

CAREER

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President's Report December 2009



Greetings! On behalf of SCWEA's executive, I would like to extend a warm welcome to all of our members. As I begin my first year as SCWEA's president, I am excited to work with such a supportive and dynamic executive. It is reassuring and encouraging to have last year's entire executive remain on the board.

I would like to welcome Marg Anderson and Peter Turner, our newest SCWEA directors. Our organization is pleased to have you on the team.

I know this presidency will not be an easy task especially since I am following my predecessor Val Laing. Val has been an incredible leader with vision and commitment. I won't even try to match her donations of food! Her goal was to make SCWEA a viable subject council. Since her leadership, SCWEA has gone beyond viable to prolific. We are fortunate to have her continued commitment as past-president. Thank you Val.

Wow, what a conference! All of you who attended our "Access Your Allies" conference in Saskatoon on October 1 & 2, I am sure would agree. Our conference committee did an outstanding job. Kudos to Lori Carter, Marlene Flaman Dunn, Jill Konkin, and Vanessa Lewis!

Lastly, I would like to express a thank you to Cynthia Wright-Fulton and Kerri Beuker for all their work in compiling *Career Connections*.

Wishing you a school year filled with many successes, treasured moments and laughter,

Jacky Lothian

From the Editors

It is a very exciting time in career education. The new career education curriculums are out in the schools in full force. There were some excellent sessions at our conference this fall in Saskatoon. Congratulations to the conference planning committee, what a great conference. Much of the news letter had been dedicated to a review of the conference sessions, we hope you enjoy.

If you have something to share, a great lesson or some useful

resources, we would love to share what you have found with our members. Kerri and I are always looking for innovative ideas, and work experiences; so send us anything you have found valuable.

Please email submissions to: wright-fulton.cynthia@nesd.ca

Thank you for attending the conference this year. We look forward to hearing from you.

Your Editors,
Cynthia Wright-Fulton
Kerri Beuker



SCWEA Executive 2009-2010

Jackie Lothian President

Presently, Jacky Lothian is happily employed as a Career Development Consultant for Prairie South School Division.



For the past 20 years she has worked in schools as an administrator, teacher and division coordinator. Jacky's dedication and passion towards Career and Work Education first began when she taught her first CWEX class in 2000 and witnessed the invaluable experiences provided to her students.

Jacky lives in Avonlea with her family. Their favourite past-time is spending time at White Bear Lake where they enjoy water sports and golfing.

As Jacky enters her new position as president, she can't help but be excited as she knows she is working with Saskatchewan's finest. An eventful year awaits us with such a dedicated, talented and enthusiastic executive.

Margaret Anderson Director

Margaret grew up in Rosthern, Saskatchewan, and attended the



University of Saskatchewan where she earned her Bachelor of Education Degree. She began teaching in Hudson Bay, Saskatchewan in 1979 and is presently in her 30th year of teaching. She spent the first 18 years of her career at Stewart Hawke School in Hudson Bay where she mainly taught grade 6. She then moved to Hudson Bay Composite High School where the majority of her teaching time has been spent in the area of English Language Arts. She also

teaches Career Guidance 9 and has been the school's career counsellor for the past 11 years.

Margaret attended the Saskatchewan Career and Work Education Conferences in 2007 and 2009, and found both events to be very valuable learning experiences. Therefore, she was excited to become involved with SCWEA and has just begun her first year as a director. She looks forward to assisting with the planning of the 2010 conference. She is also excited to be working with colleagues who share a passion for career education from across the province.

Margaret lives in Hudson Bay with her husband Brian. Their two children are presently attending post secondary education in Saskatoon. Eric (22) is completing his Combined Kinesiology/Education degree, and Kelsey (19) is in her second year of nursing. Outside of work and school, Margaret and her husband enjoy spending time with family and friends, and relaxing at their cottage at Fishing Lake.

Lori Carter Vice President

Employed with the Saskatoon Public School Board, career education continues to be



Lori's passion. Lori has enjoyed her past four years with the SCWEA board and looks forward to more. She enjoyed working with Marlene on the 2007-2008 SCWEA calendar and hopes there will be another. Lori feels what the future holds for the career field is endless with all the interesting initiatives and career driven allies within Saskatchewan.

Outside of school and work, Lori enjoys her husband, Dan, her daughters Jacee, who is almost eight, and Dannee, who is two.

Val Laing Past 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.

**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. She 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/Career Services Coordinator for MUCC in 2001. Along with these duties she teaches English, Commercial Cooking and Home Economics.

Kerri is serving her second term as a director of SCWEA and editor of the newsletter and is a member of the planning committee for Conference 2010.

She is looking forward to working with the executive as their enthusiasm and passion for this special subject council fuels her own.

Kerri lives in Melfort with her husband Allan, and two daughters, Lexi (8) and Sofi (4).

**Corinne Cobbe
Treasurer**

Corinne is presently employed with the Prairie South School Division #210 at Mortlach School in Mortlach, Saskatchewan. Mortlach is 43 kms west of Moose Jaw on the Trans Canada highway. She has taught at Mortlach since 1989. Corinne has been the CWEX teacher at Mortlach for several years.



Her teaching assignment changed this year. She will be doing Student Support Services and Senior English Language Arts. Besides work, Corinne enjoys golfing and attending Rider games.

Corinne lives in Mortlach with her husband Bob. She has been treasurer for SCWEA for three years.

