

A P P E N D I X 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.

A P P E N D I X 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 Continuously
- 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

A P P E N D I X 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:*
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A P P E N D I X 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	<ul style="list-style-type: none"> ■ Why do we want to provide career development programming? 	<ul style="list-style-type: none"> ■ Does our programming acknowledge core career development concepts? 	<ul style="list-style-type: none"> ■ Does our programming acknowledge the crucial role of internal staff and stakeholders? 	
Program Goals	<ul style="list-style-type: none"> ■ Is our programming aligned with Manitoba career development goals? ■ Which career development concepts and career management skills is our programming based on? 	<ul style="list-style-type: none"> ■ Is our programming aligned with students' developmental needs? 	<ul style="list-style-type: none"> ■ Is our programming supplementary? ...integrated? ...infused? ■ What are our performance measures / evaluation methods? <p><i>Desired outcomes: the knowledge, attitudes, and skills for student retention and successful school/work transitions.</i></p>	
Implementation Steps	<ul style="list-style-type: none"> ■ 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? 	<ul style="list-style-type: none"> ■ What is the scope of the learning experiences/activities for the respective grade levels? 	<ul style="list-style-type: none"> ■ What is the plan for staff/stakeholder involvement? ■ Is there an established network of community stakeholders? 	

(continued)

<p>Required Resources</p>	<ul style="list-style-type: none"> ■ What school, divisional, or department resources are available? ■ What community resources (businesses, service organizations) are available? 	<ul style="list-style-type: none"> ■ What is the process for reviewing, developing, or accessing career programs, and resources? ■ Are the resources grade-appropriate? ■ Are orientations being provided to community partners? 	<ul style="list-style-type: none"> ■ Is there a need for in-school professional learning? 		
<p>Stakeholder Roles and Responsibilities</p>	<p>Superintendent / School Board / School Leaders</p> <ul style="list-style-type: none"> ■ develop and implement a broad-based strategy, identifying respective roles ■ develop communications plan and professional learning opportunities with school/division staff 	<p>School Counsellors</p> <ul style="list-style-type: none"> ■ require professional development ■ play a defining role with students, staff, and administration 	<p>Teachers</p> <ul style="list-style-type: none"> ■ 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 	<p>Students</p> <ul style="list-style-type: none"> ■ 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 	<p>Community Partners</p> <ul style="list-style-type: none"> ■ require an understanding of core career development concepts ■ must be aware of purpose of school visits <i>vis-à-vis</i> grade level ■ must be familiar with appropriate labour laws/safe work issues/parameters for student placements
<p>Parental Involvement</p>	<ul style="list-style-type: none"> ■ provide feedback from Parent Advisory Councils 	<ul style="list-style-type: none"> ■ develop community outreach strategies ■ utilize other forms of community promotion 	<ul style="list-style-type: none"> ■ develop a strategic plan for parental involvement 	<ul style="list-style-type: none"> ■ inform parents of in-/ out-of-school activities that can involve them 	