervision
- provide challenging learning experiences that will encourage personal growth and develop career goals
- acquaint students with other personnel and procedures
- provide placement-specific safety training
- provide a safe working and learning environment
- report student absences to the cooperative education teacher immediately
- contact the cooperative education teacher when concerns arise
- work with students and teachers to ensure that any problems are dealt with immediately
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- jointly assess student progress with teachers, and provide written performance appraisals
- complete the program effectiveness survey
- share their expertise with students
- help students function as an integral part of a team

—from *Cooperative Education and Other Forms of Experiential Learning*, 2000, pp. 42-43

Accommodations or Modifications

Student's IEP Recommendations:

Training Tasks, Activities, and Observations:

To the co-op teacher: The student's assessment of learning should occur after the first 3 weeks of the placement and monthly thereafter or at least twice for every 110 hours of a cooperative education course.

To the co-op student: Check off general on-going tasks and wildlife preparation activities based on goals related to land-based learning and on decisions associated with specific tasks and activities developed in class.

<p>A. General Ongoing Tasks:</p> <ol style="list-style-type: none">1. Be in attendance at the required times2. Dress appropriately for the particular activity3. Complete weekly reports [Weekly Log of Student Community Placement Activities (Form 10)]4. Develop a good working relationship with co-workers, in order to be a member of the team.5. Perform activities as outlined by the wildlife preparation supervisor.6. Project a positive, friendly, and enthusiastic attitude.7. Assist with routines as required.	<p>Teacher Comments:</p>
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<p>B. General Ongoing Preparation Tasks: By the end of this course, students will:</p> <ol style="list-style-type: none">1. Plan for preparation tasks of different duration e.g., one-day task two-day or overnight task three-day or weekend task five-day or week task	<p>Teacher Comments:</p>
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<ol style="list-style-type: none"> 2. Gather tools and related equipment for preparation tasks 3. Participate in preparation tasks 4. Return tools and related equipment for preparation tasks 5. Report on preparation tasks 6. Use preparation tools and related equipment safely 	
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<p>C. Wildlife Preparation Activities</p> <p>By the end of this course, students will:</p> <ol style="list-style-type: none"> 1. Participate in berry preparation activities (late summer and fall) <ol style="list-style-type: none"> (a) general berry gathering activities <ul style="list-style-type: none"> identify and collect low bush cranberries identify and collect blueberries identify and collect blackberries identify and collect black currants identify and collect raspberries identify and collect strawberries identify and collect chokecherries identify and collect gooseberries (b) specific berry preparation and storage activities <ul style="list-style-type: none"> store berries outside cook berries with sugar and store as jam boil berries with flour and sugar and mix as a paste make berry stew with water, flour, shortening, sugar, and berries mix berries with fat and pulverized dried fish or meat as pemmican handle berry preparation tools and equipment safely 	<p>Teacher Comments:</p>
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<p>2. Participate in plant preparation activities (late summer and fall)</p> <p>(a) general plant gathering activities</p> <p>identify and collect wild rhubarb</p> <p>identify and collect wild onion</p> <p>identify and collect uncooked rose buds</p> <p>identify traditional medicinal species such as cedar, tamarack, willow, balsam fir, juniper</p> <p>(b) specific plant gathering and preparation activities</p> <p>identify, collect and prepare cedar for tea</p> <p>identify, collect and prepare Labrador tea for tea</p> <p>handle plant preparation tools and equipment</p>	<p>Teacher Comments:</p>
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<p>3. Participate in food preparation activities (fall, winter, spring, and summer)</p> <p>(a) general food preparation activities</p> <p>handle major meat foods properly—fish, snow geese, Canada geese and ducks (twice annually), ptarmigan, grouse rabbit, beaver (mainly in winter), muskrat, fisher, marten, otter, moose, and caribou</p> <p>handle food preparation tools and equipment safely</p> <p>(b) specific food preparation activities</p> <p>make dried fish (neohiganak)</p> <p>boil fish with intestines</p> <p>fry fish</p> <p>pluck snow goose</p> <p>pluck Canada goose</p> <p>gut and clean goose</p>	<p>Teacher Comments:</p>
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<p>boil goose including goose heads, wings and lower legs scraped free of feathers, and intestines as well make smoked goose stored in lard (shinegamishigan) make smoked goose with sternum removed only (mikobeshigan) make smoked goose with no bones (nameshitek) roast goose from a frame with string (sakapwan) roast goose on a spit or grill with green sticks (apwan) make salted goose (shiwihigan) preserve geese outside in cool weather pluck ducks gut and clean ducks boil ducks roast ducks boil small game birds, rabbit, squirrel, and muskrat with heart, lungs, and kidney attached boil beaver including tail, heart, and kidneys make smoked beaver roast beaver on a spit or grill with green sticks roast moose or caribou on a spit or grill using green sticks boil moose including heart, liver, unborn calf, and stomach contents make smoked moose or caribou which is cut into thin strips</p>	
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<p>make pemmican—meat dried on a grill over a fire and pounded into a powder mixed with caribou grease</p>	
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<p>4. Participate in hide preparation activities (fall and winter)</p> <p>(a) general hide preparation activities</p> <p>clean various fur bearers</p> <p>stretch various fur bearers</p> <p>prepare and fix hides</p> <p>handle hide preparation tools and equipment safely</p> <p>(b) specific hide preparation activities</p> <p>clean muskrat, beaver, squirrel, weasel, otter, fox, marten, mink, and rabbit</p> <p>stretch muskrat, beaver, squirrel, weasel, otter, fox, marten, and mink</p> <p>prepare moose or caribou hide through fleshing, scraping, washing, softening (with brain and water mixture), stretching or pulling, and smoking</p> <p>fix moose or caribou hide</p> <p>make moose rawhide</p> <p>make caribou rawhide</p> <p>produce babiche (semi-tanned skin line)</p> <p>manufacture fully tanned skin line</p> <p>form sinew line (tendons of moose, fox, fisher, or caribou)</p> <p>make rabbit skin line (for rabbit skin garments)</p> <p>produce brook trout, loche, or sturgeon fish skin line</p> <p>form twisted smoked skin line</p>	<p>Teacher Comments:</p>
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<p>make willow bark or root line make spruce root line manufacture grass line note: store bought lines have replaced animal and plant lines</p>	
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<p>5. Participate in clothing preparation activities (fall and winter) (a) general clothing preparation activities create coloured beadwork in floral pattern or geometrical designs create silkwork in floral pattern or geometrical designs handle clothing preparation tools and equipment safely (b) specific clothing preparation activities make moss bag produce cradleboard cover create children’s rabbit skin garments manufacture adult’s tanned buckskin garments make winter headgear (plaited rabbit, fox, or muskrat) with skin flaps construct winter moccasins with ankle flaps and thongs fashion mittens with duffel and tanned skin line manufacture rabbit skin sleeping robes produce feather blankets construct summer moccasins</p>	<p>Teacher Comments:</p>
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<p>D. In-school Integration Activities: By the end of this placement, look for students to:</p>	<p>Teacher Comments: see On-Going Community Placement Student Reflection Response Journal (Form 11)</p>
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<ol style="list-style-type: none"> 1. Show evidence of reflection on co-op experience. 2. Demonstrate personal growth or development of (a) personal skills, interests, values and strengths or (b) OSP essential skills and habits. 3. Demonstrate personal growth or development of (a) personal leadership skills and values, or (b) co-op skills and knowledge. 4. Show evidence of reflection on co-op goals. 	
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<p>E. Observations: By the end of this placement, look for students to:</p> <ol style="list-style-type: none"> 1. Reliability (Dependability, Punctuality, and Self-Motivation) <ol style="list-style-type: none"> (a) arrive on time and ready for placement each day without prompting. 2. Responsibility <ol style="list-style-type: none"> (a) fulfil wildlife preparation and preparer commitments. (b) complete assigned tasks to the best of their ability. (c) manage their behaviour. 3. Cooperation <ol style="list-style-type: none"> (a) take direction and instructions from co-op supervisor in a positive manner. (b) demonstrate an ability to listen to and integrate instructions and information. (c) ask questions pertaining to procedures being observed when unsure. 4. Collaboration 	<p>Teacher Comments: see On-Going Community Placement Teacher or Co-op Supervisor Observation (Form 12)</p>
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- (a) work with others to resolve conflicts and builds consensus to achieve group goals.
- (b) accept an equitable share of the work within a group on the land.
- (c) respond positively to the ideas, opinions, values, and traditions of wildlife preparation.

5. Independent Work

- (a) work effectively with minimal supervision.
- (b) use time to learn the required skills necessary to function as a wildlife preparer.

6. Organization

- (a) follow a plan to complete wildlife preparation tasks or activities.
- (b) gather and use information to clarify their values with regards to wildlife preparation.

7. Attitude

- (a) show a positive attitude conducive to learning while engaging in wildlife preparation activities.
- (b) provide motivation to others around them.

8. Initiative

- (a) demonstrate a willingness to try new ideas and opportunities.
- (b) show an interest in learning as much as possible about the different duties and responsibilities of wildlife preparers.
- (c) volunteer to help.

