



# Blueprints for Success

*Implementing 1–12 Career Education in  
Collaboration with Community and  
Industry Partners*

# Introductions

- Tammy Amstutz - Director, Workforce Strategies, Calgary Construction Association
- Angela Coldwell – Founder, Honour the Work
- Earl Castiglione - Rocky View Schools Assistant Director
- Sandy McDuffe - Rocky View Schools Director

# Try a Trade: Build a Plumbing System

**Goal:** Use PEX pipe, copper fittings, a funnel, and a cup to create a working system that carries water - no leaks allowed!

## Instructions:

You have **10 minutes** to build your system.

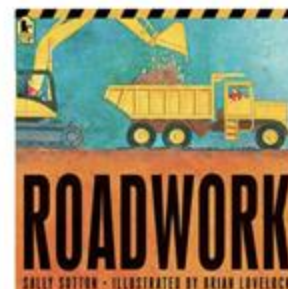
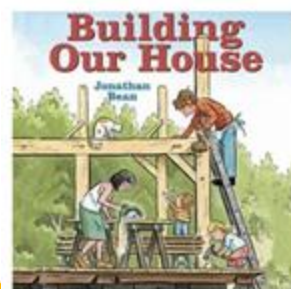
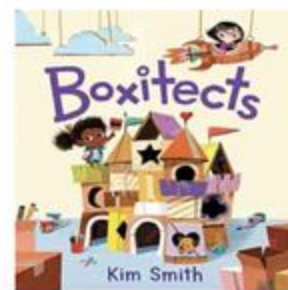
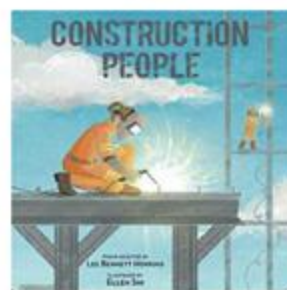
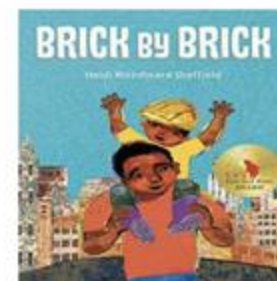
- **Use all pieces of PEX**, but only the fittings you need
- **Press fittings in firmly** to prevent leaks.
- **Place the cup** at the end of your system.
- **Pour water** into the funnel. Does it leak?
- **Take a photo** of your group's design. There's no single right answer—just creative solutions.



