

CAREER★ CONNECTIONS

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President's Report

Wow! Has another school year REALLY come and gone? Time DOES fly when you're having fun – fun helping students explore and discover their interests, values, skills, dreams and goals and helping them set their compasses as they begin their journeys down their career paths! Please take some time to reflect on the huge impact you have undoubtedly had on so many young lives over the course of this year. What a difference you have made in helping your students to feel EXCITED about their futures, rather than fearful, as they become better equipped, more confident, life-long career managers!

And now that you have given yourself some well-deserved pats on the back, we begin our plans to do an even better job at reaching even MORE students with vital career development information in the coming year! One of the best (and most fun!) ways to do is to make

plans to attend the upcoming 2012 **SCWEA Conference, on October 20-21**, set in the heart of the gorgeous **Cypress Hills!** What a wonderful opportunity for you to connect with fellow career educators, collect new and fantastic career development information and resources AND spend some time in this breathtaking part of our great province! The theme of this year's Conference is "**Inspiring New Perspectives**" and aside from a wide variety of awesome sessions the Planning Committee has been preparing for you that will indeed inspire and challenge your perspectives, there will also be time for you to have a little fun – from zip-lining through the canopy of the trees of Cypress Hills, to a tour of the Cypress Hills Vineyard and Winery (did someone say taste-testing?) or hiking down some of the most beautiful hiking paths in Saskatchewan – it will be SO hard to choose! We guarantee

Continued on page 3

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SCWEA Executive 2011-12



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Director

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that you WILL leave this place feeling inspired, refreshed and armed with all sorts of exciting new career development information that really could make a difference in the lives of your students. SO – be sure to SAVE THE DATE – and go on-line now to scwea.com to get registered! Don't delay – you'll want to take advantage of the Early Bird discounted rate!

We also hope that you have been enjoying our monthly SCWEA e-NEWS electronic newsletters as well as our two *Career Connections* journals. Our dedicated SCWEA Executive works very hard to keep you “in the loop” with the latest and greatest career info! If you know of other colleagues who could benefit from this information and support, be sure to encourage them to become a SCWEA member now by

contacting our Vice-President, Cynthia Wright-Fulton (at wright-fulton.cynthia@nesd.ca or (306) 873-2352), and be sure to tell them about the upcoming Conference!

Have a fantastic summer as you relax and play and build some new memories with your family and friends! I can't wait to see all of you in October in Cypress Hills! ☺

Submitted by Marlene Flaman Dunn

From the Editors

Leanne Merkowsky and Christa Lapointe

It seems like only a short time ago that I snuggled up in my warm sweater and fuzzy slippers, sipped a hot cup of cocoa and typed up the winter edition of *Career Connections*, and now, what seems like only weeks later, I am looking out my office window at the green grass and listening to the birds chirping while I contemplate all the comings and goings of the year. It's been a great year . . . but my, has it flown by quickly!

Like early spring flowers, our students slowly come out of their shell, get accustomed to

their surroundings, adapt to new conditions and begin to flourish and bloom. We, as teachers, are the sun, the rain and yep, even the fertilizer. What we expose our students to lasts a lifetime and influences them greatly, sometimes much later in life. We play a big part in shaping and molding them. We encouraging them to break out of their comfort zone and to take every opportunity they can to learn and to try new things. The more career options we can provide for students with regard to possible career paths, the

more ready they are to make that leap into the 'real' world.

Thank you to all of you for helping your students achieve their dreams and for encouraging them to be the best that is in them. You may never know the true impact you made on your students, but you will know that they are who they are today, partly because of you . . . nurture the seed and it will grow!

If you wish to contribute or comment to *Career Connections*, email us at:

Leanne.merkowsky@lksysd.ca
or christa.lapointe@htcsd.ca.



