

# CAREER

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## President's Report January 2008



### Seasons Greetings

The membership of Saskatchewan Career and Work Education Association continues to climb and we were delighted to have over 80 delegates at our *Focusing on the Journey* conference in Moose Jaw in October. Special thanks to Jacky Lothian who took a leadership position in conference planning. The conference committee did a tremendous job in providing top notch session presenters and ample opportunity for valuable professional networking. The saying “time flies when you are having fun” was evident as it seemed I had only arrived and within minutes needed to be checked out of my room.

The executive of SCWEA must also be commended for their dedication and commitment to this special subject council. Thank you to everyone for making the calendar project a reality. Special mention and a large thank you to Lori Carter and Marlene Flaman-Dunn for all the hours they put into designing and proof-reading the calendar which today hangs in many high schools in Saskatchewan. I have some calendars left should anyone need one in 2008. Also, thanks to Karrie Ritchie as we now have new brochures illustrating the importance of the SCWEA organization for anyone working in career and work education.

The new calendar year brings a few new faces to the executive table. We welcome Vanessa Lewis from Elrose, Jill Konkin from Saskatoon and Kerri Beuker from Melfort. Also, we thank Cynthia Wright-Fulton and Kerri Beuker for taking the job of editors *Career Connections*. We look forward to the journal and encourage all readers to contribute information to future editions. Corinne Cobbe willingly chose to continue as our secretary-treasurer and fortunately the person who carries the greatest corporate knowledge of SCWEA at the table, Shelley Hosaluk, continues to share her expertise with us. Thank you to everyone for making our special subject council the best!

Conference 2008 is slated for October 23, 24 at the Gold Eagle Lodge in North Battleford. We will offer our sessions at the Western Development Museum on Friday, October 24. Consider this your personal invitation to attend.

As we begin the calendar year, take time to congratulate yourself for all your accomplishments. Enjoy the winter season and I wish you the best for 2008.

Sincerely,  
Val Laing  
SCWEA President

CONNECTIONS



# SCWEA Executive 2007-2008

## **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.

## **Lori Carter Vice President**

Employed with the Saskatoon Public School Board, career education continues to be Lori's passion. Lori has enjoyed her past two years with the SCWEA board as Director and has accepted the role of Vice President for the upcoming term. Lori has recently enjoyed working together with Marlene to bring you the SCWEA calendar that your school should be enjoying. Lori feels what the future holds for careers is endless with the recent announcement from Saskatchewan Learning.



Outside of school and work, Lori enjoys her husband, Dan, her daughter Jacee who is 6 and her new addition, Dannee, born in March 2007.

## **Shelley Hosaluk Past- President**

Shelley is a Ph. D. student / researcher in Educational 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.

## **Kerri Beuker Director**

Kerri grew up in Fort Qu'Appelle and attended the University of Regina where she earned her B.A. and B. Ed. Degrees. Kerri has since worked for the North East School Division at Melfort and Unit Comprehensive Collegiate (MUCC) in Melfort. After teaching ten years in middle school, Kerri took on the position of Academic Services Coordinator for MUCC in 2001. Along with these duties, she teaches Commercial Cooking and Home Economics and oversees the Learning Resources Center.



Kerri attended her first SCWEA conference this fall and is excited to be a director on the Executive. She is looking forward to working with the executive as their enthusiasm

and passion for this special subject council fuels her own. She will be working with Cynthia Wright-Fulton on the SCWEA newsletter because they are from "the same neck of the woods."

Kerri lives in Melfort with her husband Allan, and two young daughters, Lexi and Sofi. In her spare time she loves being with friends and enjoys cooking, entertaining and Saskatchewan Roughrider football.

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**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.




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**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".

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**Jill Konkin**  
**Director**

Jill Konkin is in her 22<sup>nd</sup> year of teaching. After spending a couple of years teaching grades 7-12 in Kerrobert, she traveled abroad and then studied for a term at Laval University. She returned to Saskatoon and taught at Aden Bowman, Evan Hardy and Walter Murray finally settling into Mount Royal for nine years where she coached basketball, track and field, soccer and was involved in the Voyageur Club. The last ten years



have been back at Walter Murray where she has coached soccer and track and field. Although her primary area of teaching over the years has been Physical Education her teaching areas this year include Career Exploration 10/20, Psychology 30, Life Transitions 20, Ethical Living 9, Physical Education 9, Wellness and Career Facilitation.

This past year Jill and her husband, together with their two children ages six and eleven, took advantage of a deferred leave from teaching to explore Fiji and Australia. It was a great adventure. Upon her return home she worked briefly at a part time job with one of the goals being to see what it is like to be back working at an entry-level position alongside some of her students. It was an interesting experience and she can now relate personally with some of the issues involved with students starting out in the workforce.

She has enjoyed teaching the Career and Work Education classes intermittently over the last ten years. She views it very much like coaching in terms of the relationships that are developed between students, teachers and employers. She sees it as coaching at the next level. Taking the skills developed and identified into the workplace and community. It is such a thrill to see the students succeed at their work placements, building self-confidence one task at a time.

Over the next decade, Jill would like to become more informed about the training and career opportunities available to students. With the high demand for quality trained employees, Jill hopes to work with teachers in other departments to make curriculum career relevant for the students and work on enhancing employability skills.

She is looking forward to her next step in her career path as a director of SCWEA and the sharing of knowledge and experience with so many great teachers and career counselors throughout the province.

**Vanessa Lewis  
Director**

Vanessa Lewis is the Career Development Consultant for Sun West School Division and is new to the SCWEA executive this year.



Vanessa's life is representative of the Life/Career Development Model as it has involved continual learning and change. She believes all of life's experiences and relationships shape our direction, help us deal with change, and enable us to develop the skills necessary to continue to move forward on life's journey.

Vanessa has a background in business with a Commerce degree and several years of work-related experience. It was her interest in helping people that led her to the decision to return to school to pursue an after-degree in Education. Vanessa's teaching experiences began as a Management Studies Instructor at the Saskatchewan Indian Institute of Technologies. After marrying a farmer from the Elrose area, she found herself looking for work that would allow for more time with (and closer proximity to) family. She obtained a position as a Career Development Teacher for the former Eston-Elrose School Division in 2002 and thoroughly enjoyed working with students in this capacity.

Last year, rural amalgamation brought about change and opportunity for Vanessa as she is now the Career Development Consultant for Sun West School Division. This new position brings about a significant shift in focus for Vanessa as she is not working directly with students in the classroom, but in the field with Career Development Teachers. Vanessa is passionate about the area of Career Development and committed to addressing the challenges and opportunities ahead.