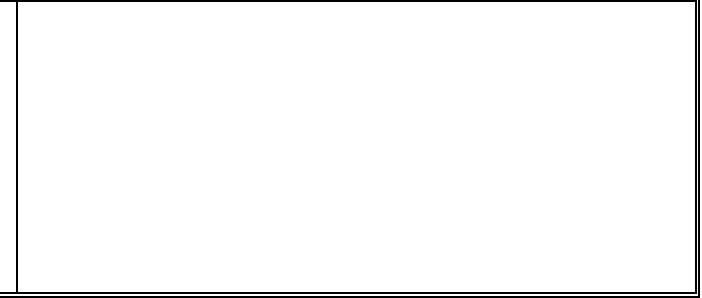
9. Self-Regulation (-Discipline)

- (a) seek help when needed.

(b) show an ability to work under adverse conditions or when facing challenges.

10. Aptitude

(a) show a practical working knowledge of the aptitudes, temperament, and skills associated with wildlife preparation.



Local Education Authority
 Cooperative Education
Personal Placement
Learning Plan
 for
Traditional Tools and Technology
(Form 09c)

Student's Name:	Secondary School:
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Course: Creating Opportunities through Co-op, Grade 11, Open	Code: DCO3O	Credits: 2.0
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Curriculum Policy Document: <i>The Ontario Curriculum, Grades 11 and 12, Cooperative Education 2018</i>

Training Location: James Bay Lowlands
Training Contacts: various traditional people from the community
Career Opportunities: Traditional crafts, tools, and equipment production

Career Summary: A traditional crafts person engages in pursuits related to the manufacturing of traditional decorative items, games, and amusements, household implements, travel and transportation equipment, and housing.
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Career Goals:
—to contribute to the local economy as a traditional crafts person
—to pursue a livelihood as a traditional crafts person
—to explore the possibility of a career related to craft production
—to confirm a career choice as a traditional crafts person and/or wage employment

Ontario Curriculum Expectations for Creating Opportunities through Co-op, Grade 11

Overall Expectations

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

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.

Strand B. Experiential Learning and Transfer of Skills and Knowledge

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.

Strand C. The Inquiry Process

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.

Strand D. Building Learning Capacity

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.

Omushkego Curriculum Expectations

Character Development

The Omushkego culture curriculum includes values as an integral part of the curriculum because values were an important part of Omushkego life in the past. Values are the general and relatively stable beliefs that help people understand themselves and others. Furthermore, values help individuals adapt to the world and their place in it. Values are produced from personal experiences and through cultural transmission. Consequently, values define who people are and explain why people choose to act in certain ways. To develop values, students need opportunities to engage in activities in appropriate social and cultural contexts. [Land-based activities provide these opportunities. Consequently, values are included throughout the classroom and community components of the land-based cooperative education program.] Values continue to be important to the Omushkego people of the Omushkego communities today.

—from *Omushkego Culture Grades 9 and 10*, 2014, pp. 4–5

Overall Expectations

- develop a personal set of values by identifying value alternatives and their consequences, selecting personal values from the alternatives, internalizing the values selected, and acting in accordance with the values selected.

Specific Expectations

By the end of this program, students will:

- listen to, be considerate of, and honour themselves (respect for themselves);
- listen to, be considerate of, and honour everything in the world (respect for the Creator);
- listen to, be considerate of, and honour parents (respect for parents);
- listen to, be considerate of, and honour elders (respect for elders);
- listen to, be considerate of, and honour others (respect for others);
- listen to, be considerate of, and honour plants and animals (respect for plants and animals);
- listen to, be considerate of, and honour the land (respect for the environment);
- use resources together (sharing);
- recognize and accept accountability to themselves for decisions made and action taken (responsibility to themselves);
- recognize and accept accountability to others for decisions made and action taken (responsibility to others);

- recognize and accept accountability to themselves and others for decisions made and action taken (responsibility to themselves and others);
 - recognize and accept accountability to the environment for decisions made and action taken (environmental responsibility);
 - recognize, value and enjoy their own language, traditions, and culture (appreciation for their culture);
 - recognize, value and enjoy another’s language, traditions, and culture (appreciation for another’s culture);
 - recognize and appreciate the significance of teasing and joking (humour)*;
 - control their actions or feelings which may be demonstrated by listening attentively, observing quietly, asking questions properly, and participating effectively (self-control);
 - show a desire to work hard with steady, careful effort (diligence);
 - feel or express thanks for the good things that the Creator has given them and others (thankfulness);
 - show honesty (truthfulness);
 - show feelings of interest or concern which may be demonstrated by the kind treatment of others (caring);
 - develop a willingness to put up with anything that annoys, troubles or hurts without losing self-control (patience);
 - pursue a problem or task to its completion (perseverance);
 - show initiative in beginning tasks, working independently and solving problems (self-reliance).
- from *Omushkego Culture Grades 9 and 10*, 2014, pp. 160–161

