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President's Report January 2007



We are fortunate to have an enthusiastic executive who have been able to meet a number of times this school year. We started with a September meeting and this was followed by an informative Special Subject Council Day. Because we have been together for a year, we are now more confident with our roles and thus have many plans in place to strengthen the SCWEA organization.

We regret that Bob Bellamy and Hazel Lorenz are not able to continue in executive positions because of other commitments, yet we hope to continue to tap their incredible knowledge and expertise. We are happy to see Corinne Cobbe from Mortlach take the position of treasurer and we welcome Pat McMillan from Plenty as one of our new directors. Pat's years of experience and insights will be a huge asset to SCWEA.

My personal invitation is extended to those interested in a position on the SCWEA executive. We have one position for a director and we welcome your involvement.

The Transitions in Action Conference 2006 was a great success. Thanks to everyone who made it possible through participation and support. A special thank you goes out to all executive members. Working with a progressive, innovative, and energetic team is a tremendous personal pleasure and truly a benefit to our organization.

We look forward to the joys of 2007 where we continue to prepare our youth for the challenges of tomorrow. We will be "Focusing on the Journey" which is the conference theme for Conference 2007 on October 25 and 26 in Moose Jaw.

Best wishes for a wonderful New Year.

Sincerely,
Val Laing

CONNECTIONS



SCWEA Executive 2006-2007

Val Laing President

Val Laing began her teaching career in Dinsmore, SK, mainly in Home Economics. She later moved to Maidstone and expanded her teaching experience into the middle years, core subjects, and special education. It was here that she met her husband, Les, from Cut Knife. A year later they married and Val continued her job in Maidstone. Their first daughter was born and Val took one year off to stay home with their new baby. Val went back to a part time job in Maidstone for a year. Next she accepted a teaching position in Cut Knife which meant she was closer to her family, home, and farm. The years followed with two more daughters and an increasingly busy farm with cattle and crop enterprises.

Val has been involved with Career and Work Exploration since 1988 upon joining the Wilkie School Division. The program was enhanced with some federal money at the division level and Val well remembers some of her first great resources coming from Newfoundland. Val has seen the division amalgamate twice, the first time to become Landswest, and most recently to become Living Sky. Many changes have occurred, yet one solid anchor has been the Career and Work Exploration program in Cut Knife. It was in 1998 that Val proposed a mandatory Career and Work Exploration Course at the Grade Ten level to the staff and local board of Cut Knife. The proposal was well received and as a result Val has taught over 200 Career and Work Exploration students. Career and Work Exploration, as well as Home Economics, are two of Val's passions.



Val was approached to take on the job of the president of SCWEA one year ago. The main drive behind accepting the job was a strong desire to see SCWEA more viable. In addition, Val's aim is to see Career and Work Exploration gain a higher profile in high schools across Saskatchewan.

Jacky Lothian Vice President

Jacky is currently employed with Prairie South School Division as a Career Development Consultant.



For the past 20 years she has worked in schools as a teacher, administrator and division coordinator.

Jacky lives in Avonlea with her husband Brent and two children, Breanne and Austin. Their favorite past-time is spending time at their cabin located at White Bear Lake where they enjoy water sports, tennis, and golf.

Jacky is excited to be co-chairing SCWEA's upcoming conference, "Focusing on the Journey" at the Moose Jaw Temple Gardens Spa on October 25 & 26. She enjoys her involvement with SCWEA as she continues to work with a passionate and talented executive.

Shelley Hosaluk Past-President

Shelley is a Ph. D. student / researcher in Education Administration at the University of Saskatchewan. In addition to the *PLAR Workers in Transition* project with the Centre for



Education and Work in Winnipeg, Shelley was a regional portfolio deliverer for the *Essential Skills Portfolio for Youth Kit* with the Saskatchewan Native Theatre Company based in Saskatoon, and has most recently worked as regional coordinator for the *Workplace Assessment of Informal Learning (WILM)* research project. She produced the DVD, *The Power of Portfolio: Tool for Transition*, distributed through Media Group and Saskatchewan Learning. Shelley sits on the Government of Saskatchewan's Provincial RPL Coordinating Group and serves the Saskatchewan Teachers' Federation in the role of Past-President for the Saskatchewan Career and Work Educators' Association. She has presented at conferences for the Career Development Association of Alberta, the Canadian Association of Prior Learning and Assessment (CAPLA) and RESOLVE (Research and Education for Solutions to Violence and Abuse). Shelley obtained her Masters' degree in International Educational Leadership (Career Education) from San Diego State University and holds a B.Ed in Secondary Education from the University of Saskatchewan. Her research interests include transition and the recognition of formal and informal learning in secondary, post-secondary and workplace contexts, professional portfolio development, youth career exploration, applied learning, and innovative assessment practices.

Lori Carter Director

Educators teach students to follow their hearts and to do what they feel passionate about. Lori's new passion



is "career development with kids". Since 2002 she has been teaching in the career education area and finds herself continuously striving to learn more and become involved in as many initiatives as possible.

Agreeing to a position with the Saskatchewan Career Work Education Association is one way Lori feels she can better stay in touch with provincial demands and initiatives in the career field. She also thinks it is a great way to share knowledge with people who have a similar passion.

After teaching a variety of subjects from the Turtleford School Division up to Cambridge Bay, NT, Lori finds herself back in the big city where she presently teaches with the Saskatoon Public School Board at Bedford Road Collegiate. Outside the busy life of the school, Lori enjoys spending time with her family and driving her four year old around to *her* newly discovered interests.

