

CAREER CONNECTIONS

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President's Report

Hello fellow SCWEA Members!

After a beautiful summer and fall, we are well into the 2011-12 school year and winter has arrived! Before we know it, it will be Christmas! It was GREAT to see so many current and new SCWEA members at our wonderful "Going the Distance" Conference in Moose Jaw in October! Many thanks, again, to Jacky Lothian, Dana Skoropad and their Conference Planning Team for the awesome job they did in organizing this great event for all of us! We are making great use of the information we took away from the many sessions as well as our spiffy new SCWEA portfolios! We also LOVE the new SCWEA banner that is now available to be proudly displayed at various career events throughout the year. Even though I didn't win any of the prizes during the crazy "Heads or Tails" game, I did manage to win \$73 at the casino, so it's all good!

The Conference AGM also brought some changes to our Executive. We say good-bye to our departing members – Corinne Cobbe (Treasurer), Keri Beuker (Editor), and Margaret Anderson (Director) and extend a HUGE thanks for their years of commitment and contribution. We also welcome aboard our three new Directors – Kendall Pierce, Kelly Baruruk and Jill Long – who will be GREAT additions to the rest of our SCWEA Executive team – Jacky Lothian, Vanessa Lewis, Cynthia Wright-Fulton, Jill Konkin, Jocelyn Kennedy, Leanne Merkowsky and Christa Lapointe, as well as to our advisors Val Laing and Gord Heidel (PAA Coordinator from the Ministry of Education). Working with these characters will be a blast!

Our first Executive meeting was on November 18 in Saskatoon, at which time we decided to host next year's SCWEA Conference at Cypress Hills on October 11-12,

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SCWEA Executive 2010-11



**Marlene
Flaman Dunn
President**

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 24 teaching in three different Saskatoon high schools, her first four years at Bedford Road Collegiate, 12 years at Aden Bowman, and then 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 CWE 10/20/30 classes, became their Career Facilitator, and spent countless hours developing the "Academic Research/Work Placement Program" there, which offers highly academic students a choice of numerous excellent 10-week academic research/work placements on the U of S campus. 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 where she spent six years serving the teachers and students of her Division. In June, 2011, Marlene was promoted to the Coordinator position for Career Education for SPS.

Marlene continues to be passionate about nurturing existing Career Education programs, expanding the Academic Research/Work Placement Program, nurturing community partnerships, 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 (Grades 6-9) Career Education curriculum, the new cutting-edge FuturePaths and myBlueprint career technology tools. Marlene has been on the SCWEA Executive for seven years and is excited about continuing to work with and serve career educators from across the province in her new role as SCWEA's president!

Marlene is married to Ken and the Dunns have 3 boys, Jordan (26), Justin (23), and Mitchell (20), who are suddenly grown up and now busy pursuing career paths of their own! After years of hustling to the boys' soccer, football, basketball and baseball pursuits, Marlene and Ken are slowly adjusting to life as empty-nesters! They continue to love to travel across the continent and beyond, both with and without their boys, and especially treasure their annual trek to the mountains for a week of skiing and snowboarding, as well as holidays spent with their rather large "extended family"!



**Cynthia
Wright-Fulton
Vice-President**

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.



**Jacky Lothian
Past President**

Jacky Lothian is currently employed as a Career Development Consultant with Prairie South Schools.

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 it 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.

Jacky is privileged to be the past president of this association and enjoys working with a dedicated, talented and enthusiastic executive.



**Kelly Bararuk
Director**

Kelly Bararuk grew up and spent most of his early life in Moose Jaw, Saskatchewan. As a kid, he lived and breathed hockey. If he was not playing with the local minor hockey team, he was on the outdoor rink, which was conveniently located right beside his house. After graduating high school from Riverview Collegiate, he was on a journey to pursue a hockey dream. He played in the SJHL for two

years with the La Ronge Ice Wolves. There he would spend his extra time going into various schools helping with before and after school programs. This was enough inspiration to make him want to become a teacher. After the SJHL was over, he was fortunate enough to receive a full hockey scholarship to play NCAA Division I hockey in the U.S.A. So it was from the town of La Ronge to the big lights of New York for him. He spent four years getting a teaching degree and playing hockey for the Iona Gaels. Upon graduating from college, he knew he wanted to come back to his roots and that's exactly what he did. Kelly's teaching career started as a substitute teacher for the former Saskatoon East School Division. He then went on to be an elementary school teacher in Hanley and then Langham Elementary School.

Today, Kelly is in his third year as a Career Development Facilitator for the Prairie Spirit School Division. His role includes teaching the in-class portion of CWE 30, setting the students up on work placements and also supervising the students while they are in the work place. Other roles include: facilitating professional development opportunities for teachers in the division as well as sitting on the Operations Committee of the SIEC. He is passionate about his work and is excited to be part of the SCWEA team. Kelly is married to Danielle and has a beautiful daughter Abigail who is six months old. They enjoy spending time together, being active and trying to get to as many family functions as they can.

Jocelyn Kennedy **Treasurer**

Jocelyn has been employed as a teacher for Saskatchewan Rivers School Division # 119 and has spent many years working primarily in the area of Student Support Services. For the past three years, her time has been shared between Vice-Principal, Student Support Services, and Career & Guidance Counselor at Big River Community High School.

Besides work, Jocelyn enjoys spending time camping, boating and travelling with her husband and children. She also enjoys time spent with extended family members.

Jocelyn has been a member of SCWEA for many years, has enjoyed being a Director for the past year and looks forward to her new role of Treasurer this year.



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 a 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 eight and 13.

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



Jill Long
Director

Jill Long is a career development teacher in the Sun West School Division. She was born and raised in Fort Qu'Appelle, Saskatchewan and attended the University of Saskatchewan, receiving her B.Ed in 1998.

Being a career development teacher in the Sun West School Division means she travels to four schools to provide

academic counseling, teach middle level Career Education, support Grades 10 through 12 portfolio development, supervise Apprenticeship credits, and facilitate Career and Work Exploration 10, 20, A30, and B30 course offerings. In addition, she is a contributing member of the school division's Career Development Teacher Leader Team.

Jill has attended SCWEA conferences for five years now and has found them to be very educational and event filled. She jumped at the chance to be a part of the excitement!

Jill lives in Loreburn with her husband Rick and their children, Kiley (18) Dodge (11) and Alexius (7).

Jill can usually be found in a hockey rink, watching hockey or figure skating. She enjoys reading a good book during the nights that are free.



Christa Lapointe
Director

Christa is employed with the Holy Trinity Catholic School Division and has been at Vanier Collegiate in Moose Jaw since her convocation from the University of Regina in 2001. She is currently employed as a career counsellor and business/career work teacher. Christa is also the teacher advisor for Vanier's Junior Achievement program, Duke of Edinburgh's Award and SMARTRISK No Regrets youth program.

Christa values lifelong learning and collaborative projects that assist youth in realizing their potential and reaching their goals. Career education and development provides such opportunities and makes all education relevant and meaningful to students. Because of her passion, she is excited to be part of SCWEA; a vibrant, informative and motivated career and work association!

Christa resides in Marquis, Saskatchewan with her husband Jason and daughters Grace (6) and Kate(4).



**Vanessa Lewis
Secretary**

Vanessa embraces the 'High 5' messages of Career Development in her own life always

trying to follow her heart, focus on the journey, access her allies, continue to learn, and accept constant change.

She is beginning her sixth year in the position of Career Development Consultant for the Sun West School Division. In relation to work, she continues to follow-her-heart in that she remains passionate about the area of career development. She has appreciated being involved in an area with tremendous support at both provincial and local levels over the past several years. She realizes Ministry priorities have shifted and there is no longer funding for the incredible career development work that has been done within our province. However, she is confident school divisions and SCWEA members will continue to 'focus on the journey' and find creative ways to support students in their life/career investigations as a continuation of such fabulous beginnings.

Vanessa is fortunate to work with passionate, enthusiastic, dedicated, and creative career development professionals both provincially and locally. They truly make the best allies. Collaborating, sharing, and networking as a group with shared goals allows for continued learning and ongoing professional development. Although she anticipates change, she is confident SCWEA will remain a vibrant subject council. The executive works on behalf of members to ensure a voice for career development within our province. Vanessa welcomes ideas/questions/concerns from members.

Vanessa resides in the small rural community of Elrose with her husband and two energetic young boys. She enjoys camping, fishing, archery, reading, photography, and time with family and friends. She believes life is

a journey and that one's 'career' really is the sum of everything involved in that journey.

Here's to the journey of learning and discovery ahead!



**Leanne Merkowsky
Editor**

Leanne is embarking on her second year as a SCWEA Director and is thrilled to be a

member of the dynamic and exciting team that brings informative, cutting edge ideas and resources in Career Education to teachers throughout the province. This year, she is also co-editor of the SCWEA newsletter, *Career Connections*.