Cooperative Education Assessment and Evaluation Components

70% of the grade will be based upon assessments and evaluations conducted throughout the course:

Pre-Placement Orientation Activities (10%)

Classroom Integration Activities (20%)

Community Placement Activities (40%)

30% of the grade will be based on a final inquiry project administered at or towards the end of the course:

Culminating Performance Task (30%)

Cooperative Education Achievement Categories and Weighting

Knowledge and Understanding: 20%

Thinking: 20%

Communication: 20%

Application: 40%

Community Placement Activities Overall Expectations

Strand B. Experiential Learning and Transfer of Skills and Knowledge

- 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;
- 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.

Community Placement Teaching/Learning Strategies

Students will learn about traditional pursuits from experienced cultural experts through land-based activities. These learnings follow one-on-one Omushkego apprenticeship to adult standards (mastery) strategies used in the past and the present.

Community Placement Assessment and Evaluation Components

Students learning for Community Placement Activities (40%) will be based on the teacher's assessment and evaluation of the following:

Weekly Log of Student Community Placement Activities (Form 10)

On-Going Community Placement Student Reflection Response Journal (Form 11) (20%)

and On-Going Community Placement Teacher and Co-op Supervisor Observation (Form 12) (20%)

Students final assessment of learning should occur upon completion of their placement on Final Community Placement Assessment and Evaluation (Form 13).

Roles and Responsibilities of Co-op Supervisor

- sign the Work Education Agreement to identify who provides WSIB student coverage
- become familiar with and follow accident reporting procedures
- assist the cooperative education teacher in developing realistic and challenging personalized placement learning plans for their students

- become familiar with students' strengths and the areas in which improvement is needed
- direct and guide students' learning through on-site supervision
- provide challenging learning experiences that will encourage personal growth and develop career goals
- acquaint students with other personnel and procedures
- provide placement-specific safety training
- provide a safe working and learning environment
- report student absences to the cooperative education teacher immediately
- contact the cooperative education teacher when concerns arise
- work with students and teachers to ensure that any problems are dealt with immediately
- review and sign the daily logs at the end of each week
- jointly assess student progress with teachers, and provide written performance appraisals
- complete the program effectiveness survey
- share their expertise with students
- help students function as an integral part of a team

—from *Cooperative Education and Other Forms of Experiential Learning*, 2000, pp. 42-43

Accommodations or Modifications

Student's IEP Recommendations:

Training Tasks, Activities, and Observations:

To the co-op teacher: The student’s assessment of learning should occur after the first 3 weeks of the placement and monthly thereafter or at least twice for every 110 hours of a cooperative education course.

To the co-op student: Check off general on-going tasks and wildlife preparation activities based on goals related to land-based learning and on decisions associated with specific tasks and activities developed in class.

