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President's Report March 2009



The Executive and Conference 2008 Planning Committee thank all those who attended our North Battleford conference in the fall. We look forward to seeing all our members at our conferences and hope you found the event professionally rewarding.

We welcome our new director, Jason Steinley, from Swift Current. All positions are currently filled, yet we will be looking for help in the fall. I know the President's position will be available as I look forward to serving as a Past-President. Being involved in this special subject council has been a highlight in my career and I invite others to take the opportunity.

Thank you once again to Cynthia Wright-Fulton and Kerri Beuker for all their work in compiling *Career Connections*. Also thanks to Lori Carter, Marlene Flaman Dunn, Jill Konkin, Shelley Hosaluk and Dennis Moffat for taking on the job of planning the fall 2009 conference in Saskatoon.

The Saskatchewan Career and Work Education Association is looking for a new logo. We are looking for a simple, clean, symbolic logo presented in three to five colours. This contest is open to students from Grades 7 to 12. Contest entries must be received by (March 2, 2009) and should be sent to Jill Konkin in Saskatoon. Please encourage your students to participate in this contest with a chance to win \$100 for the selected logo. See the ad in this issue.

Our next meeting is on March 6 in Saskatoon. If you have any questions or ideas to present to our executive, please feel free to contact any one of us.

Best wishes for a great semester,

Val Laing
SCWEA President

From the Editors

We would like to thank all members who submitted articles for this edition of *Career Connections*. We are also looking forward to reviewing the submissions for our new logo, thanks everyone who took the time to submit. Upon reviewing this edition I was reminded of the wonderful conference we had this past fall in North Battleford. Many of the articles in this edition are a review of the conference, so we hope you enjoy reminiscing. Hope to see you in Saskatoon for the 2009 conference.

Sincerely,
Cynthia Wright-Fulton
& Kerri Beuker

CONNECTIONS



SCWEA Executive 2008-2009

Val Laing President

Val Laing began her teaching career in Dinsmore, Saskatchewan, 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 10 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 the Ministry of Education.

Outside of school and work, Lori enjoys her husband, Dan, her daughter Jacee who is six 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 the Ministry of Education. 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 Master's 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.

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 20th 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 10 children, in Southey, Saskatchewan, and attended the University of Saskatchewan where she earned her B.S.P.E and B.Ed. degrees. Marlene has since spent the past 23 years of her teaching career in three different Saskatoon high schools, her first four years at Bedford Road Collegiate, 12 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".

Jill Konkin
Director

Jill Konkin is in her 22nd 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 10 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 counsellors throughout the province.

**Vanessa Lewis
Director**

Vanessa Lewis is the Career Development Consultant for Sun West School Division and this is her second year as a member of the SCWEA executive. She has very much enjoyed the beginnings of her professional relationship with SCWEA executive members. She views the executive as a knowledgeable, passionate, and enthusiastic bunch. The diverse backgrounds and unique experiences of the executive members enrich discussions and bring a wealth of ideas forward when planning the direction of the organization in order to serve its membership.

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 resides in Elrose with her husband, Brian, and two young and energetic boys – Layne and Cole. Much to her surprise, she is enjoying being a hockey mom and is certainly the boys' biggest fan! She finds much enjoyment in special family "moments" and is trying very hard to savour the moments amidst a busy lifestyle.

Vanessa views her involvement with SCWEA as an opportunity to stay up-to-date on provincial initiatives and to network with a group of dedicated people in the area of career development. She is excited about becoming involved in planning for the annual conference scheduled for the fall of 2009.



**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 and 26, 2007. She enjoys her involvement with SCWEA as she continues to work with a passionate and talented executive.



**Jason Steinley
Director**

Jason is currently employed with the Chinook School Division as a Career Education Counsellor, serving schools southeast of Swift Current. Prior to this position he was the principal of Neville School for two years. Previous teaching positions have taken Jason across the province to Cumberland House, La Loche, Turleford and Kamsack. This year he also taught a class in the Educational Assistant program at Great Plains College.