**Corinne Cobbe
Treasurer**

Corinne is presently employed with Prairie South School Division #210 at Mortlach School in Mortlach, Saskatchewan. Mortlach is 43 kms west of Moose Jaw, Saskatchewan. She is in her twentieth year of teaching. She has been the Career Work Exploration School Co-ordinator at Mortlach for the past three years. Corinne also teaches English Language Arts (9 – 12), Social Studies, and some health. Besides her work, Corinne loves to golf in the summer and curl in the winter.

Corinne lives in Mortlach with her husband Bob. This is her second year as a Director and has taken on the role of Secretary-Treasurer of SCWEA. Corinne is also helping out with *Career Connections*, the SCWEA newsletter.



**Marlene Flaman Dunn
Director**

Marlene Flaman Dunn grew up in a farm family of ten children, in Southey, SK., and attended the University of Saskatchewan where she earned her B.S.P.E and B.Ed. degrees. Marlene has since spent the past twenty-three years of her teaching career in three different Saskatoon high schools, her first four years at Bedford Road Collegiate, twelve years at Aden Bowman, and the last seven at Evan Hardy. Her primary area of teaching has been Physical Education, with over two decades of coaching both volleyball and track and field. In the past few years at Evan Hardy, Marlene took over the Career and Work Education classes and has spent countless hours developing the "Academic Placement" Program there, which offers academic students a choice of numerous excellent 10-week academic placements at the University of Saskatchewan. Marlene is now in her second year as Program Leader in the Career and Work Education Office for the Saskatoon Public School Division. While she continues to miss the daily interaction with her students and athletes, Marlene is excited about nurturing existing CWE programs as well as pursuing new avenues of career development in Saskatoon schools. Marlene is married to Ken and they have three boys, Jordan (21), Justin (18), and Mitchell (15) who keep them "on the run" with football, basketball and baseball practices and games. In 1997-98, the Dunn family moved to San Diego, CA, where Marlene completed a Master's degree in Educational Leadership. It was a wonderful experience for the whole family! When the Dunn's aren't in the gym, on the football field, or at the ball park, they enjoy camping "all over North America", skiing and snowboarding in the mountains, and holidays spent with their "extended family".



**Karrie Ritchie
Director**

Karrie Ritchie is in her fourth year of teaching. She teaches English Language Arts, Career Work Exploration, and extracurricular Drama at Briercrest School (for Prairie South School Division #210). This is Karrie's second year as a director of SCWEA and co-editor for the newsletter of SCWEA.



This year Karrie is co-chairing the 2007 "Focusing on the Journey", SCWEA Conference that will be held in Moose Jaw. She is very excited about working with her enthusiastic and dedicated SCWEA executive in ensuring the conference is a success.

Karrie and her partner, Shea, reside in Moose Jaw.

**Cynthia Wright-Fulton
Director**

Cynthia Wright-Fulton has been living and working within the Tisdale School Division for the past nineteen years. She was born and raised in Saskatoon, and attended the University of Saskatchewan. Currently, Cynthia is a student counselor at Tisdale Middle and Secondary School 60% of the time and teaches one section of Career Work Exploration 30 A/B and one section of Career Work Exploration 10/20. She is looking forward to her position as a director on the SCWEA Executive. Cynthia enjoyed attending the SCWEA conference this past fall in Jackfish. She met so many interesting individuals who are very dedicated to this special subject council. Cynthia is excited about being part of such a vibrant and enthusiastic council.



Cynthia lives with her husband Jack, son Mackenzie, and dog Chuba, just south of Tisdale, on forty acres of fairly untamed land. She spends a lot of time looking after the land and being outside. In her spare time she loves being with friends and enjoys gardening, running, and swimming.

**Pat McMillan
Director**

Pat is very pleased to serve as a member of the SCWEA Board of Directors. Career education has become a highlight of her career as a teacher, and she welcomes the opportunity to contribute to professional development for others involved in the field.



She teaches at North West Central School at Plenty, Saskatchewan in the former Rosetown, and now Sun West School Division. For many years her teaching assignment consisted primarily of Core French—Grades 7 to 12 and, then Grades 4 to 12. Pat now teaches Grade 3/4, 5/6 and 7/8 French, English Language Arts 8 and Career and Work Exploration A30 and B30.

In the 1997-98 school year, she started assisting with arranging placements for their fledgling Grade 12 career program, and was fortunate to be offered the course as part of her teaching assignment the following year. Their program started as a locally-determined option modelled after the Saskatoon East School Division program developed by Ernie Melnyk. At that time, career education was well-established at the middle years and Grade 10 level at NWCS. However, the teaching staff had felt the need for something at the Grade 12 level which included a work placement component, and further career education had been identified as a community concern in a 1997 survey.

The main, and most enjoyable, part of her job is working with her students to find truly satisfying and beneficial placements. Even though she has known most of the students their whole school career, placing them still involves meeting each of them individually in late spring of Grade 11; following up in late summer, and often having another individual meeting after school starts. Pat thinks the time is well spent as students, parents, and best of all, employers, report on how well-suited the placements are.

In order to accommodate a true career exploration, students from her school have accessed placements within a sixty kilometer radius of Plenty—from Marengo to Saskatoon and North Battleford to Kindersley and Rosetown and many points in between. Students have thrown her some real curves as far as what interests them. However, it is amazing what choices are available within their

radius. Sometimes, a student presents the name of a career field, occupation, or course of study which she has never heard before. Then, they help her become educated about virtual reality, 3-D animation or industrial electronics, so that she can “somewhat” intelligently approach contacts. Sometimes, a student presents an occupation which is not available locally, or is not appropriate for a student. Then, Pat helps them identify the skills involved in tattoo art, marine biology or stunt driving, and we look for a closely-related occupation which is suitable. She is certain that most teachers who make placements can relate to these issues.