Leanne is currently employed as a Learning Consultant with Living Sky School Division with a specialty in Career Education and she brings 15 years of teaching experience with her. Prior to undertaking this role, she was a PAA and French middle years teacher. Although she misses the quirkiness and unpredictability of her students, she enjoys sharing her stories and experiences with fellow teachers and visiting schools to promote the idea of 'following your heart' when it comes to choosing a career path.

Leanne obtained a B.Ed. from the University of Saskatchewan and a M.Ed from the University of Regina. She enjoys every opportunity to learn and share with others and welcomes new and creative ideas.

Leanne lives in her hometown of Battleford with her fiancé Chris. She loves travelling and is always ready to learn a foreign language or try a new food. (Deep fried crickets are surprisingly tasty!) She is also very involved in the local Drama club and you'll often find her on stage, taking on the persona of a writer, a suppressed memory and even a space creature. She also enjoys working out at the gym, hiking, biking and running. During

the summer months, if she isn't climbing the Great Wall or scuba diving in the northern lakes, you'll find her sipping a cool refreshment while working in her flower bed and soaking up the summer sun.

Leanne is fortunate to have the support and dedication of her colleagues when it comes to promoting Career Education initiatives in her school division. She hopes to continue this trend throughout the province as more and more teachers are becoming aware of the great work SCWEA has been doing. We ALL play a role in the development of our students . . . let's encourage them to be 'the best they can be!'



**Kendall Pierce
Director**

Kendall Pierce is currently employed with Saskatoon Public Schools. Kendall convoked

from the University of Saskatchewan in 2001 with a B.Ed and a B.Sci (Kinesiology) and then in 2008, he received his M.Ed. in Educational Administration. Upon convocation, he taught overseas in Nagoya, Japan for two years, was a grade 6/7/8 classroom teacher for one year in Radisson and spent the last 7 years as an in-school administrator within Saskatoon West, Prairie Spirit and Saskatoon Public School divisions before taking on his new role as Educational Consultant of Career Education and Collegiate Renewal this year.

Kendall lives in Saskatoon with his wife, Shauna and their two sons, Kohen (4) and Kipton (1). Kendall and Shauna are both physical educators and as a result are always on the move. From moving homes (7 homes in 8 years), playing sports and running, to taking their kids to gymnastics, swimming, or skating lessons, there is always some form of activity going on in their lives.

From the Editors

Leanne Merkowsky
and Christa Lapointe

Welcome to another edition of *Career Connections*. This season's theme of 'Going the Distance' intricately intertwines Saskatchewan's love of football with the passion of providing top-notch career education to students province wide. Sports heroes practice hard and never give up. They learn new plays, conceive new strategies and welcome new players. As educators, we too consistently strive to keep updated with new career developments and push on, undaunted, toward our goal of ensuring every student receives the tools and resources necessary to be successful upon entering the workforce.

I hope this edition helps you discover new strategies in delivering Career Education and incorporating Career Development into your daily practices as we uncover some of the tips, tricks, resources and programs shared at our last annual conference at Temple Gardens in Moose Jaw.

If you wish to contribute or comment to *Career Connections*, email us at Leanne.merkowsky@lskysd.ca or christa.lapointe@htcsd.ca.



Presidents' Message Continued from page 1

2012. Stay tuned for further details and make plans to attend!

Until we see each other again at next year's conference, we want to stay closely connected to all of our members through our monthly e-NEWS electronic publication, as well as through our *Career Connections* journal. As we work hard to keep Career Education a main focus within our school divisions across the province, it is our hope that by being members of our SCWEA family, we can all stay connected and keep one another current on the latest and greatest career development information. Remember, if you have any interest-

ing career information that you would like to share with all our members, please send it to any member of our Executive, and we will be happy to put it into one of our e-NEWS or *Career Connections*. There is strength (and knowledge!) in numbers – and it's the kids of Saskatchewan who benefit – so let's keep the lines of communication open! Have an awesome school year and again, congratulations on your decision to be a part of SCWEA – one of Saskatchewan's most consistent and vibrant (and fun!) professional teachers' associations!

Submitted by Marlene Flaman Dunn

Career and Work Exploration Made Easy

Presented by: Barb Kielo

Submitted by: Jocelyn Kennedy

Whether you are a seasoned CWEX teacher or have just been introduced to this teaching area, Prairie Spirit School Division's resource is a MUST for you!

Barb Kielo spent the better part of the 2010-11 school year researching and compiling resources for CWE 10/20/20 programs for PSSD. She shared her findings with the participants of the 2011 annual SCWEA conference.

Barb combined her findings into one comprehensive resource entitled "Career & Work Exploration 10/20/30 Resource Document". It is accessible online at www.futurechoice.ca. It is organized by module and directly correlates with the curriculum. It contains various



teaching resources varying from paper and pencil activities to links and *Youtube* videos that connect classroom material to 'the real world of work'!

Thank you Barb and Prairie Spirit School Division for your willingness to share this fantastic resource.

Are You Looking to Deliver a Successful On-line CWEX Course?

Presented by Ed Fahl and Jacky Lothian
Submitted by Christa Lapointe



It is always a great experience when you get a room full of people who are excited and passionate about what they do! This was the case in our session. Ed Fahl a teacher and past administrator, and Jacky Lothian, a Career Consultant, both with Prairie South School Division (PSSD), provided a very informative presentation about online education for Career Work Exploration.

Jacky works in the rural area providing student and family career counselling sessions. This includes type focus and career cruising assessments for their grade 11 and 12 students. Monthly newsletters are provided to all schools to be distributed to students to assist them with educated career decisions. In addition to individual and family career meetings, Jacky is also the co-ordinator of work placements; which means she meets with each CWEX student to go over necessary paper work, provides resources to monitoring teachers with the proper procedures and protocols of the course. Communication is key in establish-

ing and maintaining a good CWEX program and it is clear that communication is paramount within Prairie South School Division.

Ed Fahl is not only a recovering technology geek (as Jacky would refer to him) but is a very experienced career education teacher. His knowledge and enthusiasm makes him the perfect choice for online teaching. Ed reinforced that with online education, regardless of the subject, planning in advance is essential to a well planned out program. In the classroom, you may be able to operate a day or week ahead of the students but when online, the course, assignments and outcomes must be listed and ready to go from the beginning. What tools can help you do this? Moodle (the software used instead of Blackboard and other options); Camtasia Studio (used for recording voice and computer images); Windows Live Movie Maker (used for interviews); Skype (it is a challenge to get students used to this method instead of always emailing); Microsoft Office; You Send It (send large documents to

another person when email services won't allow you) and grade book software.

The one thing with online CWEX courses is that Ed wanted his courses to be more than just sending and receiving data. He wanted to include as much audio and video as possible to give students a truly online course instead of the typical correspondence programs. One nice feature that he has utilized very well is the Prairie South Video Server, which allows him to post pod casts and videos for students to view that relate to the given topic. One challenge that comes with technology is the importance of using a generic format that all students will be able to utilize (rich text format is a good option).

With any type of programs, there are always challenges such as attrition rates, format for contacting teachers, scheduling, and monitoring teachers to name a few. One challenge that seemed to resonate with Ed and other online teachers is the time and juggling act to secure monitoring teachers and to provide

them with dedicated time to ensure work place visits. With flexibility, increase in the programs popularity and creative problem solving ,there should be some solutions in the future that suit local needs. As professionals, Jacky and Ed are always striving to improve the program, course materials and the program as a whole.

Since the implementation of online CWEX 10, 20, A30 and B30 they have had many success. A number of students who have completed the class, enrolled in additional CWEX classes and students who have utilized the skills they have learned to enter either into the workforce or post-secondary educational institutions.

This session ended with Ed providing the participants time and

access to PSSD Moodle site and his courses. This time was much appreciated to network, explore and ask questions so that we are able to take home what we have learned and make a direct effort to improve what we do.

Points to Ponder:

During the time we had to explore and look through Ed's site, a number of the participants realized that their school divisions have also created similar online CWEX courses (re-inventing the wheel). Since the online/correspondence program originally run by the Ministry of Education was eliminated it has been the responsibility of each school division to organize and implement their own online courses. There is definitely an opportunity presenting itself for

CWEX teachers and SCWEA to potentially work together to create a great resource for offering online CWEX courses.

Resources:

Prairie South School Division – <http://learning.prairiesouth.ca>

Saskatchewan Distance Education Course – www.skdistancelearning.ca

Prairie South School Division Career Development Resources – www.prairiesouth.ca/students/career-development/career-planning.html

Prairie South School Division – Student Career News – www.prairiesouth.ca/students/careerdevelopment/student-career-news.html

Occupational Health and Safety Harassment Video Series – www.lrws.gov.sk.ca/harassment

Prairie South Shares Career Development Resources

Presented by: Jeff Feeley

Submitted by: Jocelyn Kennedy



Jeff presented SCWEA participants with an overview of his role as a Career Counselor in Prairie South School Division.