Jason lives in Swift Current with his wife Deb and three children Nadine (8), Nicole (6) and Jared (4). He enjoys hockey, golf, ball, home renovations and camping with his family.



**Cynthia
Wright-
Fulton
Director**

Cynthia Wright-Fulton is presently employed with the North East School Division 200 at Tisdale Middle and Secondary School in Tisdale. She was born and raised in Saskatoon and attended the University of Saskatchewan receiving a B.Ed./86 and P.G.D./94. Cynthia is currently and Academic Counsellor 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 40 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.



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website!**

ssc.stf.sk.ca/scwea



Apprenticeship

**Presented by Rennie Zabolotney, Youth Apprenticeship Team Leader,
Saskatchewan Apprenticeship and Trade Certification Commission
Submitted by Corinne Cobbe**

What is Apprenticeship? Apprenticeship is on-the-job training and technical training.

What is an apprentice? An apprentice is an individual who works in a trade, signs a contract with an employer or joint training committee, and registers with SATCC.

There is equal opportunity in the trades. There are many women who enter into the trade sector.

The benefits of apprenticeship: you can earn as you learn, careers are satisfying, and you have a good standard of living.

In order to be an apprentice, you must be working in one of Saskatchewan's 50 designated trades. Eighty per cent (80%) of the time is on-the-job training; you are learning how to do the job and are supervised by a journeyperson. Twenty per cent (20%) or six (6) to ten (10) weeks per year are spent in technical training;

SIAST provides most of this technical training that reinforces the on-the-job training.

An apprenticeship is two (2) to four (4) years in length depending on the trade chosen. Previous work experience and training may be recognized as credit in apprenticeship training, such as: trade related PAA courses, career work education courses, summer job experience or pre-employment courses.

Once Level 1 through Level 4 of the training are completed, the apprentice would receive a Certificate of Completion of Apprenticeship and qualify to write the Journeyperson Exam. Achieving 70% or better on the exam results in Journeymen Certificate of Qualification.

The goals of Saskatchewan Youth Apprenticeship program are:

- to make young people aware of the trades
- trades being seen as the number

one choice

- encourage students to stay in school
- transition from school to work and
- carve career pathways for youth

The steps to the program include:

- complete and sign a SYA contract
- get a SYA passport
- complete three levels and four challenges at each level

By completing all three levels you receive SYA Certification. With certification there are benefits; content for your resume and portfolio, focus on career planning, up to 300 hours of recognized trade related time, the \$150.00 registration fee is waived, and the tuition for your first level of technical training (\$240.00) is paid.

For more information see the website at www.saskapprenticeship.ca

Career Education for Middle Years

The new Middle Years Curriculum (MYC) is out! It is one of the first of the "new style". This slim built document will take up little room on your shelf. It is said that the new curriculum allows for flexibility. Its style also stresses that it is the skills that students learn that are important

as opposed to how much curriculum is covered.

The Ministry of Education has adopted the Blueprint for Life/Work Designs as the scope and sequence for the integration of career development competencies into all curricula (p.5). If you haven't heard of the Blueprint

for Life, it would be worth looking into as it is not going to disappear.

The province continues to provide for 50 minutes/week or 30 hours per year of career guidance. The MYC can be found online at www.education.gov.sk.ca/curr-rsces

Entrepreneurship

Dallas D.E. Gislason, Saskatchewan Enterprise and Innovation
Submitted by Cynthia Wright-Fulton

Dallas Gislason is a senior analyst with Enterprise Saskatchewan's Competitiveness and Strategy Division. He is the youngest individual to receive the Premier's Award of Excellence for Leadership.

Dallas believes that the spirit of entrepreneurship is alive within everyone; all they need is a means of discovering their true potential and unleashing creativity to spark action. Dallas provided insight into how we can nurture the entrepreneurial spirit of young people.

