

CAREER★ CONNECTIONS

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THE NEWSLETTER OF THE SASKATCHEWAN CAREER & WORK EDUCATION ASSOCIATION

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President's Report

So the winter that seemed like it would NEVER end is now finally behind us and this warm, sunny weather never felt so good! 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, passions 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 **2013 SCWEA CONFERENCE**, on **October 3-4**, to be held up at the beautiful **Elk Ridge Resort!** 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 breath-taking part of our great province! As well as having the opportunity to attend 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 – with opportunities to be inspired by some breathtaking scenery and get a little exercise at the same time! We

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SCWEA Executive 2012-13



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guarantee 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 right now to scwea.com to get registered! Don't delay – you'll want to take advantage of the Early Bird discounted rate as well as get your room(s) booked!

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 at Elk Ridge!

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 up at Elk Ridge!

Submitted by Marlene Flaman Dunn

From the Editors

Christa Lapointe and Leanne Merkowsky

It is hard to believe that after the long, cold, windy winter we have had – it is finally summer! It is time to relax, rejuvenate and have fun. That is once finals, marks and graduation and commencement ceremonies are complete.

However, even though we look forward to summer holidays it is exciting to think about what the new school will bring. One thing for sure is that connecting with youth and building relations is a key ingredient to student success. Below is quote by George P. Vanier which is on the wall in our gymnasium. It is a fitting quote since it reminds us about having hope and faith in our youth, which is why we educational professionals.

People do not really age by living a number of years. I am convinced that we grow old by deserting our ideals. We are, in fact, as old as our doubts and our despairs, but we are as young as our faith and our hope, especially faith and hope in our youth, which is, after all, the same as saying our faith and hope in our country's future.

– Georges P. Vanier

Have a great summer and I hope you enjoy this edition of *Career Connections*!

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

Leanne.merkowsk@lskysd.ca
or christa.lapointe@htcsd.ca

Did We Miss You?

Unfortunately, we are missing some of our members' email address and have no way of getting our *SCWEA e-NEWS* to you! Have you been receiving our monthly newsletter? If not, please drop us a note at wright-fulton.cynthia@nesd.ca and we'll be sure to add you to our list.



Helping students with Learning Disabilities Transition into the Right Career Path

Part Two of a Three Part Series Highlighting Learning Disabilities

Submitted by: Tania Moffat (learning disability)



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Every child dreams of finding the perfect job. Young children make choices based on what they perceive to be cool, heroic or fun, whether it is realistic or not, like becoming an astronaut, firefighter, or pirate. As we mature we begin to refine our choices to include jobs that match our interests and meet our financial and emotional needs. Job choice is one of the most important choices we make, and it is one that should not be made lightly. Jobs provide us with financial stability, new relationships, social status, and, when we find a position that

matches our abilities, they increase our self esteem. Career selection can be a difficult choice, especially for students with learning disabilities (LD). Making sound career choices depends not only on one's interests but also on choosing positions that maximize one's abilities and minimize the impact of one's disability.

Employability for students with LD is not an issue, provided they receive the necessary training, support, and accommodations to obtain and maintain employment. Students with learning disabilities are employable; however, without the proper assistance they may find themselves underemployed or unemployed. While similar Canadian statistics are not available, the National Longitudinal Transition Study in 1994, (NLTS1) in the

United States reported that 85 per cent of students with LD enter the workforce in the first year following high school. Of the 71 per cent who were working only 57 per cent were working full time and most were being paid lower wages.

Disadvantages occur in areas of job readiness and in making choices that match their skills to the essential requirements of the job. In order to truly guide our students, we need to understand and help them to understand how their learning disabilities will impact their employment, and provide them with the appropriate job readiness skills. Developing a sound transition plan with students to ease their move into the workforce or assist them in choosing a career is critical. These students should leave high school

prepared to make educated choices about their future; unfortunately, this is not always the case.

The implementation of learning strategies and recommended courses to prepare students for the transition out of high school vary across the country and in some provinces even from school to school. In the province of Ontario, schools are required to develop a transition plan as part of their Individual Education Plan (IEP) for students with LD over the age of 14, and school boards offer courses on career studies, co-operative education courses, volunteer placement and youth apprenticeship. In Alberta, students with learning disabilities are required to have an Individual Program Plan (IPP) and career studies are part of a mandatory course called Career and Life Management (CALM) that is generally taken during the grade 11 year by all students. Vocational courses can enhance employment for these students, but this is dependant of what the courses offer and their relativity to today's workforce. To ensure our students receive the job related skills necessary for them to succeed, counsellors should take the following advice into consideration.

