

# CAREER CONNECTED LEARNING: What's Next vs. What's Forever

Palliser School Division

May 2025

# Palliser Off Campus Team

Director of Learning:  
Jason Kupery

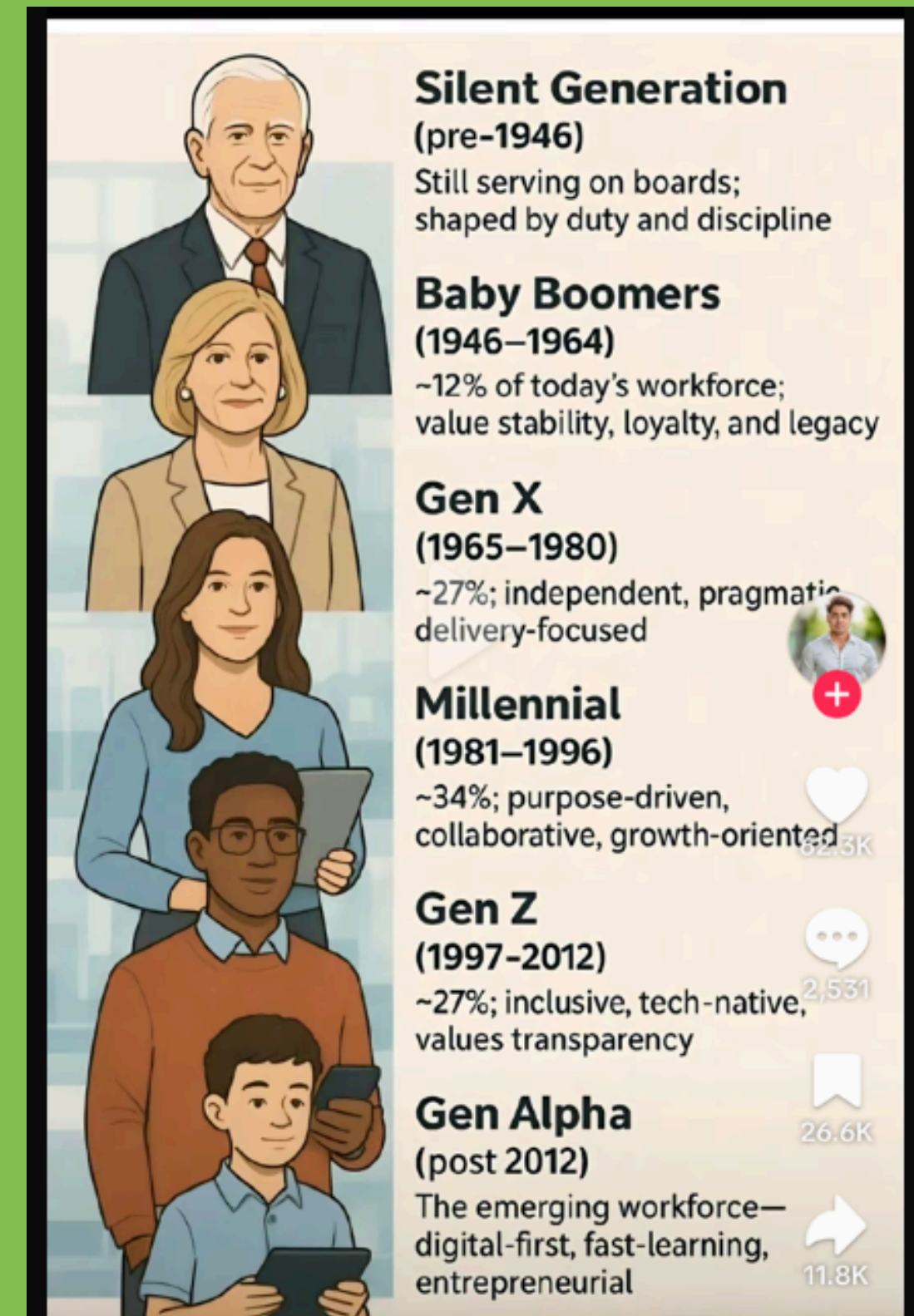
Career Practitioners:  
Shannon Fraser and Karen Sargent

Off Campus Teachers:  
Ginny Bergsma and Charlene Foster

Why,  
“WHAT’S NEXT?”

# CAREERS THROUGH THE AGES

**Boomers worked at one job for 40 years. Millennials work 40 jobs in one year. Gen Z is questioning why jobs even exist.**





**RIGHT DECISIONS  
AT THE RIGHT TIME**

# WHEN

Middle school - Exploration

Grade 10 - Information gathering

Grade 11 - Begin narrowing focus

Grade 12 - Identify your next decision

# WHAT

Explore interests, careers, etc.

Identify interest areas

Research pathways of interest

Learn about academic requirements

Identify key interests

Keep doors open academically as long as is reasonable

Further exploration - Gap year?

Apply to post-secondary programs?

Trade? College/Polytechnic?

University?

# **CAREER CONNECTED LEARNING** **IN MIDDLE SCHOOL**

---

**PLANTING THE SEEDS FOR  
FUTURE READINESS**

# GALLERY WALK

1. What have you used that's been successful? One way you already do this?
2. One thing you would like to try? New Idea?
3. A challenge you see in implementation? Next steps needed?