Pat feels truly privileged to have the opportunity to work with students in this way. Every semester is new and exciting in its possibilities, and she is continually re-energized by the effort, thought, and enthusiasm of students actively engaged in their work.

From the Editors

We would like to thank the SCWEA members and high school students who submitted articles for this edition of *Career Connections*. The articles possess a good assortment of ideas, experiences, and reviews that illustrate, describe, and define what is both relevant and interesting in the world of career and work education. It is important that career and work educators continue to grow through the networking of ideas and professional development opportunities.

Entering into our second year as editors of *Career Connections* we feel more confident knowing that there is an abundance of interesting and insightful ideas to be shared in regards to career and work development. Again, it was nice to include students' as well as educators' submissions in this edition of *Career Connections*. Through the networking and sharing of experiences we are able to learn and grow as a part of the journey.

This past year has been a great experience, and with the help and encouragement of such an enthusiastic and dedicated SCWEA executive the journey will continue October 26th and 27th, 2007 at the SCWEA Conference at the Temple Mineral Garden Spa in Moose Jaw. Mark these dates on your calendar; it will be valuable professional development. See you all there!

Your Editors,
Karrie Ritchie & Corinne Cobbe

Work Experience 30 A/B

Submitted by: Lindsey DeMarsh

My name is Lindsey DeMarsh. I am seventeen years old. I am in grade twelve at Tisdale Middle and Secondary School. I enrolled in the Work Experience 30 program because I wanted to see what certain jobs would be like after attending University. I wanted to get first hand experience in an office setting. I also thought this class was useful in narrowing down the millions of choices we have to make after high school by realizing what I felt most comfortable doing and what jobs were best suited to my personality and interests. I found this part of the course very helpful.

My first placement was at Newsask Community Futures. I worked with the administrative assistant and did odd jobs around the office. I sorted through a filing system and created a new one. I learned how certain things in every office run like photocopiers,

fax machines, paper shredders, and how to properly answer a telephone and take messages. I was able to sit in on board meetings and get a general idea on how an office is run. I got to have a real interview with the general manager of Newsask Community Futures. I also learned that I had to take an oath of secrecy to work in the office. I also learned that administrative assistants do different things for everyone in the office. This was a good experience for me because I learned how everyone works together and individually in an office.

In the work experience class I learned about work place hazards and laws for students working under the age of eighteen. I was also able to take the WHMIS course.

I believe this class was a benefit to me because I learned a lot about business and administration and it gave me a

better idea what I would like to pursue after high school. This program would help anyone who wants to narrow down their options of what to consider when choosing a career and it also gives a lot of first hand experience in the field of choice.



CWEX For Alternate Students

Submitted by: Mark Barclay

In my first year teaching in the mid-80s I found myself coordinating a CWEX program in rural Saskatchewan. I remember it as a challenging and rewarding experience. Many years later, I was asked to instruct CWEX programs for Alternate Education students at a Composite High School. Alternate students typically struggle with academics, social knowledge, attendance, and numerous individual challenges. In the spirit of inclusion, Alternate students have increasing opportunities to share relevant learning experiences with their peers. Work Experience presents a unique opportunity for success especially since it focuses on individual strengths, and community involvement to showcase student talents.

That being said, when it came to the job experience component I was probably more nervous than the students! They had done well on classroom assignments preparing them for the world of work, but were they ready? Had I missed anything? Happily, I soon realized that I needn't have worried. The job experience proved to be the highlight of the school year. Upon reflection I also realized

some basic tenets that made placements a success.

First, the correct job placement should be a win/win/win/ situation for the employer, student, and teacher. I call it the triangle and the key is the employer who needs to feel supported – the teacher must do the homework and the legwork. Employers are busy people who need to be reassured as to what their responsibilities are and where they end. When canvassing potential job sites do speak positively about the student you have in mind for the site, but don't gloss over the fact that the student faces challenges. Honesty is the best policy and employers appreciate this. Also, don't hesitate to heed your gut feeling. If the employer reacts less than lukewarm to your pitch, the site probably would not prove to be a positive experience for the student.

With a good placement all students can benefit from CWEX programs. Alternate students did well on site and were proud of their achievements, especially since hands on tasks are often where they excel. They felt a sense of accomplishment and success. My students had to smile when regular students asked if they

could join our program. A good case for "reverse inclusion" I would say.

In some cases a job coach may be necessary, but a coach is not a cheerleader. It is best to develop a two part checklist to monitor student performance. One part tracks job basics such as punctuality and time-on-task. The checklist should also include items specific to the job tasks and be developed with input from the employer. A checklist helps define learning objectives, provides a framework for the coaches' duties, and documents for immediate feedback and evaluation.

Finally, regular spot visits are the best way to communicate with the employer. Do not wait for the phone to ring in order to tackle potential problems. Employers are busy and will usually not phone unless a crisis develops. Face-to-face and personal is effective and appreciated.

CWEX is a valuable experience for alternate students. They found success and were able to directly apply what we had learned in the classroom. Without a doubt the commitment from employers continues to form a positive community partnership to the benefit of all.

Briercrest Students Benefit From SIAST's CSI

Submitted by: Kim Duncan and Shayla Branton (Grade Eleven Students at Briercrest School)

On October 25th, 2006 two students from Briercrest School went to Moose Jaw SIAST Palliser Campus and attended CSI (Come. See. Investigate). This spend-a-day was offered to Grade 11/12 students to come check out SIAST's programs, talk to SIAST students about their experiences, gather information

about admission requirements, and learn about employment opportunities. It also gave students the opportunity to explore different career paths they may want to pursue. The day was very beneficial and provided students with a good look at what SIAST is all about. SIAST staff and students were very friendly and

easy to talk to, making sure to answer all questions and listen to all comments. CSI is a valuable experience for students thinking about post secondary school and a great way to come see what their options are.

