

Revitalizing Technical Vocational Education in Manitoba

# Pillars of Action

- 1 Improve the Image of Technical Vocational Careers
- 2 Enhance Awareness of Technical Vocational Programming
- 3 Ensure Program Relevance to Labour Market Needs
- 4 Facilitate Programming Articulation between High Schools & Colleges
- 5 Develop Strategies to Address Technical Vocational Teacher Currency and Shortage Issues
- 6 Increase Funding to Support Technical Vocational Equipment Upgrades



great careers. great futures. >>

## Expected Outcomes

Through activities linked to the Action Pillars the Technical Vocational Education Initiative will create an articulated, outcomes-driven approach for skilled career education that leads to:

**Increased student:**

- > **enrolment** rates in high school and college technical vocational programs,
- > **graduation** rates from high school and college technical vocational programs,
- > **transition** rates from high school to college technical vocational programs, and
- > **employment** rates into technical vocational careers.

**Increased community:**

- > **capacity** to address shortages in highly skilled occupations, allowing for enhanced provincial competitiveness in industry sectors.

Manitoba Advanced Education and Training  
 Manitoba Education, Citizenship and Youth  
 Technical Vocational Initiative

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## Revitalizing Technical Vocational Education in Manitoba.

In the late spring of 2004 Manitoba Advanced Education and Training and Manitoba Education, Citizenship and Youth announced a three-year, \$4.5 million initiative to revitalize technical-vocational education in Manitoba.

The Technical Vocational Initiative builds on successful existing programs to achieve its goal of providing Manitobans with a comprehensive continuum of technical-vocational education that is relevant, current, universally accessible, seamless across education levels and synchronized with labour market needs.

The activities of the Initiative are based on six revitalization Pillars of Action.



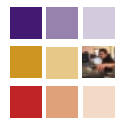
### Pillar

## 01:

#### Improve the Image of Technical Vocational Careers

The prevailing public image of vocational trades is a negative one. To improve the image the Initiative will...

- > **Demonstrate** innovative and best practices designed to create an up-to-date and realistic image of technical vocational careers and program options. Support innovative Demonstration Projects that promote positive images of vocational trades and technical-vocational programs.
- > **Collaborate** with a broad consortium of partners - schools, colleges, universities, business, industry and government - to promote the importance and benefits of technical-vocational careers, education and training.
- > **Raise** the profile of technical-vocational careers through publicity and information to students, parents, schools, and the community.
- > **Promote** the professional image of technical-vocational careers and the trades within schools and to parents.
- > **Link** the importance of technical-vocational careers to technical -vocational education.
- > **Position** technical vocational education as an integral and equal part of the mosaic of educational choices.
- > **Collect** base-line data to determine technical-vocational student program enrollment and completion rate impact.



### Pillar

## 02:

#### Enhance Awareness of Technical Vocational Programming

In order to increase enrollment rates in technical-vocational programs, students, parents and the community must become more aware of the available choices. To enhance the awareness the Initiative will...

- > **Share** information and practices gained from Demonstration Projects throughout the province.
- > **Support** Demonstration Project based activities.
- > **Organize** student and parent focus groups to create Technical Vocational Education (TVE) awareness.
- > **Propose** to reference TVE in school plans and/or the curriculum.
- > **Encourage** school-based activities with TVE focus.
- > **Facilitate** effective industry-school linkages and student exposure to business/industry.
- > **Develop/facilitate** teacher/counselor awareness-creating activities for TVE and technical-vocational careers.
- > **Present** to professional organizations - Trustees, school Superintendents, Principals, teacher groups - in order to create awareness and understanding of TVE among decision makers and practitioners.
- > **Work** with teacher education and training faculties to help create awareness of the importance and benefits of TVE and trades.
- > **Launch** and maintain a TVI web-site and provide appropriate information links.



### Pillar

## 03:

#### Ensure Program Relevance to Labour Market Needs

Technology is changing rapidly. These changes have a significant impact on trade areas. To ensure program currency and relevance the Initiative will...

- > **Select** program clusters for review.
- > **Establish** specific program review committees to undertake necessary review based on relevance, compliance with industry standards, outcomes, articulation and accreditation, transferability.
- > **Develop** program recommendations and implementation timelines.
- > **Implement** a self-sustaining review process to maintain program relevance and currency.



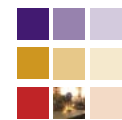
### Pillar

## 04:

#### Facilitate Programming Articulation between High Schools & Colleges

Meaningful and consistent program articulation between schools and colleges is beneficial to learners and education partners. The Initiative will...

- > **Develop** a plan for generic articulation pathways.
- > **Work** with stakeholders to develop appropriate articulation criteria.
- > **Encourage** potential program articulation partners to engage in the process.
- > **Post** articulation agreement templates on TVI web-site for easy access.
- > **Publicize** program articulation benefits to students, parents, educators.
- > **Explore** and develop program articulation and partnership opportunities with industry and business.
- > **Engage** universities in the articulation process.
- > **Collect** data to assess successful secondary to post-secondary program transition rates.



### Pillar

## 05:

#### Develop Strategies to Address Technical Vocational Teacher Currency and Shortage Issues

Program relevance requires teacher currency. Demographics indicate a vocational teacher shortage. The Initiative will...

##### Teacher Currency:

- > **Engage** teacher, administration and business and industry representatives in discussions about professional development needs and innovative approaches to promote teacher currency in technology and trade areas.
- > **Develop** criteria to determine teacher currency (competency) in relation to industry standards.
- > **Explore** effective ways to develop, implement and maintain effective trade-related professional development for teachers.
- > **Strengthen** links between school professional staffs and industry for enhanced professional development opportunities and activities.
- > **Support** mechanisms for effective relevant information exchange between schools and industry.
- > **Develop** appropriate policy recommendations.

##### Technical-Vocational Teacher Shortages:

- > **Analyze** current policies, requirements and philosophical underpinnings related to vocational teacher training.
- > **Collect** data to determine vocational teacher shortages and program/subject areas most affected.
- > **Identify** disincentives to entry into the vocational teaching profession from the trades.
- > **Work** with stakeholders to develop strategies for the removal of disincentives.
- > **Support** the recruitment and retention of technical-vocational teachers.



### Pillar

## 06:

#### Increase Funding to Support Technical Vocational Equipment Upgrades

Many technical-vocational programs require equipment upgrades or additions. To help meet these needs the Initiative will...

- > **Initiate** equipment upgrade funding application process.
- > **Review** and select applications against announced selection criteria.
- > **Inform** applicants of application status and funding disbursement timelines.
- > **Develop** and implement an evaluative process to determine impact of equipment funding on target program.
- > **Support** publicity efforts to students, parents and the community related to equipment upgrades.