He shared a resource document that he created with timelines for grade 12 students as a way of summarizing important deadlines for Saskatchewan post-secondary institutions. He also created a guide for grade 11 & 12 students and their parents as a means of deliberately planning what happens beyond high school. His approach recognizes the varying paths that high school students take beyond high school from moving straight

into the world of work to the options and realities associated with post-secondary schools.

Jeff's works are living documents that are continually updated and changed in order to accommodate fluctuating expectations in post-secondary institutions as well as the world of work. He also spent time teaching participants how to navigate through Prairie South School Division's website where there is a great deal of resources available for teachers to access. Check it out at www.prairiesouth.ca/staff/career-development/career-planning.html.

Yara Belle Plaine Inc. Tour

Presented by: Martin Degagne

Submitted by: Vanessa Lewis

Yara is an international chemical company that converts energy, natural minerals, and nitrogen into products for farmers and industrial customers. About fifteen SCWEA members were fortunate to tour Yara's state-of-the-art production facility located near Belle Plaine, Saskatchewan. Yara purchased the plant back in 2008 and uses it to produce nitrogen based fertilizer. Agriculture is the primary market for this product as it is used to increase crop yields. The Belle Plaine plant employs approximately 152 permanent employees. Positions consist of administrative, maintenance, and safety staff in addition to a number of tradespeople working as power engineers, instrument technicians, millwrights, pipefitters, welders, and electricians. Globally, Yara

employs approximately 8,000 employees worldwide.

Yara operates on four main values including:

- Ambition
- Trust
- Accountability
- Teamwork

The Yara Belle Plaine facility is a zero waste water facility operating 24 hours/day. It produces three main types of fertilizers including Anhydrous Ammonia (pressurized liquid), Granular Urea (solid), and UAN (liquid). Yara Belle Plaine produces an average of 1,900 tons of ammonia, 3,000 tons of urea, and 700 tons of UAN per day.

Despite the global scale of this company, it remains committed to many community activities and

provides donations to over 40 local organizations including Moose Jaw Health Foundation, Hospitals of Regina Foundation, Regina Food Bank, Connecting as Neighbours, and Peacock Collegiate.

Bits of Trivia:

- Plant uses 9000 m³ water each day = approx $\frac{3}{4}$ of the amount used by the city of Moose Jaw.
- Plant uses 24 mega watts of power/day = approx same amount as city of Moose Jaw.
- Plant uses 1,900,000 m³ of natural gas/day = 60% of what city of Regina uses on the coldest day of the year.

The tour provided participants with an insider view of the plant and its operations. Thank you to Martin Degagne and staff at Yara Belle Plaine for making this opportunity possible. Thanks, also, to SCWEA conference planners for 'going the distance' to organize this tour.

For more information see Yara Belle Plaine, Canada website at:

www.yara.com/about/where_we_operate/canada_production_belle_plaine.aspx





The Myth of the Helicopter Parent: Young Canadians Appreciate Parents' Support in Helping Them Find Their Career Path

Submitted by Sharon Ferriss, Director of Marketing, Web & New Media, CERIC

To better understand the influence of parents on career development, the *Survey on Public Perceptions About Career Development and the Workplace*, asked Canadians what kind of a role their parents have played in their career development and what parents should do to help shape their children's career choices. The survey was undertaken by the Environics Research Group on behalf of the Canadian Education and Research Institute for Counselling (CERIC) and released earlier this year.

Canadians are quite divided on how they characterize their parents' role in their careers. Half of Canadians have been lucky enough to have supportive parents, with one-third (33%) whose parents were wonderfully supportive and two in ten (19%) whose parents were supportive but did not know how to help. In contrast, just over four in ten (43%) Canadians report they were unable to draw on their parents' expertise when finding a career because their parents did not get involved in their career development. Only five percent of Canadians had overbearing parents who would not let them pursue their own career goals.

Perhaps reflecting the change in parenting styles often noted – sometimes disparagingly – by experts and educators, younger Canadians are more likely to say they have had supportive parents. More than four in ten (45%) Canadians under the age of 30 report having wonderfully support-ive parents, compared to one-third

(34%) of those between the ages of 30 and 49, and less than three in ten (27%) of those aged 50 and over.

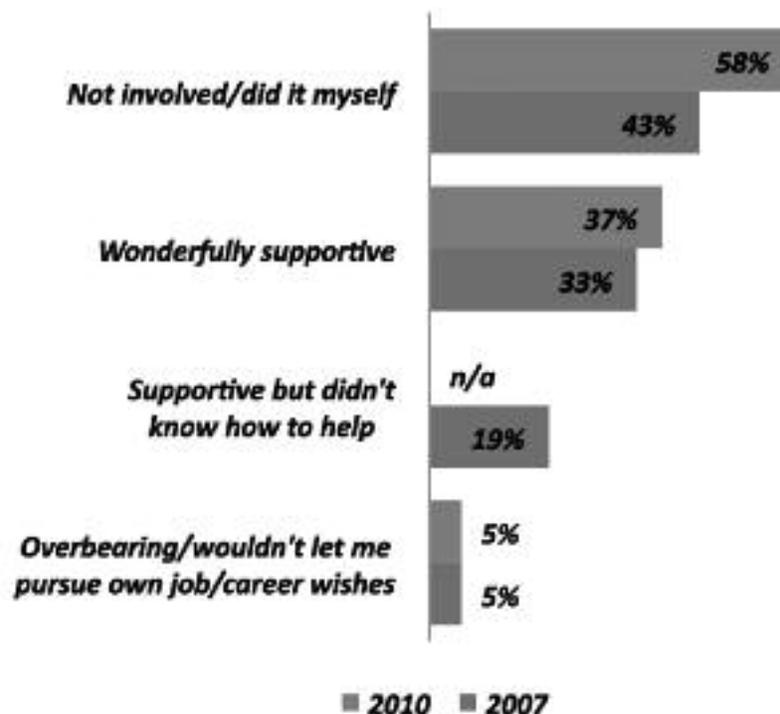
Helicopter parents aside, those Canadians who have had support-ive parents are more likely to maintain they are satisfied with their ability to meet their career

goals. Furthermore, the data suggest it is not just the immediate benefit of parents, but the relationships they inspire, that also make a difference to Canadians' ability to meet their career goals. Canadians with supportive parents are almost twice as likely as those whose parents were not involved (33% compared to 19%) to have had the benefit of a mentor to guide them through their careers, and this is consistent across age cohorts.

How Parents Can Help

Many Canadians think that parents can help their children's career development by providing them with a range of opportunities and

Role of parents in career development (2007 and 2010)



Q.19

Thinking about the role your parents played in your finding your job or career path, which one do you identify with the most. My parent(s) were...?

experiences. The most important ways in which a parent can help define a child's career aspirations include:

- Encouraging them to learn from their experiences (by succeeding or failing) (56%), or by exposing children to a range of character-building experiences such as sports and hobbies (51%).
- Smaller but sizable proportions of Canadians advocate helping children develop career-related skills (39%), encouraging children to volunteer in a variety of places (32%), talking to children about career choices (31%) and exposing children to a variety of careers (28%).
- Only six percent of Canadians believe that linking a child with a career professional is one of the most important roles a parent can play in helping guide their children to a career.

Notably, these results are consistent among Canadians with and without children.

Full results of the survey, which also explores how Canadians understand career advancement, job search tactics and tools, as well as the value of professional career counselling programs, can be found on the CERIC web site at www.ceric.ca.

CERIC — the Canadian Education and Research Institute for Counselling is a charitable organization that advances education and research in career counselling and career development. We support the creation of career counselling-related research and professional development for a cross-sectoral community through funding project partnerships and our strategic programs. Our strategic programs are Cannexus, ContactPoint/OrientAction and The Canadian Journal of Career Development. www.ceric.ca.

Finding Their Place

The following is an excerpt from *The Decade After High School: A Professional's Guide* by Cathy Campbell & Michael Ungar, published by CERIC. It outlines three different ways that young people find their place in the world, based on interviews with 100 youth across Canada.

Navigators

Navigators know what they want to do and are engaged in education and/or work activities necessary to achieve their goals. Though they could clearly articulate a desired destination for their career search, they may or may not have known much about the specifics of what they had chosen to do.

Explorers

Explorers cannot say what they want to do specifically, but they are engaged in a process of experimentation as a way to learn more about themselves and their options. They are proactive in their search for information about career opportunities; they speculate about areas of interest, and they seek experiences whereby they can test the waters to determine the fit of particular career options. Explorers, though uncertain about their goals, are actively trying to understand where they might put their talents to best use.

