

Southern Interior Career Education Society Regional Meeting – May 5 and 6, 2019 Kamloops, BC



Minutes of the Meeting

Welcome and Introductions – Sheryl Lindquist

Kenthen Thomas – SD73 Aboriginal Resource Teacher

Kenthen comes from the Salmon Arm area. He told a story of various warriors from the upper Adams Lake area and their journeys to battle a water monster.

Lisa Marshall – Curriculum & Assessment Coordinator, Educational Programs, Ministry of Education

Curriculum Update - The new BC Curriculum's guiding force is based on the Educated Citizen. Career Education is the 3rd goal and is the constellation of life-roles an individual plays over their lifetime. What are we doing to give students their best chances in a rapidly changing world? Career Education is not just about jobs. It is to give the student a sense of purpose, helping them find their strengths and what opportunities are out there for them to explore. CLE is for expanding understanding and CLC is for personal application to help students look at and help guide them on their life journey. Today's competencies for success are all skills found in career education, such as problem solving, critical thinking and creativity to name a few. Reflecting on Learning encourages students to highlight their strengths, accomplishments and growth areas of learning.

Expectations for CLC – The 30-hour component can include a classroom piece such as a passion project. Any students going to a worksite must follow the WEX guidelines. A passion project for the 30 hour component is not the Capstone but will need to be substantive also if chosen in place of an exploratory experience. The Capstone is the accumulation of all the work done and how they got there. Students should be introduced to what a substantive project looks like, and to understand and build the knowledge on how to do this. Capstone expectations will include both self assessment and critical analysis; and representation and presentation. Mentorship is important to guide and support students in creating a profile of who they are and what they can do throughout their education journey. Students that are not motivated will have challenges to complete the capstone and a different approach will need to be considered. The capstone is individualized for that reason and different means can be used. Many studies show that if one person is there who believes in a student the chances of graduating is greater. The Career Education 10-12 Guide is a valuable resource to support implementation.

ADST – The biggest shift is the design process - sharing, testing, prototyping, ideating and defining. Classroom assessment models – did the students “inquire and investigate”, “apply and connect”, “identify and acquire”, “analyze and reflect”, “plan and create”.

Work Experience 12A/B (WEX) and Youth Work In Trades 11/12 (WRK) – New curriculum revisions have been completed for both WEX and WRK including revisions to the Program Guide. Handouts of the changes were distributed. WEX and YWIT comparisons from the 2014 and the 2019 guides were highlighted. District staff must review worksites and document it for student files. Each district needs to choose the process that works the best for the student and the teacher. The Ministry is following WorkSafeBC guidelines. Concern raised with the grey areas for monitoring and documenting. A standard checklist should be provided by the MOE for audit purposes. WorkSafeBC has a Student Work Placement form that can be used. Sheryl will bring the concern to the audit committee. Joanne Armstrong can also be contacted. Best practice needs to be done for all job site reviews and monitoring.

- Thirty hour and liability issues – What does this look like while still following the WCB guidelines? Students should be involved with the paperwork and processes and use it as a learning piece. Parents need to sign off on all student sites visits, supervised and on their own. After school hours' visits is a grey area. Students need to be safe even after hours as it is a school based project.

- Mentors who are not school employees – District safety measures must be taken according to the policies of the district. In school presenters are a different story as students are being supervised in the classroom. What does a mentor's job look like and what are we asking them to do for our students? A definition of a mentor is a two way relationship.

We want students to write their own story to be really present in their own lives.
Contact for Lisa Marshall 250-580-7941 or Lisa.1.Marshall@gov.bc.ca

Robin Schooley – WorkSafeBC - Industry Specialist Young and New Worker Program

Student Health and Safety

Lots of questions have been received regarding students and the lack of clarity. A young worker is anyone under the age of 25. It is so important to teach workplace health and safety to prepare youth for life beyond school and develop attitudes and behaviours that will empower them. Safety is imbedded in the new curriculum from K through to grade 12.

WorkSafeBC has an agreement in place with the Ministry of Education that covers a student if they are injured, if the following criteria is met:

1. The student is engaged in ministry-approved work study/work experience
2. The student is working for an employer (as defined by WorkSafeBC) at a standard worksite.
Clearance letter must be obtained
3. There is a signed program agreement in place

The Student Work Placement form was distributed. This form can be used or another version can be created. The teacher completes the form during the work site visit or over the phone (may not be the best approach though). If the teacher has concerns it should be discussed with the employer and WorkSafeBC. Clearance letters are done to see that the employer is registered and in good standing. Independent operators are not covered but can have Personal Optional Protection (POP) with WorkSafeBC. If a student is injured working for an independent contractor, they will not be covered. Privacy legislation prevents disclosure of employers who are independent operators and the only way to know is to ask them if they have employees. It is unclear if a student would be covered during unpaid, one-day spotlight visits. If there is a supervisor, it could fall under a field trip. This needs to be looked into further – Robin will do that. Honorariums are considered paid work. For student placement in a federally chartered workplace, students are not covered by WorkSafeBC as they will have their own coverage. One example is in Mines and in many cases federally workers need to be over 18.

