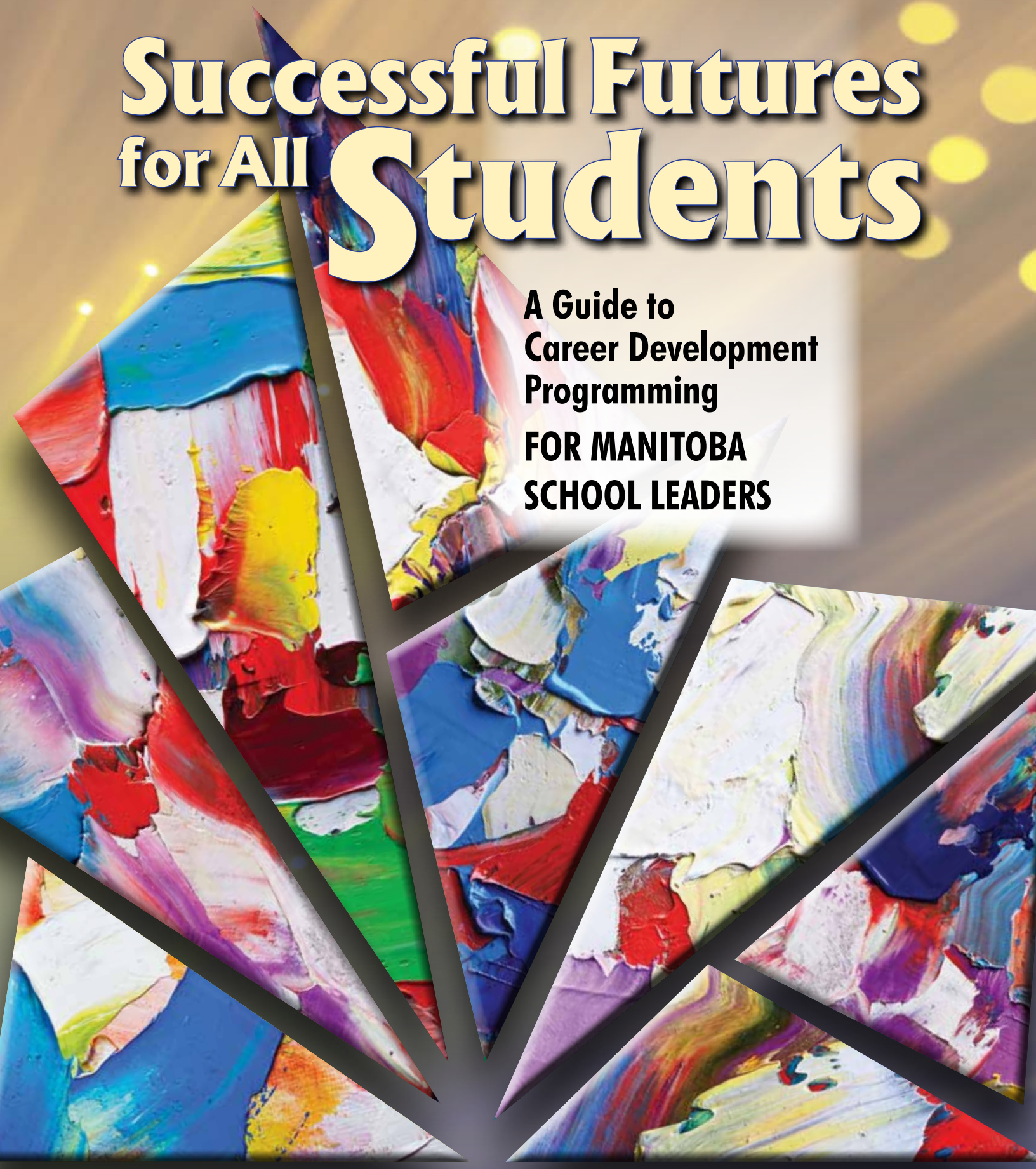
Successful Futures for All Students

A Guide to Career Development Programming FOR MANITOBA SCHOOL LEADERS



Manitoba

Management Skills
Implementation Strategies
Quality School-Based
The Big Picture
K–12 Students
Roles and Responsibilities
Career Development
Your Future Your Way!

Successful Futures for All Students

A Guide to Career Development Programming FOR MANITOBA SCHOOL LEADERS

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Introduction

Successful Futures for All Students: A Guide to Career Development Programming for Manitoba School Leaders explains why career development continues to be an important consideration for all K–12 school leaders—now and in the future. This guide shows how career development programming helps Manitoba students complete school and transition to post-secondary education and/or the workplace. This guide also illustrates how Manitoba educators, schools, and school divisions can integrate career development concepts, programming, and resources with curriculum outcomes in their classrooms.

Creating a "career development culture" in schools does not just involve school leaders. It is a school- and community-wide effort that involves school counsellors, teachers, parents, and others working together to instill very important knowledge, skills, and attitudes that will help students succeed and have balanced, productive lives.