Vanessa resides in Elrose with her husband, Brian, and two young and energetic boys – Layne (6) and Cole (4). Much to her surprise, she is enjoying being a hockey mom and is certainly the boys' biggest fan!

Vanessa looks forward to working with the knowledgeable and talented SCWEA executive members. She sees this involvement as an opportunity to stay up-to-date on provincial initiatives and to network with a group of passionate people in the area of career development. She hopes to contribute positively to the organization in the year ahead.

**Jacky Lothian  
Director**

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 was excited to be the co-chair of SCWEA's annual conference, "Focusing on the Journey" at the Moose Jaw Temple Gardens Spa on October 25 & 26, 2007. She enjoys her involvement with SCWEA as she continues to work with a passionate and talented executive.

**Cynthia Wright-Fulton  
Director**

Cynthia Wright-Fulton is presently employed with



the North East School Division 200 at Tisdale Middle & Secondary School in Tisdale. She was born and raised in Saskatoon and attended the University of Saskatchewan receiving a B.Ed./86 and PGD/94. Cynthia is currently and Academic Counselor and teaching Career Work Exploration 10/20 and A30, B30. This year Cynthia is co-editor of Career Connections, the SCWEA newsletter. She enjoys her work with the executive and is looking forward this exciting new position as editor.

Cynthia lives with her husband Jack, son Mackenzie and dog Chuba, just south of Tisdale on forty acres of land. Much of her time is spent watching her son Mackenzie in the hockey rink and in many school gymnasiums. She enjoys her own personal spare time outside, at the pool and in the gym.

## From the Editors

Kerri and I are the new editors for *Career Connections*. It has been very interesting and a lot of fun to put together our first edition. Most of the issue is dedicated to a review of the excellent sessions from our conference in Moose Jaw this past fall. Thank you to everyone for submitting articles and congratulations to the award recipients.

We are looking forward to Conference 2008 in North Battleford. We hope to see you there.

Sincerely,  
Cynthia Wright-Fulton  
Kerri Beuker

# Future to Discover Demonstration Research Project: Canada Millennium Scholarship Foundation

**Presenter: Margie Layden-Oreto**  
**Submitted by: Shelley Hosaluk, Past President**

This informative session was presented by Margie Layden-Oreto from Fredricton, New Brunswick and Connie Korchak from Winnipeg, Manitoba. The Future to Discover pilot project was established by the Canada Millennium Scholarship Foundation in partnership with the Governments of Manitoba and New Brunswick. Improving access to post-secondary education and determining which methods work best to raise accessibility is the intention of this project. Future to Discover is an attempt to address barriers to gaining access to post-secondary education. Common barriers include inadequate financial resources or lack of knowledge by parents and students about the opportunities for post-secondary studies. The project is aimed at assisting high school students in general. Future to Discover also has a focus on students who are frequently identified as under-represented in post-secondary education: those youth from lower-income family situations whose parents have limited or no post-secondary experience.

Two interventions are being tested by Future to Discover with the goal of alleviating obstacles. Explore Your Horizons consists of augmented career education with the purpose of improving high school students' exploration and decision making about post-secondary education and career options. The second

intervention is a financial incentive program intended for students whose family income is beneath the provincial median. Learning Accounts, in the form of a grant worth up to \$8000 upon condition of successful completion of high school and further participation in post-secondary education, are being offered to some student participants in New Brunswick. Both of these programs have been created as practical working intercessions that could increase entry to post-secondary education and be used by provincial government systems. Many short-term and intermediate effects are anticipated as a result of participation in Explore Your Horizons and

Learning Accounts such as increased saving to meet the needs of post-secondary education and increased orientation to future activities.

The initial planning and design for Future to Discover began in 2002; however the partnerships and working plan commenced in 2003. The primary phase of design and planning occurred over the course of the 2003-2004 academic school year. Future to Discover is a long-term research project whose evaluation will include collecting survey and administrative data for each participant over a five-and-a-half year period. Depth interviews, focus groups and a longitudinal panel will help propose explanations for findings from the impact study. Additionally, a benefit-cost analysis will be used to clarify whether the benefits of Future to Discover prevail over the cost of interventions for the participants, governments, and society as a whole. I eagerly await the upcoming research reports. If these interventions prove successful in our neighbouring provinces, I anticipate enhanced career development and improved access to post-secondary education would be heartily welcomed by Saskatchewan's Career and Work Educators.

## Supported Job Coaching

**Presenters: Corrie Lewis and Barry Tysdal**  
**Submitted by: Val Laing**

This session focused on different support models for successfully transitioning students with developmental disorders into a positive, productive work environment. The supported employment models discussed were the individual or standard placement, shared support, mobile crew, and one to one. Each model varies in the ratio of students per job coach, frequency of support, and the types of

placements. The areas of structure to be considered are the physical structure, daily schedules, individual work/activity systems and the visual structure. The types of schedules could be written, written and icon, picture or photograph cards and the object. The work system answers four questions for the student. The student will know what work to do, how much work to complete, the concept of finished vs. progress and what happens next.

# Behavioral Interviews

**Presenter: Keri-Lynn Schikowski**

**Submitted by: Cynthia Wright-Fulton**

The most accurate predictor of future performance is past performance in a similar situation. Research indicates that this method provides objective facts on which to base employment decisions. The process is probing and attempts to pinpoint certain behaviors that are reflective of the capabilities required for the position.

The first interview may be over the phone. Quite often there may be more than one person interviewing. Questions will be based on different competencies for example Customer Service or Achievement Motivation, Initiative and Teamwork and Cooperation. For example:

## **Questions on Achievement Motivation**

Describe a time when you tried hard to meet a standard or goal set by management or organization.

Describe a time when you set a goal or standard for yourself that was more demanding than the goal set by management or a customer. How did you set that goal or standard, and how did you attain it?

Describe a time when you set a goal or standard for yourself that was clearly going to be a challenging mark to hit. How did you set that goal and what were your results?

## **Questions on Customer Service**

Describe a project you worked on that required you to keep your customer informed on a regular basis. How did you go about it?

Tell me about a time when you took it upon yourself to correct a service failure. How did you go about it and what did you say to the customer?

Tell me about a time when you chose to exceed rather than meet a customer's expectations, in an attempt to provide extra value to the client.

