



INTRO TO TRADES 10



Report Date: October 2013

Intro To Trades 10

About Coast Mountains School District 82

Coast Mountains School District 82 is located in northwestern British Columbia and includes the communities of Terrace, Thornhill, Kitimat, Kitwanga, Stewart, and the Hazeltons. The Board of Education Office is located in Terrace with Kitimat a forty-five minute drive from the office, Kitwanga one hour, the Hazeltons one and a half hours, and Stewart three and a half hours. Coast Mountains School District encompasses the traditional territories of three aboriginal nations: the Haisla, the Gitksan, and the Tsimshian. The Haisla Nation is centered in Kitamaat Village. The Tsimshian Nation has three distinct communities in the Terrace and Thornhill areas. The Gitksan-Wet'suwet'en Nation of the Hazelton area is made up of a large number of band communities that range from Gitanyow and Gitwangak through the Hazelton communities, and on up the Kispiox Valley.

Intro to Trades 10

Coast Mountains School District is pleased to once again offer Intro to Trades 10 during the second semester of the 2013-2014 school year. The Intro to Trades 10 program is a partnership between Coast Mountains School District 82 and Northwest Community College in which a group of students from Caledonia Secondary are able to experience a sampling of hands-on trades opportunities while continuing their academic studies.

The Goals

- To give students meaningful exposure to the trades so that they may make informed decisions regarding their grad program and career choices.
- To prepare students with essential skills and attitudes to be able to tackle trades training while in secondary school.

Courses and Credits

- English 10
- Socials 10
- Planning 10
- Intro to Trades 10 (A)
- Intro to Trades 10 (B)

The Trades

- Automotive/Heavy Duty Mechanics
- Plumbing
- Welding
- Carpentry
- Electrical

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The Location

- ✦ Trades building and a classroom at Northwest Community College.
- ✦ CMSD82 teacher teaches onsite in classroom at Northwest Community College.

Transportation

- ✦ Students are bussed up to the college in the morning and return to the high school at the end of the day.
- ✦ The last bus of the morning to deliver at the high school picks up the kids and takes them to the college. The first run at the end of the day picks them up at the college and goes to the high school so students can catch their designated bus home.

The Day in the Classroom

- ✦ At the college there are no bells. The breaks, lunch, etc. are all controlled by the teacher and the students depending on the classroom activities. This allows for complete flexibility for field trips, instructional activities, etc. The students are with the teacher all day and are covering their English, Socials, and Planning in that period for one week at a time.



The Day in the Shop

- ✦ The students are under the direction of the college instructor for the day. There are regularly scheduled breaks and lunch, all under the discretion of the instructor and the students. The students are engaged in classroom learning and hands on projects within each area of trades instruction.

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Communication

- ✦ A key piece of this plan was having the classroom teacher located at the college for the semester. Her interaction with the college instructors was vital for the support and development of these students.
- ✦ A vice principal was assigned as the school liaison for support and administrative details.

Academic Instruction

- ✦ The most exciting piece of this project was the shift in instructional pedagogy with the three academic subjects.
- ✦ A master teacher integrated the three subjects and made the subjects inquiry based with direct relevance to trades and career options.
- ✦ A focus on competencies in reading and writing necessary to be successful at the next level of trades training
- ✦ Using performance standards, Assessment For Learning strategies, and technology for work and presentations were critical in keeping students engaged and progressing in their skill development

Trades Instruction

- ✦ Develop an understanding of the industry and the work
- ✦ Instill the principles of safety within each trade
- ✦ Provide meaningful project work that was representative of the trade

The Costs

- ✦ Safety equipment - Students needed to provide leather safety boots and safety glasses. All other materials provided by NWCC

The Results

- ✦ High levels of satisfaction and engagement on the part of the students.
- ✦ Significant growth in literacy skills (reading and writing competencies) from students who had not actively engaged in these courses before.
- ✦ Informed planning of grade 11 and 12 courses and schedules to incorporate ACE-IT and SSA opportunities.
- ✦ High student and parent interest for enrollment in the next year's program.