Career Work Exploration – Rural Reflections II

By Corinne E. Cobbe

The Career Work Exploration Program at Mortlach School is offered to students in Grade 11 and 12. The program has been quite successful for our students. For some it has resulted in summer employment and for some part time and full time employment.

Students from Mortlach School are placed in Moose Jaw and surrounding area. What follows are student reflections from the second semester (March – June 2006).



Ashley Willock, Mortlach School and Allison Shillington, Lindale School

Ashley Willock's spring placement was at Lindale School in Moose Jaw. Her supervisor was Mrs. Allison Shillington. Ashley had the opportunity to work with Grade 1 and 2 students. Ashley describes some of the activities she was involved with. "I went to the swimming pool with the kids in the morning. I finished the bulletin board and finished the sunflowers for the kids. Then I helped the kids make lady bugs. I had some kids read to me. Then we went to the computer room

and I helped the students with their work." Ashley discovered "that it sometimes is hard to keep up with everything." Ashley experienced most aspects of being an educational assistant. She worked with students most of the time and did some photocopying. She also had a "knack" working with computers.



Mike Scidmore, Empire Community School and Amber Francis, Mortlach School

Amber Francis was placed at Empire Community School in Moose Jaw. Her teacher supervisor was Mike Scidmore. Amber worked with many students. She assisted Mr. Scidmore with everyday activities with the students. Amber describes one of her days as follows: "I helped students with their work. I kept a student under control by building lego with him. I marked some work. I marked math, grammar, and a following directions sheet." On another day Amber "helped students with English, listening skills, and reading." Through this placement Amber discovered that she really enjoyed working with students.



Megan Nash, Mortlach School and Cindy Devine, Dad's Nutrition Centre, Moose Jaw, SK

Megan Nash was placed at the Natural Path Store (now known as Dad's Nutrition Centre) in Moose Jaw. Her supervisor was Cindy Devine. One of her passions was nutrition and health. Therefore, this placement was the perfect fit for Megan. Megan was assigned various tasks while working at the Natural Path store. Megan described her tasks one day as "labeling, stacking, measuring teabags, etc. and folding pamphlets." On another day she "labeled products. I helped with customers, worked the till. I had to call customers." Megan really enjoyed this work placement. She learned a lot about nutrition and natural foods. This placement led to summer employment for Megan.

As the school co-ordinator at Mortlach School I really believe that Career Work Exploration is an invaluable program. Students learn so much from "hands-on" experience. It truly is a team effort.

SCWEA Conference “Transitions in Action”

October 2006 - Jackfish Lodge, Jackfish Lake



Conference Social



Conference Social



SCWEA Annual Meeting – SCWEA executive member Lori Carter



SCWEA Annual Meeting – “Recognition of Service Award” – recipient Twyn Armstrong and presenter, SCWEA Vice President, Jacky Lothian



SCWEA Annual Meeting – “Friends of Career and Work Exploration Award” accepting on behalf of Rennie Zabolotney, Greg Lawrence, and presenter, SCWEA President, Val Laing



SCWEA Annual Meeting – “Award of Excellence” recipient Val Laing and presenter Gary Sibley



SCWEA Annual Meeting – “Recognition of Service Award” recipient Jacky Lothian and presenter, SCWEA President, Val Laing



SCWEA Annual Meeting - Award recipients Jacky Lothian and Twyn Armstrong

Destination 2020

By Jacky Lothian

Where will you be in five years? What will your day look like in 2011? Our session with Lynn Peterson began with us visualizing this. Through the discussion that followed, Lynn encouraged us to look into our preferred futures and to consider how our transferring skills carry into our futures.

As an Educational Psychologist with experience as a High School Guidance Counselor and Middle Years Teacher, Lynn attested to the benefits and appeal of the Destinations 2020 Program for students between the ages of eleven and fourteen.

This resource helps students to recognize the many skills they are presently acquiring. It also has them looking at how these skills will be useful in their future careers. The kit consists of a set of occupation profiles and a teacher’s guide that is divided into five main sections; Skills, Personality, Occupation, Life/Work Maps, and A Day In 2020. Throughout these sections there is a variety of quizzes, activities, articles, and over 200 occupation profiles.

By completing the lessons, students are able to discover the skills they possess, identify their personality

traits, and interests. With this information they discover how some of the choices they make now can have an impact on their future and how to link themselves with future career possibilities.

As I listened and participated in the example activities, I was impressed with this program’s flexibility and how nicely it lined up with Blueprints and the High 5 Career Messages. This resource “focuses on the journey” and will bolster the self-esteem of our youth! For more information, check out: www.careerccc.org/destination2020/

Awards

Friends of SCWEA Award

Recipient - Rennie Zabolotney

Career and Work Exploration teachers and Career Counsellors are always looking for ways to promote the trades. Rennie Zabolotney, the Youth Apprenticeship Coordinator for Saskatchewan Apprenticeship & Trade Commission, has solved the problem for us with a Youth Apprenticeship program that is student friendly, adaptable and can be very rewarding for students. In recognition of his hard work SCWEA presented him with the "Friends of SCWEA Award".

Submitted by: Hazel Lorenz

Award of Excellence

Recipient - Val Laing

It is with great pleasure and a tremendous honour that I accept the excellence award. I have been interested and working in the area of career and work education for almost twenty years. An interest grew into a passion. There were years where other life issues took the center stage, yet career and work education was always a strong hold. I think the greatest joy in this area is seeing a fifteen year old come into my program and change from:

- unskilled to having some skills
- little confidence to lots of confidence
- no job search skills to owning a cover letter, resume, and portfolio
- having heard about job interviews to excelling in job interviews
- not very employable to hired after the program hours are complete

These are only five joys that keep me going in my classroom and there are many more.