## **Questions on Initiative**

Tell me about a time when the only way to overcome an obstacle or reach an objective would be through sheer persistence. What did you do and how does this show unusual persistence on your part?

Describe a time when you went beyond the call of duty to meet a

goal or solve a problem. Be sure to highlight the steps you took that were beyond what anyone expected of you.

Tell me about a time when you chose to address a problem or need of no immediate importance but would have medium to long term impact. Highlight especially how you recognized a need that others might have missed.

## **Questions on Teamwork and Cooperation**

Tell me about a team you were on which required ongoing communication between you and other team members. In particular, focus on one instance which shows how you ensured effective communications among the team members on a regular basis.

Describe a situation in which you actively solicited and used ideas and suggestions from team members.

Describe a time when you took active steps to facilitate a team spirit at work, in which people would enjoy one another and the job while working productively.

## **Tips for Preparing**

- **Talk briefly about the situation that relates to the question.**
- **Outline specifics regarding how you handled that situation.**
- **Discuss positive results or outcomes.**
- **Listen carefully to the questions, don't be afraid to ask for clarification if necessary.**
- **Try to give recent examples.**
- **Examples can be from past work experiences, internships, classes, activities, team involvement, and community services.**

# Apprenticeship and the New Saskatchewan Youth Apprenticeship Program (SYA)

**Presenter: Rennie Zabolotney**

**Submitted by: Cynthia Wright-Fulton**

The Saskatchewan Youth Apprenticeship Program raises awareness of apprenticeship in Saskatchewan schools by helping young people discover what rewards come with working in the skilled trades. SYA enhances student career development by exploring the world of opportunities skilled trades offer Saskatchewan youth.

## The requirements of the SYA program

The program is open to Saskatchewan secondary students, who are at least 15 years of age and meet one of the following criteria:

- Part-time or seasonal employment;
- Registered in a trade-related Practical and Applied Arts (PAA) course;
- Registered in a trade-related locally developed course;
- Registered in Career and Work Exploration 10, 20 or 30;
- Registered in an APP survey course with at least one third trade-related content.

## Youth Apprenticeship Contract

The youth apprentice and their school sign a contract which is registered with the Saskatchewan Apprenticeship and Trade Certification Commission in Regina. The contract outlines responsibilities of the youth apprentice, the most important of which is to stay in school. The contract also indicates the supports the school will provide to ensure successful participation by its students. Registered youth apprentices will be issued an SYA passport to record their progress in the program.

## Program Outline

Saskatchewan Youth Apprenticeship is comprised of three levels of challenges, which can be completed during grades 10, 11 and 12. The challenges at each level take five to ten hours to complete. The Introductory Level focuses on an awareness of the apprenticeship process. The Intermediate Level involves researching career pathways, while the Senior Level allows for

hands-on experiences with trades people. Challenges are recorded in the passport as they are completed. Certificates issued by SATCC for SYA participation can be listed on resumes, in portfolios and on job applications.

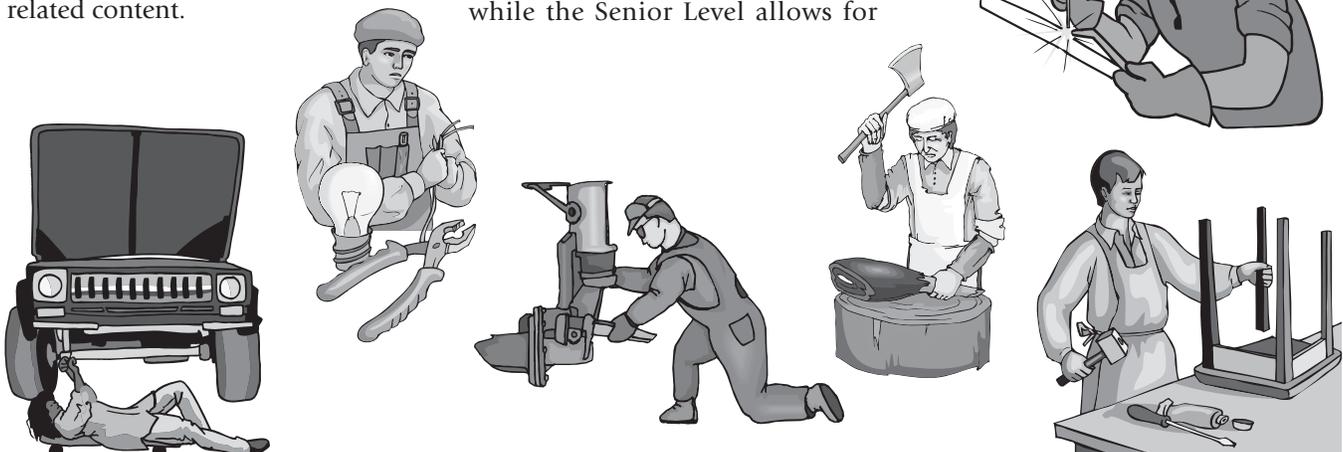
## Program Benefits

Get a head start on career planning.

Record achievements for resumes and career portfolios.

Youth registering as an apprentice in a designated trade within three years receive:

1. Waiver of registration fee (currently \$150);
2. Waiver of first level of technical training tuition;
3. 100 hours of trade time credit per SYA level completed.



# Building a Comprehensive Career Development Program at the High School Level

**Presenter: Carrie Kiefer**

**Submitted by: Cynthia Wright-Fulton**

The session presented a process of establishing a comprehensive career development program. First is the identification of student needs and assessing the career development activities that are already taking place. Next is the development of activities using the *Blueprint* competencies and indicators and creating measurable standards. Along with this, the professional development of staff must be included along with continuous review and revision of the program developed.

Carrie stated that a comprehensive career program is not an added program nor is it to replace the existing counseling roles. It is critical to have the support and expertise and leadership of Superintendents, Consultants, Administrators, Counselors and Teachers. This is not simply the responsibility of one individual; this process requires a team effort.

The goals of the program are to build competencies within students that allow them to become effective life/work managers and to ensure ALL students graduate from high school having participated in activities that are essential to achieving life/work success.

Some career development activities include: portfolio building, job search skills, career software programs, tours of businesses, community organizations, guest speakers, volunteering, career assessments, *Real Game* series, self awareness/self esteem activities, career/work exploration placements and career counseling services.

Carrie stated that outreach to the stake holders; students, parents/community/business, teachers and administration is a critical part of the process.