<p>A. General Ongoing Tasks:</p> <ol style="list-style-type: none">1. Be in attendance at the required times2. Dress appropriately for the particular activity3. Complete weekly reports [Weekly Log of Student Community Placement Activities (Form 10)]4. Develop a good working relationship with co-workers, in order to be a member of the team.5. Perform activities as outlined by the tools and technology supervisor.6. Project a positive, friendly, and enthusiastic attitude.7. Assist with routines as required.	<p>Teacher Comments:</p>
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<p>B. General Ongoing Tools and Technology Tasks:</p> <p>By the end of this placement, students will:</p> <ol style="list-style-type: none">1. Plan for tools and technology tasks of different duration <p> e.g., one-day task two-day task three-day task five-day task</p>	<p>Teacher Comments:</p>
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<ul style="list-style-type: none"> 2. Gather tools and related equipment for tools and technology tasks 3. Participate in tools and technology tasks 4. Return tools and related equipment for tools and technology tasks 5. Report on tools and technology tasks 6. Use tools and related equipment safely. 	
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<p>C. Tools and Technology Activities</p> <p>By the end of this placement, students will:</p> <ul style="list-style-type: none"> 1. Participate in the creation of traditional decorative items <ul style="list-style-type: none"> (a) general carving activities <ul style="list-style-type: none"> identify and collect wood, stone, or bone carving materials select tools used to make particular carving products practice carving using wood, stone or bone handle carving tools and materials safely sell carving products locally (b) specific carving activities (fall and winter) <ul style="list-style-type: none"> make flat goose for wall mount make sitting goose no legs make sitting goose on stand make flying goose on stand make mink, otter, beaver, rabbit on stand make flying geese free standing make mink, otter, beaver, rabbit free standing make duck, beaver, mink in assorted styles make individually designed carving using material of choice make tamarack geese (c) general hide and bead working activities 	<p>Teacher Comments:</p>
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<p>identify and collect hide and bead working materials</p> <p>select tools used to make particular hide and bead working products</p> <p>practice hide working and bead working</p> <p>handle hide and bead working tools and materials safely</p> <p>sell hide and bead working products locally</p> <p>(d) specific hide and bead working activities (fall and winter)</p> <p>make single strand necklace with hearts</p> <p>make double strand necklace</p> <p>make beaded double strand necklaces with tassels</p> <p>make bead loom necklace</p> <p>make small beaded mittens</p> <p>make beaded hair barrettes</p> <p>make beaded necklace with legs</p> <p>make beaded wrist band</p> <p>make beaded necklace with choker</p> <p>make beaded hide purse</p> <p>make beaded moose hide bag</p> <p>make duffle hat</p> <p>make individually designed hide and beadwork using material of choice.</p>	
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<p>2. Participate in the production of traditional games and toys</p> <p>(a) general games and toys activities</p> <p>identify and collect games and toys materials</p> <p>select tools used to make particular games and toys</p> <p>practice using tools and materials</p> <p>handle tools and materials safely</p>	<p>Teacher Comments:</p>
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<p>play with games and toys sell games and toys locally (b) specific games and toys activities (fall, winter, and spring) make buzzer make bull roarer make cup and pin make yoke and buttons make top make dolls with clothing make small cradle board make small bow and arrow make sling shot make small canoe or boat make small sled make small toboggan</p>	
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<p>3. Participate in the manufacture of traditional implements (a) general traditional implements activities identify and collect traditional implements select tools and materials used to make particular traditional implements make traditional implements maintain traditional implements repair traditional implements practice using traditional implements handle traditional implements safely (b) specific traditional implements activities (fall, winter, and spring) handle axe safely sharpen axe handle saw safely sharpen saw make crooked knife</p>	<p>Teacher Comments:</p>
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<p>sharpen crooked knife note: these implements have replaced the more traditional stone tools make caribou rib bone knives make bone awl make bone sewing needle make bone thimble hollowed out moose or caribou toe bone make flesher from the lower forelimb of the caribou make bone side-scraper make eating dishes (pans and bowls) from spruce, cedar, or poplar wood make spruce bark or white birch bark baskets sewn with spruce root or willow bark make wooden spoons make bow and arrows make cradle board make snow shovel make snow goggles</p>	
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<p>4. Participate in the fabrication of traditional travel and transportation equipment (a) general traditional travel and transportation equipment activities identify traditional travel and transportation equipment select tools and materials used to make particular travel and transportation equipment make traditional travel and transportation equipment</p>	<p>Teacher Comments:</p>
