



ADMINISTRATIVE PROCEDURE	
Administrative Procedure Section	Administrative Procedure Number
Cooperative Education and Other Forms of Experiential Learning	AP – 309 (new) AP – 809 (old)
Directional Policy	
Student Achievement and Well-Being - 300	

TITLE OF ADMINISTRATIVE PROCEDURE:

Cooperative Education and Other Forms of Experiential Learning

DATE APPROVED:

March 25, 2019

PROJECTED REVIEW DATE:

DIRECTIONAL POLICY ALIGNMENT:

This Administrative Procedure aligns with the Student Achievement and Well-Being Directional Policy – 300 by ensuring that the Board maximizes, to the extent possible, the achievement and well-being of all students. This is achieved by providing secondary school students with cooperative education and other forms of experiential learning opportunities connected to communities outside of the school.

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

The Cooperative Education and Other Forms of Experiential Learning Administrative Procedure supports our Vision for Achieving Excellence in Catholic Education and aligns with the strategic priorities. This administrative procedure aligns with the Learn pillar as cooperative education and other forms of experiential learning help meet students' individual learning styles and interests. These programs allow students to customize their secondary school experience through a variety of new and enhanced learning options, which help enable students to become reflective, self-directed, lifelong learners.



Strategic Priorities 2017-2020

Vision

Achieving Excellence in Catholic Education
LEARN • LEAD • SERVE

Mission

To educate students in faith-filled, safe, inclusive Catholic learning communities by nurturing the mind, body and spirit of all.

LEARN

Achieve excellence in instruction and assessment to enable all students to become reflective, self-directed, lifelong learners.

LEAD

Foster critical thinking, creativity, collaboration, and communication, to enable all students to realize their God-given potential.

SERVE

Inspire engagement and commitment to stewardship for creation to enable all students to become caring and responsible citizens.

ACTION REQUIRED:

1.0 Background

The Peterborough Victoria Northumberland and Clarington Catholic District School Board is committed to students' exploration of the world of work through Experiential Learning. Cooperative education and other forms of experiential learning programs provide students with a wide range of learning experiences connected to communities outside the school opportunities. Cooperative education and other forms of experiential learning programs are designed to recognize the diversity of Ontario's student population, and can engage all students. These programs promote the acquisition and refinement of practical skills and knowledge students require for career/life planning. Participation in cooperative education and other forms of experiential learning programs can lead to transformational change, engaging students in unique experiences that they will remember throughout their lives.

2.0 Guidelines:

- 2.1 The Board will maintain and update a Cooperative Education Procedures Manual to guide the provision of cooperative education in these circumstances:
- a. day school cooperative education
 - b. summer school cooperative education

- c. night school cooperative education
 - d. continuous intake cooperative education
 - e. safe schools program
 - f. supervised alternative learning
- 2.2 All elements of school cooperative education and other forms of experiential learning programs shall align with the Peterborough Victoria Northumberland and Clarington Catholic District School Board's Cooperative Education Procedures Manual.
 - 2.3 The Board will provide professional development about the procedures and legislated requirements to support student success in their cooperative education and other forms of experiential learning and experiences.
 - 2.4 Students shall be made aware of the opportunities open to them through cooperative education and the other forms of experiential learning (job shadowing, job twinning, work experience, Virtual Work Experience, Ontario Youth Apprenticeship Program, School-Work Transition programs).
 - 2.5 Staff supervising cooperative education placements will hold the additional qualification and/or the required technical qualifications specified by the Ministry of Education.
 - 2.6 The health and safety of students when outside the school setting is the prime factor when considering a work placement. All staff shall follow the guidelines as established by the Ministry of Education and the Ministry of Labour.
 - 2.7 Some work placements may involve costs to students or parents (e.g., cost of safety boots, transportation). Students should not be denied access to cooperative education or work experience because of their inability to meet these expenses. Every effort shall be made to provide assistance to students whose financial circumstances make it difficult for them to participate.

RESPONSIBILITIES:

The Board of Trustees is responsible for:

- ensuring alignment with the Student Achievement and Well-Being Directional Policy; and
- reviewing this Administrative Procedure as part of its regular policy and procedures review cycle.

The Director of Education is responsible for:

- designating resources for ensuring the implementation of and compliance with this Administrative Procedure.

Family of Schools Superintendents are responsible for:

- ensuring principals are consistent with the application of this Administrative Procedure; and
- ensuring that any employee for whom they have supervisory responsibility are aware of the requirements under this Administrative Procedure.

