

Planning for the **Future**



CAREER PLANNING

As students enter the Senior Years, they need to **identify their goals for the future** and begin to **plan for their options in life after high school**. The career planning process may involve **identifying one's passions and strengths** and then **exploring further education and occupations suited to individual needs and aspirations**.

Currently, two-thirds of Canadian occupations require some form of education beyond high school. With countless education and training opportunities and thousands of jobs to consider, the task of choosing a direction and deciding what kind of work to pursue after graduation can be challenging. This is one of the reasons why Manitoba Education, Citizenship and Youth has created a number of optional career development courses.

OPTIONAL CAREER DEVELOPMENT COURSES include:

- Grade 9 Career Development: Life/Work Exploration (10S)
- Grade 10 Career Development: Life/Work Planning (20S)
- Grade 11 Career Development: Life/Work Building (30S)
- Grade 12 Career Development: Life/Work Transitioning (40S)

Schools may offer these optional courses to help students work through the career-planning process and help them choose suitable options. Options include **work, apprenticeship training, university, college, entrepreneurship and self-employment, or other types of training**. The best possible option will be one that suits a student's skills, needs and goals.



The handbook *Focus on the Future: Career Planning Begins at Home* is available at www.edu.gov.mb.ca/k12/docs/support/c_plan_home/index.html.

It provides discussion topics and activities for students who are beginning the career planning process.

The handbook *Focus on the Future: Your Grad Planner* is available at www.edu.gov.mb.ca/k12/docs/support/c_plan_grad/.

The Grad Planner provides information about the requirements for high school graduation, career planning and paying for future education.



Making choices now

Some students who choose to **WORK FULL-TIME** immediately after high school find that a high school diploma is a basic requirement for employers and post-secondary institutions.

When looking for a job, it is important to consider workplace options that fit one's interests, strengths and skills. Graduates who acquired skills in high school and are motivated to learn new skills are sought after by employers.

The Conference Board of Canada has identified the following fundamental skills, personal management skills and teamwork skills needed to enter, stay in and progress in the world of work.

These skills can also be used in a range of daily activities beyond the workplace.

FUNDAMENTAL SKILLS	PERSONAL MANAGEMENT SKILLS	TEAMWORK SKILLS
<ul style="list-style-type: none"> • communicate • manage information • use numbers • think and solve problems 	<ul style="list-style-type: none"> • demonstrate positive attitudes and behaviours • be responsible • be adaptable • learn continuously • work safely 	<ul style="list-style-type: none"> • work with others • participate in projects and tasks with others

APPRENTICESHIP is a way to train for an occupation in one of the many designated trades available in Manitoba.

It combines paid on-the-job learning with sponsored technical training. The time spent on apprenticeship training can be recognized for credit toward high school graduation through the **SENIOR YEARS APPRENTICESHIP OPTION (SYAO)**. Additional information regarding the SYAO is provided on page 13 of this document under Optional Credits Initiated by Students.



For Apprenticeship information, refer to www.manitoba.ca/tradecareers.



Work

Apprenticeship Training

for your future...

Most occupations require additional education beyond the high school level, so many students decide to attend a **COLLEGE, PRIVATE VOCATIONAL INSTITUTION (PVI) OR UNIVERSITY** at some time after completing high school.

COLLEGE provides both theoretical and practical training, but it tends to be more focused on job-specific skills like culinary arts, child and youth care, computer programming and technology, among others. **PVIs** focus on job specific skills as well. Programs offered at PVIs are developed to meet current labour market needs on a short-term basis. A **UNIVERSITY** education provides students with the theoretical and practical training that many professions require, including teaching, medicine and law, among others. Students may also attend university to broaden their knowledge and to develop necessary skills for the workplace.

Regardless of the route that is chosen, students will need to be more self-directed because post-secondary institutions are less structured than high schools. To be successful, students will need to set goals, manage their time and become focused on their education.

While in high school, the selection of high school courses should be made on the basis of student needs, interests and abilities and on the admission requirements of the post-secondary education and/or work situation to which the student aspires. Students and parents should ensure that they are aware of the admission requirements of the college, PVI or university that is selected.



For additional information about Manitoba's universities and colleges, including admission requirements, costs, programs and contact details, refer to www.schoolfinder.com. For additional information about PVIs, refer to www.edu.gov.mb.ca/ael/pvs/list.html.

Once students are paying tuition to a post-secondary educational institution or a vocational institution, the tuition fees they pay can be claimed as a deduction on their income tax return. They may also be allowed additional credits for the number of months that they attend school and for their textbooks. In addition, new for 2007, once students graduate with a degree, diploma or certificate, they may be eligible to receive 60% of their tuition fees back as a rebate under a program called the Manitoba Tuition Fee Income Tax Rebate. The combination of credits under these income tax programs can provide graduates with substantial income tax savings once they are working and are required to pay income tax.



For additional information on the Manitoba Tuition Fee Income Tax Rebate, refer to www.manitoba.ca/tuitionrebate/index.html. Contact the Manitoba Tax Assistance Office at 945-0352 or toll free at 1-800-782-0771 or email TAO@gov.mb.ca for income tax information on this or other topics.