Canadian Forces Influencer Training

Submitted by: Vanessa Lewis

At last fall's SCWEA conference, SCWEA members learned of an opportunity to apply for the Canadian Forces Influencer Training to take place at the Canadian Forces Base Esquimalt in February of 2012. A number of SCWEA members joined other influencers from across western and northern Canada for an amazing first-hand learning experience with insight into opportunities within the Canadian Forces. This year's focus was on "Women of Influence". The event was created for women and was hosted primarily by Women of Influence within the forces.

This was an incredible opportunity to learn about the life/career journey of several women involved in the Forces. Some entered the Forces directly; others entered through the Reserves. The women shared stories of how they manage the demands of life and work. They also highlighted the many opportunities work within the Forces has presented them.

Participants received royal treatment as they stayed in the Chief and Petty Officer's Mess, dined at the Wardroom, and attended Damage Control, Fire, and Fleet School

demonstrations. Participants also enjoyed an action-packed day sail onboard the HMCS Algonquin.

As SCWEA members, those of us that attended felt the experience was a unique opportunity to explore what life might be like within the Forces and to engage in conversations with individuals who have dedicated efforts to our Canadian Forces. We left with new insight into opportunities within the Forces and ideas for how to share our learnings with students and their families.



The Power of Exit Interviews

Submitted by: Leanne Merkowsky

The school bells rings for the final time for some of our students, as they eagerly fly out the doors, diplomas in hand, and head out into the 'real world' . . . but are they ready for what lies ahead?

At Living Sky School Division, exit interviews are conducted with grade twelve students in an attempt to decipher exactly what it is students wish they had known with regard to career development before exiting the front doors for the last time.

This strategy allows counselors and teachers to gain a new perspective into the immediate needs of students as told by 'former' students. With this information in hand, new programming can be establishing to better equip students with what they feel is important, in an attempt to conquer some of their fears upon 'flying the coop'. As well, questions are asked about ongoing programming in the school in an attempt to measure their effectiveness and opinions are solicited as to how to ameliorate these existing programs.

Future plans are made for the following school year, incorporating this advice and information, and the cycle continues . . . programming, feedback, embellishments.

This year, we were very proud to incorporate a suggestion made by students as we introduced a GRADE TWELVE TRANSITION TOUR which consisted of a group of former students revisiting the schools within our division to discuss such concerns as finding roommates, the importance of budgeting, what to expect for a social life, the importance of work ethics, moving away from home for the first time and saying goodbye to

close friends who are taking a different path in life. This tour idea originated from comments on the 'exit interview slip' and feedback has been very positive . . . meaning every attempt possible will be made to continue with this endeavor.

Exit Interviews also help students reflect on their learning through the year and think about what their future plans may be. The interview

takes less than ten minutes, but the information shared makes a big impact on what happens in the class and shapes future planning.

Student opinions are definitely a valuable part of the planning process when it comes to career development. Why not take advantage of this precious resource and conduct an Exit Interview in your school?



Exit Interviews

PART 1: Programs / Services

(1 being 'not at all' and 5 being 'you bet')