**Marlene Flaman Dunn
Director**

Marlene Flaman Dunn grew up in a farm family of 10 children, in Southey, SK, and attended the University of Saskatchewan where she earned her B.S.P.E and B.Ed. degrees. Marlene then spent the first 25 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 seven at Evan Hardy. Her primary area of teaching was Physical Education, with over two decades of coaching both volleyball and track and field. For the 1997-98 school year, the Dunn family moved to San Diego, CA, where Marlene completed a Master's degree in Educational Leadership – it was also a fabulous experience for the whole family! In her final three years at Evan Hardy, Marlene took over the Career and Work Education 10/20/30 classes, became their Career Facilitator, and spent countless hours developing the "Academic Research/Work Placement Program" there, which offered academic students a choice of numerous excellent 10-week academic placements at the University of Saskatchewan. In 2005, Marlene left the gymnasium and the classroom to accept the position of Program Leader for Career and Work Education for Saskatoon Public Schools and is now in her fourth year of serving the teachers and students of her Division in this role. Marlene continues to be passionate about nurturing existing CWE programs, particularly expanding the Academic Research/



Work Placement Program, as well as providing a leadership and/or support role for new career development initiatives in Saskatoon schools such as delivering the new Middle Years (Grade 9) Curriculum, and the cutting-edge FuturePaths program. Marlene sits on the Board of Directors and the Operations Committees for the SIEC, and was proud to be on the Planning Committee for the 2009 SCWEA Conference in Saskatoon.

Marlene is married to Ken and they have three boys, Jordan (24), Justin (21), and Mitchell (18), who are suddenly grown up and now busy pursuing career paths of their own! For family fun, the Dunns travel together every chance they get, and recently enjoyed an unforgettable trip together to Thailand in December 2008. They look forward to their annual trek to the mountains this winter for another week or two of skiing/snowboarding, and to spending holidays with their rather large "extended family"!

**Jill Konkin
Director**

Jill Konkin has been employed by the Saskatoon School Board for the past 20 years.

She has taught in four Saskatoon high schools and is presently teaching at Walter Murray Collegiate. This year Jill will be teaching Psychology 30, Life Transitions 30, Career Exploration 20/30, Academic Placement (CWE30B) and is the Career Facilitator at Walter Murray.

Jill has physical education background and has coached a number of school sports teams over the years and continues to enjoy this aspect of her job. She is married and has two busy children ages 8 and 13.

Jill has enjoyed her membership and involvement in SCWEA and the professional development and personal growth opportunities that it has provided.



**Vanessa Lewis
Director
(Secretary)**



Vanessa Lewis is the Career Development Consultant for Sun West School Division and has been working in the area of Career Development for approximately eight years. This year, she accepted the nomination to take on the role of Secretary for the special subject council and is excited about this new responsibility.

Vanessa very much enjoys her professional relationship with SCWEA executive members and was especially thankful for the opportunity to work with three of her allies, Lori Carter, Jill Konkin, and Marlene Flaman Dunn, in planning and organizing the recent "Access Your Allies" SCWEA Conference 2009 in Saskatoon.

Vanessa resides in Elrose with her husband and two young and energetic boys. This year, she even took up one of their interests and is learning the sport of archery. So far it is proving to be a wonderful family oriented activity as well as a form of stress relief.

Vanessa enjoys working with the SCWEA Executive as they are such an energetic and passionate bunch. She 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 looks for

ward to a new year of involvement with this special subject council.

**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.

**Peter Turner
Director**



Peter Turner is the Career Practitioner at St. Mary High School in Prince Albert. In addition to assisting students with their career aspirations, Peter also teaches Wildlife Management at the 10/20/30 levels. This present school year is Peter's fifth year with St. Mary High School, the school where he also graduated. In previous years Peter has also taught such subjects as Physical Education, Native Studies, and History.

Peter lives in Prince Albert, where he grew up, with his wife Shelly and their two children Eve(4) and Marco(1). There is also a wiener-dog in the picture whose name is Cal.

Peter sees Prince Albert as the ideal setting for his passions, that include hunting and fishing, and hopes to instill the values associated with those activities in his children and students.

**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 an Academic Counsellor and teaches 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 to 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.

Visit our website!

ssc.stf.sk.ca/scwea



Applying For a Government Job

Rob Erickson and Roxanne Miller, from Corrections Canada, as part of the Panel on Portfolios session gave an overview that included some of the information noted below. Their main theme was that there is a correct way to apply for a government position in order not to be immediately screened out. Job seekers must take time to do it correctly using the guidelines taken from the Jobs.gc.ca website.

How to apply for a government job

Mind your Es and Qs (essential qualifications)

Increase your chances of being screened in

- Every job has a statement of merit criteria, which include essential qualifications that you must meet and may also include asset qualifications.
- Unless you have the education and experience required for the position, submitting an application is not a good use of your time.
- If you do have the required education and experience, list each essential qualification in your resumé and briefly explain how you meet them. You should also describe how you meet any asset qualifications, as they may also be used to screen candidates. Repeat or stay very close to the exact words from the essential qualifications in your resumé and make a link between your education or experience for each one. Otherwise your application could get screened out.

Know your ABCs

Figure out three-letter language profiles

- Each job has a language requirement. While some positions only require the knowledge of

English or French, others will require the knowledge of both official languages.

- In order to determine whether you meet the language requirements of a bilingual position, you will need to take a language test. This will be arranged for you.
- Tests have reading, writing and oral components, with an A, B, C or E rating associated with each one.
- Unlike school, where A is the highest grade, we use a scale where A indicates beginner, B intermediate and C advanced. An E (exemption) means you never have to take the test again.
- So if you see a job with a language profile of CBC, for example, we are looking for level C in reading, B in writing and C in oral.

Understand "Imperative" and "Non-imperative" (in language profiles)

- Bilingual Imperative means that you must meet the job's language profile now.
- Bilingual Non-Imperative means that, if awarded the position, you have a two-year period to brush up on your skills and meet the language profile.

