



Career Education Meeting

Henry Grube Education Center

April 29, 2019

MINUTES

Attendees: Sheryl Lindquist, Allisson Badger, Bianca Olson, Cecile McVittie, Dean McDonald, Mike Howard, Brynden Swint, Sylvain Menard, Tracy Noble, Amelia Hilton, Sheila Monkman, Gino Coltellaro, Rolynda Simpson, Katrina Melan, Emily Aldred, Cammy Plummer, Kevin How, Julia Carlson, Kelsy Torbohm, David Bakker, Debbie Isenor

Presenter	Topic
	Welcome to the first CLC day. Self-introductions were made.
A. Badger and Focus team	<p><u>SD 73 K- CLC journey: Where we have come from and where we are going?</u></p> <ul style="list-style-type: none"> ➤ Thank you to the Focus team: Kim, Kevin, Dean and Julia, for sharing strategies and resources for this CLC training day. ➤ Action: If you are not on the email list for Career Ed and would like to be added email Debbie Isenor disenor@sd73.bc.ca ➤ Focus group insights from CE training and current classes: <ul style="list-style-type: none"> ● Kevin was really hesitant about teaching the CLE course, but is now excited after attending the meetings and training sessions. ● Julia was also hesitant but recognized the value. Her advice is to have an end goal in mind (she did a reverse career fair and that helped the students buy in) and to tie in life experiences and the outside community. She is finding students are not happy about the CLC course next year, but feels the course will end up being great for them. ● Dean sees the importance of collaborations and sharing in our CE team. It is nice to know that the help is available at a district and school level for the CLC course. If you are the only Career teacher at your school, reach out to other teachers in the district, they are helpful and willing to share.
Larry Illyes TRU Career Education Career Theory: Constructionism and the Chaos Theory	<p><u>Career is Chaotic:</u> Larry highlighted one part of the Curriculum Big Ideas – <i>Career Life choices are made in a recurring cycle of planning reflecting, adapting and deciding</i> and connected this to resiliency and recalculating.</p> <p><u>Career Theory:</u> Reviewed different theories:</p> <ul style="list-style-type: none"> ➤ Roe’s Theory: Influence of childhood experiences are strongly related to occupational choices. ➤ Holland’s Theory: Career decisions are an expression of personality: realistic, investigative, artistic, social, enterprising, conventional. ➤ Ginzberg’s Theory: Stages of career development: fantasy, tentative, realistic. ➤ Donald Super’s Stages of Vocational development: growth, exploration, establishment, maintenance, decline. This development is cyclical. ➤ Krumboltz’s Social Learning Theory – (behavioural) planned happenstance: RANDOM career development: genetic characteristics and special abilities, environmental conditions, learning experiences, performance standards and values. <p><u>Activity:</u> What Do Ping Pong Balls Have to do with Career Theory? Through the use of balancing ping pongs (plus a golf ball) the metaphor of chaos theory was</p>



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demonstrated. The more variables in life that are added the more plans and patterns tend to collapse. The theory helps predict the outcome of complex situations – ‘chaotic’ change in careers and life plans.

Activities TRU does with students:

1. Career Mapping: Students complete their career path so far. This can also be done for life paths. Student can look at their map to pick out patterns. Utilizing the chaos theory while reflecting on patterns takes the pressure off long term goals to create short term plans.
2. Personal Assets Inventory: This handout is used to help students see their interests, skills, values and strengths. This can be combine this with career mapping to help create longer term skills.
3. TypeFocus: This questionnaire provides occupations that fit ‘types’ based on choices and values. This is not recommended as a standalone tool but can be used reflectively. Personality tests are not accurate and can falsely mislead a student on a path that they do not connect with. Password TRU33.
4. Five Year Resume: Reflective tool to research career choices and career interests by writing from the perspective of themselves in 5 years.
5. WorXICA: Free labour market tool website www.worxica.ca. This is listed on careered.sd73.bc.ca

Discussion: Disruptions in the work force and fast paced changes are happening. What careers are not going to be around in 5 years? The focus should be on what jobs are starting up and being created, not the jobs that are disappearing. Demonstrated Virtual Reality (VR) software showing tours of the virtual space of companies giving the ability to see the whole physical space (inside and out). The software has the ability to interact with employees and give a person a sense of what it would be like to work in that environment and if it would be a good fit.