The 30-hour requirement is vague and is being worked on in an upper district level. There are many ways to obtain the 30 hours and if a student does go to an employer the WEX agreement criteria must be met. Previous plans have been put on hold until clarification on the coverage for injury is worked out. Prior learning exploration and reflection are not ruled out, but if a student is injured they might not be covered by WorkSafeBC. We want the students out there gaining experience but we need them to be safe. The issue is very complex.

WorkSafeBC Resources for Educators – www.worksafebc.com – There is a young and new worker portal that has various resources including instructional modules with support materials, student resource booklets for teachers, student resources web page, Student Independent Learning Guide and numerous videos, games, guides and eBooks. Also available is the Young Worker Speaker's network where injured workers and safety officers will do classroom presentations. WorkSafeBC also hold a yearly student safety video contest where students create and submit short safety videos to win cash prizes.

Take our Kids to Work Day is not mandatory and is parent guided. Field trip forms are not always implemented. For WEX/YWIT we are mandated to make workplace visits, will the checklist be sufficient? The checklist will give a good indication if the workplace is a safe. Look at the situation with your professional and parent lense, giving due diligence. We are all working for the safety of students.

Maggie Alisson – President of Career Education Society

Maggie has been attending the conferences since 1993. The society was started in 1977 and was called SPACE- Society for the Promotion and Advancement of Career Education. The first conference had 40 attendees and now they have 400+ attendees. CES are the watch dogs of career education. Membership is available to anyone working in career development.

Maggie shared the community of practice website. You can find it under the Resources tab on their website – ces.bc.ca. Sign up is free.

Dwayne Geiger – TRU Partnership Transitions Coordinator

Along with Trades and Technology Dwayne also works on marketing and curriculum development. Currently working on a new website with effective communication for students and parents.

The perspective on the younger generation is powerful and we need to raise the expectations. Students need to be provided an environment and tools to help them meet those heightened standards. When the bar is raised, students are adaptable and able to meet the higher standards. Dwayne has seen a lot of growth in the 4 years he has been in his role. Younger instructors are coming to TRU and bringing with it a “new school” of learning. The opportunities are healthy for our students as the city grows.

TRU Trades offer tours every 3rd Thursday from 7:00 to 8:00 pm and will soon to be offered during the day. There has been an increase in opportunities for grade 7 to 12 students with a mini Try A Trade offered. An Essential Skills pilot for Trades will be implemented over the next year for students coming into the Trades. The new Trade and Technology buildings have great study areas, over 10 electrical labs, Power Engineering with 3D modelling programs, Horticulture programs and a new Millwright shop in addition to the current shop in the NorKam Trades Centre. TRU had 11 students participate in the Skills competition receiving 4 golds medals.

Dwayne thanks all the districts for sending great students. Students are being prepped in a better way for entry, however, screening tools are needed for the accuplacer. A poster advertising the Trades tours was requested and Dwayne will produce one. SD73 Career Education also thanked TRU Trades for participating in Career Talks.

District sharing of plans and ideas:

SD73 (Kamloops-Thompson) – Rob Wielgoz – Interesting time in the world of Career Education, WEX, and YWIT. There was a complete personnel change moving into Career Education, and the team has done a lot of work to help with the transition and raise expectations, including hosting dinner theatres and meetings to implement Career Education. With all the changes, the TNT team is all new and without a district principal, due to it being combined into a Director’s role. TNT has been a complete reinvention. The role for the year was to hold what was done in the past, and work at the changes that are coming.

Expanding programs include “Girls Exploring Trades” in partnership with TRU. The instructors did an amazing job sampling 4 trades with 72 girls and the feedback was very positive. “Junior Fire Crew Workshop”, partnering with the Kamloops Fire Centre had a full cohort of students that was ran as a one off with the hopes of offering it annually as a BAA course. The challenges of this program is relying on industry partners that have their own interests in play. The district can not play matchmaker for recruitment but can only offer it as career exploration. The other challenge is exposure of unsafe elements and compromises were needed.

