



**Career Education Meeting**  
Henry Grube Education Center, Room 6  
May 30, 2019  
**MINUTES**

**In Attendance:** Sheryl Lindquist, Allisson Badger, Cecile McVittie, Bianca Olson, Chris Horton, Rolynda Simpson, Emily Aldred, Sheila Monkman, Kim Fennell, Tracy Noble, Amy Hilton, Sylvain Menard, Kelsy Torbohm, David Bakker, Kirk MacFarlane, Andrew Hall, Julia Carlson, Mike Howard, Dean MacDonald, Laurel Seafoot, Debbie Iseor

Presenter	
Sheryl and Allisson	<ul style="list-style-type: none"> <li>• Welcome – Sheryl welcomed the group</li> <li>• Good news – SD73 had three winners in the Chatterhigh challenge – NorKam \$300; Logan Lake \$200 and Continuing Ed for \$150. Prizes are based on population.</li> <li>• Allisson reviewed the collection of Career Ed resources. Librarians have a wealth of information and are a great source for Career Education resources.</li> <li>• WorkSafeBC has a bi-monthly newsletter that can be signed up for.</li> <li style="padding-left: 20px;"><b>Action:</b> Debbie will sign up the Career Ed team for the newsletter</li> <li>• Cecile is curating a list of Career Ed videos to be listed on the Career Ed website.</li> </ul>
Susan Forseille TRU	<p><b>LS:</b> Identify and apply preferred approaches to learning for ongoing career-life development and self-advocacy</p> <p><b>LS:</b> Reflect on experiences in school and out of school, assess development in the Core Competencies, and share highlights of their learning journey</p> <p>Susan Forseille is a career educator for TRU. Her focus of study is on how students transition from post-secondary education to securing a meaningful career. Her research was motivated by the curiosity of why some BA students transition to the labour market so easily and some struggle. Susan will share her presentation upon request.</p> <ul style="list-style-type: none"> <li>• Students will experience significant changes in the work force upon graduation from university. More and more employers are expecting ready skills as opposed to on the job training. Securing meaningful employment has changed and no longer follows the traditional pattern where transition is temporary, carefully guided, obligatory, predetermined, lightly scripted and progressive. The youth unemployment rate has decreased but there is increasing levels of underemployment. Historical shifts are happening where more people are retiring than entering the workforce. Students are not graduating with the proper skills or they are misaligned. Skills needed for future jobs include problem solving, creativity, critical thinking, emotional intelligence etc. Variables like indecisiveness, problem solving, confidence, social factors, career support, development and career knowledge factors have the most impact on transition. Some believe the economy and Kairos (being at the right place at the right time) are also factors.</li> <li>• Career Mapping – Susan had students draw a picture and explain what they thought their career journey would look like after graduating. The research provided important variables. Examples and highlights of the student’s stories were shared:             <ul style="list-style-type: none"> <li>○ Students used red to go back and highlight where they thought luck played a factor in their journey.</li> <li>○ Could see the importance of finding mentors.</li> <li>○ Taught the value of researching interested careers and the soft and hard skills needed.</li> <li>○ Showed how to figure out transferrable skills, build networks, have meaningful conversations and network</li> <li>○ Follow your own path, not what other people think for you.</li> </ul> </li> <li>• All stories are different, with there being no wrong way or right way. Susan stripped the maps and cleaned them up to find patterns. If we can teach students to be interactive, learn to network and research their interests, the busier the map the more strategic and the more successful they will be.</li> </ul>



