

ADMINISTRATIVE PROCEDURE	
Approval Date February 2011	NEW
Review Date 2016	Page 1 of 5
Contact Person/Department Superintendent of Secondary School Improvement and Student Success	Identification ES-5041

EXPERIENTIAL LEARNING

1.0 PURPOSE

Trillium Lakelands District School Board recognizes the value of a variety of learning opportunities for students in the 21st century. As such, the Board encourages and supports experiential learning because we believe it expands student opportunity, enhances student engagement and success, and cultivates and sustains bridges within the communities of TLDSB.

2.0 REFERENCES/RELATED DOCUMENTS

- 2.1 Ministry of Education Cooperative Education and other forms of Experiential Learning Document, 2000
- 2.2 The Education Policy and Program Update, 2010; OSS, 1999

3.0 TERMS AND DEFINITIONS

- 3.1 Experiential Learning A form of learning to enhance the classroom experience in ways directly related to the world or work, higher education, exposure to broader horizons or the re-engagement of students back into school. Forms include among others: Co-operative Education, OYAP, SHSM, and REAL.
- 3.2 OYAP Ontario Youth Apprenticeship Program
- 3.3 SHSM Specialist High Skills Major
- 3.4 REAL Return, Earn, and Learn

4.0 ADMINISTRATIVE PROCEDURE

4.1 EXPERIENTIAL LEARNING PRINCIPLES

The Board supports the inclusion of Experiential Learning based on the belief that Experiential Learning will:

- 4.1.1 enhance the student's ability in school related subjects by providing the opportunity to apply the knowledge and skills learned in the classroom;
- 4.1.2 develop life skills related to the world of work and those required in the job search process;

- 4.1.3 provide an opportunity for the student to experience potential career paths while still in school;
- 4.1.4 assist the student in analyzing and assessing personal interest, aptitudes, abilities, and values as they relate to different occupations;
- 4.1.5 facilitate student transition from school to suitable employment or to post secondary learning;
- 4.1.6 provide opportunities for enriched learning experiences in the transition from school to work;
- 4.1.7 provide the community with the opportunity to actively participate in the education of our students:
- 4.1.8 develop an awareness of health and safety standards and practices; and
- 4.1.9 provide students with learning experiences appropriate to their ages and abilities.

4.2 EXPERIENTIAL LEARNING - PROGRAM

Each secondary school shall design, implement, monitor and evaluate those courses which are identified as being part of its Experiential Learning program, subject to the requirements outlined in Board policy and Ministry guidelines. There are five components of the Experiential Learning Cycle included in an educational program which includes an experiential learning component in the workplace, as follows:

- 4.2.1 preparation of students prior to the learning experience;
- 4.2.2 development of a learning plan;
- 4.2.3 monitoring;
- 4.2.4 opportunities for reflection and integration; and
- 4.2.5 student evaluation.

4.3 EXPERIENTIAL LEARNING STUDENT PARTICIPATION – GENERAL

Student participation in experiential learning opportunities is the responsibility of the principal, with input from the school's education staff subject to the following:

- 4.3.1 There shall be a consistent effort to encourage all students to explore non-traditional career options as well as strategies to encourage and support all students' participation in experiential learning activities regardless of race, ethnicity, faith, ability, time of year, or time of day.
- 4.3.2 Adult learners shall be encouraged to pursue experiential learning opportunities as an avenue to enriching their education and to providing transition to work.
- 4.3.3 Students are expected to demonstrate the interests and attitudes deemed appropriate for participation recognizing the wide variety of learning styles, aptitudes and abilities suitable for the workplace.

- 4.3.4 The expectations for student behaviour while involved in experiential learning shall be consistent with the school code of behaviour.
- 4.3.5 Experiential learning opportunities shall reflect learner needs and community opportunities and can be offered at any grade or in any stream.
- 4.3.6 Student participation specific to Co-operative Education shall be as follows:
 - a) Co-operative Education shall be offered to students in the senior division (<u>Grades 11 and 12</u>), however, special provisions may be made to meet the needs of individual students (in special circumstances) and exceptional students;
 - A student enrolled in Co-operative Education shall also be enrolled in an in-school course such that the Co-operative Education component is deemed to be appropriate either concurrently or within the previous school year;
 - c) Students shall be considered fully enrolled in a Co-operative Education course only upon final acceptance by an employer.
- 4.4 EXPERIENTIAL LEARNING SCHOOL RESPONSIBILITIES GENERAL
 - 4.4.1 Each Experiential Learning program will have a component of safety awareness and training.
 - 4.4.2 Teachers offering experiential learning opportunities under the supervision of the principal will identify job sites, identify and select student candidates, and place, monitor and evaluate the students in the program.
 - 4.4.3 Principals shall ensure a range of experiential learning opportunities including those appropriate for identified students where available.
 - 4.4.4 Principals will encourage teachers planning experiential learning opportunities to collaborate with Guidance, Special Education, and subject area teachers in the identification and placement of students.
 - 4.4.5 If more than one school shares a geographic location, staff shall work cooperatively, by sharing placements.
 - 4.4.6 In the case of a labour dispute at the student's placement, the student must report to his or her cooperative education teacher.
 - 4.4.7 School responsibilities specific to Co-operative Education:
 - a) The teachers of Co-operative Education shall prepare a detailed training plan/curriculum, outlining the out-of-school component for each student enrolled. The plan will be completed with the contributions of the employer. A copy shall be made available to the student and to the employer involved, and a copy retained at the school.

- b) The employer shall make the final decision concerning the acceptance of the student candidate for employment at the place of business.
- c) A student's work agreement may stipulate additional hours thereby resulting in the earning of more than the minimum number of hours. Nevertheless, it is expected that the student shall remain in the placement during the regular length of school year or semester. Any exceptions are with the approval of the principal

4.4.8 Termination of Student in Co-operative Education:

If a student's placement is terminated, it is the responsibility of the Cooperative Education teacher, in consultation with the principal, to determine:

- a) if the termination is due to the student's unacceptable behaviour the student is removed from Co-operative Education, or
- if the termination is due to events beyond the student's control the teacher shall endeavour to find another placement for the student to allow for the successful completion of the Cooperative Education credits.
- c) Regular student attendance is an expectation by the school and participating employers. A student shall be expected to make up any missed time at the placement, at a time that is mutually agreeable to the employer and the student, at the discretion of the supervising teacher.

4.5 REMUNERATION FOR STUDENTS

Students shall not normally receive financial remuneration while participating in Experiential Learning programs.

4.6 WORKPLACE REQUIREMENTS FOR STUDENTS

Workplace requirements such as personal safety equipment and uniforms are the responsibility of the student, but in special circumstances to overcome barriers to participation, assistance may be provided. The extent of the assistance deemed necessary shall be determined by the school principal.

4.7 TRANSPORTATION TO STUDENT EXPERIENTIAL LEARNING SITE

Normally, students are responsible for their own transportation. However, in certain cases, assistance in defraying a student's costs of transportation to and from a job site may be provided. Each situation will be judged on the basis of its own merit, and the extent of the assistance shall be determined by the school principal.

4.8 LIABILITY INSURANCE

The Board, through its insurance provider(s) provides insurance coverage for staff, students and employers, participating in Experiential Learning activities. Insurance coverage required by the Ministry of Education for specific activities and programs is provided. All students who are registered as participants in the Co-operative Education and Work Experience Programs administered by the Board are covered by the Workplace Safety and Insurance Board (WSIB). Students placed in teacher assistant positions in a classroom are an exception as they are covered by the Board's liability insurance