Conclusions:

- How do we get career resiliency?
- Suggestion for more Co-operative education and career counselling.
- How do we increase more experiences and experiential Learning?
- Shared “Career Development for Business Graduate Students” (January 2019). (MBA Case Study).
- The Resilience Doughnut – I Have, I Am, I Can



Career Education Foundations: Educated Citizen, OECD Principles, First Peoples Principles of Learning, Guiding Principles of Career Development, Systems Theory Framework

S. Lindquist
A. Badger

Educated Citizen: Keep reinforcing that Career Education is the third pillar of the curriculum and the BC Schools Act (intellectual development, social and emotional development, and career education). Career Education encourages students to be active participants in their life long journey. The purpose of the



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	<p>redesigned curriculum is to assist students in finding where their personal interests, values and skills are, and overlap them with emerging opportunities in the world.</p> <p><i>First Peoples of Principles of Learning:</i> Reviewed and discussed which principle resonated with their classroom experience. FPPL incorporates Indigenous perspective and deeper learning opportunities.</p> <p><i>OECD Principles - Seven Principles of Learning:</i> Reviewed with your career education lense to see connections with teaching practice.</p> <p><i>Guiding Principles of Career Development:</i> Recommend having these principles visible in career ed classrooms alongside FPPL and OECD. From CERIC and are a national. One poster per school was given out. ceric.ca/guiding-principles-of-career-development</p> <p>Action: Share and review these documents with your staff. Career Education helps students realize a greater well-being and satisfaction in life. It Improves student success, well-being, life satisfaction, and graduation rates.</p> <p><i>Systems Theory Framework</i> (M McMahon and W Patton): Reviewed how career theory incorporates wholes and individual parts. For example, there are direct individual parts such as an interest and connections such as a network, however this takes place in a wider 'system' in which we are connected such as global disrupters, community, past/present/future. Each part has narrative stories that can be utilized to help students develop a sense of self and how they are connected to the larger system.</p> <p><u>Connecting CLC Learning Standards (LS) and Systems Thinking:</u> LS move from individual self-awareness to expanded connections with worldview perspectives and changing opportunities in the world.</p>
A. Badger	<p><u>Learning standards that take you from foundations to influences - K-9, CLE to CLC</u></p> <ul style="list-style-type: none"> ➤ K – 5: Developing sense of self and connections to the community. ➤ Gr 6 – 9: Continue to develop a sense of self and starts to explore possibilities. ➤ Gr 10 – 12: “Lifelong Learning Journey” start pursuing possible preferred futures. CLE focus on gaining (understanding) perspectives and CLC focuses on applying (using) perspectives. ➤ Summaries of the Big Ideas and Themes across K-CLC are available in your Career Resources binders. The guide is available at careered.sd73.bc.ca <p><u>Activity:</u> Using the CLC Big Ideas, highlight and write worries, concerns and struggles. Update this list throughout the day.</p>
A. Badger	<p><u>Career Education Resources</u></p> <ul style="list-style-type: none"> ➤ CERIC magazine subscription will be coming to every school. ➤ Action: Sheryl will inform the Teacher Librarians.