While many Manitoba schools have some form of career development programming, they are at different stages of integrating career development concepts and practices. The primary purpose of this publication is to keep this positive momentum moving forward. While this guidebook does not offer a universal prescription for each and every school, school division, and community, it does provide a foundation and a common ground for innovative ideas and teamwork. It is meant to be a catalyst for all stakeholders to start or continue to meet and share ideas, feedback, and support. As we move forward, we will all be better able to enhance students' understanding of their future options—unlocking their long-term potential and our province's social and economic well-being.

"Getting industry partners and parents to actively participate and buy into the process is critical for the continued success of any model."
– *Manitoba Vice-Principal*

Why Career Development?

According to *Your Future, Your Way!*, Manitoba's online career development gateway (see <www.manitobacareerdevelopment.ca>), career development is a process that

helps individuals make education, training and work related choices to manage learning, work and personal life and the transitions between them over a lifespan. It is the lifelong process of gaining knowledge, skills, attitudes and behaviours to become self-reliant and an intentional manager of work and personal life.

It is crucial for students to learn how to navigate today's constantly changing world of learning and work. Education, the workforce, and the labour market must respond to societal changes like globalization, the rapid growth in information and communication technology, and an aging population.

Dynamic forms of work such as entrepreneurship, short-term positions, and consulting are gaining prominence over the traditional "job for life" model. Citizens in our democratic, self-determined nation are becoming increasingly conscious of the need to take more individual responsibility for their learning and working lives.

School-based career development programming provides Manitoba students with opportunities to develop individual initiative and self-responsibility. Self-discovery, goal setting, critical thinking, and problem solving are an integral part of the career development process, which begins at the earliest grades. As students mature and reach school completion, their understanding of their own skills, strengths, and interests deepens, and so does their understanding of the connections among themselves, their unique learning process, and the world around them.

"Having parents speak to primary students about their occupation is valuable."
– *Manitoba Principal*

Your Future...Your Way!
Manitoba's Career Development Strategy

To address the challenges of the changing face of learning and work, the Manitoba government has designed and implemented a broad-based career development strategy called "*Your Future…Your Way!*" (see <www.manitobacareerdevelopment.ca>).

This strategy is intended to help Manitobans acquire the knowledge, skills, attitudes, and behaviours they need to make positive education, training, and work-related choices. In doing so, Manitobans will be better able to manage their learning, work, and personal lives across a lifetime of work/life transitions, and to make informed, self-motivated, personally satisfying career decisions.

Manitoba's career development strategy includes the following key messages:

- Know yourself. Examine your deepest motivators in life. Follow your passions!
- Remain adaptable and look for opportunities.
- Enhance your knowledge and your skills based on economic needs.
- Set, balance, and achieve your personal and career goals.
- Successfully navigate life/labour-market decisions through formal education, life experience, and/or on-the-job training.

In essence, the strategy helps Manitobans move forward along their career development pathways. It also helps to improve student engagement, while ensuring across-the-board access to tools, resources, programs, and services that our education and training system provides.

The ultimate outcome of this strategy is to increase school success and school completion, and to see the development of a skilled, adaptable, and inclusive workforce that enhances the province's long-term social and economic development. Students and adults who become involved in career development and engagement are better prepared to make life decisions that bring them long-term success and satisfaction.

"The ability to provide accurate/adequate dialogue with students is never-ending. All staff play a role in providing reflective questions for students to consider as they explore their future."
– *Manitoba Principal*

Career Management Skills

Manitoba Education is working with educational stakeholders, including schools and school divisions, post-secondary institutions, employment centres, community-based organizations, government departments/agencies, and the private sector, to promote career development and student acquisition of *Career Management Skills*. *Career Management Skills* are the scope of competencies that Canadians need to navigate, adapt, and succeed in the rapidly changing knowledge-based economy and work environment (see Appendix B). They are based on three nationally recognized systems of skills and competencies:

- *Blueprint for Life/Work Designs* (National Life/Work Centre)
- *Essential Skills* (HRSDC)
- *Employability Skills* (Conference Board of Canada)

These learning systems map out the broad-based competencies Canadians need to proactively manage their long-term career path (see Appendix B, Part 1). The National Life/Work Centre's *Blueprint for Life/Work Designs* is a framework of broad-based competencies that are key for individuals to successfully manage the career exploration process from Kindergarten to adulthood. It shows how to make the career development process self-directed and personally meaningful, and serves as a foundation for the majority of career development programs and resources in the K–12 system, such as the Grades 4 to 12 Real Game series and the Manitoba Senior Years career development courses (Grades 9–12).

There are two other formally recognized skill sets: *Essential Skills* by Human Resources and Skills Development Canada (HRSDC) and *Employability Skills 2000+* by the Conference Board of Canada. All three describe the knowledge, skills, and attitudes that lead to success in the workplace, regardless of the occupation. These are skills that are generally taught and acquired in Senior Years, since students at this level are in the process of transitioning to the workforce (see Appendix B, Parts 2 & 3).

