

SKILLED TRADES EDUCATION

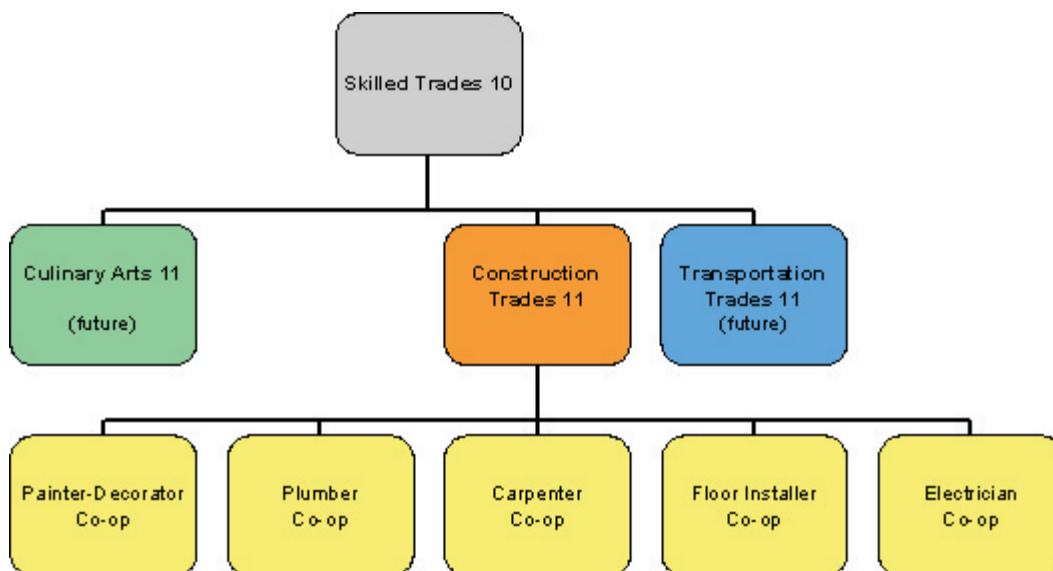
In June, 2007, the Construction Sector Council released a report, *Construction Looking Forward: Labour Requirements from 2007 to 2015 for Atlantic Canada*, which predicated that the annual retirement rates for construction trade workers in Nova Scotia will increase, resulting in a total replacement need of more than 5,000 skilled workers over the next 10 years. As the economy of the province grows, so, too, will additional demand for skilled workers. Nova Scotia's skilled trades workforce will form the backbone of the province's economic growth over the coming years, and this is an area of tremendous employer demand.

The active decision by a student to enter into the skilled trades as a career choice can result in a number of positive outcomes. The skilled trades span many differing skillsets, so work choices are many. Quality of life increases as good-paying jobs result in higher earning capacity. There is the respect that comes from productive work and the professionalism that is required of skilled trades people.

Recognizing the importance of this option for our students, the Government of Nova Scotia committed in 2007 to "further expand choices for hands-on learning in the areas of vocational and composite programming. When implemented, the new programming will offer students opportunities for trade-specific learning in the areas of metals, wood, plumbing and pipefitting, and electrical work." Government is investing \$1,037,000 in Skilled Trades Education in 2008-2009.

The Skilled Trades suite of courses and Skilled Trades Learning Centres are the beginning of the integration of the Skilled Trades in Nova Scotia's Public Schools.

Below is a possible course map of the Skilled Trades suite of courses.



Skilled Trades 10

Skilled Trades 10 will engage students in an investigation into the skilled trades, the impact that they have on society, and the opportunities that exist for those who pursue a livelihood by working as skilled tradespersons. In addition, Skilled Trades 10 will offer students multiple opportunities to experience the rewards that come from hands-on learning.

A person choosing to work in the skilled trades will have to be familiar with, and able to competently use, a range of tools. These skills include, but are not limited to, the selection of appropriate tools, manual dexterity and well developed hand-eye co-ordination. Skilled Trades 10 will introduce the student to these skills through practical exercises and project-based learning.

In addition to the use of tools, students will work on other basic trades skills: including safety, measurement, blue print reading, construction materials, document use, materials handling.

Skilled Trades 10 comprises four topical areas: Skilled Trades Living, Safety, Measurement and Calculation for Trades, and Tools and Materials. The course will require a minimum of 110 hours of instruction, investigation, and physical work in the Skilled Trades Centre. Students will work individually and in groups. They will develop an appreciation for the skilled trades, professionalism and the rewards of such a life career choice.

Construction Trades 11

Construction Trades 11 will continue to focus on the skills developed in Skilled Trades 10 and will define them in a construction environment. Trades that will be examined comprise carpenter, plumber, electrician, painter-decorator, floor installer.

Working in groups, students will develop skills necessary to work on a construction site. Based around a capstone project, each student will actively use the skills specific to each of the trades required to complete the project. She or he will frame, wire, plumb and finish a section of the project.

Emphasis will be placed on communications, job-site safety, and professional trade practices.

Trades 12 (Co-op)

In Trades 12 co-operative education courses, students will apply and extend their previous learning in work placements. Production, analysis, and reflection will be major learning outcomes.

For further information, contact

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