Drifters

Drifters don't know what they want to do, are laissez-faire about making choices, or face numerable barriers to career fulfillment. Being unable or unwilling to proactively seek a career, they are apt to "go with the flow." Over time some became stuck. There was a sense of aimlessness and passivity in the stories drifters told of their post-secondary education and work histories.

Is One Strategy Better Than Another?

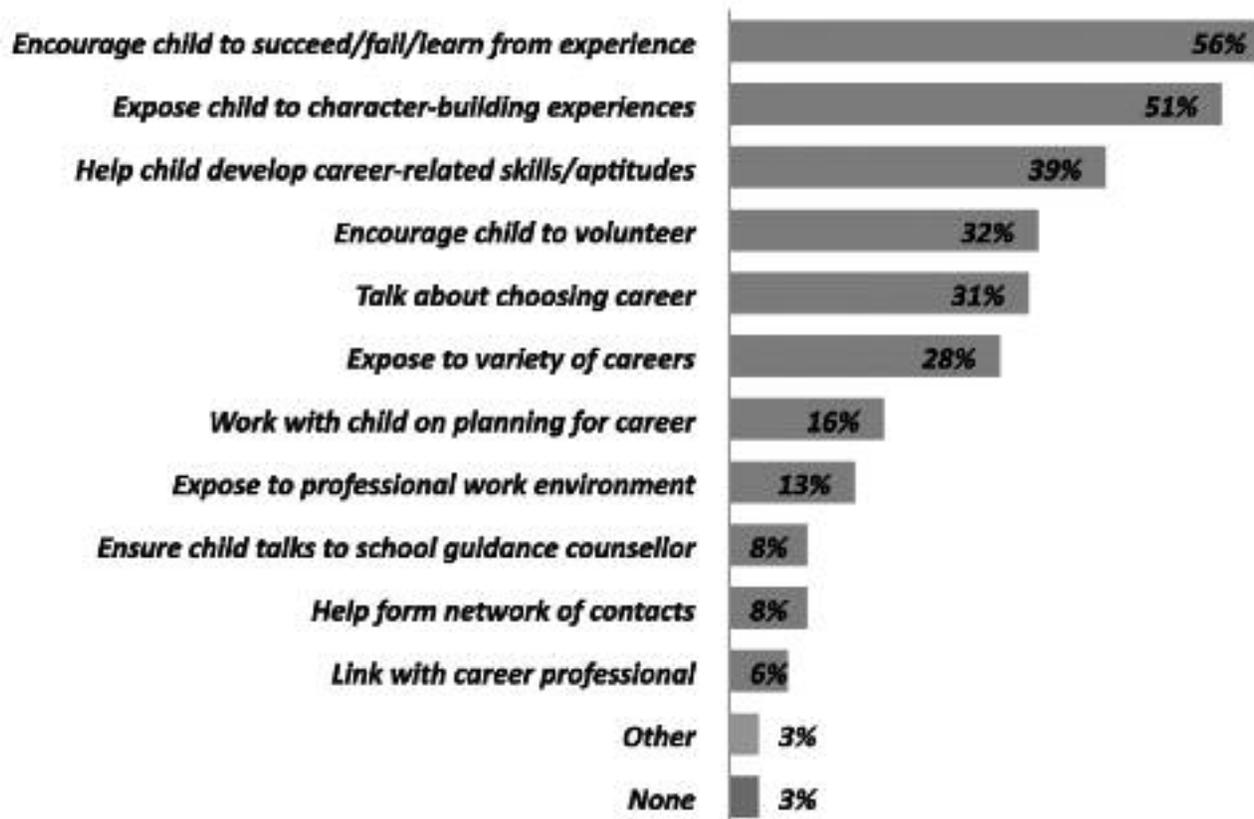
It is easy to assume that navigating is the best strategy. Surely, we may naively reason, it makes sense to encourage all young people to know what they want to do coming out of high school and then follow through on their plans.

It's hard to choose a career direction until you know yourself well enough to be able to do determine what you want. Ideally, young people have the opportunity to learn about their interests and abilities and to explore different options before they are required to decide what they are navigating toward.

Career Exploration for Youth-at-Risk

A new research project funded by CERIC will help to determine the factors that affect the development of career interests among adolescents and young adults, especially those deemed to be "at-risk". The project will identify the family, social and environmental factors that influence how children regard future careers and post-secondary education. Research is being undertaken in partnership with the University of Manitoba, University of Winnipeg and Career Trek Inc., a career development exploration program. Results are expected in 2013. Follow the project at www.cerica/projects.

Important roles parents can play in children's career development



Q.20

Which three of the following roles do you think are the most important for parents to play in shaping a child's career choice...?

Learn More at Cannexus!

If you want to learn more about the latest research, theories and practices in career development, then plan to join us at Cannexus, January 23-25, 2012 in Ottawa. Cannexus is Canada's National Career Development Conference. The program features world-class keynotes, 100 concurrent sessions and outstanding networking opportunities.

There is something for career practitioners in every sector, including education. Some sessions of particular interest include:

- Values in Action: Helping Students Make Choices Congruent with their Character
- The Career Planning Needs of Ontario Grade 10 Students
- Parent's Involvement in Children's Career Exploration

Visit www.cannexus.ca to register today!

Non-Traditional Interviews

Presented by Deanna Milton

Written by Leanne Merkowsky

What is it that employers are seeking through job interviews?

Deanna Milton outlined how Yara, a global firm specializing in agricultural products and environmental protection agents, has partnered up with Prairie South to provide students with real-life interview experiences. She provided participants with an insight into Yara's interview practices and selection processes. Several expectations were highlighted including:

- Be Interested
 - Include all documentation requested on the job post along with your detailed resume. Be sure names are spelled correctly and email addresses and voice mail messages are appropriate.
 - Be Prepared
 - During the interview, you may be asked to demonstrate abilities such as drawing a diagram or explaining a process.
 - Be Conscientious
 - Speak, write and communicate professionally. "If your grammar is wrong" says Dianne, "it speaks volumes to your communication skills."
 - Be Aware
 - Know what you are applying for and do some research on the company. They may ask you specific questions about their business.
- Be sure your resume isn't too busy or doesn't have too many fonts
 - Do NOT include a photo, date of birth or religion in your resume
 - Highlight competencies or strengths, especially if they connect to the job posting
 - Don't just list your skills . . . explain them!
 - Dress appropriately and be sure clothing is clean and tidy
 - Don't wear any scents to the interview . . . be aware of others
 - Interviewers recognize that you are nervous . . . take your time in formulating responses. "I don't know" according to Deanna, "is not an acceptable answer."
 - Be introspective and reflective – What are you good at and why?
 - Be prepared to be interviewed by a panel of two to three personnel
- It is acceptable to ask how much the pay will be . . . but be prepared to state what you are expecting if asked.
 - Piercings and tattoos acceptance is determined by the position you are applying for . . . error on the side of caution and remove visible markings
 - Do not use parents as references! Use teachers, counselors, coaches, volunteer organizers, etc.
 - Morning interviews are generally more positive as both the employers and the prospective employee are more alert
 - Do not use short form writing or slang
 - Do not display a 'sense of entitlement'

Remember: A first impression is a lasting impression!



Deanna outlined a typical recruitment process that her company follows when screening prospective employees and provided some useful tricks and tips to help secure an interview and a position.

Considerations for Teaching English as Additional Language Students in Your Career Education Class

Presented by Jill Konkin
and Koreen Geres
Submitted by Jill Konkin

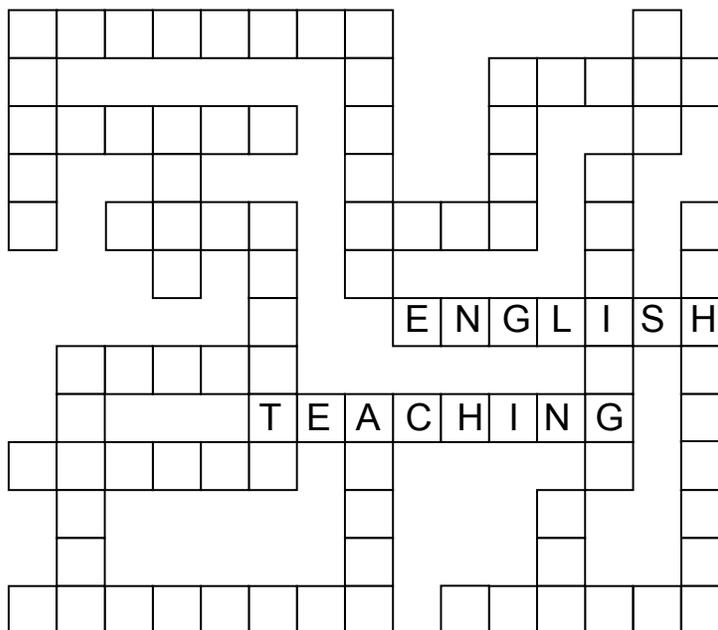
Jill Konkin and Koreen Geres presented an overview of a Ministry of Education Project that they undertook on behalf of the Saskatoon Public School Board last year. They also provided some information on best practice, practical application of teaching methods and an overview of ideas to think about when teaching this special group of students.