SD83 (North Okanagan Shuswap) – George Richard – Explained the challenges of having a system that has two campuses who share teachers, students and space. This creates the need for a uniformed timetable that continually causes issues with fitting everything in. Every second Wednesday classes are shut down to do Career Education curriculum, social emotional teaching and flexibility to have learning centres for assistance. There is one teacher that coordinates all the other teachers on all the modules. It is a big job with a lot of bookkeeping, creating modules and assessing for over 500 students.

My Blueprint is used for grade 10, 11 and 12 planning, Take Your Kid to Work Day incorporates a pre assignment. Students participate in post-secondary tours, career fairs, What's Your Passion (take an idea, research it, and do a presentation), mini capstone, core competencies, a mini inventory list, and a Wellness Wheel project. There is no official plan for CLC at Salmon Arm Secondary.

The other campus uses MyBlueprint for grades 7 to 12. They run one assignment per month, per grade from October to May. A booklet is printed off for each student with three teachers attached for every grade level. It is supplemented by other assignments and gets more in-depth in the higher grades. Resume building skills are included that will be implemented in the capstone. This is the pilot year and so far it seems more meaningful than past programs. Assessment is a work in progress and time management has been a challenge.

SD58 (Nicola-Similkameen) – Kevin McGifford – Works with students in grades K to 12 with a good mix. WEX and YWIT are in both Merritt and Princeton schools. There has been a high turnover rate of teachers due to a decrease in student numbers and it causes issues. The district participates in Skills Canada and had one student come 4th in Canada which raised the bar and as a result there is a good participation in Junior skills. Nicola Valley Institute of Technology offered free tuition for a student to participate in robotics. The district has a mobile maker space and school wide maker days. Students participate in post-secondary visits. The district is also trying to plan a Heavy Metal Rocks event and a ranching and/or culinary event. CLC is still being worked out.

SD19 (Revelstoke) – Jeff Colvin – There is now a team of three that do everything that is related to Career Education. CLE is *hijacking* English classes for two weeks with 2 credits given in grade 10 and 2 credits in grade 11. Consistency is being seen at the grade 10 level and he senses students are getting something out of it. A culture is being created where other departments want to be involved. Jeff feels that a two-week chunk is not enough but wonders if a full semester too much.

An all year trades sampler in automotive, metal fabrication and electrical was run this year with a red seal instructor. Expectations were set very high and the students are doing well. The plan is to hold the program every two years. A fire fighting program is also run in the district and any student that applies will get the training. A Work Place training certification is given to students who have 25 hours of school paid work.

SD74 (Gold Trail) – Karen Miller – Twenty-five percent of all students will participate in a career awareness program. Students use PEP (Personal Education Planner). Meetings with grade 8 to 12 students and parents are set up to go over career prep, interests, strengths and passions, financial information, where to apply for scholarships, and resume building. We are mentoring students through to grade 12 and building relationships and helping them plan the next steps.

Students participate in Transitions to Post-Secondary and A Day in the Arts and Sciences at TRU. This year students will be involved in an overnight stay at TRU. The first day they will learn how to apply for university, will do an anthropology assignment using the library and attending a seminar. They will stay in the dorms overnight and on day two will do a city wide scavenger hunt with TRU mentors. This will hopefully alleviate the fright of the big city. They have also partnered with NVIT in Merritt as a PSI option for a Health Care Assistant program and Office Administration program. They are looking for 12 to 20 participants with a blend of students and adults.

Career Life Education is taught to grade 7 to 9 and grade 10 students, every other day for a block, all year long. She finds that it is too much so has started incorporating art. Does not know what CLC will look like as it has not been discussed yet. The capstone will be online portfolio based.

SD73 (Kamloops-Thompson) - Allisson Badger – Career Education is a life journey. There has been value in sharing with all our talented teachers and willing community. District support has been so valuable in the development. Each school has lead teachers that attend day and dinner meetings. A Career

Education website with valuable resources and information has been developed and Career Talks, community partner classroom presentations, has been created.

Highlights include Career Talks; Hope-Filled Engagement by Gray Poehnell and Norman E Amundson; Pat Davis, CIO & VP, Business Technology BCLC presentation; Larry Ilyes, Career Education TRU presentation. Career Ed lead teacher, Julia Carlson, spoke on her success doing a reverse career fair.

All are welcome to be a part of our team. Check out the website and all the resources at careered.sd73.bc.ca.

Thank you all for coming and participating.

Reminders:

- **CES Annual Conference** Every Year, The Career Education Society of BC organizes and facilitates a conference for educators in the province. The CES Annual Conference is known as one of the best career education professional development conferences in the province. The 2019 annual conference is set for **November 25 and 26, 2019**.
- The 2019 conference will be held at the Hyatt Regency Hotel – Burrard Street, Vancouver, BC
- Community of Practice web site <http://ces.bc.ca/community-of-practice/>