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	<ul style="list-style-type: none"> <li>• Susan took the maps back to the students to find out the variables that influenced their transition from post-secondary to a meaningful career. The least valuable variable from the alumni perspective were the GPA, age, and ethnicity. The most important were career knowledge factors and personal attributes were a close second.</li> <li>• So What - Is there any info that you surprised you? <ul style="list-style-type: none"> <li>○ kids only know 20 job titles</li> <li>○ confirmed our thinking</li> <li>○ small spider web shows difficult job acquisition</li> <li>○ any maps of students that are successful but have no university training (no)</li> <li>○ staff career maps would be great for students in our schools</li> <li>○ how might knowing the “future” of your students impact your teaching of the course?</li> <li>○ what changes would you like to see to career education at TRU?</li> </ul> </li> </ul>
<p>Vince Strain, Prevention Manager WorkSafeBC</p> <p><a href="http://www.worksafebc.com">www.worksafebc.com</a></p>	<p><b>LS:</b> Rights and regulations in the workplace, including safety:</p> <ul style="list-style-type: none"> <li>📍 injury prevention and safety protocols, such as WHIMIS, PPE, safety training</li> <li>📍 WorkSafeBC</li> <li>📍 BC Employment Standards</li> <li>📍 Occupational health and safety rights and responsibilities</li> <li>📍 harassment prevention</li> </ul> <ul style="list-style-type: none"> <li>• The new web site was launched last week with many new pages – play around, learn functions and interaction. The web site is updated weekly. Over the next few months’ substantial changes will be made. The statutory regulations are being updated so resources will need to change. The web site has numerous videos that are recognized around the world as excellent tools. Lots of multi-language information is on site also.</li> <li>• In the past cell phones were banned on the work site but, today cell phone apps are being integrated into the job. E.g. interactive app for mechanics that tracks the time spent on a particular vehicle. There are many examples of interactive tools.</li> <li>• Type in “Education Resources” - encourages teachers to look on the student resource page. Workplace safety certificate link - quizzes and tests with answer keys for teachers. Workplace safety knowledge is another quiz and answer key available. Password are required and teachers should log in through SD73. <b>Action:</b> Allisson to determine the SD73 password for the teachers</li> <li>• Part of the web site includes a place to report an unsafe work site. It is common for young people not to report work site incidents. Calls can be made 24 hours per day. The company name, phone number and location is needed. WorkSafeBC do their best to maintain confidentiality.</li> <li>• Reviewed some of the great resources on the website: - Roles, Rights and Responsibilities; Information sheets on Workplace Hazards and how to recognize and assess the hazards. Incidents always happen due to lack of training, instruction and supervision.</li> <li>• New and young students can have a dramatic impact on work place safety but we see far too many workplace incidents. Educators play a vital role in workplace safety for young people.</li> <li>• Question regarding cell phones and safety – the level of distraction is disturbing and studies compare it to someone intoxicated a .2 level of. There are examples of incidents on the website and also published in the WorsafeBC magazine. The incidents can be used to raise the level of awareness on cell phone distractions.</li> <li>• Speakers are available for classroom visits if teachers are interested.</li> </ul>



<p>Allisson and Sheryl</p>	<p><b>LS:</b> Engage in, reflect on, and evaluate career-life exploration Career-Life Explorations  <b>LS:</b> Explore possibilities for preferred personal and education/employment futures, using creative and innovative thinking.  <b>LS:</b> Identify and apply preferred approaches to learning for ongoing career-life development and self-advocacy</p> <ul style="list-style-type: none"> <li>• The learning standards all weave together. For this session “Experience” was looked at with participants picking out key words. The Passion project was reviewed and discussed on why it cannot be part of the Capstone. A passion project would be something that a student could spend 30 hours on unlike the capstone which is the K to 12 substantives, experiential journey. The capstone will evolve and past experience can be used if it is related to the exploration of a career pathway that the student is interested in. Have students use soft skills and transferrable skills to develop?</li> <li>• MyWEX is still available where forms can be sent to Debbie to track hours. Valleyview has set up alpha binders for student to submit the sheets to the counselling steno who will fax it to Debbie and then file it in the binder. MY WEX is a central system to help with student transfers etc.</li> <li>• The two other LS are important. How do these work well with the engage, reflect and evaluate exploration? Expand for deeper exposure to career-life possibilities. K to 5 is the mystery area with students exploring what career means; grades 5 to 9 is the hunch phase; and grades 8 &amp; 9 is the simplify the cluster phase. What are the LS asking us to do and how are we going to do it and assess it? We will have a lot of observations, product and conversations, how will this be tracked and assessed. Conversations and reflections are important.</li> <li>• Allisson went over her information package that was distributed. Field trip discussion - Is there a waiver? No, there is no waiver. Parents can't sign away their child's rights. Anything that is organized through the school or known about, requires the WEX protocol to be followed. WEX is only funded in September, and students have a year to meet the requirements. Still obligated to complete the package even if not funded. It is okay to ask students in June if they have a summer job, do a safety orientation and get them registered in September. Know the kids you are registering. We are ahead of other districts for CLC and CLE prep for schools and teachers. The Draft WEX protocols and WEX reflections were handed out and discussed.</li> <li>• Sheryl went over the importance of the safety component of the WEX guidelines. Took the expectations in the curriculum and collated the exact points from the curriculum. This has to meet audit requirements. Reviewed the package that was put together. Expect changes though as CLC comes out of draft as the Ministry generally makes some changes.</li> </ul>
<p>Kara Wright, Program Coordinator Junior Achievement</p>	<p>Connections to Capstone – How JA programs will fit in with Career Education.</p> <ul style="list-style-type: none"> <li>• JA Kamloops is the model for all of Canada. Kara is very proud of that accomplishments. JA offers 97 programs with 50 to 60 volunteers from the community who are subject matter experts. Teachers and students are very happy with the programs and always provide great feedback.</li> <li>• Dollars with Sense is a financial literacy program that has been modified to fit into the secondary blocks of time. This can be booked through Career Talks or directly with Kara.</li> <li>• Be Entrepreneurial –A JA volunteer comes in to do business concepts and help students rediscover their own business idea and how to pitch it. Over the next few classes, teachers give students time to develop the idea. Then the JA volunteer is brought in again to give feedback. JA provides a google slide presentation, inspiration guides, assessment tools, workbooks. The program connects students</li> </ul>