Outreach to students would include:

- Meeting with students early in the year
- On-going visits to classrooms
- Announcements about career development activities
- Developing a "career resource center"
- Career development bulletin board
- Career development updates in news letters and websites
- Student open-house/career events

Outreach to parents, community, business would include:

- Write career development articles for local newspaper
- Attend school council meetings and make presentations
- Present career development program information to Chamber of Commerce, service clubs and other groups
- Participate in parent open house events
- Participate in Canada Career Week events and invite parents
- Provide career workshops to parents
- Encourage parent volunteerism and hold recognition events

Outreach to Teachers and Administration would include:

- Program announcement and endorsement memo from the principal

- Have a written career development plan and share it with the principal and teachers
- Provide program orientation during staff meetings
- Meet with teams of teachers, department meetings
- Handouts and emails of current career information
- Invite teacher suggestions in ordering resource materials
- Create and distribute sample career development infusion lesson plans
- Provide professional development to teachers
- Involve teachers and administrators in program development, design and implementation
- Teach teachers how to integrate career development into their day-to day schooling activities

This is the moment for career development. The support has never been so strong to encourage career education. In 2007, Saskatchewan Learning released the Career Development Action Plan for Saskatchewan's Schools.

The Action Plan identifies "Six Elements for Success", one being the significant increase in the number of career development practitioners by 2009. Saskatchewan Learning will also support divisions to have career practitioners meet the Canadian Standards and Guidelines for Career Development Practitioners. Saskatchewan Learning has made available \$400,000 for short-term projects to develop models of certain career development initiatives.

# Successful Job Coaching

**Presenter: Mark Barclay**  
**Submitted by: Val Laing**

CWEX for high school Alternate Education students is a successful and rewarding bridge between school and community. The job developer approaches employers and sets up work sites. The job supervisor stays in contact with the employer, monitors situations, and receives input from others. The job coach monitors using a checklist. The

student is monitored for transitions, on task, quality of work, quantity of work and behaviour. The job is monitored for routine, protocol, method of job completion, handling of customers and property. The goal of the job coach is to assist the

employee to become independent and meet their requirements of the position. The job coach is to assist the employee to make accommodations and the process needed to do their job.

## University of Regina

**Presenter: Mackenzie Webster**  
**Submitted by: Val Laing**

The *Exploring Your Options* guide prepared for students was highlighted along with a pamphlet from the university. Mackenzie talked about the advantages of attending the U of R. Some of the advantages are the small class sizes (maximum of 25) and the opportunity to do work experience in almost all programs. The Coop process starts in the second year after a student has 80 credits. Students have two contacts: the Coop Coordinator and the Academic Coordinator. There are initial and back to campus interviews, resume writing workshop, interview workshop, place-pro workshop, resume day, interview day, ranking and then matching with the work placement. The Coop process begins in January and concludes with a work term report. Some highlights of the education program are the opportunity to intern within the first year and a direct entry from high school. Other programs were discussed with questions to follow.

## Scholarship Planning

**Submitted by: Cynthia Wright-Fulton**

In the same way that students set aside time for studying, they need to set aside time to help finance their post secondary education through awards. Here are some scholarship research tips:

**Get organized.** Set up a folder or binder to keep track of the awards you find and apply for, keep a copy of your transcripts, letters of reference, etc. Photocopy the awards you apply for to keep in your records.

**Create a personal profile** – like a resume, that identifies your strengths. Consider your marks, skills, achievements, cultural background, area of study, parental and community affiliations. Collect letters of reference. Store this information in your folder.

**Watch** for deadlines and budget your time to meet those deadlines.

**Network.** Who else do you know who may lead you to a scholarship? Parents, relatives, employers, businesses, churches, community organizations, newspapers, web-sites, libraries, friends and teachers are some of your greatest resources.

**Start early and keep going.** You can continue to apply for scholarships throughout your entire academic career. Don't become too frustrated if you don't find immediate success- there are thousands of awards available. Be persistent. When in doubt **APPLY**.

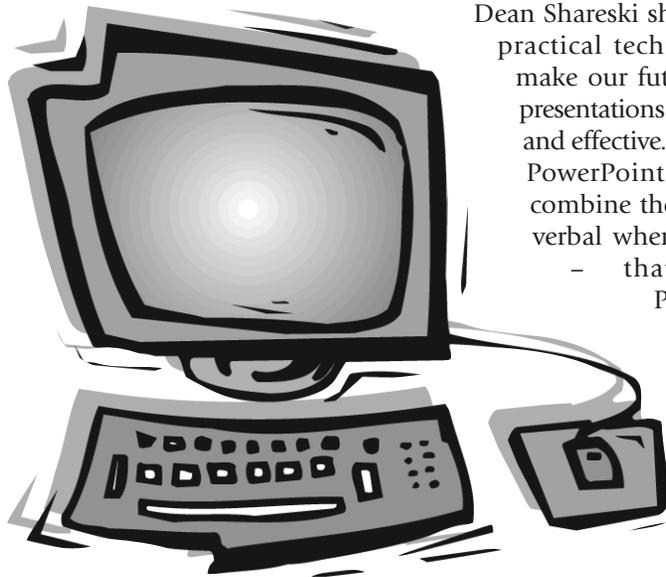
### VALUABLE SITES:

[www.studentawards.com](http://www.studentawards.com)  
[www.scholarshipscanada.com](http://www.scholarshipscanada.com)  
[www.sasknetwork.ca](http://www.sasknetwork.ca)  
[www.aucc.ca](http://www.aucc.ca)  
[www.schoolfinder.com/](http://www.schoolfinder.com/)  
[www.careercruising.com](http://www.careercruising.com)

# Extreme PowerPoint Makeover

**Presenter:** Dean Shareski

**Submitted by:** Marlene Flaman-Dunn



Dean Shareski shared some very practical techniques to help make our future PowerPoint presentations more interesting and effective. He believes that PowerPoint can effectively combine the visual and the verbal when used properly – that is, “your PowerPoint slides should ‘enhance’ your presentation, not *be* the presentation”.

This was a very valuable session! To contact Dean directly for more information, his email address is: [shareski@gmail.com](mailto:shareski@gmail.com). His presentation may be accessed if you search Google: Extreme PowerPoint Makeover.

