

Apprenticeship ~ The Other 4 Year Degree



School District
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*"We are all apprentices in a craft where no one
ever becomes a master"*
Ernest Hemingway

WORK IN TRADES COURSE-11A



APPRENTICESHIP – WORKBOOK

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COURSE CREDITS

Secondary School Apprenticeship credits are:

- **WRK 11A – 120 hours work experience – 4 credits**
- **WRK 11B – 120 hours work experience – 4 credits**
- **WRK 12A – 120 hours work experience – 4 credits**
- **WRK 12B – 120 hours work experience – 4 credits**

Work in Trades Goals and Criteria

Students that are 15 or older can enroll in this program. They must also formally register with the Industry Training Authority as Youth Apprentices. Successful completion of the program earns students 16 credits towards graduation. Some may also qualify for the Youth Work in Trades (WRK) Award, a \$1000 award given to students for sustained and exceptional work as an apprentice.

If you are a high school student already working as an apprentice, speak to your high school counsellor today about signing up for this program.

\$1000 Award Criteria

Students who are eligible for the Youth Work in Trades Award will automatically be considered. There is no need to apply. To be eligible, students must have:

- Been registered with the Industry Training Authority as a Youth Apprentice
- Graduated with a Grade 12 Dogwood Diploma or Adult Dogwood
- Successfully completed WRK 11A, WRK 11B, WRK 12A, and WRK 12B
- Maintained a C+ average or better on Grade 12 numbered courses *
- Reported a total of at least 900 hours to the ITA by December 31 of the school year the student turns 19 **

* Note: A student's graduation transcript only includes the courses the student passes. The Youth Work in Trades Award uses all Grade 12 numbered courses in the calculation of the grade point average.

** To be eligible for a Youth Work in Trades Award, a student must complete 900 hours of work-based training by

December 31 of the school year the student turns 19. The December 31 date ensures the awards will be ready for distribution during that school year. In some cases, students are unable to complete the required hours by December 31 due to circumstances beyond their control. To accommodate these students, a second cycle to verify work-based hours occurs in early September of the following school year. Those school-aged students who met the eligibility criteria on or before June 30, but were unable to complete or report their hours to the ITA by December 31, can still receive the award if they accrue the required work-based hours by August 31. Awards for these students will be processed and distributed in October.

Evaluation Criteria

A. PREPARATION, SAFETY, and WORK EXPERIENCE 30%

- Student interview and discussions with School Coordinator.
- Orientation Assignments
- Work Book Assignments including Reflection Journals and Work-Related Material (WBT Forms and Skills Assessments)

B. EMPLOYER / STUDENT EVALUATIONS 40%

- Employer Evaluation
- Student Evaluation
- Logbook

C. Exit Interview 30%

Trades Specific Skills Reflection

Name: _____

Date: _____

Visit <https://www.itabc.ca/>

a. click on the “Find My Trade” button

1) What is your Trade? Provide a brief description of your Trade

2) Provide a brief description of your daily routine / duties and tasks for the first 120 hours you have worked.

3) _____

4) List the Tools / equipment that you have used or been trained on.

- 5) **Locate the “Program Outline” link on the page for your Trade.**
- a. **Locate the link called “Program Outline”**
 - b. **Click on the link to open it up.**
 - c. **Locate the “Occupational Analysis Chart.” Section**
 - d. **List three Duties from that Chart that you wish to be proficient on for your first 120 hours**

- 6) **Locate the “Program Outline” link on the page for your Trade.**
- a. **Locate the link called “Program Outline”**
 - b. **Locate the Program Credentialing Model.**
 - c. **Describe the Pathway towards your apprenticeship.**

Transferable Skills Reflection

1) Numeracy (Using numbers to Solve Problems and complete Tasks) is an Essential Skill for any trade. Explain how you have applied Numeracy Skills on the jobsite. Some Example are: estimating amounts, scheduling, analyzing data, taking measurements, calculating distances or converting imperial / standard measurement

2) Communication is also considered an Essential Skill. Workplace examples: coordinating tasks with co-workers to cater a banquet, working as an assistant to help a supervisor / coworker complete a task.

a) Provide examples where you have had to work with co-workers, as a member of a team, or in a supervisory position.

b) Provide examples where you have had to greet, reassure people, or work as a team to accomplish a task

c) Provide an example where you have had to resolve a conflict or disagreement

3) Document Use is Essential to all workplaces. Workplace examples: interpreting building height information from a blueprint, getting price information from a product catalogue, entering information on forms. Document use is reading signs, labels, lists, or drawings; interpreting information on graphs; and entering information on forms.

a) Provide examples where you have had to work from or interpret information from worksite documentation.