Entrepreneurship is the recognition of an opportunity to create value and the process of acting on this opportunity, whether or not it involves the formation of a new entity. "Creativity thinks up new things, Innovation does new things" Theodore Levitt, Harvard.

The Memphis Manifesto Summit was the first gathering of the creative class and it was held in Memphis Tennessee, April 30-May 2, 2003. The Creative 100 – selected from nominations from across North America (48 cities in the United States, Canada and Puerto Rico). The Creative 100 wrote this manifesto for their own communities and for all communities seeking to compete in today's economy. The Summit was hosted by Richard Florida, author of *The Rise of the Creative Class* and Carol Coletta host and producer of the award-winning public radio interview program, *Smart City*.

The Memphis Manifesto

This manifesto is a call to action:

Cultivate and reward creativity. Everyone is part of the value chain of creativity. Creativity can happen at anytime, anywhere, and it's happening in your community right now. Pay Attention.

Invest in the creative ecosystem. The creative ecosystem can include arts and culture, nightlife, the music scene, restaurants, artists and designers, innovators, entrepreneurs, affordable spaces, lively neighbourhoods, spirituality, education, density, public spaces and third places.

Embrace diversity. It gives birth to creativity. Innovation and positive economic impact. People of different backgrounds and experiences contribute a diversity of ideas, expressions talents and perspectives that enrich communities. This is how ideas flourish and build vital communities.

Nurture the creatives. Support the connectors. Collaborate to compete in a new way and get everyone in the game.

Value risk-taking. Convert a "no" climate into a "yes" climate. Invest in opportunity-making, not just problem-solving. Tap into the creative talent, technology and energy for your community. Challenge conventional wisdom!

Be authentic. Identify the value you add and focus on those assets where

you can be unique. Care to be different not simply the look-alike of another community. Resist monoculture and homogeneity. Every community can be the right community.

Invest in and build on quality of place. While inherited features such as climate, natural resources and population are important, other critical features such as arts and culture open and green spaces, vibrant downtowns, and centers of learning can be built and strengthened. This will make communities more competitive than ever because it will create more opportunities than ever for ideas to have an impact.

Remove barriers to creativity, such as mediocrity, intolerance, disconnectedness, sprawl, poverty, bad schools, exclusivity, and social and environmental degradation.

Take responsibility for change in your community. Improvise. Make things happen. Development a "do it yourself" enterprise.

Ensure that every person, especially children, has the right to creativity. The highest quality life-long education is critical to developing and retaining creative individuals as a resource for communities.

This document was compiled for the original Memphis Manifesto by Dallas Gislason as a passionate champion for creativity and community renewal.

What I Needed to Know in High School

By Marlene Flaman Dunn

This is an overview of data gathered from recent grade 12 graduates and post-secondary instructors and presented at the 2008 SCWEA Conference.

The student data was gathered via surveys (54) and interviews with small focus groups of recent high school graduates. The survey asked how well prepared the students felt in terms of personal management skills, work exploration skills, and work/life building skills. Each answer was based on a four point response as well as whether or not the student felt it was the school's responsibility to prepare the student in each area. There were also questions that asked for graduate's feedback on how valuable, available and relevant the career information was in their high school. The results of the data collection were distributed to the SCWEA participants.

Hazel and Leanne explained that the students generally seem to think we are addressing most of the career and life skills necessary and therefore should continue to maintain and improve current practices. The respondents felt there should be a balance between individual and mass career counselling. The presenters made a point that to make this work, these sessions must be timetabled in and the resources must be made readily available. Presently many of the personal management skills are taught more in the modified curriculums and should be infused into the general curriculums.

The teenagers' responses indicate that they "think" they already possess necessary work and life building

skills. It was suggested that educators need to provide more realistic/authentic experiences to the students. Perhaps more time needs to be spent with senior students communicating the implications of using this skill set for life and not merely just for the act of graduating.