Job Shadowing	1. a) I participated in a job shadow experience						NO	YES	
	<i>(If you answered yes, please continue . . . If you answered no, proceed to 1')</i>								
	b) I found the experience to . . . (1 being 'not at all' and 5 being 'you bet')								
	be informative	1	2	3	4	5			
	be worth my time	1	2	3	4	5			
	be a great way to explore my interests	1	2	3	4	5			
	help me decide what to do in my future	1	2	3	4	5			
	c) I would recommend the job shadow experience to others						NO	YES	
	d) Where did you go and how did this experience impact your career choice?	<hr/> <hr/>							
	e) Why didn't you do a job shadow?	<hr/> <hr/>							
Career Portfolios	2. a) I have a career portfolio						NO	YES	
	b) My portfolio helped me . . .								
	learn more about myself and my skills/abilities	1	2	3	4	5			
	reflect on my accomplishments	1	2	3	4	5			
	prepare for a job interview	1	2	3	4	5			
	apply for scholarships or post-secondary institutes	1	2	3	4	5			
	c) With the help of a teacher, I revised my portfolio yearly	1	2	3	4	5			
CCC Testing	3. a) I completed the CCC testing in grade 11						NO	YES	
	b) I found the experience to . . .								
	be informative	1	2	3	4	5			
	be worth my time	1	2	3	4	5			
	be a great way to explore my interests	1	2	3	4	5			
	help me decide what to do in my future	1	2	3	4	5			
give me an opportunity to ask career related questions	1	2	3	4	5				
c) I think parents want to be invited to the feedback session						NO	YES		
Skill Development	4. I feel comfortable about how to . . .								
	a) write a resume	1	2	3	4	5			
	b) search for employment opportunities	1	2	3	4	5			
	c) fill out a job application	1	2	3	4	5			
	d) conduct myself during a job interview	1	2	3	4	5			
	e) locate information about post-secondary schooling	1	2	3	4	5			
	f) apply for scholarships	1	2	3	4	5			
	g) manage money (read paystubs, budget, etc.)	1	2	3	4	5			

PART 2: Future Plans

Please indicate what your plans are for the next year and for the next 2 – 5 years. Select ALL those that apply. I plan to ...

- | Next Year | Next 2-5 Years | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Work
o What do you plan on doing and in what community? |
| <input type="checkbox"/> | <input type="checkbox"/> | Apprentice
o What trade and in what community? |
| <input type="checkbox"/> | <input type="checkbox"/> | Attend a university program
o What field and which university? |
| <input type="checkbox"/> | <input type="checkbox"/> | Attend a technical institute or college program
o What field and which college? |
| <input type="checkbox"/> | <input type="checkbox"/> | Armed forces
o Where? |
| <input type="checkbox"/> | <input type="checkbox"/> | Attend other education / training programs
o What program and where? |
| <input type="checkbox"/> | <input type="checkbox"/> | Return to high school to upgrade
o Which classes? |
| <input type="checkbox"/> | <input type="checkbox"/> | Athletics
o Where? What sport? |
| <input type="checkbox"/> | <input type="checkbox"/> | Not furthering my formal education |
| <input type="checkbox"/> | <input type="checkbox"/> | Travel |
| <input type="checkbox"/> | <input type="checkbox"/> | Undecided |
| <input type="checkbox"/> | <input type="checkbox"/> | Other
o (please specify) |

Please provide details here

Part 3: Scholarships

Have you applied for any scholarships? NO YES

Part 4: Employment

Did you hold a part-time job during the following school years?

Grade 12 year?	NO	YES
Grade 11 year?	NO	YES
Grade 10 year?	NO	YES
Grade 9 year?	NO	YES

In grade twelve, approximately how many hours did you work per week? _____ (on average)

Part 5: Wish List

How could we have better prepared you for ...

- ... your first job?
- ... your first experience at a post-secondary institute?
- ... your first time away from home?

Did your school host informational evenings covering such topics as student grants, scholarships, various post-secondary institutes, etc.?
o Would you have attended such an evening if it was available? NO YES
NO YES

You're almost done ...



What was the most valuable career lesson you experienced during your time as a student? (It can be at any grade level and at any school.)

Do you have any additional comments you'd like to share?

Connecting Curriculum to Careers

Submitted by: Val Lang



Presentation by:

Dean Elliot - Saskatchewan Ministry of Education, Science consultant

Lisa Eberharter - Saskatchewan Ministry of Education, Math consultant

Sheryl Prouse - U of S

Dean Elliot

Prepare Students for:

- their future and not our past
- jobs that do not exist today
- interdisciplinary problem solving
- shifting demographics
- digital media and technologies

Nobody works alone anymore. Youth have access to information like no generation before.

Science

What is the game of Science?

Science now must teach problem solving knowing the answer is not in the back of the book.