You will usually be sent for full time language training paid by the government during the exemption period.

Throw the two-page limit and fancy formatting out the window Enjoy more flexibility with resúmes

- Many jobs have a lengthy list of requirements. Fortunately, you don't need to keep your resumé to one or two pages.
- Tailor your resumé for each job. One standard resumé won't make the cut for multiple applications.
- Be sure your information is relevant, concise, and easy to read.

- Fancy formatting? Forget it. When applying online, formatting will disappear once you paste it into the space provided on the application screen.

Don't put all your eggs in one basket

Be persistent, and cast your net broadly

- Remember that some jobs attract thousands of applicants.
- Don't be discouraged if you don't qualify for a job that seems like a perfect fit.
- Apply for many jobs, as long as you are truly qualified.
- Visit jobs.gc.ca often; some opportunities are only posted for very short periods of time.

Apply early and often

Get the timing right

- Apply long before you hope to begin working. If, for example, you're aiming for a job upon graduation, apply early in the school year. The standard time to complete the hiring process is several months.
- Make sure you set aside at least two hours to make an online submission. The application process for some jobs involves more steps than others.

The devil is in the details

Check, check, double-check

- When applying online, make sure you have completed all required fields.
- Proofread carefully, preferably using a paper copy.
- Use a word processing program to type out your responses, spell-check them, then paste them into the space provided.
- Do a final reading because spell-checks are not 100 per cent reliable.
- A few extra minutes can make the world of difference.

This information was retrieved from the following website;

<http://www.tpsgc-pwgsc.gc.ca/carrieres-careers/cnsls-tps-eng.html#a1>

Conference 2009





Bridging the Gap at School and Work

Kristen Cumming – Keynote Address



Kristen Cumming.

As we are likely from a different generation than the students we are working with, our career guidance can be difficult. Through the eyes of the Baby Boomer generation, career development was to “get a high school diploma” but today, that is not enough. One will need some form of post secondary education in order to be competitive in the job market.

Our challenges for career development are extensive as the “Echo generation” (born 1980–1995) wants to be involved in a number of occupations. They have vivid imaginations and we need to develop this ambitious thinking. However, it creates confusion for students and their parents and it is our job to help students figure out a natural starting position.

Although students look to parents as a number one source for career information, many parents don’t feel equipped to answer all the questions kids have about career exploration. So that leaves us, the career educator, as a main ally. By engaging students in career exploration and providing hands on training, mentorship and support for them, we both will experience success.

Our goal of career education should be to foster the idea of lifelong learning in our students. Continued career success will depend on this idea. Success is no longer determined by the skills kids have before they go out into the real world but by their level of resilience. Gathering information to make informed decisions is a powerful tool for our students.

Visit our SCWEA website for Kristen’s PowerPoint presentations.

Mobilizing our Competitive Advantage: First Nations & Métis Youth

Gary Merasty from Cameco provided an overview of Saskatchewan’s First Nation and Métis demographics and educational statistics before explaining to us how to tap into the competitive advantage. In 2016, 25 per cent of the labour force will be First Nations or Métis and we need to learn how to mobilize this culture!

Based on employment projection statistics, by 2011 the Baby Boomers will be retired and there will be more jobs than people in Saskatchewan. Over one half of the First Nations and Métis population live below the poverty line. By tapping into this

work force, a \$71 million dollar impact would result by moving the Aboriginal population above the poverty line. This leads to the question, how do you tap into the competitive advantage? Be willing to take risks.

If the youth of the North are mobilized they will stay in the north allowing their families to rise above the poverty line. As educators, we need to remember that they matter, they need to be heard and they need to be understood. We cannot confuse the culture of poverty with the culture of the Aboriginal people.

One aspect of understanding Aboriginal culture is to learn their language. When First Nations or Métis students are in our classes, we need to realize that they may not necessarily be an EAL student but rather a bilingual student.

Mr. Merasty concluded his presentation by sharing a quote from a First Nations Elder in Ontario, “We try to teach children all about life, but children teach us what life is all about!”

How to be a Culturally Aware Career Education Teacher?

Submitted By: Marsha Reimer

With the demographics of our communities changing more and more every year a teacher cannot help but ask him or herself, “how can I be a culturally aware teacher?” Cort Dogniez, Shauna Tilbury, Janie Funk, and Lix Duret were able to share their ideas as to how we each can answer this question. We need to take a holistic approach to culture. The students need to be empowered, affirmed and their viewpoints valued in order to help them develop a sense of belonging as well as the teacher setting realistic and attainable goals for the student. As teachers we also need to think of them as our own children because they are our children and try to place ourselves in

their shoes to help us understand what they are going through on a daily basis.

Culturally responsiveness is something everyone must be called into action. We have to realize that we are not just asking young people to change but rather whole families, generations and in some cases cultures. In order to ask young people to change we must learn to listen but more importantly we must learn to hear.

What to keep in mind for career education?

1. Culture – what is the student’s culture background and would

that play a part in the job they would work in?

2. Experience – what has been the student’s experiences before coming to Canada (refugee, international student, landed immigrant, etc)?
3. Bias – what bias should you know about based on the culture?
4. Their cultural bias – they bring bias with them as well
5. Employers might not want to take EAL students
6. Language Barrier – they need to be shown what to do and they may have a high social language but a low academic language.

Guiding Our Students Toward Their Best Resumé

Presenters: Crystal Evers and Jacky Eberle

Submitted by: Corinne Cobbe

Crystal Evers is a Career Practitioner with the Greater Saskatoon Catholic School Board. Jacky Eberle has worked for the Government of Saskatchewan for 19 years.