Dean outlined **common errors** people make when using PowerPoint:

- putting every word they are going to say on the slide – this makes the presentation long and boring, and implies the audience can’t read!
- forgetting to use spell-check!
- using excessive bullet points – if everything is a bullet point, your major points won’t stand out. Bullets are used to organize the presenter not for the benefit of the audience ... (thank goodness this is a summary and not a PowerPoint presentation!!)
- using clashing or too much color
- using too many slides – the more slides you use, the less effective your presentation is
- using too much data (graphs, charts, etc.) – the more data you use, the less effective your presentation is. Research shows that overloading slides with too much information and text will actually cause the audience to remember less than if you used no slides at all!
- using templates – these are over-used
- tedious use of flashy transitions, graphics and sound effects – often shows the presentation is lacking in thought, meaning and value

## **Solutions: How to improve the effectiveness of your presentation**

Keep in mind the three components of a presentation:

- content (the message you’re trying to convey)
- design (the look of your slides)
- delivery (the overall flow of presentation)

Dean referred to the book, *A Whole New Mind* by Dan Pink, which discusses the shift that is now occurring from the left-brain world view to a right brain view. There has been a shift from logical, concrete thinking to the more creative. This shift is causing us to be more creative in how we think and how we do things. Our presentations need to be more creative and imaginative in order to make things stand out and be more significant. Design is important!

## Dean's suggestions on how to accomplish this:

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- don't use templates – they often don't match what you're trying to say and confine and limit you to that particular layout
- always start with a white background
- remember that your slides are not meant to stand alone and be your whole presentation. By hitting the "B" key, you can throw up a black slide, which allows you time to story-tell or explain a point, without distracting your audience by the previous slide that is still up on the screen
- background issues – put light objects on a dark background. "Drop shadow" can make your font stand out better. Use high contrast. Don't use lettering that is close to the color of your background. This just makes it too hard to read.
- use a "frame box" – this frames your text for emphasis and readability. You can also fill the box with a contrasting color; usually a light color works best.
- your presentation should be a narrative. Otherwise, why do you talk?? There should be a distinct beginning, middle and end. Don't let PowerPoint manipulate what you are trying to say. Use PowerPoint to show powerful visuals – these will have the most impact and are what your audience will remember. Include lots of photos of students in action – keep your camera ready. Photos do the best job of depicting emotion and engaging student's emotions can be a powerful motivator and teaching tool.
- use a detailed script or an outline. These can be set up on your computer (called "Presenter View" - on the right side of your screen) so that only you can see them. This also shows the time of your presentation in minutes. These notes can also be printed out as a handout for your audience. Provide this handout at the END of your presentation, otherwise they are reading and not listening.
- remember to use more images (photos) and less text.
- use one main idea per slide
- use large font, especially for older audiences. A good rule of thumb; take the average age of the audience and divide by two to get your font size.
- a remote mouse works best
- use animation and sound minimally to keep your presentation more professional looking. Avoid "Clip Art" – too much of this makes your presentation a bit cheesy! Use real photos instead.
- Some great image resources are:
  - [clipart.com](http://clipart.com) – has some very high quality images
  - [Flickr.com](http://Flickr.com)
  - [Flickr.com/creativecommons/](http://Flickr.com/creativecommons/)
  - [Morguefiles.com](http://Morguefiles.com) – 100's of amateur shots that you can use
  - [tedtalks.com](http://tedtalks.com) – great presentation designs

# Ready for Work – Keeping Young Workers Safe

Submitted and presented by: Jacky Lothian

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The injury statistics of young people across Canada and Saskatchewan are alarming. All too often, injuries and fatalities have resulted from insufficient orientation, training, and supervision.

It has been proven that when new workers are fully informed about workplace hazards and the safe way to do the job, injury numbers are dramatically reduced.

In co-operation with the Workers' Compensation Board, Saskatchewan Labour addresses the need to inform our youth about workplace safety

through the Ready for Work Program. The central concept of this program is that young people need more than a job to be ready for work. They need to know their rights and responsibilities as well as how to recognize hazards.

"Ready for Work" offers comprehensive and free resources that provide background information on virtually all areas of safety including:

- Workers' Rights and Responsibilities
- Occupational Health and Safety
- Workplace Hazardous Materials Information System
- Training for New Workers

- Labour Standards
  - Workplace Violence and Harassment
- Ready for Work is an excellent resource; no PAA/CWEX teacher wants to be without it!

Access and order your supply of pamphlets, fact sheets, school resources, lesson plans and CD-ROMs at: [www.readyforwork.sk.ca](http://www.readyforwork.sk.ca).

For more information or to book a Ready for Work workshop, contact Carole Sedgwick with Saskatchewan Labour at: [csedgwick@lab.gov.sk.ca](mailto:csedgwick@lab.gov.sk.ca)

Look for the Ready for Work workshops offered at Showcase 2008!

## Career Resources to Support Curriculum Integration

Presenter: Hazel Lorenz

Submitted by: Corinne Cobbe

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The [Blueprint for Life/Work Designs](#) is a national framework of competencies that individuals need to effectively and proactively manage their career development. It encompasses work, leisure and learning. Hazel went on to tell the participants that we want to "create kids who are life long learners." We want to give them the "skills to cope with life and be successful and be happy."

Hazel shared with the participants two ideas: Vocational Development Model and the Career Development Theory. According to the National Life Work Centre vocational development expects young people to

make an informed, long-term career choice before graduating from high school. The Career Development Theory focuses not so much about individuals making the right occupational choice as it does about helping people acquire the skills they need to make the many choices that they will face throughout their lives.

The question is why do we need a Blueprint? Hazel explained that the Blueprint helps make career development intentional. When intentional, career development actively creates the life one wants to live and work one wants to do. One of the Blueprint's objectives is to support the development

and implementation of effective and comprehensive career development programs and services in various settings. One of which is the K-12 school.

[Blueprint for Life/Work Designs](#) outlines competencies by area and level. There are three areas and four levels. There is also a 4-Stage Learning Process Taxonomy at each of the four levels.

If you would like further information on [Blueprint for Life/Work Designs](#), call toll free 1-888-533-5683 or visit the website at: [www.blueprint4life.ca](http://www.blueprint4life.ca).