Students may decide to **START THEIR OWN BUSINESS** or work in a business that is already established.

In high school, they can learn business management skills by taking related courses and joining clubs or organizations that promote these interests and skills. **ENTREPRENEURS** generally are hard workers with self-discipline, initiative, communication skills, computer skills and a well-developed business plan.



For information about the Young Entrepreneurs Program, refer to www.edu.gov.mb.ca/youth/employers/YoungEntrepreneurs.html.

Other Training

Once they have completed high school, students can still pursue **DISTANCE LEARNING COURSES** or take **PART-TIME EVENING AND WEEKEND COURSES** offered by high schools or private vocational institutions. Some examples include aviation mechanics, hairstyling, microcomputer repair and production art.

College, Private
Vocational
Institution &
University

Entrepreneurship
&
Self-Employment



TRANSITION PLANNING FOR STUDENTS WITH SPECIAL NEEDS

Transition planning for students with special needs should begin by age 16. An intensive, coordinated plan for leaving school enables students with special needs to prepare for and participate in a full life after school. Students, parents, in-school teams*, support services workers and others should be involved in developing a written plan that outlines roles and responsibilities, timelines and actions to be taken before students leave high school.

This is a time for families and teachers to make achievable and relevant plans that support student preferences for life and work options, training and educational opportunities and recreational needs.

It is a time for students, parents and school teams to:

- identify the student's strengths, skills, interests and needs

* In-school team: the people who may be involved with a student on a daily basis at school; they are key decision makers in the Individual Education Plan process, and may include the student, parent, teacher, resource teacher, counsellor and principal.

- identify programs that may be available to meet these needs
- explore the availability of and requirements for
 - post-secondary education, vocational training and employment, including supportive work options
 - independent or supportive living options
 - leisure or social opportunities
- develop a student-centred plan for leaving school, based on the student's needs and desires



The document, ***Working Together: A Handbook for Parents of Children with Special Needs in School*** is available online at www.edu.gov.mb.ca/k12/specedu/parent/index.html.

This document highlights the importance of the diverse and changing learning needs of students with special needs. It also offers support and encouragement to parents and families of students with special needs, and describes some of the services and activities that might be used to meet individual student needs at school.



Taking Responsibility

For students to achieve their goals, they have to take full responsibility for their learning and become involved in their own career planning.

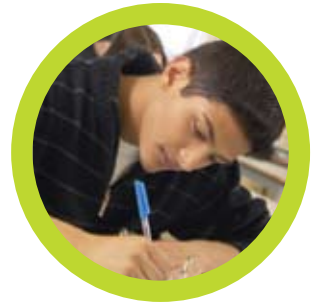
Fortunately, the journey of life is not taken alone, and friends, family, teachers and school counsellors can be willing and helpful allies when it comes to choosing a direction. **Asking for help is a sign of strength** when one can identify a need, clearly express the need and articulate how others can help meet the need. This is particularly true when a person is learning, keeping up with change and pursuing a career.

No matter which program and courses students choose, the degree to which they fully understand and apply their learning during their high school years will affect their future success, both in their post-secondary studies and in their careers.

There are many ways teachers evaluate achievement in high school and post-secondary programs (ex: projects, presentations, multiple-choice tests, lab assignments, portfolios, term papers, mid-term tests and cumulative final exams). **Students do better in their daily school work and demonstrate higher achievement in more formalized tests and exams, whether in high school or at the post-secondary level, when they:**

- attend school regularly and participate fully in their learning
- plan ahead for deadlines
- focus on the criteria that describe what is expected and receive feedback on work in progress
- know how they learn best and have strategies to use when they encounter difficulty
- routinely reflect on what they have learned and plan the next steps in their education

These actions help students take full responsibility for their learning and become self-directed, lifelong learners.



Earning Credits toward Graduation

Successful completion of one of the following school programs is required to earn a Manitoba high school diploma:

- Senior Years English Program
- Senior Years Technology Education Program
- Français Program / *Programme français**
- French Immersion Program / *Programme d'immersion française**

From Grade 9 to Grade 12, students earn course credits toward high school graduation. To obtain a Manitoba high school diploma, students must accumulate the required number of credits from a **combination of compulsory and optional courses**.

A compulsory course is a course for which students must receive credit (ex: English language arts, mathematics, social studies, physical education/health education, etc.).

An optional course (sometimes called an elective) is a course that students may choose based on their interests, abilities, values and career goals (ex: arts, languages, information and communication technology [ICT], etc.). Some courses are full credit; others are half credit. Students and parents are encouraged to discuss credit requirements with their school counsellors and teachers.

Additional information on the Senior Years credit system and course and programming designations is provided in Appendix 1. For Fact Sheets and Checklists of graduation requirements, refer to Appendix 2 at the end of this guide.

* As noted in the introduction, these programs are explained in guides written specifically for the Français and French Immersion Programs.