I am a strong advocate of Career and Work Education and continue to see many benefits to the students of my community because of the program. It is quite usual for employers to stop

me on the street or while I am grocery shopping and having them ask if they could have a student work for them while in the program. A recent development is employers stopping me to tell me that a certain student has asked if they could have a work placement with them - the word has trickled through the grapevine and students are getting ready for Career and Work Exploration before they step through my classroom door.

A year ago when Shelley asked if I would take the president's position, I was taken aback. There were too many large shoes to fill and I didn't think I could begin to learn all that was needed to do justice to the position. Shelley, thank you for the invitation. I have thoroughly enjoyed my year. The people on the executive are hard working, innovative, and enthusiastic and it has been

invigorating and inspiring for me. I sincerely thank you, the executive for your support and enthusiasm - it is fun to work with such a great group. Thank you to all SCWEA conference participants for attending our conference and I hope the rest of your day is terrific.

Submitted by: Val Laing

SCWEA Service Award

Recipient - Bob Bellamy

I have been married to Susan for 31 years. Susan is a half time teacher-librarian and half time classroom teacher at St. Augustine Elementary School in Humboldt.

We have three boys. Eric, the oldest, is in his second year of teaching. This year he is in Yorkton at an elementary school. Sean is in his fourth year education and interning at an elementary school in Moose Jaw. Andrew is the youngest and he is attending the University of Regina enrolled in second year Kinesiology.

I am in my 33rd year of teaching. I began in the small town of Leroy in 1974 in a K to 12 school. I taught mainly grade 7 to 12 English and

Social Studies. I came to Humboldt Collegiate in 1981 and have taught here ever since.

- I am a member of the Executive and Treasurer of the Humboldt and Area Drug Action Committee which has been in existence for about 6 years. Our goal is not only to educate students/parents and others about the dangers of drugs but also to inform them that this is not a school problem but a problem for the community and therefore we need to work together to arrive at solutions.
- I am the coordinator for Take Our Kids to Work: our school became involved during the second year of the event.
- I am the facilitator for the Career and Work Exploration Professional Learning Community for the Horizon School Division.
- I am the teacher representative on the High School/Regional College Liaison Committee.
- Along with the HCI Girls' Soccer Team, I organized The Terry Fox Run this year for the City of Humboldt.

I am sorry that I could not be here today, but my girls' soccer team is involved in a playoff game that we must win in order to get to Provincials. (We have been to Provincials the last two years, but have finished out of the medals both times.) This is the first SCWEA conference that I have missed since I began teaching Career and Work Exploration seventeen years ago.

I started teaching Work Education in 1989. The program had been in existence for two years when I began and involved five students and about ten businesses. We now average about twenty students a semester and there are over eighty businesses that have taken part.

When I started teaching Career and Work Exploration I felt that the most important benefit of this course would be to provide students with some basic work skills. However, I began to realize the important role

that employers came to play in many students' lives. Yes the work skills are being learned but it is often that personal contact with a mature adult outside of the regular school setting that students benefit from. As time has gone on I realize that one of the most rewarding aspects of teaching this course is being able to see, in a very short period of time, the confidence level of most students improve. I have been extremely fortunate to have had administrators in the school who see the value of this program and they have been very helpful when it comes to timetabling. My fellow teachers may make the odd comment about me being downtown in the afternoons drinking coffee but they have been very supportive of the program and are interested to hear the success stories. (Hopefully Humboldt will be getting a Tim Horton's soon and wouldn't that be a great placement for students?)

I have served, at various times, on the SCWEA Board for at least 7 years. I was fortunate to host and chair the 2000 SCWEA convention in Humboldt. This was the first time the convention had been held in a small town (we are a city now). This was also the first time that we opened the convention up to the public as on the Thursday night we had Dr. Redekopp speak to the convention members and to students and parents of Humboldt and area. We had close to 175 people in attendance. I received tremendous support, encouragement, and a variety of ideas and suggestions for speakers and presenters from the Executive and Board members. This has been a trademark of SCWEA since I first joined the organization. I have been fortunate to work with some excellent people who believe in the importance and need for Career and Work Exploration in education. These people will work tirelessly to achieve goals that benefit our students.

Thank you for this honour. I was sincerely surprised and pleased to

learn about receiving the SCWEA Service Award.

Submitted by: Bob Bellamy

Recognition of Service Award Recipient – Jacky Lothian

At the SCWEA Conference annual meeting in October, Val Laing, president of SCWEA, presented a **Recognition of Service Award** to Jacky Lothian. This award is presented to members who have made recent and present contributions to Career/Work Education in Saskatchewan. Jacky has taught all grades from kindergarten to grade twelve and has been both a vice principal and principal. Presently, Jacky is a Career Development Consultant for Prairie South School Division. She coordinates Career and Work Exploration, Career Counseling and Transition Programs.

Jacky has contributed much to career development. She has been a presenter at the University of Saskatchewan and SCWEA conferences and a facilitator for Ready For Work workshops. She is the Vice President of SCWEA and is the co-chair for the "Focusing on the Journey" SCWEA Conference in 2007.

Jacky's dedication and passion towards Career and Work Education is enormous. This passion began when Jacky taught her first CWEX class in 2000. Even now as she meets with students, employers and teachers, she becomes slightly envious of the wonderful opportunities. Students come first with Jacky, and even though she has left the classroom, she continues to bend over backwards for students by taking the time out of her busy schedule to answer their career, work, scholarship or post secondary questions and also by providing them with experiences that are invaluable in the work place.