Students and teachers alike felt that in many cases checking for essential credits should only be one facet of the many functions of a career counsellor. Many of the roadblocks to providing the career counselling students need include: financial resources, time constraints (often it is an "add on" to an already over burdened teacher), administrative roadblocks and sometimes it is simply because the students "think they know everything".

Shelley, from Northwest Regional College, reported from her post-secondary instructor's survey. The students they see in their programs are not taught how to think nor can they explain how they think. Many students are not committed to punctuality, attendance, or learning in general. She stated that many students arrive with poor grammar and do not have the necessary skills to organize an essay. There was also some discussion on the impact of technology and the ability of students to stay focused. She cited a region-wide survey of community industry partners whose main theme was "high school graduates do not know how to work".

Discussion followed regarding the implication of these results. Graduates do have many important skills including areas of new

technologies however, they also come with different ideas about what the workplace should look like or expect of its workers. There is definitely a difference in viewpoint in how work should look between generations.

Shelley suggested that colleges are providing transition programs for those that don't have the academic requirements or need additional support through tutorials, workshops and other programs. The students who take time off after high school should be encouraged to take a class to keep themselves in the learning mode or spend a day at a college class to see what the expectations might be. Career counsellors might also encourage students to transition from a smaller college to a larger one. Portfolios should be updated and students should be reminded that many colleges use them as recognition of learning.

The implications of both the student and secondary instructor's responses provided thought provoking ideas regarding the future direction of career development.



Hazel Lorenz

Portfolio Development

Presented by Deb MacLean, Portfolio Project Leader, Lashburn High School
Submitted by Cynthia Wright-Fulton

Deb explained that the creation of the portfolio (the process) is as important if not more important than the end product. Begin in grade nine with the introduction and initial development of categories. The best way to develop a comprehensive portfolio is to have many individuals involved with the development process. Deb explained that the best results are obtained if the portfolio creation is a team effort. Career education teachers, subject teachers, students can all be involved with the development of content. Portfolio content fits very well into the English curriculum, through English 9 – autobiographical, English 20 – Self-Reflective, English 30 – Self and Word. School community councils can be involved with the interview process. The interview gives the student an opportunity to showcase their portfolio.

Portfolio can be defined in the following ways:

- A portfolio is not a resume – it may, however, contain a resume.
- A portfolio is a visual representation of a person’s skills, capabilities, knowledge, qualities; it represents one’s potential
- Physically, it is a collection of things – artifacts – that represent academic and work-related events in a person’s life.
- The portfolio provides evidence of one’s potential by demonstrating what has been accomplished in the past.

COLLECT

1. Items from out-of-classroom experiences – photographs, video, audio, written reports, articles or letters.
2. Results of activities and projects carried out as a part of personal exploration, charts, graphs, polls.
3. Items that demonstrate accomplishments – badges, certificates,

letters of recommendation.

4. Items that show skills, interests attitudes, personal inventories.
5. Items which tell about the school year, photographs of projects/ events.

SELECT

Selection depends on the purpose of the portfolio (e.g., for a job application or interview; for acceptance into a course or program; for evidence or activities or skills). Selecting items requires the individual to think about the message each of the selected items brings to the whole and what the person viewing the portfolio is looking for.

Selection Process

- Only include an artifact if there is a good reason to do so.
- Keep in mind the question “Is this item important?”
- Think of the skills being demon-

What is a Career Portfolio?

- A collection of materials demonstrating the career development and skill sets acquired through a variety of activities and experiences undertaken by the individual.
- A continuously growing and changing collection that must be regularly reviewed and updated.
- A collection of purposefully selected items gathered to illustrate one’s skills values, abilities and interests
- A reflection of in and out of school experiences.
- Tangible evidence of interpersonal, academic and personal skills.
- Clarification of interests, abilities and aspirations.
- Assists in identifying strengths.
- Helps establish future goals.
- Establishes a career-life plan.