Finding the Best Fit

The primary ingredient for achieving career success is finding the best fit between one's skills and job choice. It is even more crucial for students with learning disabilities to find this fit. In order to do this, students must understand their disability, their strengths/weaknesses and how their disability will affect their essential job duties. Essential job duties are the tasks, skills or parts of a job which make up the majority of the work that the job entails. Making the best career choice means matching those duties to a student's strengths.

"The most important thing for counsellors to consider, and for

students themselves to consider, is to look at career options that are in line with the student's strengths, as outlined in a recent psycho-educational assessment. Finding a good fit with strengths is key to success for students with learning disabilities. Of course interests are important and provide motivation, but pursuing a career where the majority of the work will be in areas of weakness instead of strength can be a very frustrating process. The school counsellor can help the student explore the requirements of various careers," states Diane Wagner, Senior Manager of Public Policy and Education at the Learning Disabilities Association of Ontario (LDAO). "Secondly, students need to understand what accommodations help them compensate for areas of weakness, and explore how the use of those accommodations could apply in the workplace. And finally, learning self-advocacy skills is key. Students need to be able to talk about what they do well, what might cause them some difficulty, and how they can successfully get around those difficulties."

Helpful Advice to Keep in Mind When Assisting Students With Career Choice-

Understanding Their Disability – Students need to develop a clear understanding of their disability and accept that it is part of their reality. Janice Nelson, the Information and Resource Coordinator at the Learning Disabilities Association of Alberta - Calgary Chapter encourages counsellors to "help the students to really understand themselves more. We find that the students don't understand their learning disabilities enough to be able to articulate how the LD affects them and what supports they need to compensate for their areas of weakness. What are their strengths as learners? I think

that because there is often a lot of focus on the students needs that there isn't enough recognition of what they do well." It is crucial students recognize their strengths, acknowledge their weaknesses and make career choices based on their abilities. "Best Fit" choices are roles that allow them to utilize their strengths, employ reasonable accommodations and match their interests e.g. students with poor written skills interested in journalism may be able to utilize voice recognition software to assist them in becoming a writer for a newspaper or magazine or they may find they are better suited to becoming a television or radio newscaster or photojournalist.

Finding an Interest – Once students identify an area that they are interested in and show some aptitude for it, it is time to brainstorm how they can succeed in their chosen career field. This can be accomplished by using accommodations or creative thinking. For example, students with difficulty reading can use a text to speech software program to help manage a task.

Acquiring Skills & Additional Training – Investigate the training and essential job skills required for employment and plot a course of action to acquire any additional skills or training necessary. This could include summer courses on communication, social skills or self advocacy, choosing a post secondary institution or community/technical college courses, an apprenticeship program or getting volunteer experience. Students should make their own choices and be honest with themselves - they need to decide how much additional training they are prepared to commit to in order to obtain a job in their area of interest.

Developing Job Readiness Skills – Job readiness refers to the point at which an individual is prepared for employment based upon the

possession of necessary work skills, social competence, job seeking and interview skills. Assist students or suggest courses that will help them with writing a resume and introductory letter, how to search for a job, how to prepare for interviews, time management skills, social and etiquette skills pertinent to the workforce (e.g., being on time, calling in sick, taking orders from a supervisor).

Developing Social Skills – Appropriate social skills such as punctuality, good communication skills, taking responsibility, following direction, and the ability to work as a team are also essential factors that need to be mastered in order to maintain a position in the workforce. Employers want employees that can adapt to various work environments and follow basic etiquette. Students struggling to read social situations or understand nonverbal communications may experience difficulty and benefit from courses that practice social skills in small groups.

Identify Necessary Job Accommodations – If accommodations will be required in order to get and/or keep a job, students will need to know what they will need and where it can be obtained so that they can

advocate for themselves with an employer (e.g., identify to the employer the speech to text software with which they are familiar).

Self advocate – Students should be able to clearly explain to an employer their disorder, how it affects them, how it will affect their ability to perform their job, and what, if any, accommodations they will require to assist them .

Determining Disclosure – A decision also needs to be made on whether they will disclose their learning disability to an employer or not, and if so, when - in application, in interview or after they have been hired. There are pros and cons to each decision, and while it is the student's choice, they should weigh their options. If they choose to disclose, they need to be able to explain their disorder clearly to their employer and positively frame what accommodations they will require and how it will affect their job performance. The better the fit between skills and career choice the less likely this will be an issue.