Crystal and Jacky gave an informative session. They presented information to remind participants of how to guide our students to build an effective resumé. They spoke of something old and something new with regards to resumé writing.

An effective resumé is a resumé that catches the attention of the prospective employer and is appealing to the eye. To be effective

a resumé must be well organized and easy to follow. It must create a positive impression and outline your skills and strengths. A resumé must be truthful and accurate.

Where do students begin building their resumé? They begin with the facts. Students need to describe their hard/technical skills and their soft skills or strengths. Employers look for soft skills such as willing to learn, reliable and able to get along with others. They also look for work experiences and /or volunteerism.

Two challenges that students face when they begin to create a working

resumé are that they often lack an employment history and they have few hard skills. According to Crystal and Jacky, the solution to these challenges is to emphasize volunteer work and “draw on soft, transferable skills and strengths.”

There are three traditional styles of resumé but “something old” can be replaced by “something new”. Styles of resumé writing are still chronological, skills based, and combination style. So what is new? Crystal and Jacky suggest eliminating

continued on page 10

the “objective” statement and using a “headline” instead. They also suggest eliminating the statement “references available upon request” and replace with a banner of key words. Another new idea is using colour logos which might be used to accent information to catch an employer’s eye. However, if you are sending your resumé electronically, graphics will make your file larger and may make the download slower.

Other new ideas discussed by the presenters were a job seeker calling card (mini-resumé). This is a resumé on a business card. A second new idea was a video resumé. This is “a way for job seekers to showcase

themselves beyond the written document.”

Regardless of format, or medium, a resumé must always be truthful, showcase the individual writing the resumé, be professional looking and organized. What a resumé should never do is stretch the truth, use jargon, or include anything that might be considered “negative”.

Resources that would be useful are:

- www.sasknetwork.gov.sk.ca
- www.saskjobs.ca
- www.careercruising.com
- David Perry and Kevin Doulin – authors of “Guerrilla Marketing for Job Hunters”, and Google.



Career Education Parent Handbook

Presented By: Loretta Morhart

Submitted By: Jacky Lothian



Loretta Morhart, a teacher librarian and career education teacher at St. Mary High School is in the process of developing a career education handbook for parents. The goal of this handbook is to guide parents as they assist their teens on the onset of their career planning process.

Loretta has incorporated BluePrint for Life/Work and numerous career

resources including employability and essential skills, the High 5 Messages and how they influence the Career Planning Parent:

- Talk to Your Teens . . . so they can Follow Their Hearts
- Seek Assistance . . . by Accessing Your Allies
- Stay Current . . . because Change is Constant

- Promote Learning . . . because Learning is Lifelong
- Be Organized . . . so they can Focus on the Journey

This resource was created through a Ministry of Education Career Development Grant and will be available on their website in the near future. It is intended to meet the diverse needs of all Saskatchewan parents, students and teachers.

Each participant at this session was given a draft version of this resource and Loretta led them through the key components. Following the guided tour, Loretta invited participants to give feedback and suggestions, which she very graciously noted.

This incredible resource is both user-friendly and cost efficient. We look forward to its arrival on the Ministry’s website. Thank you Loretta for all of your hard work, dedication and passion.

The Real Game Saskatchewan Online

Lana Bauer provided participants with a walk-through of “The Real-Game” geared for Grades 7 and 8 students. Participants gained access and explored the resource from both the student and management side. We learned how to set up classes, gained an understanding of the flow of the game, and examined curriculum connections. The game includes the many aspects of career planning: making a living, examining quality of life, elements of change and endless choices.

The student begins a journey imagining their lifestyle, exploring their adulthood, dealing with change and transitions. Students spend most

of the game in a fictitious role. The game ends with the student stepping out of their role and through self reflection, explore their own passions, map a future and share their journey. This game allows students to gain an appreciation for what it is like to be an adult.

Middle Level Resources: *The Class Restaurant, Ready for Work, Careers for Life: My Career Pathways.*

Cathy Barisow, Trish Postey, Carole Sedgwick and Bev Huntington shared resources for middle years Career Education.

Business Basics: *Learning How and Making a Difference The Class*

Restaurant is the work of a Grade 6 group at Lakeridge School in Saskatoon. The group planned and operated a small business in the form of a restaurant. To understand the complex process of planning and executing a business, as well as recognizing the benefits of working for a charity, were two goals of the program.

Ready for Work: The Middle Years - This is a key resource for middle years Career Education curriculum.

Careers for Life: My Career Pathways - A new key Middle Level Career Education textbook resource for Grades 6 – 9.

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Safety Demonstration

Presented By: Bill Gessell

Bill Gessell, Field Safety Advisor for the Saskatchewan Construction Safety Association, led participants through an "Identification of Workplace Hazards" presentation with the purpose of helping participants understand *The Occupational Health and Safety Act, 1993*, and *The Occupational Health and Safety Regulations, 1996*. The presentation consisted of a number of pictures in which participants were actively

involved in identifying potential workplace hazards. This presentation was particularly useful for Career and Work Exploration Teachers as it provided a visual understanding of what to look for in initial safety checks. In addition, it gave participants further insight into potential hazards within our own working environments which may require attention.

Bill Gessell is open to discussing possible school presentations and his contact information is:

Saskatchewan Construction Safety Association (SCSA)
498 Henderson Drive
Regina, SK
S4N 6E3
Phone: (306) 525-0175
Toll-Free: 1-800-817-2079
Fax: 525-1542

Showcasing SIAST

Terry Seto

Using interactive clicker technology, Terry Seto led participants through an informative presentation with the purpose of helping the audience learn more about SIAST programming. Fifteen clickers were handed out to audience participants allowing for instant polling and viewing of results to various 'quiz' questions. A recurring question was, "Is it right for you?" as SIAST representatives realize it is important to help students research possibilities and truly consider whether or not the program, learning environment, future possibilities, etc. are right for them before making the decision to attend the institution. SIAST offers a wide range of programming and there may be an offering that is "right for you".