Science instruction includes:

- inquiry – posing questions, developing evidence-based explanations
- investigating societal and environmental issues
- engineering design
- independent research
- student choice of what and how to learn, and how to demonstrate achievement
- Science now is about learning the skills and playing the game of Science and not about do the question then find the answer or lab reports.

There are fewer than 1 per cent in science related careers. Students with interests in the environment

and technology will find themselves in Science.

Lisa Eberharter

Math Curriculum

Three Math pathways: Workplace and Apprenticeship, Foundations of Math, Pre-Calculus.

- Math is not on perceived ability but on your destination
- cover different content for different reasons
- SK students can take more than one pathway for credit
- there is no hierarchy between pathways

Workplace and Apprenticeship Math

- Not “math for those who can’t do math”
- mathematics content needed for apprenticeship and trades
- meets the needs of 30 - 40 per cent of students

Pre-Calculus

- not “math for the math gifted”
- math content needed for math and science related areas
- meets the needs of 10 - 20% of students

Foundations of Mathematics

- not “math for those who can do math but would rather not”
- math content needed for non-math/non science based university programs
- meets the needs of 40 - 60 % of students

The Game of Math

- conceptual understanding, number sense, inquiry philosophy
- solving problems, finding winning strategies, discovering, finding patterns

Sheryl Prouse

How can you change your passion into an awesome career?

Highschool + interest + planning = awesome careers

Students need to ask themselves “What does living well mean for me”?

rather than “How can I make a lot of money”?

Introduction to Y.O.U.

- choose who you want to be
- choose what you want to do
- choose where you want to work
- choose when you will work
- choose why you will work

If you were to write your eulogy today, what would it say about your accomplishments?

Do you want opportunities for :

advancement, adventure, altruism, challenge, change, creativity, financial, gain, interaction, time freedom, stability, variety

The subjects you decide to take influence where you are going.

- Own It!
- Style or Temperament
- What is your working style?
- Do you like to work independently or in a team?
- Do you need quiet for concentration or do you like variety and action?
- Do you enjoy routine or prefer rapid change?
- Do you make decisions on your own or consult with others taking into consideration their feelings and needs?

What criteria are most important to you?

- vacation
- salary
- benefit package
- on-the-job training
- safe working conditions
- recognition for good performance
- travel
- overtime hours
- indoor vs. outdoor work

Career Decisions

Work Values - Values that individuals believe should be satisfied as a result of their occupational work. What are yours?

Measuring Stick?

What is non negotiable for you?

When can you be flexible?

Identifying WHAT I am learning.

content vs process

What do I learn from:

Social Studies - globalization

Psychology - behavioural

- people
- society
- culture
- systems
- development

Find the occupations that deal with these topics.

What do I learn from:

Art, Music, Language

- gains in Math
- reading
- cognitive ability
- critical thinking
- verbal skill
- motivation
- concentration
- confidence & team work
- design and creation

Find the occupations that deal with these topics.

What do I learn from:

Science

- inquiry approaches
- measuring assumptions
- creative thinking
- systemic approaches to problem solving
- the natural world (human and environmental)

Find the occupations that deal with these topics.

What do I learn from:

Math

- problem solving skills which include attention to detail, patience, developing a strategy, careful planning, justifiable experimentation

Find the occupations that deal with these topics.

Planning

- identify and record your interests
- think about and record needs/wants
- observe what jobs you see as awesome
- reflect what jobs you never want to do
- what are the differences between jobs that are awesome and those you never want to do?
- what are your plans for getting to the AWESOME JOBS?

Grade 6 Students Learn the Ins and Outs of Entrepreneurship

Submitted by: Lynn Brisebois and Leanne Merkowsky

For the last six years, Lynn has worked with grade six students to develop a business plan as part of their career education class. Students are permitted to work individually or as a team. The plan includes several components and students are required to address the following 'big' questions before tackling the task of writing the first draft of their report.