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<p>A. Wallin, District Library Coordinator</p>	<ul style="list-style-type: none"> ➤ Career Ed website: careered.sd73.bc.ca – most teachers are using the website. Allisson reviewed and pointed out the changes and updates to the website. ➤ Career Education and the Graduation program document was shared, only CLE 10 is part of the graduation adult dogwood. CLE and CLC are part of the 2018 Graduation Program and are 8 mandatory credits. CLC is not part of the 16 mandatory grade 12 credits students need to graduate. ➤ Action: Any links that don't work or new resources to add please contact Allisson. ➤ Tip: When you share a resource while training teachers in respective schools, find the learning standards in that resource and pick three ways it can connect. ➤ Career^x Talks: updated list provided, most current is on the website. Aim is for every CE teacher to book 4 talks per class. ➤ Career Education School Kits: review and share with new CE teachers. Four items were added and sets are available to sign out through HGEC: <ul style="list-style-type: none"> ○ Humans Wanted (RBC) ○ Career Pathways: Quick Trip (Amundson and Poehnell) ○ Health Careers Guidebook (First Nations Health Authority) ○ Mining Builds British Columbia (MABC) <p>HGEC Library: Andrea's role is to develop and manage the district library. The online district library site and resources related to Career Education was reviewed, including available printed material, online resources, kits, graphic novels and digital databases. Teachers are encouraged to use vetted materials as opposed to google searches. Talk to your school's teacher librarian for a list of valuable resources.</p> <ul style="list-style-type: none"> ➤ Action: Share Career Education books and financial literacy you feel would be valuable to add to the district library. ➤ <i>Active Engagement</i> (Amundson) and <i>Hope-Filled Engagement</i> (Amundson and Poehnell) are availed to sign out.
<p>A Badger and Focus Team</p>	<p>Diving into the Learning Standards (LS): reviewing learning standards, content, resources, and strategies.</p> <ul style="list-style-type: none"> ➤ Slide deck and session handouts were shared with all attendees and is intended to support teacher training at respective schools. ➤ Action: Connect with Allisson for further individual school training support. <p>Session 1 LS: "Assess personal transferable skills, and identify strengths and those skills that require further refinement" and "Explore and evaluate personal strategies, including social, physical, and financial, to maintain well-being".</p> <ul style="list-style-type: none"> ➤ My Dependable Strengths (Herky Cutler) (Allisson for Kim): activity to elicit patterns in interests, values, and skills (strengths) for career exploration through storytelling and life experiences. Tip: Apply those strengths with the Circle of Courage.



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- Workplace Attractors (Active Engagement, Amundson) (Allisson for Kim): Reflect on a scale of relative importance 1-10 in a circle grid what workplace attractors are important. Tip: follow up with visible thinking strategy 'extending and connecting'
- Career Circle Strategy (Hope Filled Engagement, Amundson and Poehnell) (Allisson): Asks for student's perspective in the inner circle and then an additional perspective in the outer circle. This is an excellent resource for students who are having trouble finding motivation in pulling out personal values and skills. TIP: It is beneficial to use and create career circles, word values and visual lists.
Action: David Bakker offered to share his list.
- My Preferred Skills (What Color is Your Parachute for Teens p. vii, 10-19 (Christen) (Julia): The book is used quite often and includes lots of activities. Reviewed the activity she uses in her class for transferrable skills. Students realize they have very good skills, when they think they have none. Gives 5 great scenarios for students to use. Activity would be great to use in CLC as well. TIP: Students should have folders or digital copies of data collected that carry on through each grade to create a collection of learning.
- Teen Wellness Assessment (The Teen Compass) (Julia): It is a great check-in for students well-being. Very personal assessment that should be for student use only. Gives ideas on where students can focus on improving and providing strategies. TIP: Flip grids are a great tools.

Session 2

LS: Analyze internal and external factors to inform personal-career-life choices for post-graduation planning

Looking at career clusters through the perspective of global issues and the changing labour market is another approach to supporting students to identify preferred career pathways while encouraging them to make a difference in this world.