The EAL project goals were to:

- Work with students
- Connect with the community
- Find EAL career education resources
- Learn what EAL students need in terms of career education

Some of the tasks that were undertaken in the project included;

- Students started coming at noon to work on resumes and learn about career education.... but it dwindled and so they decided to work with a sheltered English class.
- They took 8-10 students at a time from a sheltered English class and spent 20 class hours with them on various career related topics. They also visited and spoke to several community groups.
- They used recommended resources such as Career Cruising, YWRCC and Ready for Work.
- They reviewed vocabulary before they introduced the concepts.



- They walked around the school with students to explain the names of trades and occupations.
- They did word finds, crosswords and information gap activities to learn the meaning of words.
- They had students look at internet job sites and choose a job.
- They composed a cover letter.
- They learned how to fill in an application form.
- They introduced students to the basic labour laws.
- They answered their questions about their current part-time jobs.
- They helped them identify their interests, their skills and their personalities.
- They had them dream about their preferred future.
- They explained how the education system works in Canada. They let them know about the difference between a college and a university.
- They discussed different types of diplomas, certificates, degrees and apprenticeships.
- They visited Cansask and the Saskatoon Trades and Skills Center.
- They reformatted some handouts to get more white space on the pages so that the information wasn't so daunting.
- They tried to do some activities on paper before they moved to the computer ex. Career Cruising.
- They provided students with a binder to begin to build a career portfolio.
- They had them do mock interviews with other adults from our building.
- They had them do a survey on the content and delivery of the project.
- They did a vocabulary pre- and post-test.

Koreen reminded teachers.....
Students who have experienced violence may have also experienced:

1. Persecution; Racism
2. Traumatic events
3. Forced migration
4. Life in a refugee camp or country of refuge
5. Interrupted or limited education
6. Huge barriers to resettlement in Canada

Results

1. Interrupted or limited education
 - a. Limited or no first language literacy
 - b. Not familiar with books; organizing paper
 - c. Not familiar with culture of school and workplace
 - d. May not have used calendar or clock
 - e. May not have been exposed to science (culturally different ways of knowing)
 - f. Limited technology skills
 - g. Learning class content and language
2. Huge barriers to resettlement in Canada
 - a. Parents unable to work: no education, limited English, trauma
 - b. Living in poverty
 - c. Youth take on adult responsibilities
 - d. Refugees must pay travel loan
 - e. Support family left behind
 - f. Numbing
 - g. Expect to die early; impending doom
 - h. Loss of hope
3. Forced migration
 - a. Usually under difficult circumstances: fear; struggle to survive
 - b. Separation from family supports
4. Life in refugee camp or country of refuge
 - a. Merely survived

- b. Exploited
- c. No opportunities to build employment skills
- d. Few educational opportunities
5. Persecution; Racism
 - a. Difficulty trusting (survival strategy)
 - b. Fear of exploitation
 - c. Extreme sensitivity to discrimination
6. Traumatic events
 - a. Hyper vigilance (even while asleep)
 - b. Intrusive thoughts (disrupts learning and sleep)

The following is a list of considerations all teachers might use when teaching EAL students as shared by Anna Marie Mackenzie from Walter Murray Collegiate in Saskatoon.

To adapt delivery:

- use visual aids such as pictures and graphic organizers
- speak at a slightly slower pace and take longer pauses than usual
- provide students with a copy of notes from the board or lecture when possible
- review notes with the students to ensure key words have been spelled correctly
- provide multiple examples (amplify not simplify)
- use vocabulary at the level of the students
- pre-teach vocabulary or bring the vocabulary to the EAL teacher
- explain figures of speech and idioms
- use large, easy to read font (such as comic sans or century gothic)
- print rather than handwrite as many students are not yet familiar with cursive writing

To adapt assignments:

- divide assignments into smaller chunks
- for in-class tasks, reduce the number of questions or allow for

shorter answering options

- allow students time to have writing edited
- ask students to repeat directions in their own words
- provide models or samples or assignments
- give students advance notice and the opportunity to practice oral readings
- encourage students to use some vocabulary from their first language when writing a first draft; they can translate later
- place students in friendly, motivated groups
- allow the beginning EAL student to do the most structured or least language based part of a group activity

To adapt assessment:

- focus on content, structure and organization more than mechanics
- when assessing mechanics, focus on whether or not the errors impede communication
- focus on improvement as well as skill
- use a variety of assessment strategies
- allow extra time for exams or in-class assignments
- allow support during exams, perhaps in the EAL room

Some Helpful EAL Career Education Resources

The Saskatoon Industry-Education Council (SIEC) is a collaborative council representing industry in Saskatoon and three school divisions: Saskatoon Public, Greater Saskatoon Catholic, and Prairie Spirit. Their mandate is to provide career development opportunities for youth, educators and career practitioners through programming and information sessions. This FuturePaths website includes videos to explain how the website operates as well as videos that explore some

of the labour market areas. There are great links to a plethora of resources for students, parents and employers: www.futurepaths.ca/

Newcomer Information Centre – Saskatoon information regarding English classes for all levels and other helpful links: www.nicstoon.org/

ESL lessons/activities for teaching interviews and applying for a job, vocabulary/terminology for job/career lesson plans for teachers and students, ESL lessons/ activities for careers: www.eslflow.com/joband-careerlessonplans.html

Citizenship and Immigration Canada – information on visas, who can apply as a skilled worker and many links to government websites such as immigrant income and the family: www.cic.gc.ca/english/index.asp

Saskatchewan Immigration information – Saskatchewan information and links regarding working, living, immigrating and studying: www.saskimmigrationcanada.ca/adult-post-secondary-education

Business Education podcasts: <http://lkey.podomatic.com/>

Ontario Safety Lessons – Overheads and handout activities for low literacy students. There are excellent illustrations and activities: www.livesafeworksmart.net/english/special_needs/lesson_1-2.htm

Crossword puzzles for ESL students from Level 1-6, and **Activities for ESL Students** – has over 1,000 activities to help students study English as a Second Language: <http://a4esl.org/a/c3.html>

At Work Settlement.Org – A fantastic resource for activities at the various levels of CLB. Electronic self-correcting activities: http://atwork.settlement.org/sys/atwork_library_detail.asp?doc_id=1004978#about

Canadian Language Benchmarks/ Essential Skills – This section contains links to online materials and resources you might find useful in teaching, in curriculum plan-

ning, and in preparing research activities. Many of them relate to either CLB or Essential Skills directly, but many also link to sites with resources to help with pre-employment and workplace-related content: www.itssessential.ca/itssessential/display_page.asp?page_id=346

Applications of working and learning national project – The AWAL National Project is a professional development project for educators. Participants are placed in a variety of workplace environments to help them connect the curriculum they teach in the classroom with how that curriculum is used in the workplace. Using what they learn, participants develop relevant classroom activities. Between 1998 and 2005, these activities were then stored in an easy-to-use electronic database: www.awal.ca/contactus.asp

Saskatoon Trades and Skills Center – The Saskatoon Trades and Skills Centre prepares young adults for entry-level jobs that are in high demand. These trainees work in short-term programs that respond to labour market needs: www.saskatoontradesandskills.ca/

Saskatoon Open Door Society – This is an agency that assists refugees and immigrants with language training and employment services, along with services in settlement and integration: www.sods.sk.ca/

International Women of Saskatoon – This is a non-profit, women's organization that provides programs and services to support immigrant and refugee women and their families, as they integrate into their community: www.internationalwomenofsaskatoon.org/

SIAST – see website for Employment Readiness and Bridging Programs as well as English language training and literacy programs: www.siastr.ca/

sk.ca/programs/basic_education/english_language.shtml

Sasknetwork – A site that contains a wide variety of career information, from job listings to education and scholarship information: www.sasknetwork.ca/

Saskjobs.ca – information and links to advertisements for specific jobs, including skills needed, as well as jobs specific to regions in Saskatchewan: <http://saskjobs.ca/>

Young Worker Readiness Certificate Course – information and links: www.aeei.gov.sk.ca/ywrc

Saskatchewan Labour Documents:

- **Guide for New Workers** – rules and guidelines outlined: [guide-for-new-workers.pdf \(1.4 MB\)](#)
- **Minimum Age of Employment Toolkit – Age Matters** [minimum-age-employment-toolkit-age-matters.pdf \(212.7 KB\)](#)
- **Minimum Age of Employment Toolkit – Young Worker Readiness Certificate Course (YWRCC)** [minimum-age-employment-toolkit-young-worker-readiness-certificate.pdf \(134 KB\)](#)
- **Minimum Age of Employment Toolkit – Information for Fourteen and Fifteen Year Old Workers** [minimum-age-employment-toolkit-fourteen-and-fifteen-year-old-workers.pdf \(201 KB\)](#)
- **Labour Standards Interactive Quiz** [labour-standards-interactive-quiz.pps \(1.3 MB\)](#)
- **Labour Standards – Tips for Young Workers** [labour-standards-tips-for-young-workers.pdf \(312.2 KB\)](#)
- **OHS Interactive Quiz** [ohs-interactive-quiz.pps \(2.4 MB\)](#)

Change – Are We Ready?