A Strong Work Ethic – Success in any career is based on one's work ethic. It is especially important for those with learning disorders –

showing up for work on time, showing enthusiasm for your work, and taking initiative all help to counter negative ideas others may have.

Other Helpful Advice – Finding a mentor, attending workshops, open houses, unpaid work placements or volunteer experience can give students further insight into their career choice and help them determine if it is the right one for them. Research employers in their field of interest and seek employment with those who are disability friendly if possible (e.g., Marriott, IBM).

According to Human Resources and Skills Development Canada the average Canadian will have on average approximately three careers and eight jobs over a lifetime. Job requirements change, promotions and layoffs are all part of the reality we face in today's workforce. While the choice your student makes with you prior to graduating will not likely be their final career or job, they can learn important job readiness skills, self advocacy and an understanding of how to best match their abilities to any future choices they make. It is this skill set that will help them to succeed, no matter what job they end up in.

relevance
CAREER OPTIONS FOR YOUR FUTURE 2013

Exploration
Navigation
Destination!

- The *Relevance* magazine continues to be an amazing classroom resource.
- The resource is extremely classroom friendly and features profiles of numerous Saskatchewan role models. The Job Chart alone is a valuable resource for students and their parents
- <http://www.relevancemag.ca/>

Are You on the Road to Burnout?

by Tania Moffat



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Winter is dragging on, and the holidays are over so there is no joy left in the cold purgatory we are trapped in before spring. It's dark when you get to work, dark when you get home. It seems that no one appreciates the work you do, and that nothing you do makes a difference. You're tired and every day seems like a bad day. Work is overwhelming and it just doesn't seem worth the effort to care anymore. If this sounds familiar, you may be burnt out.

Preventing burnout requires constant vigilance and work on our part. The following tips may help –

1. **Start the day with a relaxing ritual** – This does not include 20 minutes of listening to your motivational CD while in line at your local Tim Horton's drive thru. Take time to do something for yourself that you enjoy - read the paper, go for a quick morning walk with the dog, meditate.
2. **Adopt healthy eating, exercise and sleep habits** – Don't just work, work out. Taking care of your body makes you feel better. What we eat affects our mood, so don't load up on just carbs all day long. Try going to bed an hour earlier.
3. **Set boundaries** – Don't over-extend yourself. Learn to say no, whether it is agreeing to another after school project or running errands for a family member, there is no point in doing something that you are going to regret or resent later.
4. **Take a break** – Take time during the day to unwind and regroup. I know it is practically unheard of in this day and age, but buck the trend and disconnect from your email, phone, computer and yes, even your TV for a night.
5. **Re-engage your creative side** – Try something new or resurrect an old hobby. Shine up your golf clubs or start scrapbooking. Be more than just your job.
6. **Learn how to manage stress** – Try yoga, boxing, jogging, volunteering, or meditation. Find something that works for you and do it.
7. **Schedule social activities** – Call your old friends or make new ones. You don't need to go out to the bar (drinking can actually increase your depressed feelings), but go for coffee, or watch a movie. Is all of this starting to ring a bell? Yes? It is called FUN, have some!
8. **Stop making excuses and be accountable** – Stop blaming others and start being accountable for your role in your problems. Then you can start taking steps to make things better.
9. **Laugh** – Tell a joke, watch a funny movie, think of something funny – humour helps to keep us all sane.
10. **Ask for help** – Sometimes we need to realize that we also need help from others to get through difficult times. Whether it is counselling, help with a project, or with time management don't try to always go it alone, it helps to swallow your pride and to ask for help on occasion.

Living the High Five Messages

Written and submitted by Christa Lapointe



Farming is more than a job....it's a way of life!

Due to the long winter and very short seeding period this year, I requested and was granted a short term leave from Vanier Collegiate to assist on the farm. During that I lived the High Five Messages whether I wanted to or not and it was a great experience. Below are some of my insights in relation to the high five messages.

Change is Constant

- Learning to work with my husband every day was the biggest change I encountered. Even though that worried me in the beginning, I truly loved the opportunity to work alongside him.
- Thank goodness for technology, especially, auto steer. We would still be seeding if I had to run the equipment without that valued technology.

Follow Your Heart

- I have always enjoyed being active and working outdoors. However, since I moved out of the physical education department I haven't been able enjoy the outdoors as much. Seeding and doing odd jobs on the farm has renewed my love for outdoor activity and has helped me focus on what truly makes me happy –

finding joy in every moment and getting outside as much as I can.