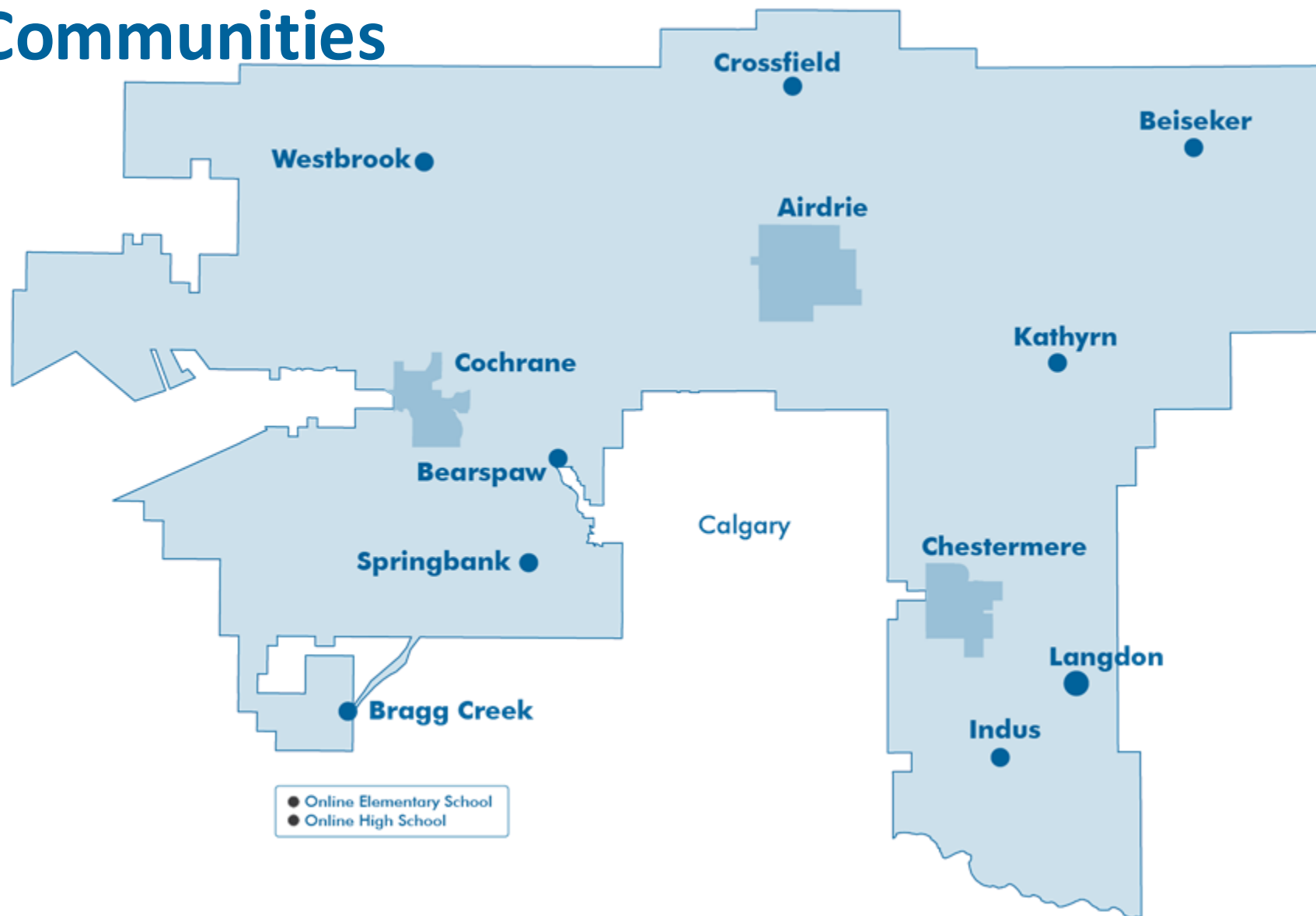
# Introduction to Honour the Work



# Honour The Work's Curated Book Set



# Our Communities





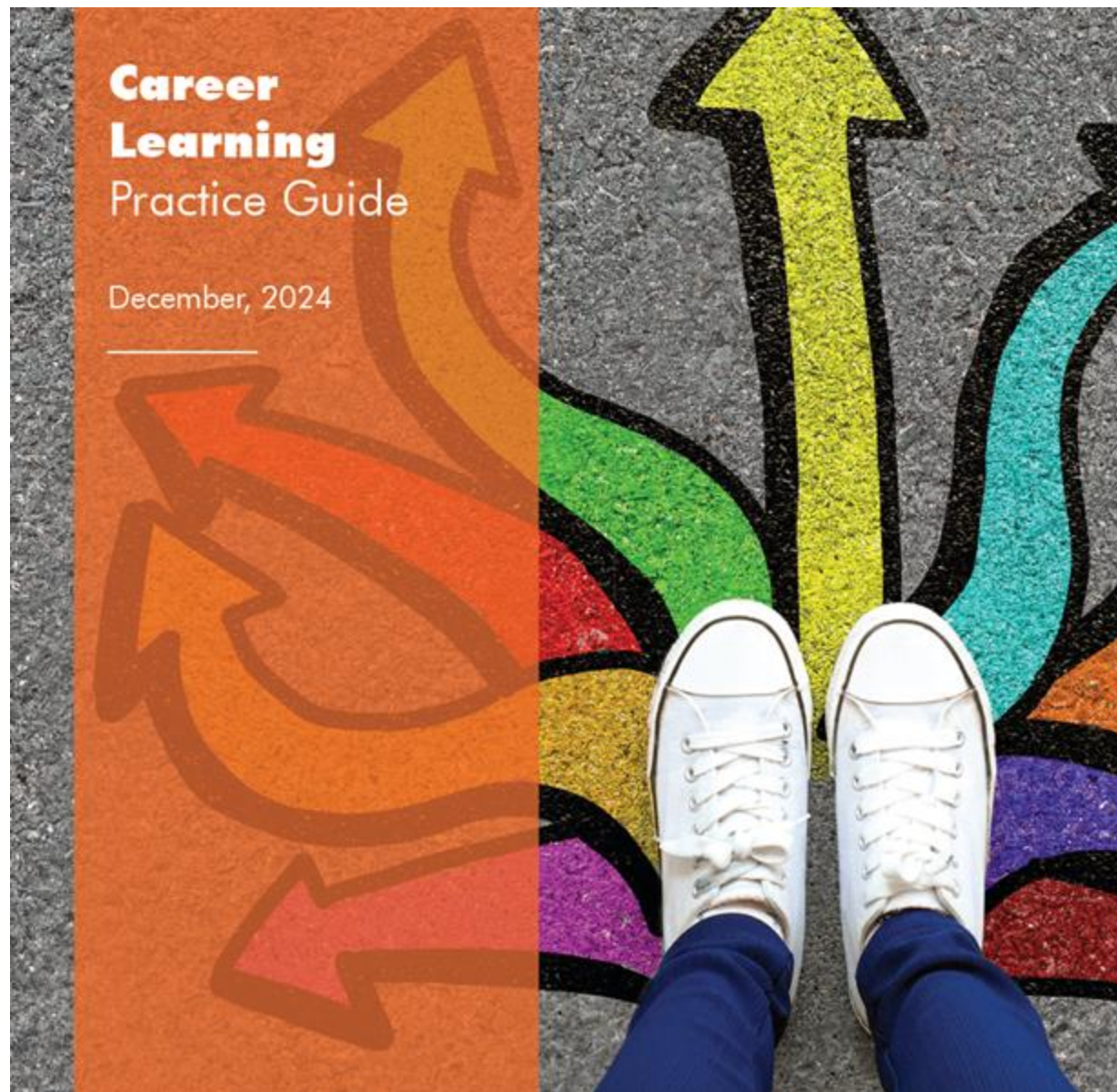
# Agenda

- **Why?**

Responding to the Larger  
Societal Context

- **What?**

- **How?**



## Provincial Context

- *Skills for Jobs Task Force Final Report, 2020*
- *Calls to Action – CASS Needs Assessment 2021*
- *The Career Education Task Force Report, 2023*
- *Mandate Letter from Premier to the Minister of Education, 2023*
- *Ministry Business Plan: Education 2023-26*
  - Key objective 1.2 Strengthen career education programming
- *TAVE Strategic Framework, 2023*
  - Enable students to EXPLORE, ENGAGE, and EXPERIENCE skilled trades and technologies
- *Ministerial Order on Student Learning, 2024*