Submitted by Jeff Feeley and Leanne Merkowsky

Just when we least expect it, life sometimes throws a curve ball at us. Preparing for these moments before reaching a crisis is an important step in career and financial planning.

After a very successful career in football, both Scott and Matt found themselves attempting new

ventures in unknown territory. They attribute their current success to their willingness to embrace change, take initiative, possess a positive attitude and be flexible. Matt believes “change brings opportunity”, but only if we open ourselves to fresh ideas.



Scott Schultz



Matt Dominguez

Scott Schultz

For nearly a decade, Saskatchewan Roughrider defensive tackle Scott Schultz terrorized offensive lines in the CFL. He had an exceptional football career with the Riders, with one of the highlights being the 2007 Grey Cup Championship. Demonstrating that one has to seize the opportunity when it arrives, he retired mid-season in 2009 to move from the world of football to the world of insurance as president of Schultz-Gareau Insurance in Regina. Scott shared his humour and positive outlook on football, life, community and work.

Matt Dominguez

Matt Dominguez had an outstanding football career as an all-star receiver with the Saskatchewan Roughriders, including a Grey Cup Championship in 2007. Like all smart athletes, he had a plan to transition out of the world of sport into the next stage of his life-work career. His move into life after football has included involvement in real estate work in Regina. Recently, he moved to Moose Jaw to become the branch manager for Signature Service Real Estate. He's also coaching football in Moose Jaw as Central Collegiate's offensive co-ordinator. Matt told us some of his great stories, along with his insights on football, careers and life.

Visit our website!

www.scwea.com



The Real Game (Saskatchewan) Online

Presented by: Lana Bauer

Submitted by: Kendall Pierce

About the presenter: Lana Bauer has been in the career development area for the majority of her career both through work and community involvement. She currently works as a curriculum coordinator for Greater Saskatoon Catholic Schools. She oversees curriculum implementation for Practical and Applied Arts and Career Education. Before that she was a Career Work Education Facilitator at the high school level. Through her community involvement and other endeavours, she is able to promote career development and exploration activities for students and provide training for teachers.

In this session, Lana spoke about the *The Real Game* for Saskatchewan. This resource has been around for quite a few years, but with lots of hard work, it is now available online. This resource is targeting students at the grade 7/8 level with direct links to the Saskatchewan Career Education curricula. *The Real Game* on-line is designed to give students a "hands on" look at Career Education within Saskatchewan, while covering the curricular content on the curriculum.

Since this program is relatively new for teachers within our province, Lana spend most of the time going over how to use the site and how to get your classes up and running. A summary of some of Lana's suggestions are as follows:

- Facilitators Zone:
 - Preparations notes: these are very important to go over.
 - Flexibility in the program is key, as it can be done both



- online as well as in hard copy if there is not enough lab space or computers.
 - Set up neighbourhoods:
 - set up your teams/streets and have no more than 5 or 6 students
 - build the profile of the neighbours on that street
 - start a folder/kit/portfolio for notes and activities
 - Set class up online:
 - Manage class
 - Student Management
 - Student Passwords
 - Team Management
 - Role Management
 - Facilitators Zone:
 - Program at a glance
 - Core Sections must be taught (13 core/9 recommended would be approximately 30 hours)
 - Detailed lesson plans
 - Preparation (what do teachers have to do for the lesson)
 - Activities (the actual lesson plans)
 - Spin game:
 - Play this frequently throughout the course
 - Student zone:
 - Assign yourself a role and play along to get a full understanding of the student role.
- Lana's skills and expertise on *The Real Game* were evident in this session. Thank you, Lana, for guiding us through this program.

Nomination Form for SCWEA Award 2012

- Each SCWEA Member may nominate one student.
- Nominations must be received by **May 1**
- Draw to be made by the SCWEA Executive by May 15
- Only SCWEA Award Winners will be notified.

SCWEA Member

Name _____ School _____
 School Phone Number _____ School Fax Number _____
 City/Town _____ Email address _____

Nominated Student

Name _____ Address _____
 City/Town _____ Postal Code _____
 School _____

Check off CWEX to be completed by June 2012

10 20 A30 B30

Please check the name of your school division.

Group #1

- Christ The Teacher RCSSD. #212
- Creighton S.D. #111
- D.S Francophone #310
- Holy Trinity RCSSD #22
- Ile A La Crosse S.D. #112
- North East S.D. #200
- North West RCSSD #16
- Northwest S.D.#203
- Northern Lights S.D. #113
- Prince Albert RCSSD #6
- Prairie Spirit S.D. #206
- Saskatchewan Rivers S.D. #119
- Saskatoon S.D. #13
- St. Paul's RCSSD #20

Group #2

- Chinook S.D. #211
- Englefeld P.S.S.D. #132
- Good Spirit S.D. #204
- Holy Family RCSSD #140
- Horizon S.D. #205
- Living Sky S.D. #202
- Lloydminster RCSSD #89
- Lloydminster S.D. #99
- Prairie South S.D. #210
- Prairie Valley S.D. #208
- Regina RCSSD #81
- Regina S.D. #4
- South East Cornerstone S.D, #209
- Sun West S.D.

Send completed nomination forms to Jill Konkin:
j.konkin@sasktel.net

Nomination forms must be emailed by May 1.

SCWEA Award

In 2012 the Saskatchewan Career and Work Education Association will provide two awards of \$200 each to two graduating students. One award will be given to a student nominated from the northern area of the province and one from the southern area. Members of SCWEA may nominate one CWE student by May 1. The SCWEA executive will perform a draw to determine the winners.

The winning student will be asked to submit a 100-200 word paragraph describing how Career and Work Exploration has benefited them and will be included in our fall SCWEA newsletter. The paragraph does not need to be completed until after the draw but the nominating SCWEA member must ensure it is submitted by June 15 along with a media/photo release signed by a parent or guardian.

Criterion for the award will include the following;

- The student must have achieved or be enroute to earn a credit in a CWEX 10, 20, A30 or B30 class.
- The student must be graduating in the year the award is given.
- The student must have represented themselves well both in class activities and in their work placement.
- The student should have shown considerable development in the classroom and potential in regards to the foundational objectives of Career and Work Exploration with particular emphasis on:
 - Development of their personal goals and characteristics in understanding themselves and

the changing world around them.

- Demonstration of personal accountability, communication and networking skills.
- Recognition of transferable and employability skills and the wide scope of career opportunities.
- Responsible participation in their work placement in a safe and healthy manner.
- Progress in the development of a career and/or work portfolio.
- Ability to interact positively and effectively with others in regards to career education.

SCWEA Unveils 'New' Image

Submitted by Leanne Merkowsky

SCWEA was proud to unveil their 'fresh look' this fall with a new banner. With growing interest in the association and new members coming forth, the executive wanted to increase their professional image while representing SCWEA at conferences, workshops and other public events. The banner features our new logo and a picture of students from Vanier Collegiate in Moose Jaw as they display their enthusiasm for career readiness. This project was made possible by funding from the STF.



How To Make Career Development Education Intentional at the High School Level

Presented by Lana Bauer

Written by Leanne Merkowsky

"Since," according to Lana Bauer, Curriculum Coordinator for the Greater Saskatoon Catholic Schools, "every student needs career planning," a user-friendly Career Education resource has been developed that addresses the needs of grades ten to twelve students.

The program's 'Pick Up and Go Lessons' covers such areas as:

- 1) The Career Planning Process – focusing on achieving a better understanding of 'self', exploring transferable skills and learning the value of volunteering
- 2) Job Search – from creating cover letters and resume building to honing interview skills and learning how to explore the hidden job market, this unit prepares students for initial contact with the workplace. It also features wonderful job shadow supporting documents

3) Labour Market and Occupational Information – diversity, entrepreneurship, safety and labour standards are only a few of the issues address in this section

4) Transition Planning – teaching students how to evaluate post-secondary options and how to be financially literate makes for a smoother post-graduation transition

5) Portfolio Development – explores the creation and use of career portfolios

These lessons are infused in Christian Ethics, English Language Arts, Social Studies and Math and are adaptable for all students, class sizes and ability levels. They can be used as stand alone lessons, for student conferencing or integrated into current practices.

Lana also explained that it is an expectation that grade ten students have a two-year plan with grade twelve students requiring a

transitional plan that is reviewed by a counselor. The plan allows students to view career choices through a different lens and offers tools and resources to help students experience success after high school. Instruction is provided by a variety of teachers during regular class time, as well as during homeroom.