Terry indicated the success rate of students entering SIAST immediately following high school and of those who return after having spent some time out of high school are equally impressive. Studying Math and Science in high school can lead to opportunity in the future. In considering whether or not to attend SIAST, students should be investigating:

1. Cost/Return
2. Time
3. Program Choices

Again, is it right for you?

Regina SK
S4N 6E3
Phone: (306) 525-0175
Toll-Free: 1-800-817-2079
Fax: 525-1542



Jill Konkin presents to Terry Seto.

Apprenticeship Credits

Policy

To meet the credit requirements for graduation, students employed under the supervision of a journeyperson, in a trade in which the hours worked are eligible for apprenticeship credit, may earn up to four Secondary Level Apprenticeship credits on the basis of work proposed and completed by the student. The Apprenticeship credits shall be named Apprenticeship A20, B20, A30, and B30 and may be used to fulfill the requirements for graduation.

Granting of credit for approved apprenticeships recognizes student achievement in trades outside of the regular Secondary Level program. Only students who are registered in a secondary school in Saskatchewan and are working (employed) in a trade are eligible for Apprenticeship credits.

Notes:

- The application for Apprenticeship credits must be in place and approved prior to the student beginning the work for which s/he will receive credit.
- Each Apprenticeship credit shall be carried out under the supervision of a teacher.
- The apprenticeship need not be related to a specific school subject.
- Apprenticeship credits may be used to meet the Practical and Applied Arts/Arts Education credit requirement or as electives to meet the 24 credit requirement at the Secondary Level.
- School divisions and institutions offering the option of Apprenticeship credits shall develop a policy for the administration of Apprenticeship credits, which includes: application procedures, evaluation, and reporting procedures.

- When a student works off campus, the Work Study Guidelines for coordinating and monitoring shall apply as appropriate (see *Practical and Applied Arts Handbook*).
- This policy came into effect August 2009.

Implementation

- School divisions offering the option of Apprenticeship credits shall develop a policy or administrative procedures for the administration of Apprenticeship credits, and shall submit the policy to the Regional Office.
- Students are required to submit a clearly planned proposal to the principal for approval. The proposal shall include:
 - Evidence of employment in a trade including name, address, contact information of employer, and supervising journeyperson.
- A description of the trade-related work.
- The number of hours of work expected to complete the credit (minimum 100 hours).
- A description of the expected result.
- The evaluation procedures jointly developed by the student, supervising teacher, and employer.
- The expected completion date.
- The name of the supervising teacher.
- Students will be granted one credit for a minimum of 100 hours of trade experience hours eligible for Form 6A submission to the Saskatchewan Apprenticeship and Trade Certification Commission on the approval of the principal. The registration and mark shall be submitted to the Ministry of Education in the same manner as for other courses of study.
- The school division shall retain a copy of each Apprenticeship credit application on file for a minimum of two years.

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For more information, contact
Cynthia at 306.873.2352
wright-fulton.cynthia@nesd.ca

Junior Achievement: Every Student Every School?

Junior Achievement is more than a program for high school students; they also have an elementary component. The Grade 5 & 6 program is called "Our Business World" followed by a Grade 7 & 8 program dealing with financial literacy entitled "The Dollars with Cents". These two programs are great leads for the Grade 9 -12 "Company Program" where students get to organize, start, and sell products from their company. Throughout this program students learn how to write a business plan, interact with others in their company, sell shares and consolidate their books at the end of a six month time frame. Many great entrepreneurial ideas have been used in the past such as cookbooks, greeting cards, sheet metal frames with magnets, X & O games and jarfuls.

Junior Achievement and the Department of Education have partnered so every student in Junior Achievement's Company Program for two years can earn an Entrepreneurship 30 credit through this exciting after school program.

If Junior Achievement is something that you may be interested in being involved in, on a personal level or with your class, please contact the Junior Achievement offices of Katherine Gagne (Regina) or Ainsley Robertson (Saskatoon) .

Grade 9 Career Guidance – Michelle McAuliffe

Submitted By: Jacky Lothian

Michelle McAuliffe, an educator with Greater Saskatoon Catholic Schools has created a career guidance program for grade 9 students. While this program was originally developed for integration into the core curriculums, it can be used a stand-alone program.

This fabulous resource with its "Catholic-flavour" is based on the

Blueprint for Life/Work Designs. It matches the Blueprint for Life/Work Designs competencies to the middle years curriculum. It also integrates the web-based inventory, Career Cruising.

Within this program is what every teacher wants: a complete series of lesson plans! Each lesson has been piloted and assessed by students and teachers. Also included are core and

optional activities, student journal entry suggestions and handouts. It is a grade nine teacher's dream!

Michelle is presently in the process of developing a career guidance program for grades 10 to 12 that can be integrated into the core curriculum. We can only hope that she will once again generously share this incredible resource.

THE CITY – A Dynamic New Financial Literacy Resource

Welcome to THE CITY

Presenter: Barbara McKinnon
Submitted by: Corinne Cobbe

Barbara McKinnon teaches at Albert E. Peacock Collegiate in Moose Jaw. She has more than twenty-two years teaching experience in the business education area in rural and urban, in small and large schools. She has been hired by the Federal Consumer Agency of Canada to promote THE CITY within Saskatchewan and the workshop she presented was sponsored by the FCAC.