# RVS Context



## 2023-2027 Education Plan



## Why?

### Ongoing and Meaningful Integration of Career Learning will:



*Help students develop a greater understanding of how their **personal preferences and aptitudes** align with various career pathways;*



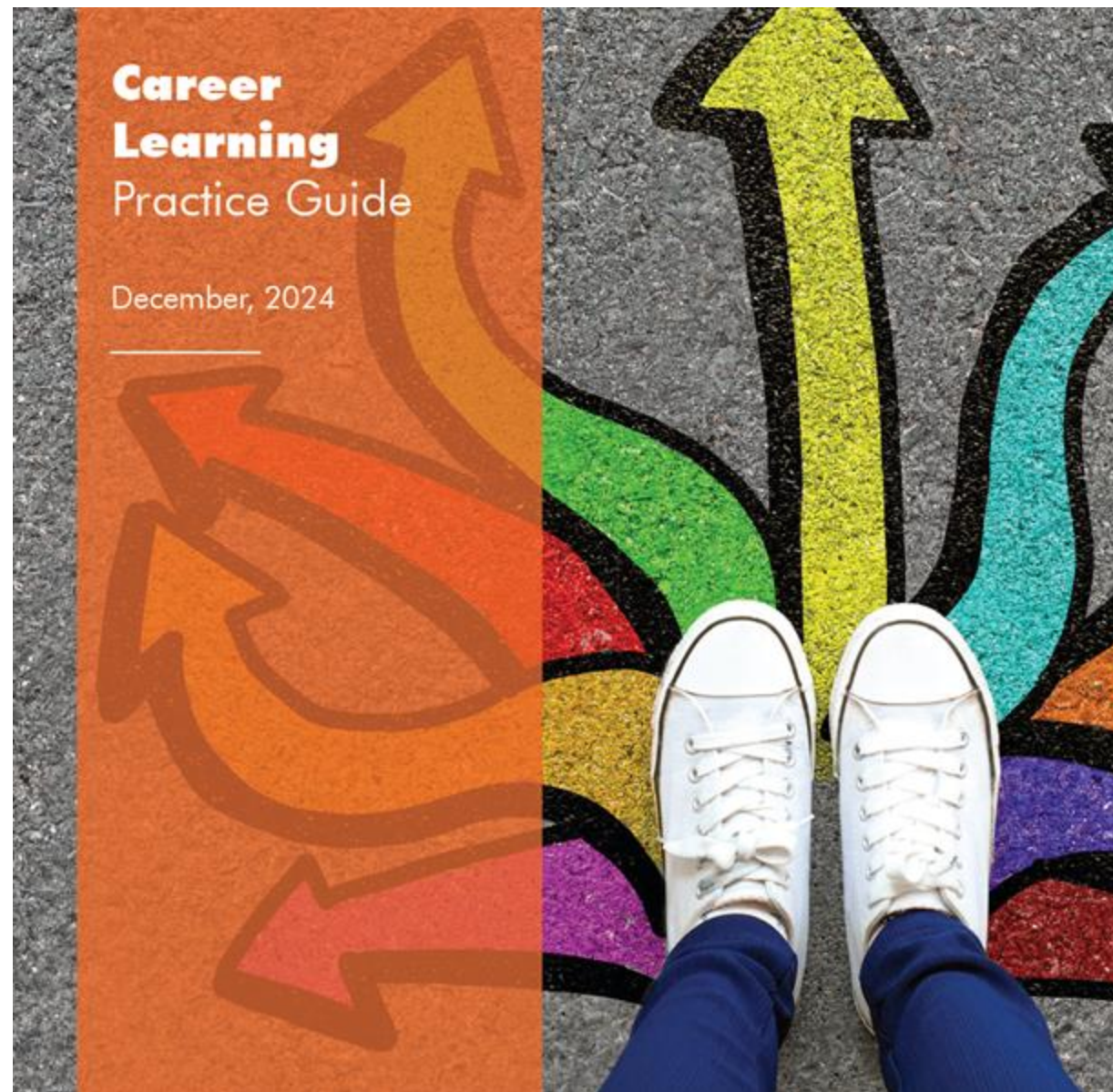
*Empower students with the **skills, experiences and knowledge** to make informed school programming and career choices;*



*Foster student **motivation and engagement**, making school more relevant, purposeful and fulfilling.*