Career Management Skills can be integrated with curriculum outcomes and applied in a developmentally appropriate way throughout the instruction and assessment cycle, bringing a "real-world perspective" to academic subjects and fostering student motivation, engagement, and achievement.

For more information on career development concepts, visit Manitoba Education's website at <www.edu.gov.mb.ca/k12/cur/cardev> or Manitoba's career development gateway at <www.manitobacareerdevelopment.ca>.

"We really need to focus on 21st century learning skills, and to prepare our students for an evolving and challenging world."
– Manitoba Career Guidance Teacher and Vice-Principal

Career Development Needs of K–12 Students

Early Years Students

Early Years students are just beginning to develop decision-making, communication, and overall life skills, as well as character values. They are acquiring attitudes toward school, self, peers, social groups, and family. These students are also beginning to develop a sense of belonging and a growing awareness of how they fit and relate to the complex and changing society around them. Broad-based knowledge, skills, and attitudes acquired during this time will ultimately serve as a foundation for their future success.

In this context, Early Years career development focuses primarily on building student self-confidence and self-esteem, along with the related developmental characteristics of children in this age group. Self-confidence and self-esteem are two key career management skills that are a core part of the National Life/Work Centre's *Blueprint for Life/Work Designs* (see Appendix B, Part 1).

Career guidance for Early Years students is not intended to pressure them into choosing premature career paths, but to help them discover their talents and interests while becoming aware of the broad scope of occupational opportunities that offer significant career prospects.

Parental involvement is a major influence on children's career exploration processes—even more so than the involvement of career counsellors and educators. Therefore, motivating parental engagement should be a key consideration in any career development programming in the Early Years.

For examples of career development practices and resources in the Early Years, please visit <www.edu.gov.mb.ca/k12/cur/cardev/resources.html>.

"Staff should work collaboratively to create a career development plan for their school. This should have a wide scope, and not just focus on learning about different jobs."
– *Manitoba Division Superintendent*

Career Development Needs of K–12 Students (continued)

Middle Years Students

Middle Years is a critical time when students begin to explore who they are and how their interests, strengths, and abilities fit with their life and learning both inside and outside of school. It is a time of rapid growth and development when young adolescents seek to understand their unique personal identity while becoming more independent at home and at school. Quality of friendships, peer acceptance, and development of personal values affect how Middle Years students view themselves and the world around them.

For these reasons, Middle Years career development programs are exceptionally engaging to adolescents, providing them with opportunities to learn about and develop their strengths, interests, abilities, as well as their personal beliefs and values. Middle Years students are most engaged when they see connections between what they learn in school and life in the real world. Quality career development programming offers many opportunities for students to make these life/learning connections. Inviting community members as occupational presenters, volunteers/mentors, as well as field trip hosts to community workplaces helps Middle Years students understand and apply career development concepts over the long term. Being exposed to role models helps them gain insight into possible choices for their futures. These role models can include anyone from community volunteers to business leaders who can make presentations or act as hosts of field trips to local workplaces.

Effective Middle Years career development programming

- encourages student participation and positive interaction with peers and adults
- exposes students to a wide variety of role models
- enhances career exploration and engagement through direct, hands-on activities
- develops students' core career-related skills (e.g., literacy/numeracy, oral communications, etc.)
- improves student self-esteem and self-confidence through opportunities for achievement
- increases student independence through learning experiences outside of home and school
- provides students with a greater awareness of educational options and career opportunities
- teaches students how to make suitable school/work/post-secondary choices that have positive career-related consequences later in life
- helps students understand and utilize key employability skills, such as the *Career Management Skills* (see Appendix B), that cover the broad scope of competencies necessary for success in the world of learning and work
- helps students establish a school/work/life balance
- builds awareness of how ongoing parental involvement continues to have a significant impact on students' career development

Career Development Needs of K–12 Students (continued)

For examples of career development practices and resources in the Middle Years, visit <www.edu.gov.mb.ca/k12/docs/support/my_foundation/index.html> and <www.edu.gov.mb.ca/k12/cur/cardev/resources.html>.

Senior Years Students

During the Senior Years, students are much closer to transitioning to the workforce or post-secondary education and training. By this point, they should have acquired the broad scope of competencies from the *Blueprint for Life/Work Designs* (see Appendix B, Part 1) that are needed to make the career development process self-directed and personally meaningful. They are more focused on developing and galvanizing core *Employability Skills* and *Essential Skills* (see Appendix B, Parts 2 & 3). In essence, these skills centre largely around supporting the transition to post-secondary education and training, as well as the world of work.

In the Senior Years, students

- have varied career development needs
- assume more individual responsibility for decision making
- must understand and manage the broad-based transition from high school to the independence of young adulthood
- are beginning to plan immediate, intermediate, and future educational and occupational choices after high school
- require career development learning opportunities that focus on developing/implementing an individual career plan/portfolio to help them successfully transition to post-secondary learning and/or work
- benefit significantly from parental involvement/support with post-secondary decisions, educational requirements, student financial assistance, and relocating for training and work
- benefit from group or individual mentoring from qualified adults

For examples of career development practices and resources in the Senior Years, visit <www.edu.gov.mb.ca/k12/cur/cardev/resources.html>.