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<p>maintain traditional travel and transportation equipment</p> <p>repair traditional travel and transportation equipment</p> <p>practice using traditional methods of travel and transportation</p> <p>handle traditional travel and transportation equipment safely</p> <p>(b) specific travel and transportation equipment activities (fall, winter, spring, and summer)</p> <p>make west coast snowshoe (pointed toe) including netting and frame</p> <p>make flat spruce or cedar board snowshoe (for emergency use)</p> <p>make toboggan</p> <p>maintain toboggan</p> <p>make skidoo sled</p> <p>repair skidoo sled</p> <p>maintain freighter canoe</p> <p>repair freighter canoe</p> <p>make spruce wood paddle</p> <p>make square sails</p>	
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<p>5. Participate in the construction of traditional housing</p> <p>(a) general housing activities</p> <p>identify traditional housing</p> <p>select tools and materials used to make particular traditional housing</p> <p>make traditional housing</p> <p>maintain traditional housing</p> <p>practice living in traditional housing</p> <p>handle traditional housing tools and materials safely</p>	<p>Teacher Comments:</p>
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<p>(b) specific housing activities (spring, summer and fall)</p> <p>build mikiwam with spruce bark (conical dwelling—spring and summer)</p> <p>take down mikiwam with spruce bark</p> <p>construct mikiwam with canvas (conical dwelling—spring and summer)</p> <p>take down mikiwam with canvas</p> <p>make shabutowan (two conical dwellings joined together with a ridge pole)</p> <p>take down shabutowan</p> <p>construct ashkikan with fire hearth (fall)</p> <p>take down ashkikan with fire hearth</p> <p>build temporary shelters—open brush or lean-to</p> <p>remove temporary shelters—open brush or lean-to</p> <p>erect prospector tent with stove</p> <p>take down prospector tent with stove</p>	
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<p>D. In-school Integration Activities:</p> <p>By the end of this placement, look for students to:</p> <ol style="list-style-type: none"> 1. Show evidence of reflection on co-op experience. 2. Demonstrate personal growth or development of (a) personal skills, interests, values and strengths or (b) OSP essential skills and habits. 3. Demonstrate personal growth or development of (a) personal leadership skills and values, or (b) co-op skills and knowledge. 4. Show evidence of reflection on co-op goals. 	<p>Teacher Comments:</p> <p>see On-Going Community Placement Student Reflection Response Journal (Form 11)</p>
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<p>E. Observations:</p> <p>By the end of this placement, look for students to:</p> <ol style="list-style-type: none"> 1. Reliability (Dependability, Punctuality, and Self-Motivation) <ol style="list-style-type: none"> (a) arrive on time and ready for placement each day without prompting. 2. Responsibility <ol style="list-style-type: none"> (a) fulfil traditional tools and technology manufacturing commitments. (b) complete assigned tasks to the best of their ability. (c) manage their behaviour. 3. Cooperation <ol style="list-style-type: none"> (a) take direction and instructions from co-op supervisor in a positive manner. (b) demonstrate an ability to listen to and integrate instructions and information. (c) ask questions pertaining to procedures being observed when unsure. 4. Collaboration <ol style="list-style-type: none"> (a) work with others to resolve conflicts and builds consensus to achieve group goals. (b) accept an equitable share of the work within a group on the land. (c) respond positively to the ideas, opinions, values, and traditions of tools and technology manufacturing. 5. Independent Work <ol style="list-style-type: none"> (a) work effectively with minimal supervision. (b) use time to learn the required skills necessary to function as a traditional tools and technology manufacturer. 	<p>Teacher Comments:</p> <p>see On-Going Community Placement Teacher or Co-op Supervisor Observation (Form 12)</p>
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<p>6. Organization</p> <p>(a) follow a plan to complete traditional tools and technology manufacturing tasks or activities.</p> <p>(b) gather and use information to clarify their values with regards to traditional tools and technology manufacturing.</p> <p>7. Attitude</p> <p>(a) show a positive attitude conducive to learning while engaging in traditional tools and technology manufacturing activities.</p> <p>(b) provide motivation to others around them.</p> <p>8. Initiative</p> <p>(a) demonstrate a willingness to try new ideas and opportunities.</p> <p>(b) show an interest in learning as much as possible about the different duties and responsibilities of traditional tools and technology manufacturers.</p> <p>(c) volunteer to help.</p> <p>9. Self-Regulation (-Discipline)</p> <p>(a) seek help when needed.</p> <p>(b) show an ability to work under adverse conditions or when facing challenges.</p> <p>10. Aptitude</p> <p>(a) show a practical working knowledge of the aptitudes, temperament, and skills associated with traditional tools and technology manufacturing.</p>	
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Weekly Log of Student Community Placement Activities (Form 10)