- What will your business be – a service or a product?
- What will you name your business?

- Is your business eco-friendly?
- How is it innovative?

Once these big ideas are finalized, they create a report that answers such concerns as: start-up costs, financing, pricing, operations, marketing, and risks and rewards. Students who choose a product business are also required to produce a sample product. All students are required to produce a business card, logo and slogan using computer technology. Finally, all students work on creating a display board so they can learn how to market their business at our annual Entrepreneurship Fair.

Over time, rubrics have been developed for the report, the display board, and the presentation. Parents and community guests attend the gala held annually in the gym and the Mayor, with his panel of special judges, come out to determine the most creative, innovative and plausible business.

Students learn not only how to operate a business and build teamwork, but they often turn their business plan into a successful enterprise. A win-win situation for the future generation of Saskatchewan!



SCWEA Awards

Submitted by: Leanne Merkowsky

Congratulations **Karleen Pratt** and **Connor Ferrie**!!

SCWEA is very proud to present two recipients with a \$200 award for their hard work and dedication to their CWEX course (Career Work Exploration). Among the criteria, recipients had to demonstrate development of personal goals while understanding themselves and the changing world around them, demonstrate personal accountability, communication and networking skills, recognize transferable and employability skills and participate in a safe and healthy manner.

Karleen Pratt



Tisdale Middle and Secondary School – nominated by Cynthia Wright Fulton

I enrolled in the work experience program in grade 11 and was placed at two different local companies. At Cornerstone Credit Union, I worked in the technology department and was able to perform several duties such as preparing old computers for disposal, updating inventory lists, and creating web page layouts with text and photos. At Canalta Hotel, I worked the front desk, cleaned rooms, and helped with preparing the banquet room for meetings. The Canalta manager was so impressed with my work ethic and energy that she offered me a part time job, which I accepted. Work Experience has benefited me in several ways, such as teaching me to take on a

huge responsibility, to learn new things in fields I enjoy, and to develop skills I could use after high school and in the future. Work Experience is an excellent program to find a job that interests you and to learn the skills necessary before hand. This program has helped me find new interests, have hands-on experiences and start my path to my future.

Connor Ferrie



Coronach School – nominated by Belinda Spagrud

I would first off like to thank my CWEX teacher, Mrs. Spagrud, for nominating me, and my employers for giving me this great experience. I have found CWEX to be a very beneficial class because it gave me the opportunity to 'try'. I think that is one of the best opportunities ever. After all, how are you going to

know unless you try? I thought I might want to write at a paper, so CWEX set me up at our local paper, the Triangle News. They gave me my own column, which I soon discovered I really enjoyed. It gave me the experience to voice my opinion and try out creative writing, while having a deadline. I also gained my first job from that experience.

I also thought I might want to be an optometrist, so CWEX set me up with a local optometrist, Dr. Turriff. The staff was awesome and taught me many fascinating things about optometry. However, I ultimately decided that it wasn't something I wanted to make a career out of. This saved me years of school for something I wouldn't have wanted to do.

No matter what career path you choose, the experience that your placements give you, can be used anywhere. It gives you basic career advice and skills that are transferable. I enjoyed my time in the CWEX program very much.

What is Jr. Genius?

Submitted by: Doug English and Leanne Merkowsky

It's not the traditional classroom scene . . . teacher at the front lecturing . . . pupils at their desk attentively listening . . . but rather . . . a teacher circulating throughout the class, guiding learning and students eagerly delving into research and establishing contacts.

Jr. Genius can be best described as an exciting, self-directed unit of guided study where each student chooses one topic of interest, something they are passionate about or want to learn in detail, and explores it independently. They spend approximately four months researching this theme, until they qualify themselves as the 'local genius' in the area. The learning is 'authentic' and the students have 'fun'.