Quality, School-Based Career Development Programming: Key Elements

School-based career development programming contains a full range of strategies, programs, services, tools/resources, and activities that help students make informed and purposeful career decisions. Well planned career development programming states goals that are specific, well defined, and measurable. Programming may include the following:

- One-on-one counselling sessions
- The integration of career development concepts into curricula
- Classroom presentations by community members
- Field trips to workplaces and post-secondary institutions
- Voluntary and supervised work experiences and mentoring

School-based workshops involving students and their families are also effective ways of providing career development programming, as they can include local employers, government agencies, and post-secondary representatives. For examples of career development practices and resources, visit <www.edu.gov.mb.ca/k12/cur/cardev/resources.html>.

"It's about kids knowing themselves as learners, finding their passion, thinking of a quality future world, and working towards it."
– *Manitoba Principal*

Planning Considerations:
The Big Picture

The following considerations are useful when developing career development programming:

- Involve all staff in planning career development programming
- Maintain responsibility for determining programming guidelines, along with related resources, staffing, and time required for its successful implementation
- Encourage parental and parent advisory council involvement in program planning
- Ensure that career development programs and counselling services are aligned with the school's mission
- Ensure that career development programming is responsive to students' developmental needs from Kindergarten to post-secondary
- Provide professional learning and planning time for teachers so that the career development skills achieved by students at one grade serve as the foundation for, and articulate with, the next grade

"Students who are more fully engaged in school are more likely to stay in school, to attend school regularly and to discover and reach their full potential."
– *Manitoba Education, 2010*

Implementation Strategies

There are four common implementation strategies for career development programming.

The current approach encourages moving from a career development model that is supplementary to curriculum outcomes to a model that infuses career development concepts across the curriculum, as well as with workplaces and related organizations in the community.

1. **Supplementary programming**

   In *supplementary programming*, career development is considered primarily as a "supplement" to regular school programming – not integrated into day-to-day instruction. An example of supplementary programming would involve inviting community members into the classroom to talk about their particular occupation. Alternately, it may involve school counsellors coming into a class from time to time to do a related presentation.

2. **Complementary programming**

   In complementary programming, school counsellor(s) or other assigned personnel provide career development services in and outside the classroom through events such as field trips to career symposiums, personal interviews, classroom presentations, guest speakers, workplace and post-secondary tours, parent meetings, and *Take Our Kids to Work* days. In Grades 9–12, complementary programming is often delivered as a separate (optional) credit course, delivered by a teacher who is very familiar with Manitoba Education's career development curriculum.

3. **Integrated programming**

   In *integrated programming*, the classroom teacher integrates career development activities and concepts into ongoing curricular learning experiences (as appropriate, and in consultation with the school counsellor). Such activities are available from resources such as *Career Cruising, the Real Game Series* (3–12).

4. **Infused programming**

   In *infused programming*, school and community stakeholders are collectively involved in developing and facilitating their own career development programming, which in turn is *infused* across all subjects / courses and daily learning experiences. With infused programming, career development becomes a part of the school's overall mission—ensuring that all students acquire the long-term knowledge, skills, and attitudes to succeed in future work and lifelong learning. In a school with infused programming, you would likely see all professional staff sharing the responsibility for linking content and subject areas with career development concepts, working both independently and collaboratively—bringing their own professional and life experience into their pedagogy and student experience.

   While the school counsellor can take on a leadership role, the career development process is very much collaborative in nature, with stakeholders consulting with and supporting teachers as they work with students.

Implementation Strategies (continued)

Implementation: The Five Steps

"Program planning, whether for career development or other purposes, is required to ensure that the goals for which the activities are implemented are clearly understood, that the techniques or processes constituting the program are related to the goals and that the criteria on which the program will be judged are explicit. These elements underlie the program's accountability and are the steps that lead to its evaluation." – Herr and Cramer

The above reference underscores how important it is to take a clear, comprehensive, accountable approach when implementing career development programming. To that end, the following five steps are considered essential in the implementation process:

1. **Developing a Program Rationale or Mission Statement**

   The mission statement for your career development programming should capture the essence of your school's philosophy, professional orientation, and key supports. It answers questions like the following:

   a) Why are we providing career development programming?

   b) What is the underlying theme of current career development learning experiences in our school?

   c) How do we want to see our career development programming evolve so that it continues to meet the needs of our students, parents, and community?

2. **Specifying Program Goals**

   Outcomes for your school's career development programming should be measurable, attainable, realistic, and timely. These clearly stated goals should also reflect the school's underlying mission statement/philosophy.

3. **Establishing a Timeline for the Implementation of the Program**

   Establishing a realistic timeline ensures that your career development programming moves forward to its desired outcomes.

4. **Determining Appropriate Learning Experiences, Strategies, and Resources**

   Learning experiences, strategies, and resources should be developmentally appropriate, and consider available time, teacher competency, required resources, and program costs.