- MyHomeWorks Bringing Labour Market Information to Your Home Area (Allisson). Look at major disruptors and how career opportunities are emerging through challenges.
- Did You Know (Kim): Good to use as an activating video.
- Learn About Disruptors (Julia): Existing trends that will affect the labour market, this is a useful image.
- Global Disrupters: Technology (WorkingNation.com video) (Kim): Good to use as an access point for emerging information.
- Young People Taking a Stand (Greta Thumberg) (Dean): Climate Change (You Tube video) that is a good spring board to start from. TIP: The World's Largest Lesson is another good video to see.
- Sustainable Development Goals (United Nations), Humans Wanted (RBC) (full report on line, printed copies were dispersed, kit is available from HGEC), Challenge Cards (SparkPath), Turn and Face the Strange (Brookfield Institute) (full report available online) (Allisson): These are all excellent resources to look at external factors that will inform career opportunities.



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Session 3

LS: Recognize personal worldviews and perspectives and consider their influence on values, actions, and preferred futures

This Learning Standard is one of the hardest as it is very wide, and perspectives can be controversial. We need to talk about inclusive and respectful environments no matter what our personal views are. Worldviews are particular philosophies of life or conceptions of the world that underpin identity and the way we interact. Perspectives are the attitudes of people. For example, what is the most popular food? Here, the most common answer is pizza, in the world it is rice.

Action: Sheryl will look at having an Inclusive Education and HR employee come and talk about subjects and strategies on how to handle them at a future meeting.

TIP: Courageous Conversations – Mike Bowden’s resource.

Action: Allison will put this on the website.

- Workplace Attractors Around the World – Did you know? slide (Kim)
- Career Facts Around the World slide (Kim)
- World Facts slide (Kevin): Income equality and how it is growing. Artificial Intelligence Changing the Future of Work. Aging population.
- World Culture (Many Different Lenses) (Kevin): You Tube video and GapMinder.org (Anna Rosling) (Dean): An excellent website that shows regular everyday items such as bedrooms from rich to poor in the metaphor of a street.
- Infographics: Mining builds British Columbia (MABC) (Allisson): This graphic can be used to introduce world perspectives through career connections by exploring how objects we use are connected to career clusters. For example, careers in mining build batteries.
- What Do You See: A Mountain?(Allisson): Everyone sees things differently, local aboriginal perspective from Jerry Thomas sees the mountain as his store, I see it as a place to hike and enjoy nature.
- Inquiry How do we respectfully navigate competing social, familial, and cultural expectations as we pursue our preferred career-life pathways? (Big Ideas elaboration question) (Badger): Try a starter activity such as a (car) from the point of view of a (teenager) is (cool).
- Sample Connections Circle (Amundson and Poehnell) (Badger): Start from the inside (self) and explore connections to family, community, culture, natural world, and spiritual world.

Where are we now?

S Lindquist
A Badger

- | | | | |
|--------------------------|-------------------|---|-----------|
| <input type="checkbox"/> | Dinner Theatre #4 | May 5 th | Romeo’s |
| <input type="checkbox"/> | CES Regional | May 5 th -6 | HGEC |
| <input type="checkbox"/> | BC CDA | May 23 rd 24 th | Vancouver |
| <input type="checkbox"/> | CLC #2 | May 30 th | HGEC |
| <input type="checkbox"/> | CES Conference | Nov 25 th 26 th | Vancouver |
| <input type="checkbox"/> | Cannexus | Jan 27 th – 29 th | Ottawa |



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Handouts:

Career^x Talks

OECD Principles

First Peoples Principles of Learning

Systems Theory Framework: Mary McMahon and Wendy Patton

CLC Learning Standards

Additions to Career Education Kits:

Career Pathways: Quick Trip, Norman E. Amundson and Gray R. Poehnell

Guiding Principles of Career Development, CERIC

Health Careers Guidebook, First Nations Health Authority

Humans Wanted: How Canadian youth can thrive in the age of disruption, RBC

Mining Builds British Columbia, MABC

Thank you

Sheryl Lindquist for creating and implementing our Career Education team

The focus team: Julia Carlson, Kim Fennel, Kevin How and Dean MacDonald

Meeting adjourned at: 3:05 pm