Student's Name:	Secondary School:
Co-op Supervisor's Name:	Co-op Teacher's Name:

To the student: This weekly log or record of activities should be completed before the achievement of a task or activity from your personalized placement learning plan.

Week: from	to
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Day/Date/Hours	Summary of Experiences Specific Tasks or Activities Performed
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<p style="text-align: center;">Monday Hours</p> <p>From:</p> <p>To:</p> <p>Total:</p>	
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<p style="text-align: center;">Tuesday Hours</p> <p>From:</p> <p>To:</p> <p>Total:</p>	
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<p style="text-align: center;">Wednesday Hours</p> <p>From:</p> <p>To:</p> <p>Total:</p>	
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Thursday Hours	
From:	
To:	
Total:	

Friday Hours	
From:	
To:	
Total:	

Total Hours:

Student's Comments:
Student's Signature:

Co-op Supervisor's Comments
Co-op Supervisor's Signature:

Please return to the co-op teacher when completed.

On-Going Community Placement Student Reflection Response Journal (Form 11)

Student's Name:	Date:
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To the co-op teacher: The student's assessment as learning should occur after the first 3 weeks of the placement and monthly thereafter or at least twice for every 110 hours of a cooperative education course.

To the student: Please answer the following questions as best as you can. You may not be able to complete all sections or answer all questions at this time.

1. Co-op Experience

Describe the most important, interesting, useful, or relevant thing that you learned this month or session.
What did you learn from this experience?
How can you use this learning at home, in school, or in other areas of your life?
What barriers or problems did you encounter this month or session?
How did you deal with them?