5. **Developing Evaluation Procedures**

   By regularly evaluating your career development programming, you will be able to determine with accuracy whether your goals have been achieved. Well defined data collection (before and after implementation) provides the measurable evidence you need to evaluate your program. Establishing clear benchmarks and criteria will help you assess your evidence.

(Note: Please see Appendix E for a Career Development Resource Checklist that will help you with implementing career development programming in your school.)

Implementation Strategies (continued)

Implementation: Roles and Responsibilities

"A strong, cohesive organizational culture that focuses school leaders and educators on common goals is key to ensuring effective career development programming. Each organizational level of the school system has an important role to play." – The Blueprint for Life/Work Designs, 2000

School Board/Superintendent

The school board or superintendent

- initiates a *Career Development Advisory Committee* of school leaders, parents, local businesses, consultants, and others to support development and implementation of career development programming
- communicates and models a common organizational "career development culture" in the school division that motivates and directs school leaders, teachers, counsellors, parents, and students to value and participate in their school's career development programming
- ensures that related and appropriate professional learning is budgeted for all educators, guaranteeing that professional commitment, funding, support, and resources are available

School Leaders

As part of their responsibility for implementing Board-driven divisional career development programming in their particular schools, school leaders

- establish an in-school committee that engages school staff with the division's broad-based "career development culture"
- develop a communications plan that provides school staff with strategies to promote career development programming to parents and other community members
- implement professional learning opportunities in consultation with the division's professional learning plan so that teachers can learn how to integrate career development concepts into the curriculum and classroom
- develop a school plan for career development programming, in collaboration with staff and school partners such as parents
- designate appropriate facilities, time, resources, and staff to career development programming
- facilitate partnerships in the school and local community to provide career-related work experiences for students
- ensure that workplace health and safety practices are taught and followed during student training and placement

Implementation Strategies (continued)

School Counsellors

School counsellors can support school leaders with their unique knowledge and expertise in managing and implementing career development programming. Career development is a common focus for counsellors' interactions with students. However, given current student-to-counsellor ratios, counsellors shouldn't be expected to shoulder the entire responsibility for career development programming. School leaders must also support counsellors in transitioning to new roles (e.g., leader, facilitator) that will help K–12 teachers take on some of the responsibilities of program implementation. In this new capacity, school counsellors

- facilitate related professional learning for teachers
- integrate knowledge of community resources, employment opportunities, and major labour market trends in career development activities
- promote and engage in parental involvement
- serve on the divisional and school *Career Development Advisory Committee*
- maintain staff/community relations
- assist in the evaluation of career development learning experiences to help improve their effectiveness over time
- update professional knowledge and skills related to career development

Teachers

As a key part of the school's career development team, all subject-area teachers in every grade

- offer ideas on career development topics related to the curricula
- integrate career development in their classroom and curricula
- monitor the completion of students' career-focused education plans (if grade appropriate), reviewing the plans with parents/guardians as well as with students
- refer students who require individual assistance or short-term counselling to the school counsellor

In particular, Senior Years teachers who are teaching career development courses

- develop life/work transition plans in collaboration with students and school counsellors
- invite community partners to provide a variety of career exploration learning experiences for their students
- provide work-site orientation that includes workplace safety and health education
- participate in the ongoing review and evaluation of career education at the school and division levels

Implementation Strategies (continued)

Parents and Guardians

"One of the contextual factors found to be uniquely relevant to the development of adolescents' career interests is parent support. For example, research has shown that parental encouragement has significant direct effects on self-efficacy, outcome expectations, and math and science career interests among middle school adolescents." – Turner, Steward, and Lapan

According to Auger, it is typically between the ages of 5 and 10 when children first identify with the concept of working, and at this point it becomes ingrained in their conception of their adult life.

Because they play a crucial role in their children's career development, it is helpful when parents

- work collaboratively with the school to help their children develop their career-focused educational plans and portfolios
- support and help their children with critical decision making
- support their children's educational and career goals
- monitor their children's progress towards the completion of their Annual Education Plans (AEPs) (Note: Typically, AEPs serve to track all students' career and education planning activities throughout the school year, starting in Middle Years. However, career plans emphasized in AEPs are also a key part of Manitoba Education's career development courses in Grades 9–12. By using these tools, students ultimately learn how to build on their personal strengths, interests, and abilities and develop their long-term career paths.)
- maintain contact with their children's teachers while taking an active interest in all of their children's learning experiences—both in and outside school

For more information on engaging parental involvement, refer to *A Career Development Resource for Parents* at <www.edu.gov.mb.ca/k12/docs/parents/cardev/cardev_resource.pdf>.