She also contributes the success of the program to school administrators. Informing administrators about new programs, evaluation techniques and data collection methodologies enables them to fully understand the wonderful work being done in the area of career development and allows them to not only support the program, but be spokespersons and advocates.

For more information or to obtain your own copy of 'Pick Up and Go Lessons', contact Lana Bauer at lbauer@scs.sk.ca or 659-7012.

"Pick Up and Go Lessons"

Caring Careers — Opportunities in the Disability Services Sector

Presented by Melanie Weiss
Submitted by Corinne Cobbe



Melanie Weiss is the Director of Member Services with the Saskatchewan Association of Rehabilitation Centres (SARC), a provincial association that represents community-based organizations supporting people with disabilities. Melanie participates on the Recruitment and Retention Committee, which is a joint effort between SARC and Saskatchewan's Ministry of Social Services that is undertaking projects and initiatives to assist CBO's with their staff recruitment and retention.

Melanie began her presentation with some background to the Saskatchewan Association of Rehabilitation Centres (SARC). SARC is a non-profit association which was established in 1968. "It represents community-based organization that provide residential,

developmental, and employment services supports."

She went on to outline the four core service areas: Professional Development, Organizational Support, Human Resources Support, and Government Relations and Sector Advancement.

SARC provides several member programs. These programs include pre-vocational and social skills, life skills, residential services, work skills, and supported employment programs. Their goal is to meet the individual needs of their participants. They see what he or she needs and build a program around those needs.

Melanie described different levels of employment in SARC agencies. These positions include: Executive Director who has responsibility for

all aspects of the organization's operation. Secondly, a Program Coordinator who would develop, implement, and evaluate personal program plans. Thirdly, administrative assistants who would provide support of the executive director, staff, and agency participants. Lastly, there are Direct Support Professionals. These employees provide direct front line supports to participants in the programs that SARC provides. These supports are put in place for people with intellectual and developmental disabilities. The goal is to have the participants live as independently as possible.

To become a direct support professional, SIAST at the Kelsey campus in Saskatoon offers a Disability Support Worker Certificate Program. Once you enter the field, there are training opportunities such as CPR/First Aid, Safe Food Handling, Safe Lifting, Transferring and Repositioning, Crisis Intervention Techniques, etc.

Why choose this sector to work in? This career path would enable an individual to make a difference every day. It is a career that would be challenging, rewarding and fun. Individuals would become involved in their communities. They would also receive on the job training and this career can provide flexible schedules.

For more information on SARC, visit their website: www.sarcsarcan.ca

Also see www.caringcareers.ca

I Just Googled You and Guess What I Found?

Presented by Dean Shareski, Digital Learning Consultant, Prairie South School Division

Submitted by Val Laing

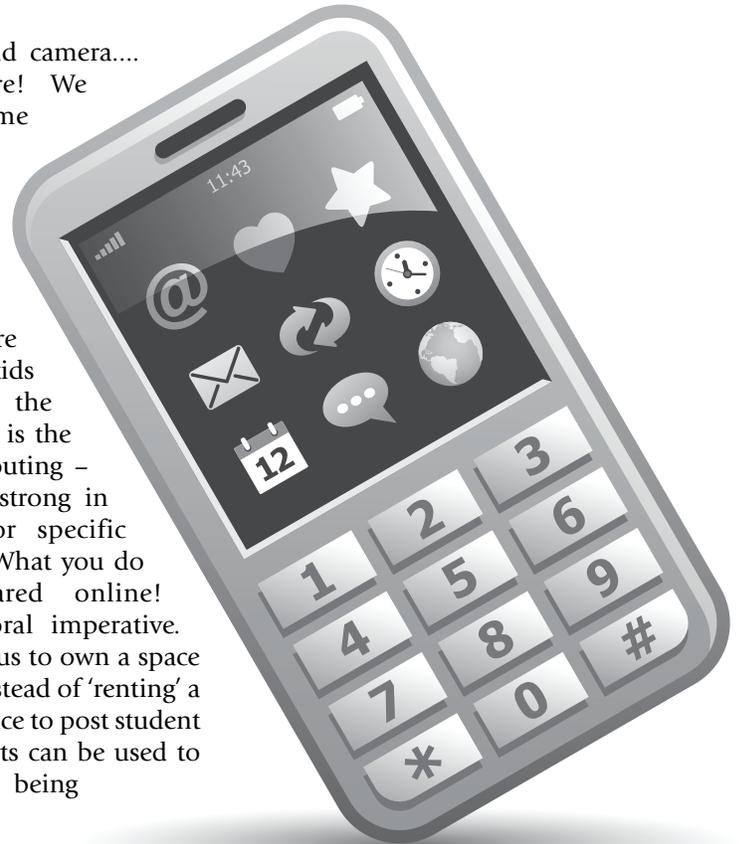


Dean shows the importance of understanding your digital identity. Why is digital different? It is because it is easily copied/shared, instantly shared, easily edited and viewable by millions. Try googling your name. What came up in the first five results? How many results come up? In June 2008, 22 per cent of employers reported using social networks. What is private information and what is public? Privacy is about controlling how the information flows. On-line information is public by default and private with personal effort. Everything you do now ends up in your permanent record. The best plan is to overload Google with a long tale of good information and to always act as if

you are on candid camera... because you are! We should become clickable with access to a personal video, book or other informational item. We should build for the future and "want [our] kids to be found on the internet". Internet is the new place for scouting – finding students strong in athletics, arts, or specific skill/work areas. What you do should be shared online! Sharing is a moral imperative. Dean encourages us to own a space on the internet instead of 'renting' a space. Use this space to post student work. Google alerts can be used to monitor what is being said about you.

This is a glimpse of the wealth of information Dean presents. The best way to fully appreciate what Dean has to offer is to google "Dean Shareski". There is an endless supply of information. The following are some comments taken from his post.

- Over the years, I've been asked more than once, how do we know technologies improve learning? How do we measure it? I've resisted that question and often have asked, how do we know pencil and paper improve learning?
- While Seth Godin is not an educator, he challenges me regularly about a shifting world and how we respond. If you've not noticed, industries like music and entertainment have been



radically changed due to new technologies. Those holding fast to old business models are quickly finding themselves irrelevant.

- Online schools open access to information and connectivity across the planet and are drastically changing the way we learn. Schools in many ways are holding to their long-standing model. Not by one person or organization but by a system and leadership that is too busy trying to get better at things we've been doing for years instead of considering something brand new.

The Bear Pit

Presented by Jacky Lothian and Dana Skoropad

Submitted by Vanessa Lewis

The Bear Pit session was a wonderful way to wrap-up the "Going the Distance" conference. This opportunity allowed participants to engage in dialogue and discussion surrounding numerous career-related topics. Some areas discussed included:

CD Action Plan: Strategically, where is Career Development currently positioned within our province?

- As a focus area, we have been riding a wave over the last several years with incredible support from the Ministry.
 - The Ministry goal surrounding 'Smooth Transitions' has been instrumental in spurring school divisions to consider how best to support students with various transitions including career-related options.
 - The Ministry's financial support for school divisions interested in engaging in career-development focused short-term projects has resulted in amazing work that has been shared provincially. The opportunity to annually gather to share and collaborate as school divisions has been essential in continuing the momentum gained through the short-term projects.
 - The Ministry's support of a Career Development Consultant position over the last several years has allowed us to have a champion for Career Development within the Ministry.

- Recently, however, the provincial picture has shifted.
 - The Ministry has withdrawn funding for Career Development short-term projects and has cut the Career Development Consultant position.
 - We feel Career Development continues to be a Ministry priority with its continued focus on 'Smooth Transitions' and the fact they have enabled us to gain some momentum through the project work and networking opportunities. It is, however, difficult to sustain what we have started when the supports have been removed.
 - We view the grants as a solid investment on behalf of the Ministry as they allowed for growth in the area of Career Development an incredible sharing opportunity between school divisions throughout our province. We realize the grants couldn't continue forever, but it would have been positive to have a 'phase-out' session in order to follow-up on last year's projects and attempt to plan for continued connections.
 - Is there something we can do as a special subject council to express our voice about any of this? Possibly a letter? Discussion with a Ministry representative?
 - Is there anything we can do as a special subject council to keep the short-term project research from getting lost? Could we connect projects to the STF Library? McDowell Foundation?

- Our current network of career development professionals is strong, but are there additional ways to better network, collaborate, and share on an ongoing basis? What can we do to sustain ourselves?
- We view capacity building as important. Could SCWEA host something in the future? Could SCWEA offer conference and Action Planning meetings somehow? Could/should SCWEA invest some \$\$ towards something like this?

Portfolios: How are Career Development Portfolios being approached by school divisions?