2. Personal and OSP Skills and Habits

What personal skills, interests, values, or strengths did you need to develop to be successful in everyday life? (from Assignment 9: Personal Skills, Interests, Values, and Strengths Response Journal)
What progress have you made toward achieving them?
What adjustments to you have to make to achieve them?
What OSP essential skills and habits did you need to develop to be successful in this occupation or career? (from Assignment 11: Ontario Skills Passport Occupational Profiles and Essential Work Skills and Work Habits)
What progress have you made toward achieving them?
What adjustments to you have to make to achieve them?

3. Personal Leadership and Co-op Skills and Knowledge

What personal leadership attributes and skills did you need to develop to be successful in everyday life? (from Assignment 17: Leadership Attributes and Skills Response Journal)
What progress have you made toward achieving them?
What adjustments to you have to make to achieve them?
What co-op skills and knowledge did you need to develop to be successful in school? (from Assignment 20: Co-op Skills and Knowledge Response)
What progress have you made toward achieving them?
What adjustments to you have to make to achieve them?

4. Co-op Goals

Have you made progress in meeting your goals? How do you know?

What adjustments do you need to make to help you achieve your goals?

How might some of the goals you set be modified to help you succeed at school, at work, or in other areas of your life?

How has your experience so far influenced your thinking about your medium- or long-term goals?

How could your teacher or workplace supervisor help you with your placement?

Co-op Teacher's Comments:

Student's Signature:

Co-op Teacher's Signature:

On-Going Community Placement Teacher or Co-op Supervisor Observation (Form 12)

Student's Name:	Date:
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To the co-op teacher or supervisor: The student's assessment for learning should occur after the first 3 weeks of the placement and monthly thereafter or at least twice for every 110 hours of a cooperative education course. Please indicate score (%) for each category using the On-Going Community Placement Teacher Observation Rating Scale. Not all areas may be observed during one observation period.

	Observation				
	1	2	3	4	5
1. Reliability (Dependability, Punctuality, and Self-Motivation) (a) Arrives on time and ready for placement each day without prompting.					
2. Responsibility (a) Fulfils wildlife harvesting and harvester commitments. (b) Completes assigned tasks to the best of their ability. (c) Manages their behaviour.					
3. Cooperation (a) Takes direction and instructions from co-op supervisor in a positive manner. (b) Demonstrates an ability to listen to and integrate instructions and information. (c) Asks questions pertaining to procedures being observed when unsure.					
4. Collaboration (a) Works with others to resolve conflicts and builds consensus to achieve group goals. (b) Accepts an equitable share of the work within a group on the land.					

(c) Responds positively to the ideas, opinions, values, and traditions of the wildlife harvesting.					
5. Independent Work (a) Works effectively with minimal supervision. (b) Uses time to learn the required skills necessary to function as a wildlife harvester.					
6. Organization (a) Follows a plan to complete wildlife harvesting tasks or activities. (b) Gathers and uses information to clarify their values with regards to wildlife harvesting.					
7. Attitude (a) Shows a positive attitude conducive to learning while engaging in wildlife harvesting activities. (b) Provides motivation to others around them.					
8. Initiative (a) Demonstrates a willingness to try new ideas and opportunities. (b) Shows an interest in learning as much as possible about the different duties and responsibilities of wildlife harvesters. (c) Volunteers to help.					
9. Self-Regulation (-Discipline) (a) Seeks help when needed. (b) Shows an ability to work under adverse conditions or when facing challenges.					
10. Aptitude (a) Shows a practical working knowledge of the aptitudes, temperament, and skills associated with wildlife harvesting.					

Note: Ontario mandated learning skills and habits are in bold.

On-Going Community Placement Teacher Observation Rating Scale

Exceeds Expectations (80-100%) The student has demonstrated the required knowledge, skills, and values with a high degree of effectiveness. Achievement surpasses the provincial standard (Level 4).

Meets Expectations (70-79%) The student has demonstrated the required knowledge, skills, and values with considerable effectiveness. Achievement meets the provincial standard (Level 3).

Approaches Expectations (60-69%) The student has demonstrated the required knowledge, skills, and values with some effectiveness. Achievement approaches the provincial standard (Level 2).

Needs Improvement (50-59%) The student has demonstrated some of the knowledge, skills, and values with limited effectiveness. Achievement falls much below the provincial standard (Level 1).

Below 50% The student has not demonstrated the required knowledge, skills, and values. Extensive remediation is required.

Co-op Teacher's or Supervisor's Comments:

Student's Signature:
Co-op Teacher's or Supervisor's Signature:

Final Community Placement Assessment and Evaluation (Form 13)

Student's Name:	Date:
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To the co-op teacher: The student's final assessment of learning will occur upon completion of their placement.

