



# 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](http://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