Jacky lives in Avonlea with her husband, Brent, and two children Breanne and Austin.

The SCWEA Executive would like to sincerely thank you for sharing your expertise, passion, and enthusiasm to its association. Congratulations Jacky!!!

Submitted by: Karrie Ritchie

Recognition of Service Award Recipient - Twyn Armstrong

I am proud to present a **Recognition Of Service Award** to Twyn Armstrong. Currently Twyn is an instructor in the Practical and Applied Arts Department at the University of Saskatchewan.

Twyn has been instrumental in promoting the Career Development to our future Practical and Applied Arts teachers. He values and has witnessed the true benefits of having a core career development module within all the PAA curriculums. Throughout the years, he has taught almost every area of Work-based learning and the Practical and Applied Arts, except cosmetology. (Which in his opinion, really should go without saying!)

Twyn has assisted our organization by allowing us to promote our programs and philosophies at the university level. He has facilitated presentations with his students and meetings with his associates empowering us to network with others who share our goals and philosophies.

Twyn is an active advocate for Career Development. He has also written letters of support to administration which has empowered us to improve and expand our programs.

Twyn lives in Saskatoon and has 2 adult children: a daughter who is an environmental engineer and lives in Marsden, and a son who is a Practical and Applied Arts Teacher of autistic children in London, England.

Our associations will soar with avid supporters and promoters, such as you Twyn! Congratulations!

Submitted by: Jacky Lothian

Employing Our Youth Panel

Submitted By: Lori Carter

Practicality, what we need to share with the youth, our students. Another informative session at the SCWEA conference was, "Employing our Youth Panel". Our speakers were Donna Kryzanowski of North Battleford's Burger King and Jan Cook of the North Battleford Pizza Hut. Both experts are managers of over 15 years. This was an informal session where Donna and Jan spoke of expectations and difficulties when hiring and keeping the youth of today. I will summarize their points below which we, as teachers or career counsellors, can take into the classroom.

Youth need to come prepared to fill out an application. They need up-to-date references, dates of employment which will be on their already completed résumé and to bring a PEN! Youth should be sure to have talked to references before listing them ensuring that the reference will be a good one. Family references are discouraged; however, coaches and teachers are encouraged. Youth should fill out each question. There is a reason for all questions. It also shows if one can follow directions. It is important to be able to explain gaps in employment. Both managers see playing on a sports team as impressionable for it shows a consistent ability to show up on time and be a part of a team. One should be able to explain why they were

fired but be careful what one says about whom because it's a small world. They advise not to pencil in changes on a résumé and cover letter. With regards to cover letters, make them job specific – no generic letter should be delivered. If including an email address on a résumé or application, make sure it is appropriate: cutechick69@hotmail.ca would not be advised.

For Jan, his method of sorting/ranking applications is as follows: 1) age requirement, 2) availability, 3) experience, 4) membership with teams, 5) checking with present staff about the individual. Jan also said that he was 75% decided on the hiring of a specific youth before the interview using the résumé, entry onto the parking lot, and the interviewee's courtesy with his staff.

Donna and Jan also added general points to share with our youth. Many youth come in with unrealistic expectations. We should inform them that they don't rise to the top overnight – but to be prepared to work shift work, weekends and clean bathrooms. Working in a fast food environment requires quality social skills which include your basic manners like please and thank you. 100% accuracy is also expected on filling out orders. Personal hygiene should be a priority with workers

too; don't chew on your fingernails at work, keep your hair out of your mouth, have a shower and wash your uniform. Math skills are certainly something that we could practice with youth. For example, how to count back change correctly and without depending on a calculator (this is one of my personal pet peeves). As for cell phones, turn them off at work. There is no time to text message or make future plans.

There will be 225,000 unfilled jobs in the food industry in the next few years. Youth need to prepare for these interviews as they do for others. Approximately 80% are coming in unprepared. Interview tips supported by the panel are: show up early to the interview, wear clean clothes – no slogans, go easy on the jewellery, use a pleasant voice, no use of profanity and most of all – do not bring your mom to the interview. They see this as worse than bringing a friend.

The panel feels that the number of available jobs in society today does make it easier for youth to quit if they can't have the weekend off. What youth may not recognize is that their job record follows them for life. Being able to be successful working in a fast-food position shows these young workers can handle a fast, high-stress job and that is why it looks good on a résumé.

Visit our website!

www.stf.sk.ca/prof_growth/ssc/scwea/scwea.html

Aboriginal Career Development

By Karrie Ritchie

At the SCWEA, "Transitions in Action" Conference at the Jackfish Lodge back in October, a session was offered on "Aboriginal Career Development". The session was offered by Sylvia and Alice Wuttunee. Both Alice and Sylvia grew up on the Red Pheasant Reserve near North Battleford. At a young age, Sylvia's father told her to get an education and find a career, and Sylvia successfully attained both of her father's requests. Both of the presenters emphasized that their people are not all stereotypical 'Native' people, and that not all Aboriginals come from a negative environment.

Some of the questions that were posed to prepare them for their presentation were:

- What are the challenges facing Aboriginal students and career options?
- What are the needs of Aboriginal students in the area of career counseling?
- How can we assist them to see their potential?