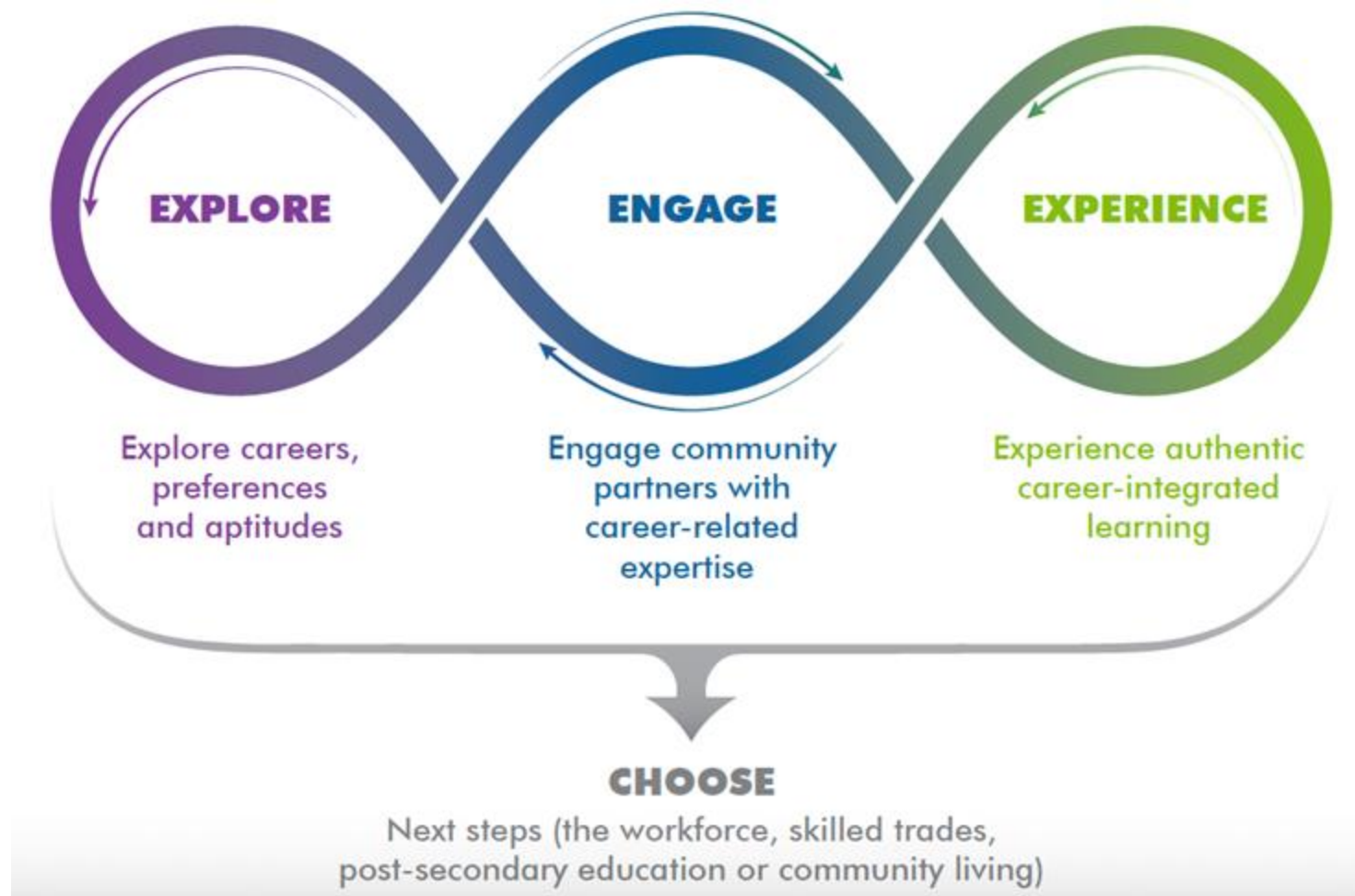
# Agenda

- Why?
- **What?**
  - Overarching Framework
  - Key Approaches
  - Implementation Examples
- How?





# RVS Career Learning Framework





## Key Approaches

1. Career Learning Opportunities in all Curricular Areas
2. Prominence of Career-Related Learning Outcomes in Delivery of Career-Related Courses
3. Students' Preferences and Aptitudes
4. Career Conversations, Reflection, and Planning
5. Collection of Students' Career Interests (Middle & High)
6. Annual Immersive, Extended Learning Experience (Middle)
7. School-Wide Initiatives (High)
8. Off-Campus Education (High)

# Key Approaches & Implementation Strategy Examples

## 1. Career Learning Opportunities in all Curricular Areas

Integrating career learning into curricular areas means taking the opportunity, where appropriate, to make explicit and intentional connections between what students are learning and possible careers.

### Implementation Strategy Examples

Elementary		
Explore	Engage	Experience
<ul style="list-style-type: none"> <li>• Introduce students to careers related to curricular outcomes they are learning about in school.</li> <li>• Incorporate books that feature various careers and discuss the skills and knowledge these careers require.</li> </ul>	<ul style="list-style-type: none"> <li>• Invite parents/guardians or community partners to visit the classroom to introduce students to career fields.</li> <li>• Prepare students to ask questions related to the careers of facilitators/presenters during presentations and field trips and provide opportunities to debrief these conversations.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate with parent or community partners to create an active learning activity for students in relation to a career.</li> <li>• Design active learning opportunities for students to engage in hands-on, career-related skill development and learning.</li> </ul>

- *The implementation strategies that accompany each key approach are intended as examples and may be adjusted, as appropriate, across all grade levels.*
- *Staff are encouraged to design learning experiences that align with these key approaches.*

# Key Approach 1 - Career Learning Opportunities in all Curricular Areas

*“Means taking the opportunity, where appropriate, to make explicit and intentional connections between what students are learning and possible careers.”*

Students will be:

- *exposed to a broad spectrum of career opportunities;*
- *able to explain how all school subjects can lead to meaningful career opportunities;*
- *better equipped to make informed decisions about their future career options.*

## Key Approach 2 - *Prominence of Career-Related Learning Outcomes in Delivery of Career Related Courses*

“Means ensuring students engage in career-related learning activities in a meaningful and robust manner as intended in the curriculum.”