Throughout the program, students are expected to complete multiple activities and be able to demonstrate a thorough understanding of their chosen topic. The knowledge they gain qualifies them as a **Jr. Genius**, An Expert or a **Whiz Kid** based on their efficiency. They then share this knowledge with

parents, community members and curious out-of-towners who just want to check out the vast array of unusual topics.

Under the direction of Doug English, principal at Unity Public School, students are provided school time to work on their project, but a large amount of the physical presentation is done at home and requires parental support.

Students are assessed on each component of the assignment, all of which tie nicely in with curricular outcomes.

Participants in the "Jr. Genius" project are expected to:

- a) Interview an expert (in person, by phone, through email).
- b) Create a list of guided questions for the expert.
- c) Present a "Photo-story" to the teacher.
- d) Present a PowerPoint to the class.
- e) Build a diorama.
- f) Create a "Movie Maker" presentation.
- g) Demonstrate evidence of "Proof of Learning" to the public.
- h) Design a game.
- i) Write a letter.
- j) Create a poem on the topic chosen.
- k) Build proof of "Building a Relationship" with several people.

The class of 2012/13 will add a new dimension that pulls in Career Education outcomes and requires students to investigate potential job opportunities in their field of study.

If you are looking for something a bit different to try with your students, why not take a look at 'Jr. Genius'? The gym overflows with enthusiasm and excitement, students 'show off' their learning in a variety of interactive displays and parents are treated to very interesting, knowledgeable presentations. It is certainly an experience you don't get from reading textbooks, answering questions or writing reports.





SCWEA Conference 2012

"Inspiring New Perspectives"



Save the Dates: October 10-12, 2012

Anyone up for touring the canopy of trees in Cypress Hills via a Zip Line, taking in a guided tour of the Cypress Hills Vineyard, or simply enjoying the hiking paths in one of Saskatchewan's most beautiful provincial parks? If so, this may be the perfect opportunity for you – a blend of learning and fun!!

If you have never been to a SCWEA Conference for Career Education Teachers, Career and Work Exploration Teachers and Career Counsellors, you won't want to miss the 2012 Conference! Sessions deliver cutting-edge, practical career

information to take back to your fellow colleagues and students. Of course, these sessions are always interspersed with camaraderie and fun activities.

The 2012 SCWEA Conference is on October 10-12 and is heading south in the midst of picturesque Cypress Hills Regional Park! All teachers/counsellors involved with Career Development are most welcome to attend!

The **Conference Planning Committee** has issued a **Call for Presenters** in the areas of:

- Middle Years or Secondary Career Education
- Post Secondary Educational Opportunities
- Apprenticeship
- Career Related Resources
- Labour Market Trends
- Career Education and Cross-curricular Connections
- General Interest

If you have any questions or wish to be involved as a presenter at the 2012 conference, please contact: * Kelly Bararuk: kelly.bararuk@spiritsd.ca * Marlene Flaman Dunn: flamandunnm@spsd.sk.ca

To register, or for more information, please visit SCWEA.com

See you there!

Visit our website!

www.scwea.com



SCWEA Conference 2012

"Cypress Hills: Inspiring New Perspectives"

October 10-12

Registration Form

Name: _____ Teacher's Certificate # _____

Address: _____

City/Town: _____ Postal Code: _____

Phone: _____ Email: _____

School: _____ Division: _____

Registration includes one year SCWEA membership (S25 value), conference registration and meals

❖ **Early, Early Bird Fee – June 29 = \$225.00**

Your name will also be entered into a draw for a \$100 voucher to go towards next year's conference fees.