Co-op Teacher's Name:
Co-op Supervisor's Name(s):
Placement Period: from _____ to _____
Total Hours Logged [from Student's Weekly Log of Co-op Placement Activities (Form 10)]:

Teacher Observation from On-Going Community Placement Teacher _____ /50
and Co-op Supervisor Observation (Form 12)

Please indicate score (%) for each category using the On-Going Community Placement Teacher Observation Rating Scale.

1. Reliability (Dependability, Punctuality, and Self-Motivation)	
2. Responsibility	
3. Cooperation	
4. Collaboration	
5. Independent Work	
6. Organization	
7. Attitude	
8. Initiative	
9. Self-Regulation (-Discipline)	
10. Aptitude	

On-Going Community Placement Teacher Observation Rating Scale

Exceeds Expectations (80-100%) The student has demonstrated the required knowledge, skills, and values with a high degree of effectiveness. Achievement surpasses the provincial standard (Level 4).

Meets Expectations (70-79%) The student has demonstrated the required knowledge, skills, and values with considerable effectiveness. Achievement meets the provincial standard (Level 3).

Approaches Expectations (60-69%) The student has demonstrated the required knowledge, skills, and values with some effectiveness. Achievement approaches the provincial standard (Level 2).

Needs Improvement (50-59%) The student has demonstrated some of the knowledge, skills, and values with limited effectiveness. Achievement falls much below the provincial standard (Level 1).

Below 50% The student has not demonstrated the required knowledge, skills, and values. Extensive remediation is required.

Student Reflection from On-Going Community Placement Student
Reflection Response Journal (Form 11)

/50

Please indicate score (%) for each category using the On-Going Community Placement Student Reflection Response Journal Rubric.

1. Co-Op Experience	
2. Personal and OSP Skills and Habits	
3. Personal Leadership and Co-op Skills and Knowledge	
4. Co-op Goals	

On-Going Community Placement Student Reflection Response Journal Rubric

	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Co-op Experience	shows inadequate evidence of reflection on co-op experience in response to the questions posed	shows limited evidence of reflection on co-op experience in response to the questions posed	shows evidence of reflection on co-op experience in response to the questions posed	shows strong evidence of reflection on co-op experience in response to the questions posed
Personal and OSP Skills and Habits	demonstrates little or no personal growth or development of (a) personal skills, interests, values and strengths or (b) OSP essential skills and habits	demonstrates less than adequate personal growth or development of (a) personal skills, interests, values and strengths or (b) OSP essential skills and habits	demonstrates satisfactory personal growth or development of (a) personal skills, interests, values and strengths or (b) OSP essential skills and habits	demonstrates significant personal growth or development of (a) personal skills, interests, values and strengths or (b) OSP essential skills and habits
Personal Leadership and Co-op Skills and Knowledge	demonstrates little or no personal growth or development of (a) personal leadership skills and values, or (b) co-op skills and knowledge	demonstrates less than adequate personal growth or development of (a) personal leadership skills and values, or (b) co-op skills and knowledge	demonstrates satisfactory personal growth or development of (a) personal leadership skills and values, or (b) co-op skills and knowledge	demonstrates significant personal growth or development of (a) personal leadership skills and values, or (b) co-op skills and knowledge
Co-op Goals	shows inadequate evidence of reflection on co-op goals in response to the questions posed	shows limited evidence of reflection on co-op goals in response to the questions posed	shows evidence of reflection on co-op goals in response to the questions posed	shows strong evidence of reflection on co-op goals in response to the questions posed

–adapted from Denise Kreiger, Instructional Design/Technology Services, SC&I, Rutgers, 4/2014

Final Mark:	/100
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Co-op Teacher’s Signature:

Cooperative Education Program Evaluation (Form 14)

Co-op Supervisor's Name:	Date:
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To the co-op supervisor: Please complete this program evaluation at the end of the student's placement.

1. In your opinion, is this program generally successful?	Yes	No
2. Do you feel that the program met the needs of this student?	Yes	No
3. Was the co-op teacher monitoring adequate?	Yes	No
4. Would you participate in the program in the future?	Yes	No

Co-op Supervisor's Comments or Suggestions:

Co-op Supervisor's Signature:

Please return to the co-op teacher when completed.



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**About the Omushkego Land-Based Cooperative Education Policies and Procedures
Principal's and Teacher's Guide**

This document is part of a collection of resources designed to help high school principals and teachers bring Omushkego culture into the classroom. It is based on the Ontario cooperative education curriculum and the Omushkego culture curriculum. It includes resources for educators at the secondary level. Other Omushkego language and culture resources can be found on the OE drive at <http://bit.ly/OECreeLanguage>, <http://bit.ly/OECurriculumResources>, and <http://bit.ly/OECultureResources>.