Adapted from Meisner, J., and S. Butler, *Horizons 2000+ Career Studies*. McGraw-Hill, Ryerson (2000) p2.

Development Process – Collect – Select – Reflect

Collection involves gathering together everything possible before making a final selection.

- strated by the artifact or item.
- What items am I proud of and why.
- How will the employer/reader view the product?

REFLECT

- Reflecting on each item requires that there is thoughtful consideration of each item contained in the portfolio; each is there for a specific purpose/ reason.
- Indicate the time frame.

What does this item says about you now and who you will be in the future?

Explain why is this important?

Standard Portfolio Items include:

- Educational plan or career goals
- Personal profile
- Employment history or resume
- Career Plan

Organizational topics might include – student personal essay, academic information, activities and awards, career profiles, resume, recommendations/references, post-secondary applications and letters of acceptance.

Subject areas could include – ELA writing samples, research papers, and photographs of Phys.Ed. activities, samples of electronic work in word processing, database, graphics, photos or diagrams describing PAA projects, evidence of work study, feedback

form supervisors and coaches, evidence of extracurricular activities.

Self assessment includes – personality checklists, interest inventories, values inventories, learning style inventory, work values checklist, sils inventories, career cruising.

Deb concluded her session explaining that the North West School Division guidelines are to:

- Provide an activity package for all grade levels 9-12.
- Provide consistency throughout the division with additional teacher activities.

All grade nine students to complete a portfolio by June 2009.

Partners -Within Our Walls

by Vanessa Lewis

As I sit at my desk pondering about all the partners it takes to make a successful Career Exploration program my mind keeps jumping back to the silent partners. By silent, I mean the ones that are at your fingertips, rarely recognized but vital to the success of every career program.

The first major partner that comes to mind are the teachers in one’s own school. These are the folks that realize that career exploration isn’t just for one type of student. It is not just for the modified, not just the academically talented and not just for those students interested in the trades. They recognize it is an opportunity to any student wanting to open their mind to new and exciting hands-on educational experiences. They know it and they tell their students about it!

One of the other partners, of course, is the administrative group in the

school that sets the program in a feasible time slot. They also put a reasonable cap on the number of students in each class so that each student may be taught and supervised in the most constructive, safe and efficient manner.

A valuable commodity is the school counsellor who points the students in the direction of Career Exploration and explains its value to students and parents.

For those divisions that have a central person finding placements, it is open communication and commitment to find the best match for a student with a work site. A good match can make all the difference to the student’s success.

Vital to a CWE program are staff in your own or in other buildings that take some of these students on for a work placement and then ensure they are welcomed into a safe working

environment in their classrooms, caretaking rooms, offices or libraries.

Our partners include the teachers in schools who carve time out of their busy schedules to attend career centered meetings and share their latest experience, valued resource or teaching tool.

One of the greatest partners is the “seasoned” teacher who mentors a teacher new to the curriculum or the saintly colleague who shares an e-mail of their favourite career lesson plan or an evaluation rubric.

The final set of partners that should be acknowledged are those students who, after taking our courses encourage their peers and siblings to do the same. They are by far our best ambassadors!

We should consider ourselves lucky. Some of our greatest partners in career education are within our own school community!

Career Development Plans: Following the Heart

Presented by: Cathy Herrick
Submitted by: Kerri Beuker

“Career planning needs to start earlier”. It has been said that “luck is no accident” and this is particularly true in the area of career planning. Career development should not lead students down a narrow occupational path but should instead enhance knowledge, develop understandings and promote action.

Building around the student’s strengths will help them to carve out a role for themselves that draws on those strengths. Buckingham and Clifton (2001) argue that people excel only by maximizing their strengths, never by fixing their weaknesses. With practice and extended learning, strengths become stronger. By encouraging full timetables, extra curricular and volunteer activities, Career and Work courses and developing portfolios, educators help students identify their strengths.