- We are suited for more than just one occupation. It is important to find ways to combine our passions so that we can enjoy our life as much as we can while contributing to our society.
- Fresh air definitely makes you feel alive and much healthier. However, it also knocks you out at the end of the day if you aren't used to working outside all day! I was going to bed at the same time as my young daughters a few nights.

Focus on the Journey

- When you have to seed over 7000 acres, deal with the ever changing Saskatchewan weather and work with unexpected breakdowns, there is nothing that you can do, but focus on the journey and to take things as they come.
- Some farmers can become very anxious and stressed during this time of year. However, working alongside my husband and seeing him in his element was enlightening. To do the job he loves while raising our children on the farm grounds him and reminds him that it is important to enjoy every day – in spite of the ups and the downs.

Lifelong Learning

- Over the years, I have contributed to the farming operation in many ways, but not from an operational perspective. However, after this experience I definitely feel more involved and knowledgeable than ever before. I look forward to continually learning more about our operation and the agricultural industry in general.
- Trying something new, such as driving a Case IH quad tractor, Bourault 6700 seeder and 64 foot toolbar while avoiding power poles and slews requires learning. If that isn't trying something new, I don't know what is!
- Acknowledging that my husband can be right ... at least some of the times is an adjustment, as well!

Access Your Allies

- My husband, daughters, parents and in-laws have always been and will continue to be my number one allies. However, during seeding I can tell you that the parts department at our local implement dealerships is high up there as well!
- A special thanks goes out to my parents who took on a very active grand parenting role by picking up my children, feeding them and seeing them off to their sports three times a week. You guessed it! This experience was not just a change for me, but for them as well.

We educate our students in Career Education 90, Career Work Exploration 20 and in many other classes about utilizing their God given talents and gifts and finding a way to develop them further during their career. It is also important for us to remember that message as well, regardless of how far along we are in our teaching career. Stay young at heart and live the High Five Messages!

Updates from the Ministry of Education Practical and Applied Arts Division

Submitted by Gord Heidal

Practical and Applied Arts Coordinator, Student Achievement and Supports Branch



1. Educators and students now have access to ROVER videos from anywhere with an internet connection using their Blackboard login credentials. This will allow teachers and students to access approximately 1500 videos (including some great Career Education videos) from home, facilitating planning and providing access for students who would otherwise not have access (eg. home-schooled students or students who were absent). To access the video resources, go to the Curriculum website <http://www.curriculum.gov.sk.ca/> and click on R.O.V.E.R. in the "Quick Links" section at the bottom right side of the home page. You will be redirected to the Blackboard login where you will be required to login using your legal first and last names (firstname.lastname) and password, the numeric month and day of your birthday day (eg. July 1 would be 0701).
2. Many of you have probably accessed the curriculum website to access new curriculum document or lists of recommended resources but if you have an opportunity check out the Quick Links section at the bottom of the home page. There are links to some great resources in this section. For example, on the bottom right hand corner you will find the Professional Development Webinar Schedule section which contains archives of webinars on a variety of topics including Career Education and a schedule of upcoming webinars.
3. **Skills Canada:** The 15th annual Skills Canada Saskatchewan Provincial Competition was hosted Saskatoon on April 25 and 26 at SIAST Kelsey Campus, Mount Royal Collegiate, the Saskatoon Trades and Skills Centre and the Plumbing and Pipefitting Union Training Facility. This was the first competition organized by the new Executive Director, Al Gabert and his team. With 443 competitors from across Saskatchewan attending the Competition it was one of the biggest Provincial competitions on record. Congratulations to the organizing committee and the Skills Saskatchewan team. Thank you to the 66 delegates, 65 Provincial Technical Committee (PTC) members, 130 judges and over 50 volunteers whose effort and dedication made this competition possible. Good luck to all the Provincial gold medal winners who will be traveling to Vancouver to compete at the 19th annual Skills Compétences Canada National Competition in Vancouver British Columbia, June 5-8, 2013. We know they will be training hard leading up to the competition and will do a wonderful job representing Saskatchewan. Win or lose they need to be commended for their efforts and reminded that we are very proud of them. Thank you again to all the teacher champions, technical committees, mentors, volunteers and sponsors. Without your support opportunities like this would not exist for Saskatchewan students. Please see the Skills attachment for a list of the medal winners. For more information please click on the following links: <http://www.skillscanadasask.com/> & <http://skillscompetencescanada.com/en/programs/skills-canada-national-competition/skills-canada-national-competition-2013/>
4. **CONTACT Conference:** Congratulations to the Saskatoon Industry Education Council (SIEC) for organizing another outstanding Career Development Conference in Saskatoon. All of the 265 registrants came away from the conference with new strategies, understandings and information that will help them be more effective in supporting career development in the province. The SIEC's leadership in this area needs to be commended.