Community Partners

The members of this important stakeholder group could include

- sector councils, employers, and workers within the wider school community who participate in school-based curricular activities and facilitate on-site workplace visits
- social and community agencies that may be able to offer skilled staff to lead or support small-group instruction
- staff from local and regional post-secondary educational and training institutions who could provide tours and speak to groups of students

Students

Students are involved in their own career development path when they

- take responsibility for their learning and behaviour
- get along with others in a variety of settings in the school or community
- demonstrate social responsibility
- develop and set their educational goals
- complete their education plans and portfolios
- comply with workplace safety and health regulations when on work placements
- keep parents/guardians involved in their career development planning, decision making, and actions

Summary

The development and implementation of current, consistent, and effective career development programming across Manitoba's K–12 system is an important part of students' long-term success, as it prepares them for the jobs of tomorrow. School leaders and teachers are playing an increasingly important role in integrating career development learning experiences, programming, and resources across all grade levels. School professionals' valuable involvement helps students find their passions and learn key career/life management skills they will use for the rest of their lives.

Despite the challenges, a wider variety of career opportunities are available to students than ever before. This document, along with Manitoba Education's many other career development resources (see Appendix A), will help divisions and schools achieve the many beneficial impacts that current and comprehensive career development programming has to offer. The Department is pleased to support school leaders in making this important priority a reality.

"The active and strategic inclusion of career development in the school system can have a significant impact on student engagement and perceived value of completing high school. Research has indicated that those who are exposed to a structured approach to career development in the school system learn the skills to become self-reliant lifelong career managers, making informed choices about their lives."

– *Jarvis*

Notes

APPENDIX A
Manitoba Government Initiatives in Career Development

"The Department recognizes the need for a more seamless, integrated approach to providing career-related programs, resources and activities to Manitoba's students. It also recognizes the importance of the involvement of school divisions and schools in the delivery and in the implementation of such services."
– *Your Future … Your Way!:* Manitoba's Career Development Strategy (June 2009)

To support career development programming in Manitoba schools, Manitoba Education has developed, implemented, sponsored, partnered in, and provided access to a number of resources and activities that will engage both students and young adults in developing their own career path. These include the following:

- *Your Future…Your Way!*, Manitoba's online career development gateway, which provides links to a full scope of career related resources for all Manitobans www.manitoba.ca/careerdevelopment
- The following optional career development courses for Grades 9–12 students, which develop the *Career Management Skills* described in this document:
  - *Grade 9 Career Development: Life/Work Exploration*
    www.edu.gov.mb.ca/k12/cur/cardev/gr9_found/index.html
  - *Grade 10 Career Development: Life/Work Planning*
    www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/index.html
  - *Grade 11 Career Development: Life/Work Building*
    www.edu.gov.mb.ca/k12/cur/cardev/gr11_found/index.html
  - *Grade 12 Career Development: Life/Work Transitioning*
    www.edu.gov.mb.ca/k12/cur/cardev/gr12_found/index.html
- career development support materials such as the *Self-Managed Career Portfolio Guide, the Real Game* series, as well as the *Focus on the Future* series (*Your Grad Planner: A Parent and Student Guide to Senior Years Graduation Requirements and Career Planning Begins at Home*)
- the Rotary Career Symposium, Brandon Career Symposium, and the Eastern Manitoba Symposium, which are events that provide a dynamic venue for students and adults to gain valuable information about various education and employment options available in Manitoba, Canada, and beyond
- *Take Our Kids to Work Day!*, where, each November, every Canadian student in Grade 9 is invited to spend a day at work with a parent, relative, adult, friend, or volunteer host
- *CareerCruising.com*, which is an interactive online career resource designed to help people of all ages explore different career options, expand their self-knowledge, and plan for future education and training
- The Department resource *Engaging Middle Years Students in Learning: Transforming Middle Years Education in Manitoba*, which fosters student engagement and learning during adolescence
  www.edu.gov.mb.ca/k12/docs/support/my_foundation/index.html
- programming for under-represented, non-participating, and vulnerable groups in the labour market, such as *Career Trek* and the *Future to Discover* pilot project (now in its final research phase), which is meant to engage Manitobans with multiple barriers to inspire self-motivated choices in pursuing post-secondary education

- the *Technical Vocational Initiative* (TVI), which is a broad-based initiative to provide students with opportunities to succeed through alternative pathways of education, such as hands-on, trades-oriented, occupational-driven pathways that help students cultivate their unique interests, define their own sense of purpose, and ultimately make a long-term contribution to Manitoba's productivity
- the *High School Apprenticeship Program*, which is a secondary school credit program that provides students with an opportunity to gain post-secondary credit in apprenticeship programs by working with trade journeypersons in local businesses
- the *Senior Years Technology Education Program*, which provides students with hands-on skills that encourage student engagement in the learning process
- culturally relevant career development resources developed in partnership with community groups and Aboriginal organizations

At the same time, another government branch, MB4Youth (which is part of the Department of Healthy Living, Youth and Seniors), also provides a comprehensive scope of career development programs for students, teachers, and business. These include the following:

- *the Young Entrepreneurs Program* (part of *Partners With Youth*), which encourages Manitoba's young people to start their own full-time businesses and pursue self-employment as a career choice
- the *Career Focus Program*, which provides students with career-related work experience, with support from teachers and local employers (Employers receive financial support to hire students and provide them with positions that help them learn career-related skills.)
- the *Aboriginal and Black Youth Internship Program*, which provides secondary students from related cultural backgrounds with career-related internships that help youth transition from school to the world of work (Students are matched with opportunities that fit their career interests, while receiving training and mentorship support.)
- the *Manitoba Youth Job Centres (MYJC)*, which provide referrals for students seeking summer employment—primarily through job search information, resumé development, and interview skills
- *STEP Services*, which provides a central registration and referral point for students seeking summer or part-time employment in the provincial government and related organizations
- the *Manitoba Youth Leadership Scholarship*, which provides bursaries for Grade 12 students who have participated in leadership/citizenship volunteer activities in their communities

Manitoba Education works closely with its partners in promoting professional development and career development resources and curricula, helping Manitoba educators ensure that students acquire the knowledge and skills they need for making successful transitions to the world of work and post-secondary learning.

APPENDIX B
Career Management Skills

The Province of Manitoba has identified a set of *Career Management Skills* that outline the knowledge, skills, and attitudes required to navigate and succeed in students' learning and working lives—ultimately providing the skills needed to succeed in any job or career. Acquiring these skills at an early age would help Manitobans make meaningful, long-term career decisions—adapting and flourishing in our dynamic labour market.

The *Career Management Skills* were drawn from three primary but distinct skill competency systems used in Canada to develop career development programs, occupational profiles, and related career assessment tools for individuals.

While each of these systems identifies skill sets that are similar to each other, they individually lack the scope to serve as a comprehensive foundation for the broad-based skill development that Manitobans need to succeed in today's knowledge-based economy. These skill sets are as follows:

1. The Blueprint for Life/Work Designs www.blueprint4life.ca

The Blueprint framework of competencies are the broad-based "soft skills" that serve as the foundation for Manitoba Education's career development resources and curricula. The Blueprint maps out the life/work competencies that Canadians require to manage their career-building process from Kindergarten to adulthood. The Blueprint also provides administrators and practitioners with a systematic process of developing, implementing, evaluating, and marketing career development programs or redesigning and enhancing existing programs.

The Blueprint's 11 competencies are organized around three major areas of focus:

A. Personal Management
- Build and maintain a positive self-image
- Interact positively and effectively with others
- Change and grow throughout one's life

B. Learning and Work Exploration
- Participate in lifelong learning that is supportive of life/work goals
- Locate and effectively use life/work information
- Understand the relationship between work and society

C. Life/Work Building
   - Find (secure or create) and maintain work
   - Make life- and work-enhancing decisions
   - Maintain balanced life and work roles
   - Understand the changing nature of life/work roles
   - Understand, engage in, and manage one's own life/work building process

These competencies are broken down into four levels that suggest the developmental stage of each:

- Level One: Early Years Schools
- Level Two: Middle Years Schools
- Level Three: Senior Years Schools
- Level Four: Adult Populations

Indicators are included to describe the knowledge, skills, and attitudes that learners must acquire in order to effectively manage the development of their life/work. These indicators are defined according to each particular competency and level.

These competences and indicators will become the foundation for the preparation of student activities by teachers and counsellors.

(Note: The following sets of competencies are more specifically oriented to the workplace than the Blueprint's broad-based "soft skills." These skills are needed to enter, stay in, and progress in the world of work—whether you work on your own or as part of a team. These skills can also be applied and used beyond the workplace in a variety of daily activities. These skills become increasingly important as students transition from Senior Years to the world of work and post-secondary learning.)

2. Conference Board of Canada Employability Skills 2000+ www.conferenceboard.ca/education

These fundamental work-based skills include the following:

Fundamental Skills

- Communicate
- Manage Information
- Use Numbers
- Think and Solve Problems

Personal Management Skills

- Demonstrate Positive Attitudes and Behaviours
- Be Responsible
- Be Adaptable
- Learn Continuosly
- Work Safely

Teamwork Skills

- Work with Others
- Participate in Projects and Tasks

3. Human Resource and Skill Development Canada Essential Skills: www.hrsdc.gc.ca

Essential Skills are the skills needed for work, learning, and life. They provide the foundation for learning all other skills, and enable people to evolve in their work roles and adapt to workplace change.

Through extensive research, the Government of Canada and other national and international agencies have identified and validated nine Essential Skills. These skills are used in nearly every occupation and throughout daily life in different ways and at different levels of complexity.

The Essential Skills are as follows:

- Reading Text
- Document Use
- Numeracy
- Writing
- Continuous Learning
- Oral Communication
- Working with Others
- Thinking Skills
- Computer Use

APPENDIX C
Manitoba Grades 9–12 Career Development Curriculum

Manitoba Education's Grades 9–12 career development courses strongly connect school learning with post-secondary options, the workplace labour market realities, and the accompanying changes that take place during this transition. While these courses have been deemed optional, the Department highly recommends that division/school leaders offer and promote them for students' long-term benefit.