Comprehensive career development plans recognize and address the following:

- Life is unpredictable – unplanned events often determine a career path.
- Avoid career tunnel vision – decisions are not permanent commitments.
- Recognize and get out of traps – students need to feel confident enough to change plans.
- Don’t stick with bad choices – changing plans is not failure.
- Dreams help create a vision for the future – but students also need to be prepared for the reality that not all dreams come true.



Cathy Herrick



President Val Laing

- Success and failure are part of living – don’t be afraid to fail; failures are life’s greatest lessons.
- Ways to create luck – prepare for action and take it; don’t wait for opportunity to knock ... go do the knocking!

By empowering students to take first and new steps, we create opportunities. We can promote dreams and reality by building on student strengths in an environment that encourages multiple career paths and, above all, action.

“When you make future plans, you better write in pencil and have an eraser handy!”





Kerri and Cynthia



Round Table



Social Time



Lunch



Prizes

Awards

The Friends of SCWEA Award – SIAST

The Friends of SCWEA Award is presented to individuals or groups who have assisted in the development and promotion of Career and Work Education in Saskatchewan. The Saskatchewan Institute of Applied Science and Technology (SIAST) is a very deserving recipient of this year's award.

SIAST has contributed to the development and promotion of Career and Work Education in our province over the years in many different ways by:

- Providing the answers to questions from counsellors, students, or parents surrounding programming opportunities.
- Creating CSI (Come, See, Investigate) opportunities for students.
- Hosting Career Counsellor sessions and other supports in relation to recruitment and selection processes or scholarship information.



- Attending Career Fairs throughout Saskatchewan.
- Creating Skills Canada opportunities for our young people.
- Supporting and promoting apprenticeship in many ways throughout our province.
- Sponsoring various SCWEA functions.

Although the award is being presented to SIAST, it really is the work of a number of individuals whose dedication and support has made the organization a deserving recipient. We want to take this opportunity to acknowledge a FEW

individuals who have made a difference in our lives and the lives of our students:

- **Bill Blok** – Student Recruitment Liaison
- **Shanon Kefford** – Student Recruitment Advisor
- **Terry Seto** – Student Recruitment Advisor
- **Garry Ayotte** – Industrial Leadership and Development Centre (ILDC)
- **Cristal Gobeil** – PLAR Facilitator
- **Mic MacDonald** – Continuing Education Consultant

Bill, we appreciate you being here today to accept this award on behalf of SIAST.

Thank you to SIAST and to the individuals whose efforts are making a difference. Congratulations to SIAST, true friends of SCWEA!

SCWEA Service Award Recipient - Corrine Cobbe

It is my pleasure to present this Service Award to Corinne Cobbe.

Corinne first became involved with the Career Work Exploration program in 2003 and soon proved herself to be an outstanding CWEX teacher. She takes pride in her students' achievements at their work placements and she does her utmost to ensure her students are set for success.

Corinne believes that CWEX is a worthwhile program that should be offered to all students. She spends countless hours assisting her students in creating professional resumes and portfolios. She has witnessed the positive effects the program. Students have continued to work at their CWEX



placements, some have received jobs due to positive CWEX references, and most have made valuable post-secondary educational decisions based on their work experiences.

Corinne first became involved in SCWEA as a director and then as our

Secretary-Treasurer. She has also held the positions of co-editor for SCWEA's newsletter *Career Connections* and treasurer for SCWEA's 2007 conference. She is always willing to help and is an extremely efficient and dedicated member of the SCWEA organization.

Corinne has taught for 22 years, 20 of which have been at Mortlach School. She presently resides in Mortlach with her husband Bob and is working towards her Master's degree in Curriculum and Instruction at the University of Regina.

Congratulations Corinne on this well-deserved award!