“Teaching financial literacy to high school students has never been more fun and interesting! THE CITY is a NEW financial life skills resource from the Financial Consumer Agency of Canada and the British Columbia Securities Commission. It is a free, powerful teacher resource to help young Canadians improve knowledge of today’s financial universe and supports modules in Life Transitions. The resource is ready to use with lesson plans, overheads, income, expense, and budget handouts, and a variety of worksheets. In THE CITY, learning about money is fun!”

In her workshop, Barbara McKinnon took the participants to THE CITY. We travelled through the modules and engaged in some of the activities. In this valuable resource binder, which all participants received, there are eleven modules.



- Module 5 – Income, Expenses, and Budgets
- Module 6 – Savings and Banking
- Module 7 – Credit and Debt
- Module 8 – Insurance
- Module 9 – Investing
- Module 10 – Financial Planning
 - Module 11 – Financial Skills Post-Assessment

Using this resource will engage students in the world of financial literacy. Students will be able to practice real-life skills through the role playing of eight “life stage characters”. In the workshop, participants had a taste of role playing one of these characters.

This resource benefits both students and teachers. A benefit for students is that it is interactive and the worksheets used by students engage them in real-life skills. A benefit for teachers is this resource meets learning outcomes related to financial literacy. Everything you need can be found on the web-site (to register as a teacher go to www.themoneybelt.gc.ca). There are downloadable lesson plans, student handouts and on-line modules.

If you would like more information you can contact Barbara via email at b.d.mckinnon@sasktel.net.

- Module 1 – Financial Life Skills Pre-Assessment
- Module 2 – Lifestyle Reality Check
- Module 3 – Introducing the Life Stage Characters
- Module 4 – Needs, Wants, and Budgets

Middle Level Resources

Cathy Barisow & Trish Postey – The Class Restaurant
Carole Sedgwick – Ready for Work Middle Level Resource
Bev Huntington – Careers for Life: My Career Pathways Textbook (Nelson)

Business Basics: Learning How and Making a Difference – The Class Restaurant

Cathy Barisow and Trish Postey

Cathy Barisow has taught over 30 years with the Saskatoon Public School Division as both a primary and middle years teacher as well as in various special education settings . She believes strongly in the educational benefits that occur when students are empowered to be actively engaged in learning. She is presently enjoying her role as a Resource Room teacher at Brownell School.

Trish Postey has taught with Saskatoon Public School Division for over 20 years. She has a passion for “learning by doing” and believes that all students are equipped with talents

and skills that can be nurtured by “out of the box” education.

Ready for Work Middle Level Resource

Carole Sedgwick

Carole Sedgwick is an Education Consultant in the Education and Training Services Unit, Occupational Health and Safety, Advanced Education, Employment and Labour (AEEL). The E&TS Unit has partnered with provincial educators on the development of the Ready for Work Program of resources, a core part of the Career and Work Exploration curriculum. Other resources that have been developed include: Ready for Work: The Middle Years, a resource for middle years students that is core in the Career Education curriculum.

Careers for Life: My Career Pathways

Bev Huntington

As espoused in *Careers for Life*, Bev’s career can be described as a journey. The journey began as a classroom teacher and lecturer at the University of Regina. Bev’s career path took a few twists and turns, just as the student text describes. On one such turn, Bev was introduced to effective parenting, eventually authoring a parent resource and becoming a national and international facilitator trainer. On another twist, Bev developed drug and alcohol prevention programs for parents and a variety of professions. This collection of experiences led to Bev’s employment with Saskatchewan’s Ministry of Education, first as the provincial Health Education curriculum consultant and later as a Director in the Curriculum and E-Learning Branch.

Bev has Bachelor of Education and Masters of Education degrees from the University of Regina. She and her husband Jack travel and divide their time between their home in Regina and their beach house on one of Saskatchewan’s many lakes.

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For more information about the many services offered by the Canadian Home Builder' Association – Saskatchewan please call 306-955-5188 or email info@chbasaskatchewan.com.

Saskatchewan Youth Apprenticeship

The Saskatchewan Youth Apprenticeship (SYA) Program raises awareness of apprenticeship by helping young people discover what rewards come with working in the skilled trades. When a student completes SYA and registers as an apprentice, they'll get great benefits – no registration fees, no tuition for first level technical training, plus 300 hours of trade time credits. For more information, visit us on the web.



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The Value of Portfolios: Post Secondary and Industry Viewpoints

Rob Pollack, Vice President of Operations for JNE Welding, one of Saskatchewan's largest full-service steel fabricators, headquartered in Saskatoon directed the teachers in the audience to have students complete resumés that demonstrate the student's passions. He illustrated this by saying, "if a young man likes the smell of tar, include that on the resumé ... we want to know that he loves the smell of tar ... I can sense his passion and I want that young fellow working for us". He felt that employers do not want to read "fluff". They want to see the reason why a person wants to work for the company and the resumé should clearly demonstrate what the job seeker can do for the company. This often requires the applicant to have done some homework in preparation for the application (learning about the business they are applying to). Mr. Pollack felt that the students need to start compiling portfolios from an early age to prove that they are employable. He said that he loved the Career Cruising program because he felt it allowed students to be

matched with occupations they might not have considered. He also stated that professional trades people can be taught the skills if the desire and passion is present. At JNE they do some personality testing to help match employees to suitable workplace roles.