Some statistics on Aboriginal youth

(not including Métis) were also given:

- Out of 170,000 Aboriginal youth in Western Canada, ages 15-24, 17% complete post-secondary; this is well below the national level of 60%
- 1% of Aboriginal youth in Western Canada are receiving math and science post secondary education
- 6% of Aboriginal youth in Western Canada are receiving Technical and Trade post secondary education
- 5% of Aboriginal youth are receiving science post secondary education

It is very apparent that there are stereotypical perspectives and attitudes about Aboriginal people. Sylvia and Alice suggested that we need to raise the bar and increase the above mentioned statistics. As educators it is imperative that we encourage students to strive for excellence and prepare them for the work world. Teachers need to start talking to students about careers at a young age. Alice suggested that teachers have their students job shadow, do labour market research, and encourage students to volunteer in services and jobs, to promote life

skills at an early age. She said by doing this students can start developing principles, respect, and caring. It is also important to learn and understand the lifestyles of an Aboriginal student. Talk to them and ask them about their culture; for example, what their life is like on the reserve.

Sylvia and Alice stated that many Aboriginals are living on the poverty line. They do not have TVs, reading materials, or lunches, and they do not always have family support. The dilemma that these young people are forced with is sad. Sylvia and Alice offered some solutions to improve the lives of Aboriginal youth: support and encourage that all students can succeed, and use praise to foster self-esteem. As a bus driver, Alice says it gives her insight to where these young people are going, and she says that you can encourage them. Find out what their interests are and encourage them to transfer these skills into a future career. Teach students to have a voice; encourage them to get involved in municipal politics.

Sylvia and Alice stated that "we need advocates, especially white advocates". Educators need to spread the word to eradicate racism and stereotypes. Educators also need to exercise why it is important to have an occupation and career, teach students about planning, goal setting and budgeting, and appreciate the uniqueness of Aboriginal people and their language. Aboriginal youth want to be successful; teachers just need to provide them with the steps to get there. Alice and Sylvia emphasized that teachers are so important and concluded by saying: "Be the teacher that they can reach out to".

This session was informative, but also very touching and heartfelt. Sylvia and Alice, thanks for sharing your wisdom and compassion.

DVD – The Power of Portfolio – Tool for Transition and Reflection – Available at:

Educational Video Duplication Service Distributed by Media Group

2710 Millar Ave.
Saskatoon, SK S7K 4J4

Phone – (306) 933-4212 or Toll Free: 1-888-682-8808

Fax – (306) 933-3183 or Toll Free: 1-444-3354

Email – vidlib@mg.sk.ca

Website – <http://www.sasked.gov.sk.ca/video>

DVD – Apprenticeship Works – Available at:

Saskatchewan Apprenticeship and Trade Commission

1-877-363-0536

www.saskapprenticeship.ca

Access to Career Development Resources on the Saskatchewan Saskatchewan Learning Evergreen Site

Saskatchewan Learning's Website: <http://www.sasklearning.gov.sk.ca/>

Point of access:

- From the top navigation bar select Teachers and School Administration.
- Select 'Evergreen Curriculum Learning Resources'.

Evergreen Curriculum Learning Resources:

- *BIBLIOGRAPHIES* related to career development:
 - o Select 'Bibliographies by Subject'
 - o Select 'Practical and Applied Arts'
 - o Select 'Bibliographies', or 'Update', or 'Selective List'
 - o Select 'Career and Work Exploration' OR 'Career guidance'
 - These bibliographies list all recommended resources to support the curricula
- *DIGITAL RESOURCES:*
 - o Curriculum Specific Websites (URL Database)
- Select a subject of Practical and Applied Arts and sub-subject of Career and Work Exploration
- A list of recommended websites that are linked to curriculum objectives will be displayed.
- Alternative search

- Select all subject areas and enter as a keyword 'career'. This will display websites in all subject areas that are related to career development/blueprint.
 - o General Reference Centre
- Select the category of 'Career Development'
- This will list all of the general websites related to career development.
 - o Full-text Online Databases
- Select 'InfoTrac' in your region.
- Select CPI.Q (Canadian Periodicals)
- Search by 'career development' or other relevant terms to locate full text magazine articles.

VIDEO RESOURCES:

- o Once the 'Media Group' website has opened up select 'catalogue'
- o Search by 'career' or other relevant terms to find inexpensive videos related to career development.

SaskNetWork:

- From the Saskatchewan Learning home page (given above) select 'Careers' along the right hand navigation bar.
- The link to 'SaskNetWork' will provide a wealth of information valuable to students and teachers.



Behaviour Based Interviews

Submitted By: Lori Carter

It's the new thing- Behaviour Descriptive Interviews –BDI. Our students are already experiencing examples of BDI. Heather Ryan from Protiens, Oils, Seeds Pilot Plant Corp was our conference expert exposing us to the techniques of BDI. The idea of BDI is to get from the interviewee what their competencies are. We try help our students discover what they are naturally good at, what their skills are, what their competencies are but we need to take it further and have them prepare specific examples of these competencies. Heather says a good interviewer will continue to probe competencies out of the interviewee. An interviewer wants to know what a potential employee can do and will do for the company. BDI uses past performances to measure this. In Heather's words, " The best predictor of future performance is past performance". For example, a question may take this form: Tell me about some projects you generated on your own. What prompted you to begin them? What steps have you taken to improve your skills? (This question is looking for the interviewee's initiative. It is also important for students to use more recent examples. Students also speak in the context of "we" or "us". Discourage this. Advise students to

practice answering using "I" as an experienced interviewer will continue to probe with questions trying to draw out the interviewee's specific part in a task. The more specific they are from the start likely the fewer questions they will have to answer.

There are three response types that BDI interviewers recognize: 1) silence 2) the bluff 3) the slip. Reassure students that silence is OK. If they need time to think, say so. A well thought out answer will show more quality than an answer given to fill air time. Some beginner BDI interviewers get anxious and interrupt your thoughts advising you to take your time but don't let this interruption rush you. They may be learning the process too. The bluff is recognized when someone says, "Oh, it has never happened to me." The slip response is recognised when someone is long winded and uses words and phrases like: us, we, and all the time. When a good interviewer recognizes the last two response types, they will probe with questions to get to the truth.