Job Shadow Opportunities

Presented by: Ruth Cey, V.P. Unity Composite High School

Submitted by: Vanessa Lewis

Job Shadows are a wonderful way for students to investigate occupations of interest while still in school. Typically a Job Shadow involves a one-day placement opportunity at an off-school location in which the student can investigate an occupation "first-hand". Job Shadows allow students a chance to explore the work being done at the location, dispel any possible misconceptions about the work being done, and confirm what they already believed to be true.

Living Sky School Division is a strong supporter of Career Development and has designed various programs to support youth in the life/career exploration process. Job Shadows are a part of Living Sky's Comprehensive Career Development Plan.

Ruth Cey, Vice Principal at Unity Composite High School, discussed a unique way of supporting Job Shadows within her school. The staff of her school wanted to find an effective way to support Job Shadow opportunities for students. To make this work within the school, it was decided to link Job Shadows with the ELA 20 curriculum and completion of the CAPS/COPS/COPEs assessment inventories.

The plan involves:

- Proper Forms – Insurance, Reporting, etc. forms produced by the Division.
- CAPS/COPS/COPEs inventories – conducted with Grade 11 students by Career Development Teacher prior to job shadow.
- ELA/Job Shadows – Job Shadows

incorporated into ELA curriculum

- One-Day Placements – One-day job shadow placement opportunity for each student during the year. (Majority took place in spring.)
- ELA Teacher/Career Development Teacher – key individuals involved with coordination of Job Shadow opportunities for students. (In Unity the ELA and Career Development Teacher were one in the same but they wouldn't have to be to run a similar program.)
- ELA Follow-up Assignments – include Narrative Essay, Portfolio Entry, etc.

Although the plan has been running for a number of years now and is extremely successful, it is not without its struggles. Initially, the biggest challenge when implementing the Job Shadow program involved convincing students to "get out of town" and visit businesses outside of their local comfort zone/community. Now that the program has been established, students are excited about finding unique job shadow opportunities. Also, in the event a job shadow in the student's particular area of interest proves too difficult to locate, technology is used to allow students to 'visit' various occupations. Programs such as Career Cruising and Skype are creatively used to bridge the distance and make the exploration of the particular occupation possible.

Webster's Dictionary defines exploration as "An act to examine or investigate carefully." A job shadow

allows students to enter a business of choice and explore the work being done at that organization. Job Shadows are of benefit to students, employers, and parents in that they allow students a tool for exploring life/career opportunities and for witnessing the skills, attitudes, and competencies necessary in the workplace. Employers benefit by exposure to potential employees and from the opportunity to build positive relationships with today's youth. Parents see the benefit in allowing their children exposure to a "real-life" opportunity to explore an area of interest. Often, information learned in the job-shadow experience is very critical to future life/career decision making.

Job Shadows are an important part of the life/career exploration of the Unity Composite High School Students' program. The current program took significant planning, but efforts were well-received by students, parents, and the extended community.

Referenced during session:

- www.lskysd.ca/staff/career_education/index.php
- Job Shadow Agreement
- Job Shadow Contact Form
- Job Shadow Reporting Form
- **Corner Gas:** Season 4: Episode 4: Just Brent and His Shadow Clip dealing with Job Shadows – very funny!

Make It Real

Grade 6 Career Guidance

Sample Lessons

CG6.2 *Analyze the benefits of developing personal competence in building healthy relationships.*

Indicator: *Demonstrate effective skills, knowledge, and attitudes for resolving conflicts with peers and adults and recognize when different strategies may be needed.*

Resources Needed: "Make it Real" Game (Lesson 1 or 2)

Students purchase and select a home and place it on the Town Map by random draw.

As each student places house on the Town Map, they must explain their reasons for selecting the location they choose. Example reasons could be: location (close to hospital, playground, etc...), interests (by park),

Brainstorm what it means to be a good neighbor. Think-Pair-Share format.

Discuss as a class and record on board (or SMART Board) student ideas for

what it means to be a good neighbour.