❖ **Early Bird – September 10 = \$225.00**

❖ **Conference Fee = \$250.00**

❖ **One-day Conference Fee = \$175.00**

❖ **Cheques are payable to SCWEA**

Registration to: Kendall Pierce

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Career Portfolios: Getting Started

Submitted by: Leanne Merkowsky

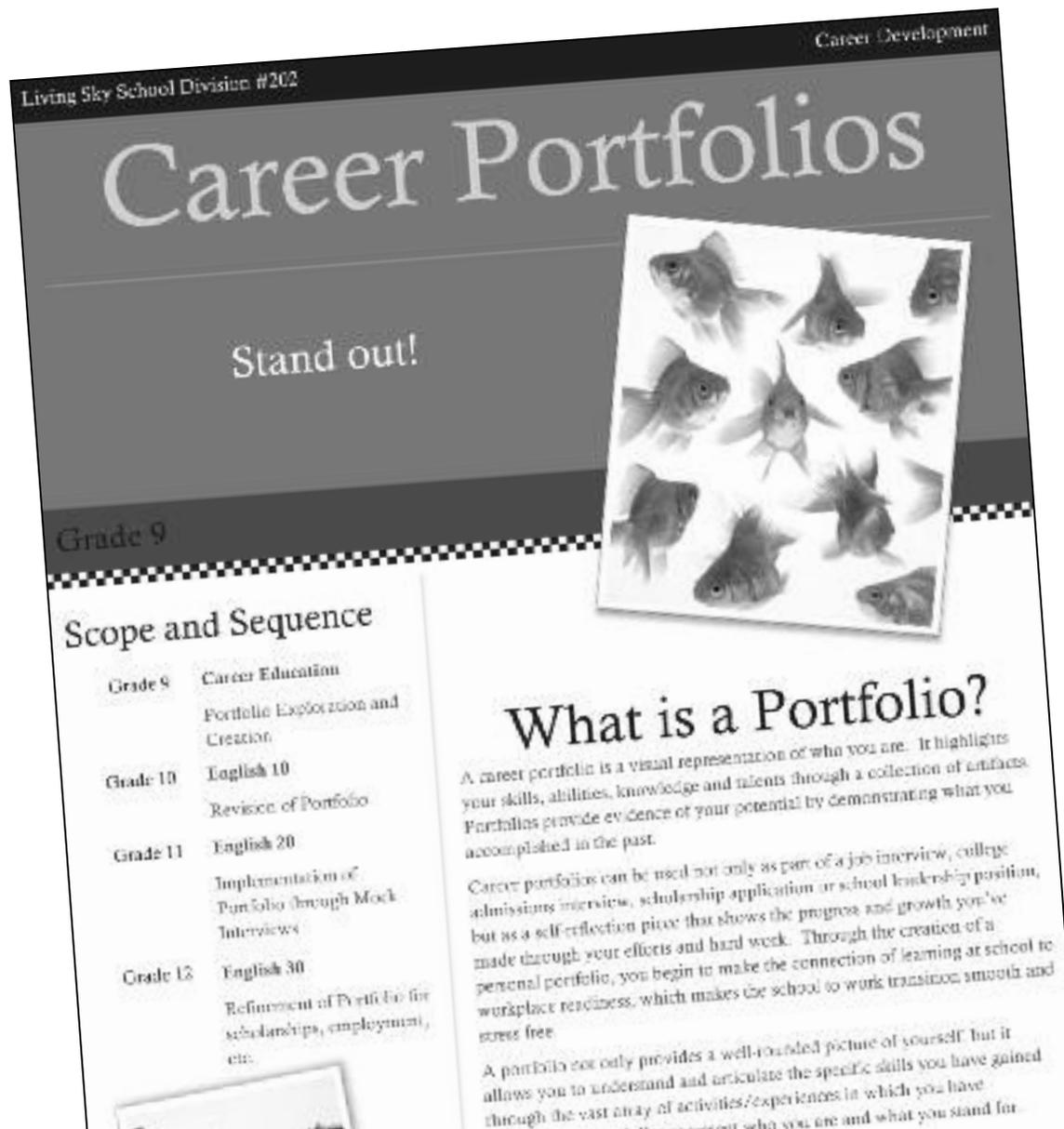
Career Portfolios have been around for quite some time now. The benefits are numerous . . . from applying for scholarships to assisting in job interviews. Getting started with the creation of a personal portfolio for your students, however, is not always so easy. At Living Sky School Division, we try to help both teachers and students through the process with a series of "Career Portfolio" brochures that explain the

purpose of a portfolio, what it looks like and ideas for possible artifact entries. It is a starting point for those who are building a portfolio for the first time.