Terry Seto, from SIAST, explained to us that the more students know about themselves the better it is for them. Portfolios often afford this opportunity for self knowledge. Young people can make much better choices when they weigh all the options. At this time portfolios are not used in many areas of application for programs at SIAST but it does help the student to sort out their interests. "The more students have the better" was Terry's general theme. Terry also stated that Math 30 is crucial in nursing, engineering and science type programs that are highly technical programs. In correspondence with Garry Ayotte from SIAST, he stated that several of the programs were considering including portfolios as a requirement in their subject area and portfolios

may be of assistance when mature students are applying with related experience (PLAR).

Iris Armstrong, representing the U of S, said that there are currently only a couple of colleges where portfolios are being used including Education and Vet Med. Portfolios can be helpful during the interview process. One important function of portfolios in preparing for University is educational planning, to ensure that a student has all the necessary prerequisites and has attained the average needed to apply to their college of choice. Some of the colleges look for particular skills for admittance. For example students are asked to write an essay as the first step to entrance to the College of Pharmacy, therefore having the skill to write an essay is important.

Rob Erickson and Roxanne Miller representing Corrections Canada presented their view of what applicants should know when applying for federal jobs. Please see the article on applying for a government job.

Vibration Fitness Trainer Report

Hazel Lorenz was the winner of the Vibration Fitness Trainer, that was generously donated by Flamann Fitness

By: Hazel Lorenz

Shaking is the way to go! I had wonderful plans to take my measurements to see the difference after six weeks—still haven't found my measuring tape; if I every manage to find it I'll report!! However, I love watching Canada AM in the dark every morning (Don't want the neighbours to see me jiggle in the window!).

As word travelled about my exciting win, many people have indicated an interest in trying it out. So, I have had some vibrator parties. "Shaken" but not stirred beverages, "shake and bake chicken", "crinkle cut veggies and dip", "jello jigglers" etc. The parties have been a huge success and even without the shaken beverages everyone loves the vibrating.

Thanks to SCWEA and their partners Flamann Fitness for their fantastic prize. Vibration training is the way to go – Love it, Thanks, Hazel Lorenz

The WITT (Women in Trades & Technology) Program at SIAST (Kelsey Campus) SCWEA Conference 2009

Presented by Kris Wall

1. Overview of the WITT Program:

- To develop, coordinate, and instruct programs that will promote trades and technology occupations to girls and women.
- To provide support for female students currently enrolled in trades and technology programs at SIAST.
- To work with program heads and instructors to ensure success of female students in their programs.
- To develop and maintain partnerships with community and industry to work toward common goals.

2. Statistics:

- Women are very under-represented in the trades. Nationally, 67% of women choose occupations in teaching, nursing, health related and clerical/administration, sales, and service occupations. (Women in Canada 2004)
- Although the number of women in the trades is still small, that number is increasing. Nationally, from 1996 to 2006, women's participation in the construction trades has increased from 2.6% to 4%. (an increase of 1.4% in 10 years)
- About 10% of Saskatchewan apprentices are female – but this includes the food and service trades.
- Looking at industrial trades, Alberta leads the way – issuing 2.7% of all journeyman certificates to women. (2005)



“School Crawl” – tour of Professional Institute of Massage Therapy.

- The total number of journeyman certificates issued to women (industrial trades) in 2005 was 162 (1.4% of total) – up from 0.8% in 1996.

3. Barriers for women to go into the trades:

- The socialization factor – transferred common beliefs that women don't belong in “men's” occupations.
- Biased or discriminatory hiring practices – some employers very openly say that they don't hire women and use reasons like they can't afford separate bathrooms or hotel rooms if the crews are on the road; they may say that women will distract the men from working; they don't want to deal with

harassment issues so it is just easier not to hire women.

- Stereotypical perceptions of women's abilities – that working in the trades is too dirty for women, that women lack the physical strength for such work.
- Isolation of women in male-dominated worksites – women do have to sometimes deal with harassment; some families want to spare their daughters from such abuse so they discourage them from going into the trades.
- Unequal pay for women performing similar jobs as male co-workers.
- Various forms of harassment. (CLMPC, 1990; SPR Associates, 2002A; Grzetic, 1998)
- There is a lack of diversity training among co-workers, including clarity around the issue of employment equity. (WITT-NN, 1999)
- Social isolation
- Lack of education and fundamental skills.
- Lack of informal mentors to develop an interest in the trades – girls grow up seeing that plumbers, electricians, etc. are men.
- Lack of management/supervisor leadership in setting an appropriate tone in terms of acceptance of women in male-dominated workplaces. (WITT-Alberta, 2000)
- Physical Strength Limitations or perception of such – in actuality, most tasks in the trades require fitness but not brute strength. Also

much more technology used in the trades today.

- Stereotypes/sexism/perception of women on job site.
- Lack of information available about trades as a career option, especially for girls
- Lack of daycare/difficulty with work/life balance – construction trades have never had to be flexible with things like daycare since most workers have traditionally been male ...

4. Some WITT Programs:

- GETT Camp – a week-long day camp which introduces girls in grades 7 and 8 to a variety of career options. The girls meet women

who work in trades and technology occupations, and work in partners to design, build, paint, and race a girl-powered go-cart.

- Kids in the Shop – a one-day workshop for kids in grade 8 and 9. We are in the process of designing a new technology project for this workshop.
- Young Women's Conferences – two separate conferences – one for girls in grade 9 and 10, and one for girls in grade 11 and 12. One-day events in the spring – girls participate in activities designed to encourage them think about career options in the trades and technology.

- WIT EXP class – a hands-on class for adult women to introduce them to a variety of basic trade skills and information. (Saskatoon & Regina)
- WiTech EXP class – women are introduced to several technologies through an exploratory class at Palliser campus in Moose Jaw.
- Are you the right woman for the Job? – a three-hour information session for women who are interested in a career in trades.