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	<p>with mentors. The first session is booked through Career<sup>X</sup> Talks and then the remaining sessions are worked out between the JA volunteer and the teacher.</p> <ul style="list-style-type: none"> <li>• Capstone Opportunities – In-school and afterschool Company programs were reviewed. These are teacher sponsored. Distributed an example, Apiculture – Annual Report, a STEM focused after school program. Future Dragon’s Den has a \$500 awards. Discover your Pitch offers \$2,500 prize with travel expenses provided. Top business leadership mentors are offered.</li> <li>• TechWorks Conference – Will be in Kelowna and Kara has made arrangements for Kamloops students to participate. Students had to have participated in Economics for Success.</li> <li>• JABC Scholarships - \$50,000 are available. An SKSS student has submitted an application (Apiculture) to attend a conference in Vienna. Kira showed the video that was submitted. Student will hear in a short while if she was successful.</li> </ul>
Allisson	<p><b>LS:</b> Reflect on experiences in school and out of school, assess development in the Core Competencies, and share highlights of their learning journey <b>LS:</b> Design, assemble, and present a capstone</p> <ul style="list-style-type: none"> <li>• The Capstone is new for everyone and it is so important that we gather and collaborate. The Capstone is outlined on page 13 of the guide and was reviewed along with the three documents that were distributed.</li> <li>• Capstone is meant to be reflective, synthesizing, and to showcase and celebrate student growth. Students should know that the Capstone will be a key point in their life journey. It needs to represent who they are. What students can do for the Capstone and how to dive deep was reviewed. Once the draft has been removed on July 1<sup>st</sup>, we can create printed material to be posted in the classroom.</li> <li>• Capstone Stages (page 2 of the last handout) was discussed</li> <li>• Stage 1- Ideas on how to help students reflect on their past interest, values and skills as well as career goals. The current group of students are a unique group as past experiences and reflections have not been done. Students can write memory books, ask parents or grandparents about memories, bring in something special and talk about why it is important. These are all great ideas.</li> <li>• Ideas for approaching reflection were shared: provocation stations, google classroom (pull out favorite assignments and reflect on it). Note: students need to make a copy for themselves if loading to google classroom as it could be deleted. Paper files can be made for all students to follow throughout grades. Encourage teachers to give copies of any good thoughts to be scanned for student file. How do we teach kids to reflect properly? Rolynda Simpson provided some useful links:  <a href="#">University of Birmingham - A short guide to reflective writing Journal Rubric</a></li> </ul> <p><b>Action:</b> Cecile McVittie will set up a team drive</p> <ul style="list-style-type: none"> <li>• Stage 2 – Design, assemble and present – We need to guide our student on how to set goals to complete this process. Every school takes their own approach to this. Principals are aware and on board but teachers are the ones working on getting this to a level of presentation. Students will step up their game knowing, they are presenting to an outside group.</li> <li>• NorKam combined a capstone and an exit interview for students to plant the idea. As this gets going it will build and get easier. It is far more important to do the process than the end product. Each school determines how the 4 credits are divided. Use the criteria for Capstone Representation bullet points.</li> <li>• The DL program is a unique situation regarding the Capstone as it has not been done before and is stuck on the 30 hours. Would love to get examples.</li> </ul>



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Wrap Up	<p><b>Career Life Connections</b> Training Session Survey – complete and hand in to Debbie Certificates – Lisa Carson handed out the certificates and thanked everyone.</p> <p><b>Up-coming events</b> See Career Ed Calendar dates for next year – District Principals were asked to create a calendar. At this time the calendar is in Draft. Sheryl reviewed what is planned for next year. Dates could change as the district reviews all the dates.</p>
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**Handouts:**

Experience: Career-Life Explorations  
Career-Life Exploration Hours  
Career-Life Exploration: Work Experience - DRAFT  
Career-Life Exploration: In-School Safety Orientation  
The Capstone: Career Education Curriculum  
Share: Reflect on Experiences  
Share: Capstone  
Career Education Calendar 2019-2020