# Personality Assessments

**Presenter: Lori Meyer**

**Submitted by: Lori Carter**

In addition to an interest test and inventory of goals and values, we, as CWE teachers, like to use a personality assessment to help confirm a student's career direction. At Conference 2007, Lori Meyer, a Registered Psychologist, shared the Student Styles Questionnaire with us. The purpose of the questionnaire is to measure students' styles of learning, relating and working. It is a quick questionnaire, taking only one hour to answer and score. Lori likes this assessment because it doesn't rate a student but it gives a statement of personality. Patterned after the Myers-Briggs test, the summary is based on four scales:

1. Extrovert versus Introvert
2. Thinking versus Feeling
3. Practical versus Imaginative
4. Organized versus Flexible

These scales are related to a problem solving process which has four parts:

1. Where one acquires energy
2. What one attends to
3. How one makes decisions

4. Whether one makes a decision.

To assist with understanding the results of a questionnaire, a manual is available. The manual uses three ways to interpret the SSQ:

1. through the eight basic styles
2. four Keirseian combination
3. sixteen style combinations

Each interpretation provides the following points: general characteristics, social relationships, family relationships, classroom applications, classroom environments, tests, potential pitfalls, possible occupations, positive reinforcement.

The following was used as an example: "The results of the SSQ indicate that Scott may enjoy being involved in many things, be interested in athletics, accept people as they are, be friendly and outgoing, pragmatic and resourceful, tell others directly what he thinks, and be oriented to the present moment. Scott's combination of learning preferences may also cause him to disrupt class with a need for

attention, spend too much energy on getting around the rules instead of productive activities, cut class, and miss school or drop out of school if it appears to be irrelevant."

You can see how reading this summary would help someone understand Scott.

I appreciate the language and relevance of the questions. Here are some examples:

1. When in a large group I often:
  - A. talk
  - B. listen
2. I like my desk to be:
  - A. clean and orderly
  - B. any old way
3. When friends spend the night at my house:
  - A. I just wait and see what will happen
  - B. I plan what we will do

I find the downfall of the SSQ to be the price; approximately \$7.00 per questionnaire.

## The Moose Jaw Tunnels Tour: The Chicago Connection!

**Submitted by: Marlene Flaman-Dunn**

What a treat it was to be able to take a tour of one of the famous Moose Jaw Tunnels while we were in town for the SCWEA Conference. Great planning on the part of the Conference Planning Committee!

I don't want to spoil the surprise and fun in case you haven't seen The Tunnels yet, but I do want to say that seeing them first-hand with other teacher friends was a real blast (literally)! It is hard to believe that

these tunnels still exist right under the streets of busy downtown Moose Jaw! The Tunnels have been well preserved right down to the smallest detail including the costumes, furniture and weapons that looked and felt authentic. The tour guides were great fun and pulled us into the rich history of The Tunnels. They did a great job of embarrassing a few of us in the process! It was intriguing, educational and fun all at the same

time. It was over all too soon but we made it out alive!

Unfortunately, time only allowed us to tour one of the two tunnels. We'll just have to return to Moose Jaw the future to tour the other tunnel, Passage to Fortune.

Thanks again to the Conference Planning Committee for providing us with this great opportunity to share in some fascinating local history and a whole lot of fun!



# Saskatchewan Career Work Education Association Conference



**Fun mixed with  
the serious**



# Awards

## SCWEA Award of Excellence Recipient – Jacky Lothian

Jacky Lothian is a well-deserving recipient of the SCWEA Award of Excellence. She 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 University of Saskatchewan & SCWEA conferences and a facilitator for Ready For Work workshops. She is the Vice President of SCWEA and is the co-chair for today's conference.

Jacky is very dedicated to and passionate about Career and Work Education. This passion began when Jacky taught her first CWEX class in 2000. 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 by providing them with experiences that are invaluable in the work place.

Along with passion, Jacky has vision. Because of Jacky's dedication and

effort, Prairie South School was chosen by Saskatchewan Learning for one of their Career Development

Projects. Jacky, along with her Career Development Team, are excited to secure this funding, enabling them to hire staff to create an effective and efficient career transitioning program for students not presently in school.

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



## SCWEA Service Award Recipient – Lori Carter

Lori's teaching career began in 1995 as a substitute teacher with the Saskatoon Public School Board. In 1997, full-time teaching positions were hard to come by so a move was necessary. St. Walburg High School offered Lori a second semester full time maternity leave position. Teaching Phys. Ed at this point was Lori's focus. With her feet wet, Lori's next move was Cambridge Bay, NT for the 1998 school year. This is an opportunity Lori speaks of as "an experience of a lifetime". Here Lori's most memorable moment was head coaching a track team who raised the \$14,000 needed to fly to Hay River in order to compete in their first ever track and field meet.

Hired for a full time position in Edam the following year, Lori returned to

the Turtleford School Division. With Grade 8 homeroom and 9 classes to prep that often accompany the country schools, Lori recalls the year as successful but busy. Family brought Lori back to Saskatoon.

In early 2000, Lori accepted a position at Bedford Road Collegiate. It was here that Lori found herself intrigued with the job search process. After teaching her first Semester of CWE 30, she was hooked. Lori quickly learned that the career field was her new passion.

Wanting to learn more, Lori accepted a position as Director with SCWEA in October 2005. Presently on maternity leave, Lori has stayed involved with SCWEA and accepted responsibility for the production of the SCWEA calendar. Having a vision of what the calendar needed to include for

success, Lori knew that two heads were going to be better than one. So countless meetings later, Lori, Marlene and SCWEA are able to present Saskatchewan schools with this calendar.

Lori is presently enjoying the remainder of her maternity leave as is her family Dan, Jacee and Dannee, who are once again enjoying having use of their kitchen table and basement floor.



***Congratulations***

### Friends of SCWEA Award Recipient – Hazel Lorenz

Hazel began teaching in Cut Knife in 1972 when she was a mere teenager. She has spent her entire career in the same school division. She has been married 35 years to Wally, a real estate agent and Mayor of Wilkie. They have two sons. Chris is a commercial helicopter pilot and Jon is a machinist/entrepreneur. Both boys live in Grand Prairie and much to Hazel's dismay there are no serious girlfriends or grandchildren yet.

Hazel became involved in Work Experience in 1983 when she and her principal attended a conference in Saskatoon. They began their first Work Experience program in 1984 in Wilkie. The following year the program went division wide and so did Hazel, who has worked at central office ever since.

Hazel Lorenz has worked as a consultant for 18 years. With amalgamation, Hazel has remained in the role of Career Development Consultant. She has enthusiastically embraced the challenge of serving many more schools in her consultant capacity. She has always clearly articulated her passion for career development to others; be they teachers, administrators, students, or parents.