How do I apply and prepare for post-secondary?

Grade 12 Checklist

Background Information

- Ensure that you are taking the necessary classes so you can meet the admission requirements required for schools and programs you might be interested in pursuing. Admission requirements are available online, or for more information, ask your guidance counsellor or visit the post-secondary school's website.
- Complete the personality and interest surveys to learn more about yourself and explore career possible options for the future.
- Utilize school services such as career cruising, scholarship workshops and career events that take place throughout the year.
- Update your resume and your portfolio to showcase all your accomplishments in school, volunteer work, jobs, hobbies, sports and other extra-curricular experiences.

You Should Know

- Grade 11 and 12 marks count heavily in post-secondary admissions. Important classes that are generally used in admission averages: English A and B, Social Studies, Christian Ethics, Foundations or Pre-Cal Mathematics and sometimes a 30 level science. However, this obviously depends on the program you are applying for!
- Each school has its own deadline dates! Make sure you research and know your dates and adhere to them!
- Create a folder for all your post-secondary materials (applications,



transcripts, receipts, student funding info, etc.). You should also have one for scholarships as well.

- Applying for residence on campus should be done as early as possible!
- Visit! Open houses, spend a days, school events for students and parents are a great way to learn more about the school and what they have to offer.
- Apply for scholarships, awards and bursaries – you won't win if you don't apply!

Post-Secondary Planning

- Plan A, B and C.
- Create a list of your top three schools and their programs that interest you.
- If you are considering SIAST – apply now!
 - First Qualified First Admitted – majority of their programs
 - High Demand – programs with a high number of applicants

- Create your own checklist of deadlines for admission applications, scholarships and residence.
- Start applying early!
- Steps to the application process:
 - Apply online. Keep your username, password, id number and eventually your student number in a safe place!
 - Have the following on hand:
 - Personal Information (address, emergency contact, SIN, etc.)
 - Program of Interest and your second choice
 - List of grade 11 and 12 classes you have taken and are enrolled in during your grade 12 year.
 - Credit card for application fee (each institution charges you an application fee just to apply).
- High School Transcript. Depending on the institution, you will require our current high school transcript that also lists the classes you are currently

taking and the ones you plan to take in second semester.

- ❑ Check your application status online through your account. If in doubt, call the school and ask for an update!
- ❑ Early Conditional Admission – Once the post-secondary institution identifies that you are enrolled in all the necessary classes to meet the admission requirements and your average meets their admission average you will be offered Early Conditional Admission.

❑ If you do not have the required average for admission, the school may or may not inform you of this issue (ex: U of S). You will therefore, be required to submit updated marks.

❑ Request the Ministry of Education to send your transcripts to the schools of your choice. There will be a \$15 fee per institution for this service.

❑ Waitlists.

There are a number of programs that have limited space and therefore fill up quickly (apply early and keep up with your

academics). You may be put on a waitlist for your program. That means that when a seat opens up the institution will inform you and you can then choose to accept or decline the offer of admission.

Orientation

- ❑ Make sure you attend! Both you and your parents will be able to attend a variety of sessions to assist you with registering for classes, paying tuition, visiting residences, and much more.

Post-Secondary Deadlines Based on 2012-2013 Information



Note:

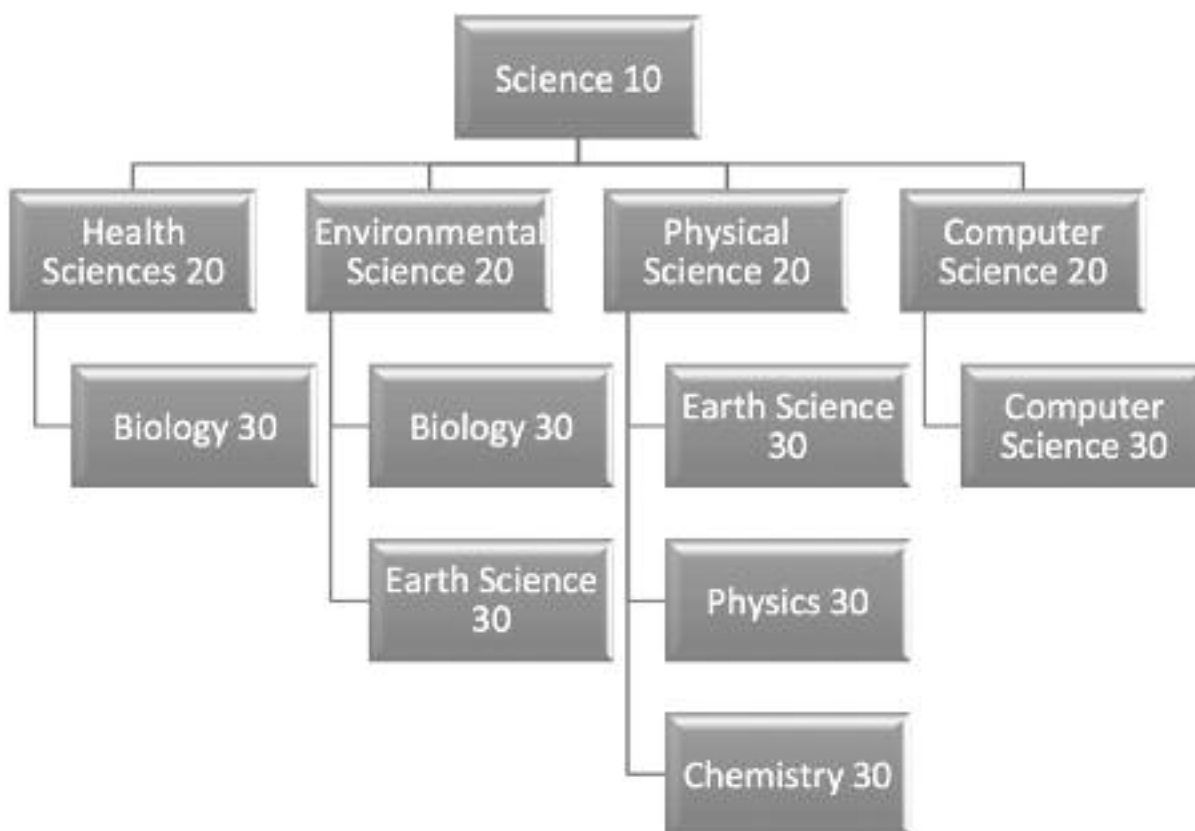
- Please note that you should go directly to the school's website or check with your guidance counsellor since dates and admission requirements may change year to year.
- If you miss the early conditional admission average it does not mean that you have missed out completely on applying and being accepted into the school. Most schools will accept registrations until the program is full or a June deadline. However, they will usually base the decision on your final grade 12 marks. This varies from school to school.

Saskatchewan Ministry of Education – New Science Curriculum

Submitted by Christa Lapointe

There are a number of schools throughout the province who will be piloting the new science 20 courses. An interesting fact is that there is an independent study/career exploration component in each 20 and 30 level course. That is always good news for Saskatchewan Career and Work Exploration Association members!

Post-secondary institutions are communicating with the Ministry of Education so they can start the necessary steps to identify the appropriate pre-requisite science classes for post-secondary admission requirements.



Source:

Saskatoon Public Schools: Senior Science Curriculum Renewal Brochure

<http://schools.spsd.sk.ca/evanhardy/pdf/sciencepathways.pdf>

Prairie South School Division Career Information

Submitted by Christa Lapointe

Career Planning

Over the years Prairie South School Division has created a number of valuable handouts, information updates, career newsletters and scholarship information to assist students and parents with career planning.

One of the most beneficial documents for grade 10-12 students and parents is the Post-Secondary Prerequisite. Students are able to use this document to assist them

with career planning and class registration each spring. This document demonstrates which of the three main Saskatchewan post-secondary schools require 20 and 30 level math and science courses at the present time.

Other Useful Documents

Post-Secondary Program Updates
– Stay informed about new or changing programs like nursing, kinesiology or the new creative technology program at the U of R.

Post-Secondary Budget Sheet – A helpful worksheet to assist students and parents prepare a financial plan for the future.

Grade 12 Post-Secondary Timeline
– A month by month guide to assist grade 12 students transitioning to post-secondary after graduation.