- The process of completing portfolios is essential in helping students build self-image, recognize strengths, interests, values, skills, etc. The journey and reflection process are key.
- There is a wide variety in terms of what is happening with portfolios within our province. Some school divisions implement electronic portfolios, some paper based, some a combination, some not at all, etc. Career Development portfolios are being developed at various grade levels each with unique successes and challenges.
- Server space can sometimes be a concern when attempting to develop student portfolios.
- There is concern that students do not know what to do with their portfolios? How can we educate students on how to use them? What is the impact of exit interviews?
- We understand the Ministry is considering implementing mandatory portfolios. What are our thoughts on this as a special subject council? Are there things we should do to take a proactive stance in putting ideas forward?

- Perhaps it would be easiest to have mandatory portfolios in Career Education 6, 7, 8, 9 then move to sustain at higher levels as self-managed portfolios.
 - Are there links between CD Portfolios and student-led conferencing/goal setting? This might be a great connect between students, parents, and career professionals.
- Open Discussion: What other issues are of concern to us as Career Development Professionals?**
- Why are Universities in our province not doing more in the area of Career Development? Can we advocate for this? What is it that we want?
 - Career Education Pass/Fail? Have any school divisions considered implementing pass/ fail grades for Career Education? Most schools are looking at assessment rubrics based on outcomes, indicators, and criteria.
 - Why are more students not taking CWEX? Possibilities include the fact it is not mandatory within our province, it is not used as a pre-requisite by post-secondary institutions, time-tabling does not always allow for it, it is sometimes backed by more academic option, students are working part-time jobs and don't feel the need, etc. What can we do to better promote CWEX

courses as courses worth student consideration?

This Bear Pit session allowed for dialogue and discussion on many pertinent career-related issues. Thank you to all participants for your professionalism and willingness to openly discuss successes, challenges, and opinions. The discussions generated far more questions than answers. (A good thing!). As a SCWEA member, if you have any ideas/advice/input for executive members, please share them. As advocates for Career Development in our province, we want to represent our membership. We look forward to your input and to the journey ahead.

Tunnels of Moose Jaw – Passage to Fortune

Submitted by Marlene Flaman Dunn

What a pleasure it was to be able to take a tour of these fascinating, history-packed tunnels hidden beneath the streets of downtown Moose Jaw as part of attending the 2011 SCWEA Conference! I was fortunate to be with the group that toured the Passage to Fortune tunnel, which took us below ground to learn about the difficult lives of many Chinese immigrants who came to Canada to seek out a better life for themselves and their families. We learned that, in spite of the encouraging promises of finding good jobs and prosperity in the foreign land of Canada, these young workers ended up having to endure years of long, hard physical labour in intolerable living conditions while earning a fraction of the wages they were promised.

Once the national railroad across Canada was completed in British Columbia, many Chinese immi-

grants were now without work and were desperate to earn money for their families who were still back home in China. Most of these unemployed immigrant workers headed east, towards Alberta and Saskatchewan, and many were hired on by laundry businesses, like the one in Moose Jaw, where they washed, dried, ironed and repaired clothes. The work hours were long, repetitive and often dangerous – and were always heavily scrutinized by unsympathetic and demanding bosses. Their living quarters were crowded and deplorable and their meals were small and inadequate – yet all of these “expenses” were deducted from their already meagre wages. Even though their lives below ground were difficult and lonely, very few of the Chinese workers would ever venture “above ground”, for fear of being treated with hostility and blatant racism by

the city's citizens – verbal and physical abuse was commonplace there as well.

Walking through the tunnels really opened my eyes to this sad reality of how badly Canadians mistreated these humble and hardworking Chinese people. I felt ashamed and sorry for our involvement in this unfortunate but very real part of our history. The Canadian government, as recently as this year, has made steps to make amends for these abuses – through heartfelt apologies and financial compensation. These are positive and commendable steps but can never be enough.

Our thanks to the SCWEA Conference organizing committee for providing us with the opportunity to explore the Tunnels of Moose Jaw and to learn more about a sad but very fascinating part of Saskatchewan history.

Congratulations!



Award of Excellence: Vanessa Lewis

Vanessa Lewis has made outstanding contributions to Career Education both at the provincial and local levels. As the Career Development Coordinator for Sun West School Division, Vanessa has worked tirelessly to ensure that Sun West School Division provides a sound Career Education and Career Work Experience program to all students. Her passion for Career Development is obvious to all who work with her. She has been a great mentor to the Career Education group of counselors and teachers who work under her direction. Her knowledge, leadership and expertise in the area have helped Sun West develop a Career Education plan that has been implemented system wide. She undertakes major tasks such as coordinating our large Division wide Career Fair, establishing a Sun West Career Connectors Wiki for new and old Career Ed. practitioners to get resources from and she constantly leads the group with great PD sessions aimed directly at the Career Ed. area. She oversees the entire CWEX program for Sun West and has been instrumental in ushering in the Apprenticeship credit program. She has created a team atmosphere amongst the group of counselors that fosters growth and sharing,

making everyone's job easier and more enjoyable. She is forever encouraging all who work with her, giving us all the confidence to continue to provide the best service possible to our students. At the provincial level, Vanessa has served as a member of the SCWEA Executive for many years, sharing her talents and expertise with counselors beyond her local area. She was also part of a team of Career Education experts who assisted in the development of our provincial curriculums. Professionals like Vanessa, help to ensure every child will have the decision making skills to guide them to a very successful transition to adult life.

Recognition of Service: Jeff Feeley



Jeff Feeley is a well-deserving recipient of SCWEA's Recognition of Service Award.

Jeff has been teaching in Saskatchewan for 15 years and joined Prairie South's career development team in 2007. The team can undeniably claim that it still hasn't recovered.

Prior to joining the career department, Jeff was a principal and classroom teacher of various subjects, primarily industrial arts, history, phys. ed. and English.

In his current position, the two main aspects of Jeff's work include securing placements for Career and Work Exploration students and career counselling with students in grade 11 and 12.

Jeff has contributed much to career development. He has been a presenter and a facilitator for many workshops and conferences. Jeff consistently displays his dedication and passion towards Career and Work Education through new incentives and his constant drive to improve the experiences of our students and teachers.

A current example of this would be his work on today's conference. He willingly shares his ideas and is the first to volunteer for the tasks at hand. Conference 2011 has been successful due to the key role he has played on our organizing committee.

Recognition of Service: Dana Skoropad



It is my distinct pleasure to present SCWEA's Service Award to Dana Skoropad.

Dana joined Prairie South's Career Development Team in 2008. He is the Division's Scholarship Coordinator and Partnership Coordinator along with his tasks of securing student work placements and providing career counselling.

Prior to becoming a consultant, Dana taught at Central Collegiate. Although he was known as a popular and gifted teacher, probably one of his most memorable contributions was when he brought Philip Riteman to Moose Jaw to share his experiences in a Nazi concentration camp.

As one who always took pride in the success his students, Dana continues to celebrate his students' successes with their achievements in their work placements and career endeavors.

Dana is a creative and passionate person, who is always willing to participate and willing to lead. Prime example of this is his willingness to organize and facilitate our conference today.

Congratulations on this well-deserved award, Dana.

**Friends of SCWEA:
Twisted Metal Custom
Collision**



Twisted Metal Custom Collision Inc. has been actively supporting CWE for the past 10 years. Throughout these years, the staff has gone above and beyond with their time in teaching our students.

The staff takes great pride in sharing their knowledge. They have displayed great patience teaching our youth the importance of striving for excellence in everything they do. Twisted Metal Custom Collision Inc. truly is a friend of SCWEA.

Friends of SCWEA: Yara



Since 1996, Yara (formerly Saskferco) has been formally aligned with Peacock Collegiate as an educational partner. During that time, countless Career and Work students have benefitted from the annual mock interview exercise that Yara staff participate in. As well, Yara's plant is always open to class tours as students are able to see firsthand the careers available right in their backyard. Through its annual support of the 4-H Building Raffle, students from Peacock's Construction course have an opportunity to build a garden shed, playhouse, or gazebo from start to finish - a definite promotion of trade related careers.

It is my pleasure to formally thank Yara for their dedication to our



youth and their educational experiences.

**Friends of SCWEA:
Cardinal Construction**



Brent Waldo (P. Eng G.S.C), President and General Manager of Cardinal Construction, has been a strong advocate and supporter of the Career Work Exploration program in both school divisions, Holy Trinity Catholic School Division and Prairie South School Division. They are located in Moose Jaw and have been serving the southern part of the province as well as southern Alberta for over 20 years.

Cardinal Construction enjoys having young students join them for their work term and they take pride in providing the safety training before students even see the worksite to ensure the safety of all of their workers. Brent has never turned away a student and has been very proactive in making sure it is a good work experience for our students.

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

Street	City/Town	Province	Postal Code
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Phone	Fax	Email
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Teacher's 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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