Principals are responsible for:

- providing leadership, management, and support for the members of their school communities in their knowledge, understanding, and the implementation of the Cooperative Education and Other Forms of Experiential Learning Administrative Procedure;
- ensuring that staff are familiar with procedures, legislated requirements related to cooperative education and experiential learning programs, and the PVNC Cooperative Education Procedures Manual;
- liaising with the Experiential Learning Lead to help support opportunities and build partnerships; and
- ensuring that each student is aware of and has access to experiential learning opportunities.

Teachers are responsible for:

- ensuring that they are knowledgeable about this Administrative Procedure;
- ensuring that they are providing cooperative education and other forms of experiential learning programs based on the curriculum expectations and implementation policy set out in *Cooperative Education, The Ontario Curriculum Grades 11 and 12, (2018)*;
- ensuring that students in cooperative education and other forms of experiential learning programs are immersed in experiences as active participants, are given the opportunity to reflect on the experiences in order to derive meaning, and are able to apply their learning to influence their decisions and actions in various aspects of their lives;
- ensuring that the cooperative education and other forms of experiential learning programs support the attainment of the students' Catholic Graduate Expectations;
- supervising student placements;
- following Ministry of Education Cooperative Education program requirements, all applicable legislation, and the PVNC Cooperative Education Procedures Manual; and
- ensuring each student receives standard Health and Safety Training, as well as training specific to the individual's cooperative education placement.

PROGRESS INDICATORS:

- PVNCCDSB schools are using cooperative education and other forms of experiential learning programs for students to explore career opportunities on all pathways;
- All cooperative education and other forms of experiential learning programs are developed according to this Administrative Procedure; and
- All cooperative education and other forms of experiential learning programs provide students with the opportunity to participate in a learning experience connected to a community; reflect on the experience in order to derive meaning from it; and apply their learning to influence their decisions and actions in various aspects of their lives.

DEFINITIONS:

Cooperative Education – Cooperative education is a planned learning experience, for which credits are earned, that integrates classroom theory and learning experiences at a workplace to enable students to apply and refine the knowledge and skills acquired in a related curriculum course or a locally developed course.

Experiential Learning – Experiential learning is an approach to student learning that provides students with opportunities to participate actively in experiences connected to a community outside of school (local, national, or global); reflect on those experiences to derive meaning from them; and apply their learning to their decisions and actions in various aspects of their lives.

Job Shadowing – Job shadowing involves the pairing of a student with a specific occupation at a place of employment for one-on-one observation by the student. It may be integrated into any credit course or be a component of a student's school-work transition program.

Job Twinning – Job twinning involves the pairing of a student with a cooperative education student for one-on-one observation of the cooperative education student at the placement. It may be integrated into any credit course or be a component of a student's school-work transition program.

Ontario Youth Apprenticeship Program (OYAP) – The Ontario Youth Apprenticeship Program (OYAP) offers secondary school students the opportunity to train as registered apprentices while enrolled in school. It allows students to complete the Ontario Secondary School Diploma (OSSD) and to gain apprenticeship training towards a Certificate of Qualifications with journey-person status in a skilled trade.

Placement – The placement is the physical location of a cooperative education student's learning. This could be with an individual, a commercial enterprise or an agency. It is usually outside the student's school site. There is always an on-site supervisor.

School-Work Transition Programs – School-Work Transition Programs are a combination of school-and work- based education and training involving a variety of learning opportunities.

Student’s Cooperative Education Learning Plan (SCELP) – The Student’s Cooperative Education Learning Plan (SCELP) is co-constructed by the teacher and student and provides the framework for the purposeful learning in a Cooperative Education course. The SCELP identifies the learning goals, success criteria and the plan for achieving the learning goals.

Virtual Work Experience – Virtual Work Experience is a simulated work experience within any credit course that involves a short-term subject related virtual work placement facilitated through the use of computer software and the computer.

Work Experience – Work experience is a planned learning opportunity, within any credit course, that provides students with relatively short-term work experiences, usually of one or two weeks’ duration and not exceeding four weeks. Credits cannot be granted for Work Experience alone.

REFERENCES:

[Cooperative Education](#), The Ontario Curriculum Grades 11 and 12 (2018)

Policy/Program Memorandum No. 76A, [Workplace Safety and Insurance Coverage for Students in Work Education Programs](#), May 2018

[Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2016](#)
[Ministry of Labour](#)

[Peterborough Victoria Northumberland and Clarington Catholic District School Board](#)
[Cooperative Education Procedures Manual](#)

[Growing Success, 2010](#)