Students will be able to:

- build self-awareness, explore careers and understand workplace roles;
- connect their learning to careers, develop employability skills and begin structured career planning; and
- progress to engage in advanced career planning and build toward the transition to employment, technical school, college, training program, university or community living.



## Key Approach 3 - Students' Preferences and Aptitudes

*“Means helping students learn about themselves and possible careers that align with their preferences and aptitudes.”*

Students will:

- *develop self-awareness of personal preferences and aptitudes that inform career decision-making;*
- *find a sense of direction, connection and confidence in their future planning; and*
- *participate in experiential learning opportunities best suited for their preferences and aptitudes.*

## Key Approach 4 - Career Conversations, Reflection & Planning

*“**Conversations** help students explore career options, gain new perspectives and refine or challenge their career ideas, which better prepares them for future decisions.”*

*“**Reflection** helps students continually assess their strengths and preferences, ensuring their career plans remain relevant.”*

*“In middle school, students begin to identify and research possible career directions they may be well-suited for. During high school, students begin to engage in more specific and detailed career **planning**.”*

## Through Conversation, Reflection and Planning, Students will be able to:

- build self-awareness, explore careers and understand workplace roles;
- connect their learning to careers, develop employability skills and begin structured career planning; and
- progress to engage in advanced career planning and build toward the transition to employment, technical school, college, training program, university or community living.

## Key Approach 5 - Collection of Students' Career Interests (Middle and High School)

Schools will collect key information, including:

- *Student Preferences*
- *Student Career Interests*

***Collecting information allows staff to:***

- *design meaningfully engaging learning experiences;*
- *determine future career integrated learning opportunities;*
- *match presenters and community partnerships with student preferences; and*
- *make recommendations to connect students with unique learning opportunities.*



## Key Approach 6 - Annual Immersive Extended Learning Experience (IELE) - Middle School

*“An Immersive Extended Learning Experience (IELE) is an educational opportunity for students that is intensive, interactive and often extended (minimum of three days).”*

*“Students are immersed in practical learning and develop a comprehensive understanding and insight into a specific topic or skill.”*



## Key Approach 7 - School-Wide Initiatives (High School)

*“Career-related school-wide and grade-wide events and activities offer students opportunities to explore a range of career fields by engaging with experts, professionals and community partners.”*

## Key Approach 8 – Off-Campus Education (High School)

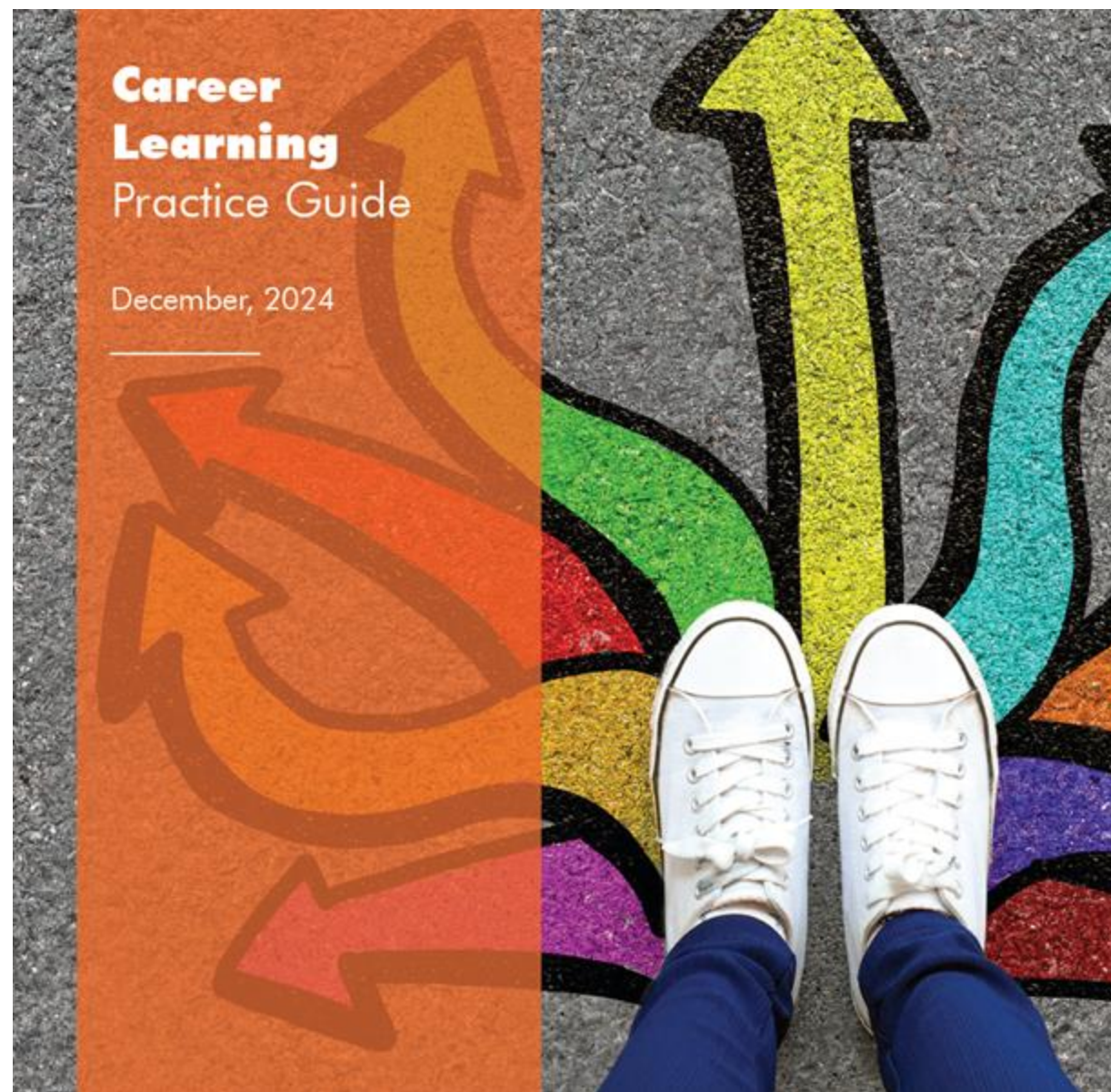
*“Provides opportunities for some high school students to Explore, Engage, and Experience a variety of occupation-based careers.”*