These courses help students acquire and apply knowledge and skills to make appropriate decisions for life, work, and the essential post-secondary education/training that is required in today's economy.

The experiential learning components provide students with opportunities to explore potential occupations, and to demonstrate employability skills, essential skills, and specific occupational skills.

The broad range of experiences may vary from community visitor presentations or volunteerism to community placements through which students have opportunities to gain knowledge and learn skills that are sometimes not available to them in their school setting.

The time allotted for community-based activities varies with the course level, with more assigned to the higher grades.

The following departmental curricula are now available in print and online:

- *Grade 9 Career Development: Life/Work Exploration:*
  www.edu.gov.mb.ca/k12/cur/cardev/gr9_found/index.html
- *Grade 10 Career Development: Life/Work Planning:*
  www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/index.html
- *Grade 11 Career Development: Life/Work Building:*
  www.edu.gov.mb.ca/k12/cur/cardev/gr11_found/index.html
- *Grade 12 Career Development: Life/Work Transitioning:*
  www.edu.gov.mb.ca/k12/cur/cardev/gr12_found/index.html

APPENDIX D
Promising Practices in Manitoba Schools

A list of promising practices in Manitoba schools was developed from a comprehensive career development survey called *Career Development Practices in Manitoba Schools* (Manitoba Education, Citizenship and Youth, 2005). Common elements of these promising practices include the following characteristics:

- Unique, innovative models in their approach to career development education (All of the programs that were reviewed have an underlying emphasis on career exploration, and the majority adapt current departmental curricula and/or resources to the needs of their respective school systems and communities.)
- Broad-based involvement by most school staff
- Active provision of "one-on-one" counselling support, as well as school-wide support
- A balance between teaching relevant workplace concepts in the classroom and providing real-world work placements
- Partnerships with local businesses and organizations
- Encouragement of parental and community involvement

Most of the reviewed school initiatives integrate and emphasize *Blueprint for Life/Work Designs* as the framework for their career development programming. The Conference Board of Canada's list of competencies, *Essential Skills*, and Human Resource and Skill Development Canada's *Employability Skills* also play an important role in preparing students for the world of work. Related objectives are either formally stated or implicit in the respective program objectives. A number of Manitoba's secondary schools offer career-oriented vocational programs. There are ongoing efforts between Manitoba Education and school divisions to articulate vocational course content that is consistent with post-secondary programs.

(Note: For a more detailed overview of promising career development models in Manitoba schools, visit <www.edu.gov.mb.ca/k12/cur/cardev/resources.html>.)

APPENDIX E
CAREER DEVELOPMENT PLANNING TOOL FOR SCHOOL LEADERS

Note: This tool is intended to be used in conjunction with the concepts discussed in this publication.

Career Development Programming Mission Statement	■ Why do we want to provide career development programming?	■ Does our programming acknowledge core career development concepts?	■ Does our programming acknowledge the crucial role of internal staff and stakeholders?		
Program Goals	■ Is our programming aligned with Manitoba career development goals? ■ Which career development concepts and career management skills is our programming based on?	■ Is our programming aligned with students' developmental needs?	Is our programming strategy supplementary? ...complementary? ...integrated? ...infused? What are our performance measures / evaluation methods? *Desired outcomes: the knowledge, attitudes, and skills for student retention and successful school/work transitions.*		
Implementation Steps	■ What is the roll-out process? How will it be implemented? Who is responsible for its implementation? What are the timelines? ■ What is the internal/external communications strategy?	■ What is the scope of the learning experiences/ activities for the respective grade levels?	■ What is the plan for staff/ stakeholder involvement? ■ Is there an established network of community stakeholders?		

(continued)

Required Resources	■ What school, divisional, or department resources are available? ■ What community resources (businesses, service organizations) are available?	■ What is the process for reviewing, developing, or accessing career development tools, programs, and resources? ■ Are the resources grade-appropriate? ■ Are orientations being provided to community partners?	■ Is there a need for in-school professional learning?		
Stakeholder Roles and Responsibilities	**Superintendent / School Board / School Leaders** ■ develop and implement a broad-based strategy, identifying respective roles ■ develop communications plan and professional learning opportunities with school/division staff	**School Counsellors** ■ require professional development ■ play a defining role with students, staff, and administration	**Teachers** ■ require awareness of their role in the broader team context ■ must be aware of program content and capacity for grade-appropriate delivery ■ integrate career development concepts into subject areas	**Students** ■ must be open to active career exploration ■ must be willing to apply key concepts and self-management skills in school subjects and workplaces ■ must be responsible and demonstrate appropriate conduct in work placements	**Community Partners** ■ require an understanding of core career development concepts ■ must be aware of purpose of school visits *vis-a-vis* grade level ■ must be familiar with appropriate labour laws/ safe work issues/ parameters for student placements
Parental Involvement	■ provide feedback from Parent Advisory Councils	■ develop community outreach strategies ■ utilize other forms of community promotion	■ develop a strategic plan for parental involvement	■ inform parents of in-/ out-of-school activities that can involve them	

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Notes

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