Newsletters

In addition, Prairie South School Division along with other Saskatchewan divisions like Prairie

Prairie South Schools **210**
Career Development

POST-SECONDARY PREREQUISITES

GRADE 12 REQUIREMENTS (As of April 2013)

Key:

- ✓ Course is **required** for program.
- R Course is **recommended** for program.
- NR Program is offered at this post-secondary but this course is **not required**.
- Program is not offered at this post secondary.

Note:

1. All programs and prerequisites are subject to change. Consult the post secondary's website for the most recent information.
2. All of the following SIAST, U of S and U of R Programs require English Language Arts A30 & B30.

You need **Biology 30** for:

PROGRAM	U of S	U of R	SIAST
Agriculture & Bioresources (B.S.A, B.S.A.B. & B.S.R.R.M.)	✓		
BioScience Technology			✓
Combined Laboratory & X-Ray Technician			✓
Cytotechnology			✓
Dental Assisting			✓

Spirit School Division have created monthly career newsletters in an effort to communicate with parents and students by uploading them to school or division websites. Holy Trinity Catholic School Division has currently used PowerSchool to assist with communication and forwarding career newsletters to parents and students. Whether the newsletters or updates are printed, emailed, posted or blogged, communication is key. Newsletters or similar updates are an excellent form of communication to engage and educate students and parents about up-coming events, important post-secondary information and to help alleviate anxiety when dealing with transitions.

Conclusion

Saskatchewan has a large number of dedicated career counsellors, guidance counsellors, career and work exploration teachers and many more professionals who are excited about the future of our youth and want to help them reach all of their dreams. Access your allies and learn from the people around you to help you help them! Therefore, please visit some of the sites below, learn, make it your own and most importantly, share with your students, parents and your community.

Sources:

- Prairie South School Division
- Parent Section –

<http://www.prairiesouth.ca/parents/career-development/career-planning.html>

- Student Section – <http://www.prairiesouth.ca/students/career-development/career-planning.html>
- Student Career Newsletters – <http://www.prairiesouth.ca/students/career-development/student-career-news.html>

Prairie Spirit School Division:
Future Choices

- Monthly Newsletters – <http://futurechoice.ca/studentnewsletter.htm>

Holy Trinity Catholic School Division – Pursueonline

- Newsletter and Updates – <http://mj.pursueonline.com/>

SCWEA Award – Friends of SCWEA

Special Presentation to Tom Fleming by Cynthia Wright-Fulton

Thomas Fleming – Petty Officer
2nd Class Canadian Forces
Recruiting Center – Detachment
Saskatoon

For his tireless dedication to educating and inspiring Saskatchewan educators and students about careers in the Canadian Forces



SCWEA Student Career & Work Exploration Award

SCWEA recently held a student contest in which SCWEA members could nominate a graduation Career and Work Exploration student for an award based on stated criteria. The winners were determined by a random draw with one \$200 prize going to a northern and one to a southern area recipient. And the winners are:

Janene Beuckert



Janene Beuckert from Borden nominated by SCWEA member Kelly Bararuk.

Getting a taste of the real work world through the SWEEP program has helped me decide what I want to do after graduation. For a couple years I had my heart set on repairing car engines. To prove how interested I was I did a research project on the car engine in grade eleven physics. Taking the SWEEP program and having a job as a repairer's assistant, I've never been happier. But as the days went by, reality hit me and I realized how hard and complicated it can be. I realized more and more this was not the job for me. When I started my second job with photography I was only a little bit interested. When I was watching someone edit the pictures, I was fascinated. I decided that's what I want to do. I always did love editing,

but I never thought I could edit pictures as a job or even a career. I'd like to thank this program for showing me that there can be a lot more to a job than a person realizes.

Jordyn Hauberg



Jordyn Hauberg from Loreburn nominated by SCWEA member Char Dansereau.

Career and Work Exploration has contributed greatly to my career planning, and many personal aspects of my life. My attitude has been altered; prior to work experience I had a closed mind about the career path that I was going to take post graduation. Attending CWEX has given me a more positive attitude towards tasks that I would normally find "boring" and has made me realize that even though there may be one job within your career that you may not like, you are still going to have to do it no matter the

circumstances. Working in the office, I discovered that even in office settings teamwork is required at certain times. I was shown that you will need to put your heads together and be a team when trying to work through problems, whether it be a jammed printer, or trying to fill a schedule. My feelings about work have also been altered, prior to CWEX, I was unaware of the "real world", I have had previous jobs, but to me they were exactly what I just called them, jobs. My feelings of work have changed in which I now understand that not everything has to be a "chore" within your career, if you embrace the career path that you have chosen you enjoy it, and learn so much on the path! My confidence level has been drastically increased since I attended CWEX, I am treated with such respect in the workplace that it gives me great confidence. Not only did working within the Health Center teach me how to speak properly to people/patients, but it also gave me a sense of well being, and made me feel as if I was contributing to the positive attitude within the workplace.