- *These experiences will assist students to make informed decisions about education, training and employment when they complete high school.*

# Agenda

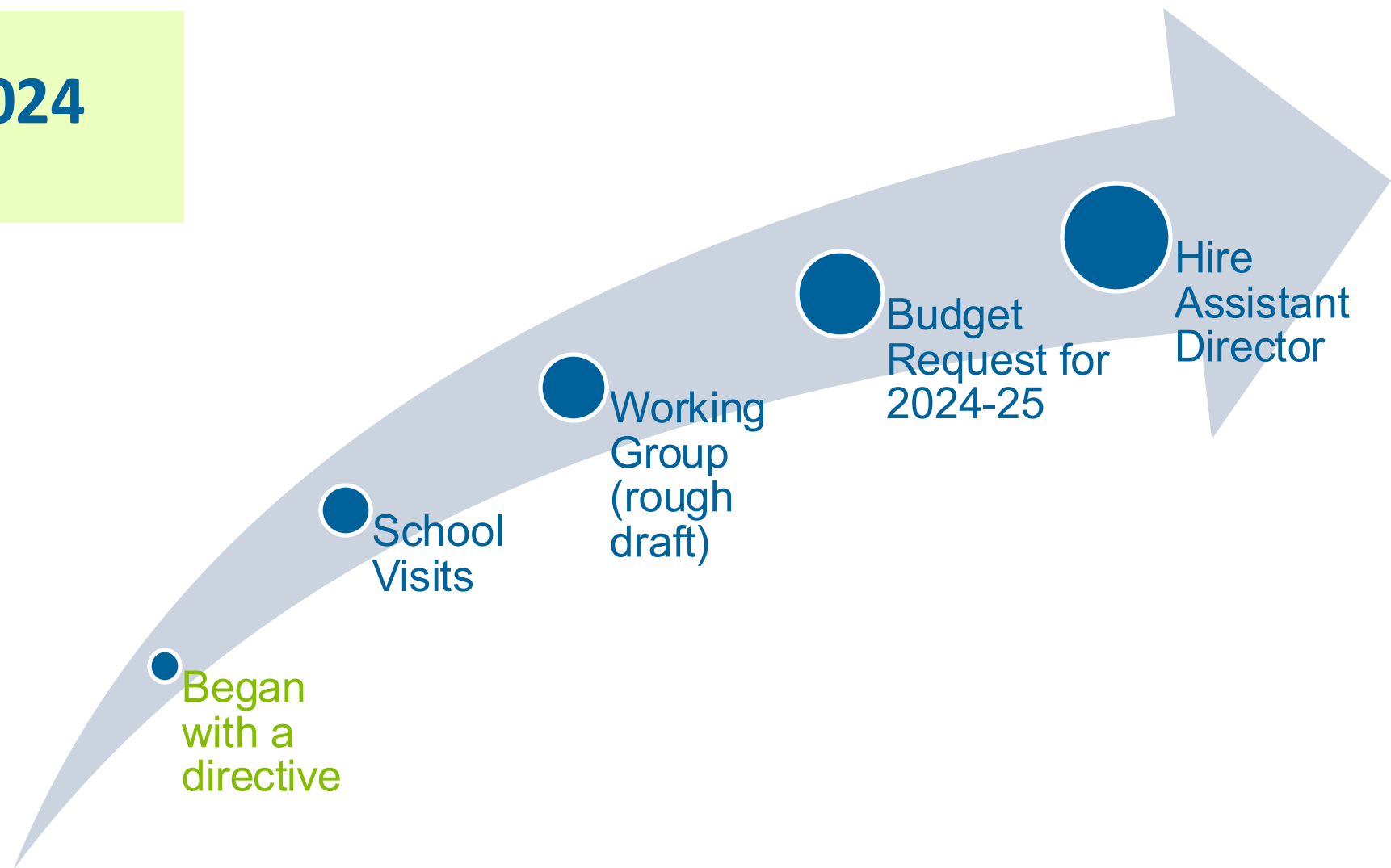
- Why?
- What?
- **How?**

Strategies for  
Implementation





2023 - 2024



2024 - 2025

Develop,  
Publish &  
Share  
CLPG

Elementary  
Meetings

Web  
presence on  
RVS site

Career FTE  
Allocation to  
High Schools

Build  
Partnerships

## Next Steps

- Data Collection - OurSchool Survey
- Continue to expand web content
- Supporting Implementation
  - Supporting schools with implementing Key Approaches
  - School Education Planning
  - Supporting High School networks
  - Broadening the scope of relationship with CCA and other organizations and post-secondary
  - Facilitating ongoing system organized career experiences
  - Activating Honour the Work in 2025-26

# Supporting Staff through myRVS Implementation Resources



Career Learning Implementation Resources

Career Learning Practice Guide

Approach 1: Career Learning Opportunities in all Curricular Areas

Approach 2: Prominence of Career Related Learning Outcomes in Delivery of Career Related Courses

Approach 3: Students' Preferences and Aptitudes

Approach 4: Career Conversations, Reflection and Planning

Approach 8: Off-Campus Education and Dual Credit Opportunities (High School)

## Approach 1: Career Learning Opportunities in all Curricular Areas

### Careers Related to School Subjects

Explore Occupations in Alberta - ALIS

### Alberta Student Competencies in Subjects

Competencies | Competencies in Subjects - Alberta.ca

### Career Planning Resources for Educators

Alberta Labour Market Information - ALIS

CAREERinsite: A Guide for Career Counsellors and Educator - ALIS

### Tools for Student Reflection on Interests and Preferences

myBlueprint

Know Yourself - ALIS

Interest Profiler - O\*NET

### Educational Resources Connecting Curriculum to Career Learning (examples)

Educators - Honour The Work

Educator Resources - Skills Alberta

Agriculture Education Resources - Alberta.ca