Hazel has been instrumental in planning system goals for Career Development at a division and provincial level. Her creativity, insight, knowledge and continued connection with many students have been invaluable. Not only does Hazel keep the big picture in mind, she is conscientious about collecting information to ensure that what was planned got the results that were intended! Hazel has never been afraid to dig in and get her hands dirty (must be that Home Ec. background!!) Learning from success and failure and applying this learning in new situations has been Hazel's trademark. She is a very creative person. This is a wonderful skill to have when finding money for others. Grant applications are her specialty... many applications. For Hazel, it is

about improving students' opportunities through Career and Work Exploration, meeting face to face with journey person trades people and job shadowing opportunities.

Over the years, Hazel has trained many teachers in the Blueprint for Life/Work Designs, COPES aptitude testing, portfolios, career development resources and career development planning to just name a few. Her workshops are always practical with hands on activities that facilitate deeper understanding of the topic. Humour and fun are always necessary components!

Hazel portrays many leadership characteristics. She is a visionary who

collaborates with others while building their capacity for leadership. She models the skills and attitudes that are essential when working with students and parents in the area of career development. Her passion and dedication to teens ensures that they "do what they love" and she believes Career and Work Education is the first step in the discovery process.

Hazel has always exceeded the expectations in her role as a teacher, Career Development Consultant, presenter/facilitator and colleague. There is no slowing her down. Once she has an idea, look out because it is going to happen!! Hazel truly exhibits, "Where there is a will, there is a way!!"



### SCWEA Service Award Recipient – Karrie Ritchie

Karrie Ritchie resides in Moose Jaw with her fiancé. She taught in Briercreech for four years; three of those were spent teaching the CWEX program to grade eleven and twelve students. She takes pride in the success her students have achieved in their work placements. In the short period of time Karrie taught the program, she has had students who continue to work for and apprentice through their CWEX employers. Her students have received exceptional letters of reference and have made post-secondary educational decisions based on their work experiences.

Karrie is now teaching at Peacock Collegiate in Moose Jaw. Although she no longer teaches CWEX, Karrie continues to infuse career and work

development into teaching ELA to her grade nine and ten students.

This was Karrie's second year as a member of the SCWEA executive. During her two year term on SCWEA, some highlights for Karrie have been: co-editing SCWEA's newsletter Career Connections, working with a graphic designer in recreating and revitalizing SCWEA's logo and informational brochure and co-chairing the Focusing on the Journey SCWEA conference.



Karrie is a creative and passionate person who is always ready to participate and willing to lead. Her most admirable quality is the way she puts her heart into everything she does. Congratulations Karrie on this well-deserved award!!!

## Friends of SCWEA Award Recipient – Eleanor Corby

Eleanor Corby grew up in Melfort and completed her public education there. Eleanor attended the University of Saskatchewan in Saskatoon receiving degrees in Home Economics, majoring in clothing and textiles, and Education, majoring in Educational Psychology. Both programs helped to initiate an interest in and commitment to personal guidance and career development that has lasted for more than 30 years.

After joining the Department in 1989 as the first Practical and Applied Arts Coordinator in the Curriculum and Instruction Branch, Eleanor participated in a range of initiatives related to career development. Her work with locally developed courses offered the opportunity to support the implementation of the original Work Experience Education Guidelines. Eleanor was a member of the Student and Career Development Reference Committee that designed the original Middle Level Career Guidance Curriculum. Similarly, Eleanor has participated in the development of the Life Transitions 20, 30 curricula, and the renewal of the provincial Practical and Applied Arts curricula in which more than 30 courses are infused with career development competencies, transition-to-work dimensions, and opportunities for work-based learning. Among these, the Career and Work Exploration Curriculum offered significant involvement with career and work education teachers from across the province in the design, pilot and implementation of the new curriculum.

Eleanor has represented the Department on several provincial and national organizations and committees related to career development, including, but not limited to: The Blueprint for Life/Work Designs (National Life/Work Centre); Saskatoon Industry Education Council; Saskatchewan Career and Work

Education Association; Career Circuit and Circuit Coach (Canada Career Development Foundation); The Essential Skills Research Project; The Real Game Series (National Life/Work Centre); the FSIN School to Work project; and, Take Our Kids to Work (The Learning Partnership). As well, Eleanor coordinated efforts to collaboratively design the Interim K-12 Transition-to-Work Policy adopted in 1995. Eleanor worked with other agencies, including Saskatchewan Labour, in collaborative ventures to design, field test and implement instructional resources such as the Ready for Work resources and Helping Solve the Employment Puzzle: A Toolbox for Middle and Secondary Level.

In her role as a Regional Superintendent of Curriculum and Instruction, Eleanor established a team of ten individuals, representing school divisions across the province, who participated as members of a Saskatchewan Learning Career Development Teacher Leader Cadre. They have worked collaboratively to design, implement and deliver a series of workshops to support the professional development of teachers to become more highly qualified career development practitioners. The six PD workshops designed collaboratively have been offered across the province on several occasions and continue to be relevant and in demand.

In her current role as the Superintendent of Curriculum and Instruction for the Continuous Improvement Unit, Eleanor supports the implementation of the Continuous Improvement Framework and its related planning, monitoring and reporting cycles. In this role, among other tasks, she provides consultative support to school divisions developing CIF Plans and reports, particularly in the area of career development, coordinating joint planning days co-hosted with provincial school divisions, and,

designing and delivering professional development sessions to school division participants. Most recently, she has worked with career development teams from twenty-six of twenty-eight provincial school divisions that have identified career development as one of their strategic priorities to support the Transitions goal identified in the Saskatchewan Learning strategic plan.

Eleanor continues to be passionately committed to career development activities and initiatives designed to assist youth in developing career management skills that will allow them to experience their preferred futures. Encouraging youth in the design and use of personal career portfolios and in making wise life/career decisions will be instrumental in ensuring that all people learn the competencies that they will need, lifelong, to be healthy, self-reliant, and resilient citizens, able to find the work they love in times of constant workforce change and maintaining balance between work and other life roles.



## Friends of SCWEA Award Recipient – Marlene Flaman-Dunn

Marlene has been employed by the Saskatoon Public School Division for the past 26 years, with her first 23 years being spent as a teacher in three different high schools. Her teaching career began with four years at Bedford Road Collegiate, followed by twelve years at Aden Bowman Collegiate, and then finally seven years at Evan Hardy Collegiate. Marlene's primary area of teaching has been high school Physical Education, with over two decades of coaching both senior volleyball and being head coach for the track and field teams. Those were fabulous years for Marlene, as she dedicated herself to inspiring young students to enjoy being physically active and healthy, and under her leadership, many of her volleyball and track teams went on to become City and 5A Provincial Champions. Some of her athletes have even competed in the Olympics Games! How exciting is that!