Review the Conflict Resolution/ Problem Solving Strategy.

Conflicts between neighbors role play:

- Students draw a conflict/situation from a hat or make up their own.
- Pairs of students will discuss the possible outcomes of the conflict and decide what the BEST outcome would be.
- Do a role play for the class: a "what not to do" scenario and a "what to do" scenario to show the differences in the possible outcomes.

Discuss what was shown. Review the characteristics of a good neighbour.

The "Good Neighbour" characteristics can be displayed in class as a reminder to students about how they should treat their classmates. (if done early enough in the year, this lesson could also help determine the classroom rules).

Assessment:

For Learning: Based on the initial brainstorming/discussion, the teacher can determine how much students understand about respect and what it means to be a good neighbour. If the students are well aware and can demonstrate the characteristics, they can perhaps move into the community to do some actual service work. If the students need some more reinforcement, the teacher could continue the "role play" scenario at later dates to help to determine if students are developing a better understanding of the characteristics of developing healthy relationships.

As Learning: Throughout the unit students could do an assessment of the "Neighbourly Characteristics" and keep track of how they change and/or improve

Of Learning: Role play will be assessed to determine whether students can demonstrate the characteristics of a good neighbour.

Student Logo Contest

SCWEA

(Saskatchewan Career Work Education Association)

is looking for a new logo!

simple • clean • 3-5 colors

CD Cover – Activity

Middle Years Career Guidance: Self Awareness

I know I got original idea from somewhere/someone ... I wish I could give credit where credit is due!

“CD Cover Insert”

Procedure: Each student will produce a CD cover insert and prepare a short oral presentation as follows:

As a large group, brainstorm/view a number of CD inserts and talk about necessary components such as: recording artist (individual or group), CD title, pictures/clipart, list of songs, producers, etc.

For this CD insert activity, you (student) are the recording artist. You must select a title for your CD that represents the “real you”. Make it up or pick one you know of.

Include your newly created CD title on the cover of the CD.

Choose clipart that represents the “real you” and include it on the cover.

Be sure your name appears somewhere on the cover as the recording artist.

On the back of your CD insert, select a MINIMUM of six song titles that represent a combination the following:

- One for how you believe others see you.
- One for the type of friend you are.
- One for the types of friends you have.
- One that tells what you like to do for fun.
- One that tells what you want to accomplish in life.
- One that tells of something you are good at.
- One that tells of something you are not skilled at but wish you were.
- One that makes you feel good.
- One that makes you laugh.
- One that makes you sad.
- Other (approve with teacher first)

These song titles can be real songs or invented titles.

Choose a producer – your most influential **family** member to include as your producer on the CD.

Choose an agent – your most

influential **non-family** member to include on the CD insert.

Use Microsoft Publisher to create the CD insert and house it in a real CD case.

Note: Discuss direction to specifics (size), etc. of the cover. Students are encouraged to be creative.

Be prepared to share your creation with the group and give the reasons for your title choices.

Journals Topic Ideas as Follow-up:

- Why is it important to contemplate these things about ourselves?
- What did the creation of your own CD cover teach you about yourself?
- What did you discover about someone else in the group through this activity?
- Why are the producers/agents you chose so important to you? How can these people help you with life/career related decisions?

Provide an assessment structure at time of activity in relation to creation of the CD insert and details for the presentation.

Contest is open to Gr. 7-12 students

For more information about SCWEA, check out our website: www.ssc.stf.sk.ca/scwea
Contest entries must be received by March 1st 2009

\$100 prize for selected logo

SCWEA Logo Contest
c/o Jill Konkin
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Saskatoon SK S7J2E7

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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)

I would prefer to receive *Career Connections*
 by email or by Canada Postal Service.

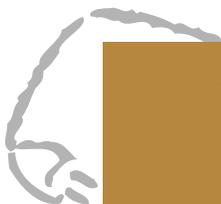
Signature: _____ Date: _____

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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