Centres of Excellence: Educational Resources from NB

Edmonton Construction Association resources to support building trades...

### Field Trips with Career Connections (examples)

TELUS Spark Calgary's Science Centre, BLUprint

Youth Programs - SAIT

### Connecting with Community Partners (examples)

Chartered Professional Accountant career education for high school...

Skills Alberta School Field Trips & Skill City

Tradesecrets - Youth Skills Network

Association of Professional Engineers and Geoscientists of Alberta (APEGA)



# Activity

- **Table Talk:** What resonates with you?



# Labour Force Realities in Alberta

- **2025–2033 Outlook:**

- 42,500 retirements expected in construction trades (~20% of industry)
  - 38,000 new entrants under 30 won't cover the gap
  - Infrastructure demand growing across education, housing, and healthcare
  - Tech, green building, and complexity are increasing upskilling needs
- **We expect the labour shortage to get worse before it gets better.**

# The Case for Early Exposure

- **Why it matters:**
  - Most career interests are set by age 14
  - Gender biases form between ages 5-7
  - Girls' confidence in STEM drops by age 8
  - Parents and students are most engaged in grades 5-6
- **The Industry *must* commit to a long-term strategy**

**High school is for refining choices, not introducing them.**



# From Consultation to Co-Creation

- **What's different now?**

- This is not a “school problem” or an “industry problem.”
- It's a **shared** challenge, and it is time to focus on **shared** solutions

- **How industry is responding:**

- Consulting directly with educators
- Funding hands-on resources
- Showing up in classrooms, not just job fairs
- Listening first, then acting

**This isn't about finding talent.  
This is about earning trust.**



## Co-Creation in Action

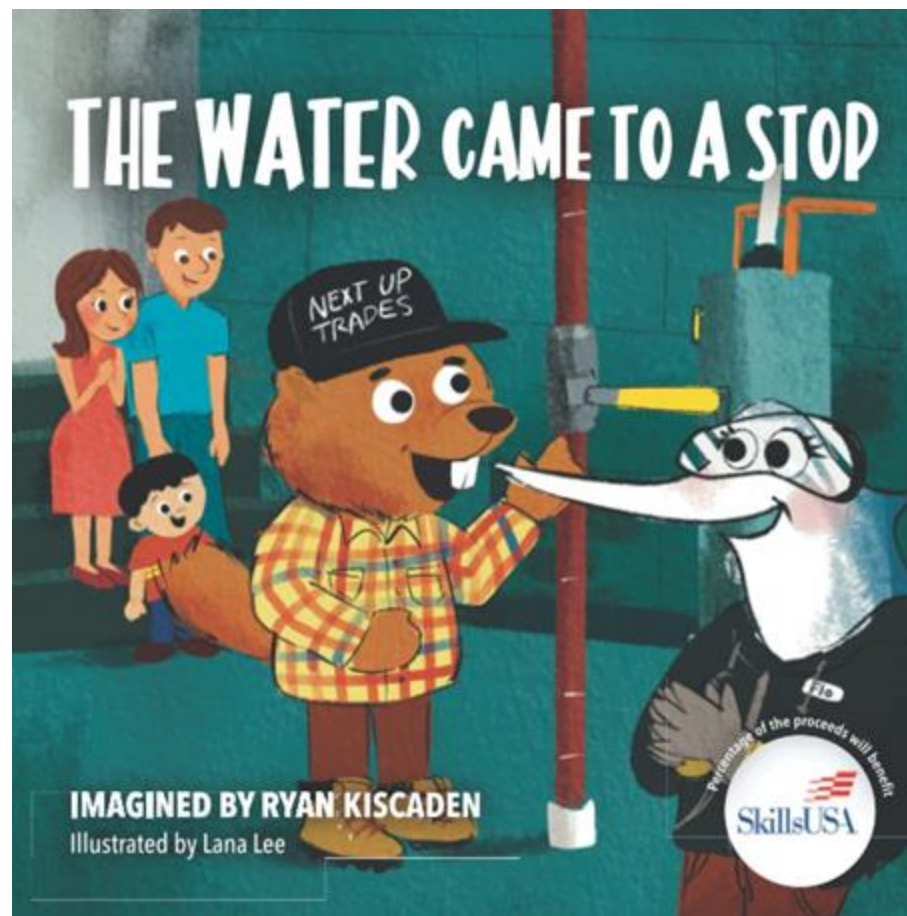
- 31,000 students reached across 3 school boards
- Multiple schools engaged with more requesting support
- 800+ classroom kits delivered
- 1,800+ books delivered to school libraries