Visit our website!

www.scwea.com





Who We Are

SkillPlan is a nationally recognized leader in **Essential Skills** development and workplace education programs. We are a not-for-profit organization with over 20 years of experience providing **consulting services** and Essential Skills resources to the construction industry and other sectors.

Vision

SkillPlan strives to realize the goals of workers, trainers, training institutions, employers, and industries through the effective delivery of customized curricula.

Connection to SCWEA Members

SkillPlan is a wonderful resource for professionals in career education, which offers activities and resources relating to essential skills that are required for all occupations. One particular resource that is very relevant to middle years and high school teachers is SkillPlan's Measure Up online interactive tool for students. "How do your skills Measure Up?" provides students with an opportunity to practice three Essential Skills needed in all types of occupations:

- Reading Text is connected text of the sort typically found in manuals, training material, product information and regulations.
- Document Use means the reading of materials in information displays; such as maps forms, schedule, diagrams, and catalogues.
- Numeracy is the use of arithmetic with numbers found in text and documents.

Source and Site

SkillPlan – <http://www.skillplan.ca/>

Measure Up – <http://www.skillplan.ca/measure-up>

Save
the date!

SCWEA Annual Conference

When: October 2-4, 2013

Where: Elk Ridge Resort, Waskesiu, SK

Accommodation Information: 306-663-4653

Early Bird Registration: \$225 until June 30, 2013
\$250 after July 1, 2013

See <http://www.scwea.com>
click on Conference for registration details



This is a 'not to be missed' professional development opportunity for
Career Practitioners, Career and Work Exploration Teachers,
Middle Level Career Education Teachers, and Career Counsellors.



Funny Money is Coming to Saskatchewan!

On behalf of the Investor Education Fund and the Investment Industry Regulatory Organization of Canada (IIROC), we are pleased to bring the **Funny Money for High Schools Assembly Program** on a complimentary basis to Saskatchewan! We will be in your area during **September, 2013**.

Funny Money is a multi-award winning financial literacy program offered in both English and French that introduces the basic concepts of good money management to students in grades 11 and 12. The interactive presentation delivered by nationally known stand-up comedians helps students understand and manage their current financial affairs, and those they will face after graduation. In an entertaining and memorable way, it speaks to students on their level and in their language. Topics covered range from budgeting and managing credit card use, to investing. The information provided is unbiased. **Since 2005, Funny Money has been successfully presented at over 850 high schools across Canada to more than 450,000 senior students.** The program has a long and successful track record with dozens of Catholic school boards across the country.



The Funny Money presentation is 50 minutes. We are able to offer morning or afternoon presentations and can accommodate two shows per day at the same or different locations. Attendance numbers required are 400. If your school is unable to meet the student number requirement, please let me know what your numbers are and I will make every effort to accommodate you.

"It's not often you can teach students about financial literacy and have them enjoy it, but that's exactly what the Funny Money presentation is able to accomplish."

*Chris Gilbert, Business Teacher,
St. Joseph's Catholic High School, Windsor, Ontario*

"Thank you for providing us with the opportunity to be part of the absolutely fantastic Funny Money presentation. James delivered an extremely powerful message in a way that totally captivated and engaged the audience."

*Beth Horgan, Principal,
St. Malachy's Memorial High School, Saint John, New Brunswick*

Funny Money clip from CBC National News: <http://www.youtube.com/watch?v=IxlkGJYzYc4>

Funny Money – <http://www.funnymoneyinc.com/>

About Investor Education Fund: <http://www.getsmarteraboutmoney.ca>

For more information:

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SCWEA Membership Form

Who referred you to SCWEA? _____

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 Post

I hereby allow my photo to be used in educational materials and media releases

Signature: _____ Date: _____

SCWEA Membership Fees are:

Regular Members: \$25	Students: \$15
Institutional: \$25	Corporate: \$100

Please make cheques payable to:

Saskatchewan Career and Work Education Association

Submit membership form to:

Cynthia Wright-Fulton
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Box 1000
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Phone: 306-873-2352
Fax: 306-873-2941
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Visit Our Website!

www.scwea.com