Introducing the BDI technique to students/youth can be difficult but try using the questions below and have them prepare for the five parts of BDI questioning: 1) recent examples, 2) situations - background/events/

people involved, 3) Actions – what was YOUR role, how did you specifically do, 4)Reference – past employers are very important, and 5) Frequency – is the action reoccurring.

Additional BDI interview questions may be:

- 1) Describe a situation where you were given an assignment or project to do without enough instruments or information to complete it. (problem solving)
- 2) Describe a time when someone asked you to help him or her solve a problem. (problem solving)
- 3) Describe a situation when you had to deal with a member of your team who was not doing his/her fair share. What did you do? (teamwork)
- 4) Have you ever been in a group with an unproductive person? How did you handle it? (teamwork)
- 5) Describe a time when you went out of your way to help someone. (customer service)
- 6) How did you prepare for this interview? (initiative)

Essential Skills Portfolio for Youth Kit

The resource "Essential Skills Portfolio for Youth Kit" is available from:

The Centre for Education and Work
515-Portage Avenue, Winnipeg, Man. R3B 2E9

The contact number is 204-786-9495.

The kit includes a facilitator's guide, student guide, and interactive CD "The Game". The full kit with the interactive CD costs \$50.00. If 12 or more full kits are ordered in bulk, the cost is reduced to \$40.00 per order. If only the facilitator guide and student guide (No CD) are chosen, the cost is \$25.00.

Resources for Career Development

Presented by Vanessa Lewis - Career Development Coordinator

by Cynthia Wright-Fulton

Vanessa began her session with an icebreaker question - What would you pack in your suitcase for your life long career journey? This discussion allowed participants to review skills, attitudes, and values that they personally possess.

Vanessa reviewed the old model of vocational development where a person explored their values aptitudes goals then went forward to determine the best fit for themselves from the world of work. A plan was set in place to educate ourselves, work then retire with the full pension.

In the fast-paced ever fluctuating world today, the needs of people are vastly different. We need to assist people with acquiring the skills they need in order to allow them to face the constant choices and decisions they will be making.

People will change jobs twelve to twenty-five times, occupations five times and career sectors three times throughout their lives.

The cornerstones of the new career model are:

1. Follow Your Heart
2. Focus On The Journey
3. Access Your Allies
4. Change Is Constant
5. Learning Is Ongoing

Instead of the old "What do you want to be when you grow up?" The new questions for today are: Who are you? What do you like to do?

Healthy, self-reliant people are created when people find the work they love while in the process of doing something they enjoy.

The Blueprint has provided a framework that helps us to become more informed and intentional through the curriculum and career counseling. The objectives clearly describe the career development competencies thus providing a process to evaluate if these competencies have been met.

The competencies are stated for each stage of life: Level One Elementary, Level Two Middle Years, Level Three High School, and Level Four Early Adulthood.

Vanessa concluded her session by reviewing some resources many of that are available through Saskatchewan Learning. The website is <http://www.sasklearning.gov.sk.ca/>.

Below are some websites links you may find useful:

<http://www.tgmag.ca>
- The 6th Messenger

<http://www.centralischool.ca>
- Central iSchool

<http://www.campusstarter.com/>
- Campus Starter

<http://www.careerccc.org/ccw/>
- Canada Prospects

<http://www.canadaproprospects.com/catalogue/nav.cfm?s=catalogue&p=catalogue&orgid=2&sortorder=fieldofwork&l=e>
- CCC resources

<http://www.councils.org/tasc/nav.cfm?s=services&p=index&l=e>
- Sector Council access

<http://www.ccip-picc.org/ccip/nav.cfm?l=e>
- ccip

Saskatchewan Apprenticeship and Trade Certification Program

Presented by Greg Lawrence, PAA Coordinator, Saskatchewan Learning

by Garry Sibley

Greg spoke about what an apprenticeship program is and who is an apprentice. He explained the benefits of apprenticeship and how it worked. He then discussed on-the-job and technical training for apprenticeship. Greg went over the costs incurred during apprenticeship training. He then informed us about the Saskatchewan Youth Apprenticeship (SYA) program. He

went through the entry requirements for the program which includes a minimum age restriction of fifteen years. He told us that the teacher of the program is required to send in a contract and the student will then be issued a passport, where the student fills in their record of achievement. We next looked at what was needed to complete the three levels and four challenges in the program. Greg spent time discussing the benefits of the SYA program,

including portfolios, resumes and focusing on career planning. Besides these, there is a monetary saving in having registration fees waived and credit hours added for each level completed. Looking at the bigger picture, it gives the province a skilled workforce of local people and thus causing companies to invest in our youth. This was an excellent session and Greg is extremely passionate in his discussions about the Saskatchewan Youth Apprenticeship program.

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SCWEA Membership Form

The following information will be used to contact members for renewal and membership drive purposes, to send out newsletters, to be included on the membership directory and to forward conference and professional development opportunities information.

First Name Initial Last Name

Address (choose either your home or work address for preferred mailing):

Street City/Town Province Postal Code

Phone Fax Email

Teaching Certificate Number: _____

(to verify STF membership for the purpose of determining grants)

Signature: _____ Date: _____

SCWEA Membership Fees are:

- Regular Members: \$25.00
- Students: \$15.00
- Institutional: \$25.00
- Corporate: \$100.00

Please make cheques payable to the "Saskatchewan Career and Work Education Association". Submit membership form to:

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Prairie South School Division
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Office: 868 2223
Fax: 868 2280



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