Developing a career portfolio is a wonderful way to start the school year as students have an entire year to collect and enter artifacts. They are a great assessment tool as well, as they show student

progress and provide an avenue for self-assessment.

A sample brochure has been included. You may wish to switch it up a bit . . . but I guarantee it will help with those first time jitters of teachers who are new to the project. I'm sure you will find the finished result rewarding for both you and your students.



**Collect****Select****Reflect**

A Lifelong Journey

A portfolio is a living document.

It will be revisited and revised several times over your high school years.

A portfolio paints a picture of you as a whole student. It is not a 'snapshot' of a student on a particular day, but an evolving document depicting your progress and growth over time. It includes not only what you do in school, but also what you do while away from school. As new experiences are added to your portfolio, older dated materials are removed.

It is important to showcase a wide range of skills and abilities in your portfolio, as employers are looking for diversity and specific skills such

as: fundamental skills (communication, information management, number usage and problem solving), personal management skills (positive attitudes and behaviours, responsibility, adaptability, continuous learning and working safely), and teamwork skills (working with others, participating in projects and tasks). It is vital that each of these traits be acknowledged in some capacity through your portfolio.

Values are also important.

Showing that you are dependable, easy to get along with, hard working, independent, knowledgeable and current are important traits to highlight.

The first step of creating a portfolio is to collect photos, certificates, letters, etc. These are known as 'artifacts'. After you have everything together, select only those pieces that tell a story about yourself and support your goal. This story, or purpose, is called a 'reflection'. It explains the skills

How do all of my learnings and experiences fit into my life script of who I am and where I am going?

and abilities depicted in the artifact. Once you have selected and organized your evidence, it is time to format and compile your portfolio so it is easy for someone else to read and understand.

Portfolios can be either hardcopy or

electronic. Hardcopy portfolios usually have artifacts that are placed into sheet protectors and arranged in a professional looking one-inch binder. Electronic portfolios vary but this format allows for the integration of technology and interaction.



Be sure to highlight your transferable skills mentioning both your hard (specific skill sets that can be defined and measured) and soft (interpersonal) skills.



Portfolio Check Sheet

For the next four years, you will be adding new experiences and knowledge to your portfolio.

In grade nine, you must include a ...

- Cover Page
- Resume
- Personal Letter of Introduction Including Future Goals
- Interest Inventory / Personality Profile

You must also include a minimum of three additional artifacts accompanied by a reflection.

- Thank you notes
- Certificates / Awards
- Photos / Newspaper Clippings
- Academic Achievement Awards
- Agenda/Calendar of Personal Time Management
- Career Exploration

- School Work Sample
- Student PD
 - Try-A-Trade
 - Career Fair
 - Student Conference
- Take Our Kids to Work Day report
- Safety Courses
- Job Application
- Team Involvement
- Club or Group Participation
- Work Experience
- Reference Letter
- Report Card
- Attendance Record
- Hobbies / Interests
- Volunteer Experience

Ideas:

- Extra-curricular
- Science Fair
- Drama / Choir
- Hunter Safety
- Life Guarding
- Babysitting
- First Aid / CPR
- Music / Band
- Debate
- Travel
- Dance
- Leadership
- Community Involvement
- Teams/Clubs
- Writing Samples
- Student Council
- Cadets
- Yearbook
- Boating Safety Certificate
- Ready for Work Certificate

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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:

Marlene Flaman Dunn – Saskatoon Public Schools,
 Career and Work Education Office
 820 – 9th Avenue North
 Saskatoon SK S7K 2A2

Phone: 683-8419
 Fax: 657-3959

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