In her last few years at Evan Hardy, Marlene accepted a new challenge when she was asked to take over the Career and Work Education classes. In addition to being Evan Hardy's career facilitator, teaching Phys.Ed., CWE classes, and coaching two teams, Marlene also spent countless hours developing the Academic Work

Placement Program that offers academic students a choice of numerous exciting 10-week academic work placements at the University of Saskatchewan.

Since completing her Master's Degree in Educational Leadership at San Diego State University in southern California, Marlene is now out of the classroom and is in her third year as



Program Leader in the Career and Work Education Office for Saskatoon Public Schools. Marlene's energy and enthusiasm is now focused on nurturing Saskatoon's existing CWE programs as well as pursuing new avenues of delivering quality career education

in her Division's schools. She has already expanded the Academic Work Placement Program to include two more collegiates and has secured many new academic placements at the U of S by partnering with nationally and internationally renowned researchers, scientists and professors on campus. As a strong advocate of practical, experiential learning and career exploration and planning for as many students as possible, Marlene is thrilled to see Saskatchewan Learning recognizing career education as a new learning priority. She is committed to helping

Saskatoon Public Schools deliver on Saskatchewan Learning's recently announced initiatives in their Career Development Action Plan.

Marlene has been involved with SCWEA calendar that many of you have already received. Lori Carter did a large part of the groundwork on this great project and Marlene was happy to offer assistance to see the project through to its completion. Many summer afternoons and late nights were spent at Lori's kitchen table so that Lori and Marlene could come up with the best possible product for CWE teachers around the province.

Marlene is married to Ken and they have three boys, Jordan (22), Justin (19) and Mitchell (16). They are a very active bunch playing competitive football, basketball, hockey and baseball. The family loves to travel together and they are currently planning their annual trip to the mountains.

Marlene looks forward to her continued involvement with career education and SCWEA. She believes this is a VERY exciting time to be involved with career development. School divisions, local and provincial governments are recognizing how important solid career education is to successfully preparing our students for their ever-changing career journeys that hopefully will take place right here in Saskatchewan!

## Keynote Speaker:

### Dr. George Falk – “Career Experiences for All”

Our future is shaped by our past. Few life decisions are made without some experience. We drive cars before purchasing, we date before committing to a long term relationship: yet some how it is

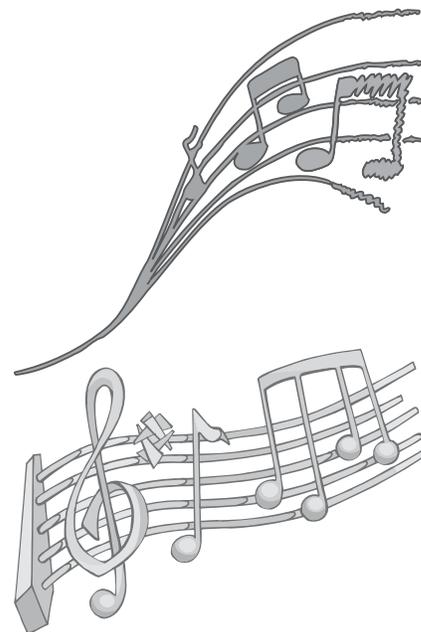
common for our youth to enter years of training for a career they only imagine or hope they will like. This keynote used storytelling, theory and practice in a n extremely human and humorous way.



## Entertainment: Karlee Goby



Karlee Goby provided entertainment throughout the evening. Karlee is a talented and energetic grade twelve student from Avonlea School. Karlee has entertained audiences for over ten years with her singing and dancing. She has performed with Mini Express, Expressions, and Do it with Class.



## The Power of PLAR!

### Manitoba Prior Learning and Assessment Network Conference – Winnipeg, Manitoba, May 11, 2007

Submitted by: **Shelley Hosaluk**

The MPLAN 2007 Conference in Winnipeg, Manitoba provided a welcoming locale in which to share exemplary practices and lessons learned in career education and career development from a variety of Manitoba institutions and organizations who participated in sessions throughout the day.

Paul Zakos was the keynote speaker. Presently, he is the Manager of PLA and Program Development at the First Nations Technical Institute on the Tyendinaga Mohawk Territory and he began his research with the Council for Adult and Experiential Learning (CAEL) based in Chicago. Zakos' session described The Adult Learner Friendly Institution Canada or ALFICan Project, a two year study funded by HRSDC to test the applicability of eight principles of best practice for adult learning in Canada. The ALFICan project's intention is to create new opportunities for people while creating a way for institutions and organizations to do a self-assessment.

Awareness of initiatives such as the ALFICan project is important to educators. As Career and Work Educators in Saskatchewan, we understand and appreciate the need for transitional supports to be in place for our students who choose vocational and/or post-secondary pathways in their life journey.

Undoubtedly, skills recognition is integral to the promotion and development of trades and related gap training in Manitoba. Clearly, the Brandon Project illustrated a new way to graduate because registered carpenter apprentices who pass Level 4 technical training can receive up to six vocational credits, an ELA credit and almost a complete Consumer Math credit. Carpenter Trades Qualifiers who have been deemed eligible to write the certification exam can receive up to six vocational credits and complete a PLAR process for the ELA and Math credits. Through the recognition of learning process, the Essential Skills levels of Trades

professionals are validated. School divisions in Saskatchewan may find the Brandon project to be a model worthy of interest for further examination and applicability within local contexts.

In Saskatchewan, all learning is valued because it contributes to the social and economic well-being and growth of individuals within our communities. In 2004, the Minister approved a Recognizing Prior Learning (RPL) in Saskatchewan: Provincial Policy Framework (RPL Framework) that communicated the visualization for RPL in Saskatchewan. Saskatchewan Career and Work Educators are well-positioned to support the RPL Framework because we develop and nurture collaborative partnerships that help to move students along a journey of reflective self-discovery.

The preceding examples shared at the MPLAN conference are examples of innovation and best practice in the recognition of learning.

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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.

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First Name	Initial	Last Name
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Address (choose either your home or work address for preferred mailing):

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Street	City/Town	Province	Postal Code
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Phone	Fax	Email
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Teaching Certificate Number: \_\_\_\_\_

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

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Information collected about registered members of SCWEA is for membership purposes only. Information collected is used for mailing lists of Career. Information about members of SCWEA shall not be given to third party organizations.

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:

Lori Carter  
Bedford Road Collegiate  
722 Bedford Rd  
Saskatoon, SK  
S7L 0G2



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