Student Signature

Supervisor Signature

Teacher Signature

Safety Evaluation for Course 11A

Student Performance Evaluation			
Student:		Review Period	
Job Title:		Assessed by:	
Name of Company:		Date of Evaluation:	
Safety Performance			
Did the student have any work injuries during the period evaluation period? If YES, give details.			YES / NO
Was the student involved in any safety, environmental or other incidents? If YES, give details.			YES / NO

Safety Management and Standards					
Poor = 1 Satisfactory = 2 Good = 3 Very Good = 4 Excellent = 5					
	1	2	3	4	5
Rate the student's ability to work safely to prevent personal injuries & achieve a goal of zero injuries and incidents					
Rate the adequacy of the student's use of personal protective equipment					
Rate the adequacy of the student's ability to safely operate machinery and or tools specific to their trade.					
Rate the student's safety performance when compared to company standards					
How good was the student's housekeeping and orderliness?					
Rate the cooperation of the student with respect to advice and criticism.					
Rate the attitude of the student with respect to advice and criticism.					
Rate the student's proactivity with respect to safety procedures. Did the student have to be reminded to work safely more than once.					
Rate the quality of the student's approach to safety					

Work in Trades – Safety Evaluation

Comments on overall safety performance:					
General Duties					
Poor = 1 Satisfactory = 2 Good = 3 Very Good = 4 Excellent = 5					
	1	2	3	4	5
How well were duties understood and performed with respect to safety protocol and time management.					
How responsive was the student to change of duty / procedure requests?					
Would you consider this student a safe worker for your workplace					
Comments:					
Work Performance					
Poor = 1 Satisfactory = 2 Good = 3 Very Good = 4 Excellent = 5					
	1	2	3	4	5
Was all the work completed on time?					
How prompt & complete was the work?					
Did the finished work meet the specifications?					
How well was the student 'self managed'?					
Comments on contract award:					

Overall, would you like to continue employing this student as an Apprentice?

YES / NO

Notes:

Student Self-Assessment Work Habits

NI = Needs Improvement. S = Satisfactory. G = Good. E= Excellent

Responsibility	NI	S	G	E
• I put forth a consistent effort				
• My work shows attention to detail				
• I organize materials and equipment for effective use				
• I begin my work promptly				
• I follow directions and complete tasks				
• I choose and use materials and equipment correctly, safely, and creatively				
• I persevere with complex projects that require sustained effort				
• I demonstrate flexibility and adaptability				
• I accept responsibility for and manage my own behaviour				
Initiative				
• I welcome new tasks and seek new opportunities for learning				
• I seek new challenges				
• I am interested in and curious about objects and events				
• I approach new learning situations with a positive attitude				
• I generate questions for further inquiry				
• I investigate and obtain information independently				
• I develop original ideas and innovative procedures				
• I recognize and advocate appropriately for my own rights and the rights of others				
• I seek assistance when necessary				
Independent work				
• I complete tasks and assignments within established timelines and with care				
• I follow routines and instructions with minimal supervision				
• I identify and pursue learning goals and tasks independently				
• I persist with tasks				

	NI	S	G	E
Collaboration				
• I accept various roles in the group				
• I listen to, acknowledge, and consider differing opinions				
• I willingly work with others				
• I accept an equitable share of work in a group				
• I consider both the immediate and long-term effects of my actions on others				
• I respect the rights, property, and opinions of others				
• I share information, resources, materials, and equipment with others				
• I share in cleaning duties after an activity				
• I build positive relationships with peers and adults				
• I work with others to resolve conflicts				
• I work to build consensus to achieve group goals				
Self-Regulation				
• I identify and pursue my goals independently				
• I monitor my progress towards reaching my goals				
• I assess my own work				
• I seek clarification or assistance when needed				
• I identify strengths and areas for improvement in my own work				
• I identify specific steps or actions needed to reach goals or to improve				
• I revise goals or steps and strategies when necessary				
• I identify learning opportunities, choices and strategies to help me meet my goals				
• I persevere and make an effort when responding to challenges				
• I accept comments on performance from others				
• I use others' comments to improve my work and monitor my learning				

SO WHAT? What 3 areas (from the checklist) will I select to work on so that my learning skills and work habits improve?

1.

2.

3.

Reflecting upon my work habits and learning skills, something that I learned about myself is:

.

I will use this information to help me to:

Exit Interview

What have you learned

Safety

1) How would you handle a supervisor who thought safety procedures were a waste of time?

2) What would you do if you had witnessed an accident or unsafe practice?

3) What would you do if a co-worker asked you to ignore a safety protocol.

Personal Growth:

1) With reference to these terms **self-advocacy** (students' representation of their skills, views, or interests) and **self-efficacy** (students' belief in their ability to achieve goals) describe how your first 120 hours has

a. Allowed you to represent your skillset or interests - **self-advocacy**

b. Allowed you to achieve some personal goals - **self-efficacy**

c. What Are your opportunities for growth and advancement – Discuss with Co-Ordinator

Exit Interview has taken
place (Y / N) Outcomes

Met (Y / N)

Date _____

Student Signature

Co-Ordinator Signature



Work In Trades -
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