For more information on the WITT Program, check out their website, at siast.sk.ca/witt. You can also contact **Kris Wall**, at (306) 659-4469, or by email: Krista.wall@siast.ca.

SCWEA Conference 2009 Awards

2009 SCWEA Award of Excellence: Greg Lawrence



Greg Lawrence.

It is my distinct pleasure to present the "Award of Excellence" award to Greg Lawrence. Greg's dedication and enthusiasm for career development are both contagious and admirable.

Originally from Nipawin, Greg now lives in Regina and is the Practical and Applied Arts Coordinator with the Ministry of Education. Presently his

main role is to research, develop and write curricula. His most recent work has been the new Career Education curriculum for grades 6-9. Greg also conducts inservice and professional development activities such as support for Special Subject Councils like SCWEA.

Greg also has been involved in the development of a variety of policy documents such as the new Apprenticeship credit policy to support high school learners in their transition to the workforce. His role includes collaborating with Regional Superintendents of Curriculum and Instruction regarding field-testing and implementation of curricula, and working cooperatively with post-secondary education with regard to articulation between high school and post-secondary programs.

Greg also works with a variety of organizations that have a special interest in the area of Practical and Applied Arts. An example would be the work he continues to do with Saskatchewan Apprenticeship and

Trade Certification Commission regarding the Youth Apprenticeship Program and the renewal of the articulation agreements with the provincial trade boards.

Greg has contributed so much to career development including working with the Saskatchewan Workers' Compensation Board to advocate for the coverage of work placement students in communities around the province.

The SCWEA Executive would like to sincerely thank you Greg for sharing your expertise, passion, and enthusiasm with our association. Congratulations on this well-deserved award.

2009 SCWEA Award of Excellence: Lana Bauer

Lana was born and raised in Weyburn, Saskatchewan, the youngest of four in a farm family. She attended the University of Regina, and in 1985,

earned her undergrad degree in Middle Years and Special Education. She began her teaching career in rural Saskatchewan in Langenburg and Radville, as a special ed/resource teacher. It was in Radville that Lana got her first exposure to Career & Work Education, where she set up their first alternative course for students.

Lana moved to Saskatoon in 1987 to be employed by Saskatoon Catholic Schools, to run the Career and Work Education programs for alternative students at Sion High School. In 1989, she took over as the school's Career and Work Education Facilitator for the remaining student body. When Sion and Bishop Murray amalgamated, Lana moved to the high school program at Bishop Murray. Lana has over 15 years of classroom experience, most of it in Career Education and working with at-risk youth. She has also established and run both an evening CWE class and an Adult 12 Program.

Since 2002, Lana has worked as curriculum coordinator for Greater Saskatoon Catholic Schools, where she oversees curriculum implementation for Practical and Applied Arts, and Career Education. In 2005, Lana completed her master's Degree at the U of S, with a focus on career education at the Middle Years level.

Lana is on the Saskatchewan Teacher-Leader Team for Career Development, and has been a pilot teacher for various PAA and CWE curricula, tools and resources. Lana is also on the Board of Directors for several organizations, including Junior Achievement, and the Saskatoon Industry Education Council, where she is currently the Chair. One of her most recent accomplishments is coordinating the creation of The Real Game – the Saskatchewan Online version – and we are so pleased to have Lana doing three sessions at our Conference this week to teach Middle Years teachers how to use this fabulous resource with their students. Lana is currently an advisor for the NLWC's newest development, The BE Real Online game.

It is clear why Lana was chosen as this year's recipient of the SCWEA Award of Excellence.

2009 SCWEA Service Award – Cynthia Wright-Fulton



Val Laing Presents.

Cynthia convocated from the University of Saskatchewan in the spring of 1986. She began her teaching career as an itinerant counsellor, responsible for counselling and career education at six schools within the Tisdale School Division #53. In 1986 she accepted a position at the Tisdale Unit Composite School as the student counsellor. She received her Post-graduate Diploma in Educational Psychology in 1994. Cynthia moved to Tisdale Middle & Secondary in the fall of 1998 and has been there ever since.

Currently Cynthia teaches Career Work Exploration 10/20, 30A/B, and provides academic and career counselling to high school students.

Cynthia has been dedicated to and involved with career education since 1986 through teaching and counselling. She was previously a director with the Saskatchewan Counsellor's Association and has been a director with SCWEA for four years. The last two years she has been the co-editor of our *Career Connections* newsletter.

The 2009 Friends of SCWEA Award – Rick and Jill vanDuyvendyk



Jill Konkin Presents.

The 2009 Friends of SCWEA Award was presented to Rick and Jill vanDuyvendyk from Dutch Growers Garden Centre in Saskatoon. Dutch Growers has been a fantastic partner to the Saskatoon Public School career education classes in Saskatoon. They have opened their doors to both individual student work placements as well as an entire LSWS class for the past eight years. The students from the special needs classroom work on a regular basis throughout the year. The entire staff at Dutch Growers treats the students with respect and yet challenges them to work in all areas of their business from assisting in the set up of the Halloween hay maze, to working in the gift store, to transplanting in the spring. On a year-round basis the staff accepts and treats the students as part of the staff. They model an encouraging and positive work ethic and create an atmosphere where every student experiences success.

As third generation business owners Jill and Rick understand the value of teaching the students various employability skills through hands on experiences and embrace the diversity of the students that they work with. Congratulations to the staff and owners of Dutch Growers!

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Thank you to our allies.

Your support has made this conference possible.

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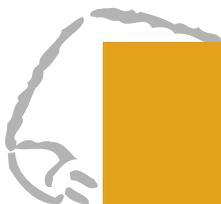
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