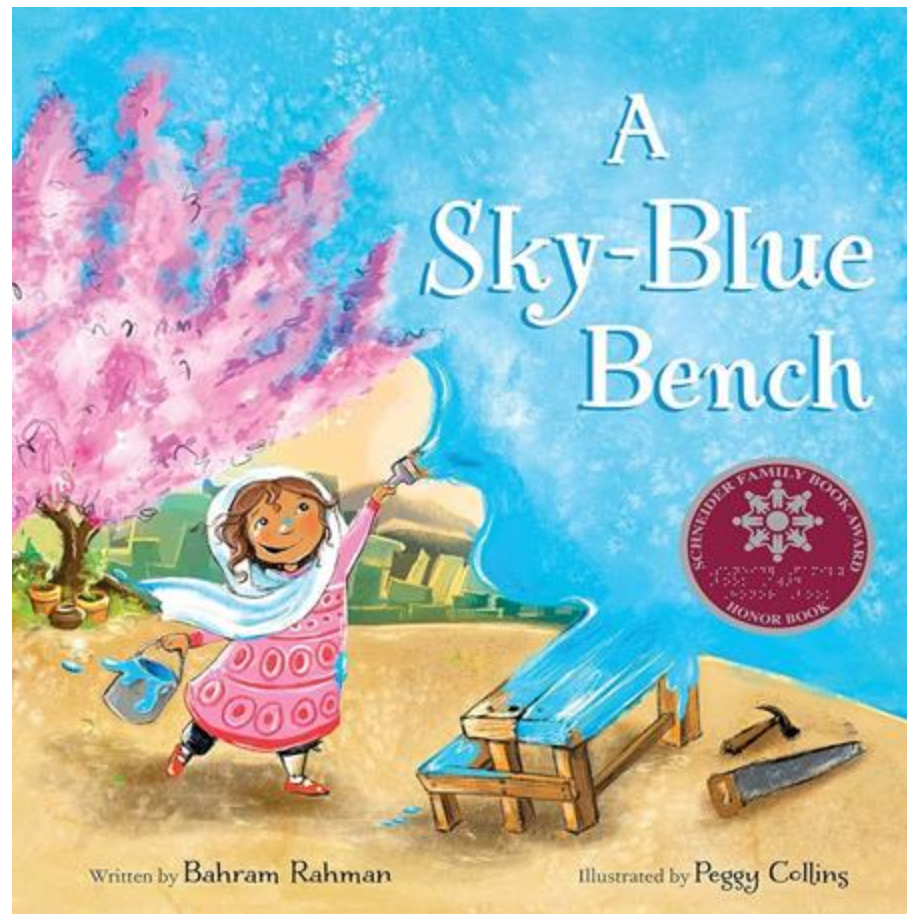
# Year 1: Stories So Far

## Empowerment





# Year 1: Stories So Far Representation



# Year 1: Stories So Far Inspiration





# Year 1: Stories So Far Inspiration

March 19  
Today I learned that you have  
to train before you do your actual  
job. I also learned that there are  
installations in the walls. I wonder  
what's the tallest building Katrina

I wonder how they  
make a roof stay and  
fall?

2025 march 19  
I wonder how many girls  
are in that job? I wonder  
is that job dangerous? I think  
when I

March 19  
I learned that walls  
have about five layers of  
I learned that  
they have a foam gun  
to spray foam on walls.

I learned more tools than  
uses like the foam thing. I  
learned she has practiced more than  
my dad. I wonder where did they  
get those things.

I learned that it takes over  
one thousand people to  
build an apartment. I  
learned that the foam keeps  
our house warm.

18 years old  
that job.

March 19  
I heard that they use foam  
to lift stuff. I heard there is  
a foam gun. I wonder how  
much money they make

## Q&A and Discussion

- [Discussion Topics / Talking Points]

## Connect With Us

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