# WHY MIDDLE SCHOOL?

- Identity development begins
- Students are naturally curious
- Perfect time to build awareness and build strength



**NOT to choose a Career now...**

**But to :**

- Explore Interests**
- Understand Strengths**
- See learning as connected to the real world**

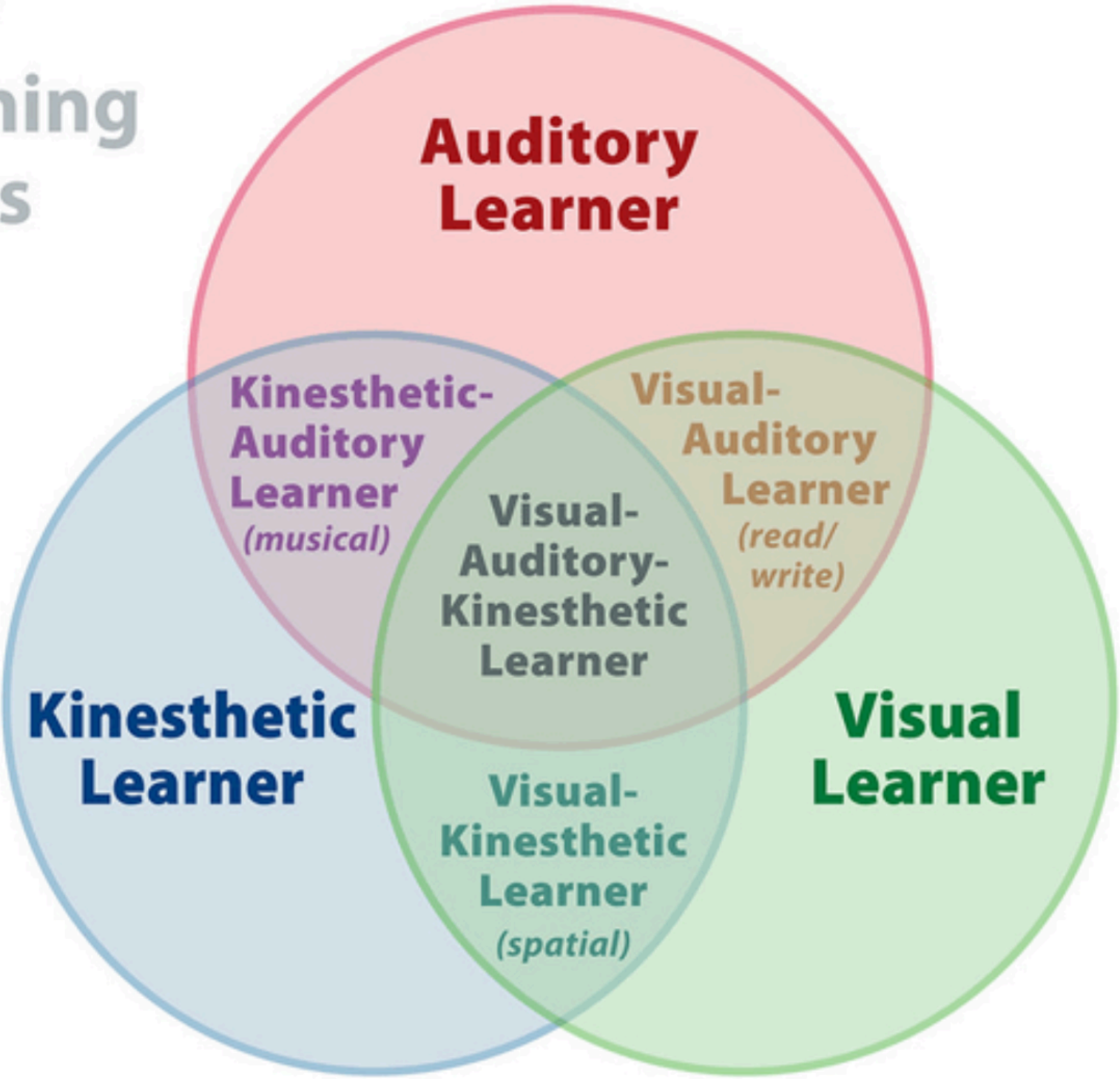
**THE GOAL**

# TOOLS TO GET STARTED

What's Next?

- Interest Surveys (myBlueprint, Alis)
- Strengths and Values Inventories
- Executive Functioning Skills & Core Competencies
- Discuss Role Models
- Financial Literacy (Enriched Academy)
- Career Cluster Exploration

Types of  
**Learning  
Styles**





# CORE COMPETENCIES



# CORE COMPETENCY CHECK INS

My Abilities	Status	My Abilities	Status
COLLABORATION	<div></div>	COMMUNICATION	<div></div>
PROBLEM SOLVING	<div></div>	CULTURAL AND GLOBAL CITIZEN	<div></div>
CRITICAL THINKING	<div></div>	CREATIVITY AND INNOVATION	
MANAGING INFORMATION		PERSONAL GROWTH AND WELL BEING	

Status :



In Progress



Achieved



Up Next

Total Mastery



40%

# CURRICULUM CONNECTIONS

**Financial Literacy and Wellness**  
- Curriculum in grade 4-6 and  
it's coming in 7-9

**Math/PEW**

**Connection to health related and  
research careers: problem solving -  
investigative personalities, social -  
helping personalities**

**Science**

**Communication skills, passion  
projects having students imagining  
the lives they want**

**Literacy**

Small Shifts = Big Impact

Middle School is about:

**Confidence**

Huge time of personal growth, helping students recognize strengths and celebrate small wins

**Curiosity**

This age group is naturally curious - tap into it to explore what is out there. Curiosity fuels intrinsic motivation and makes learning feel relevant

**Competency**

Competency building for Future Ready skills. These aren't just "Work" Skills - they are Life Skills

**Big Picture**

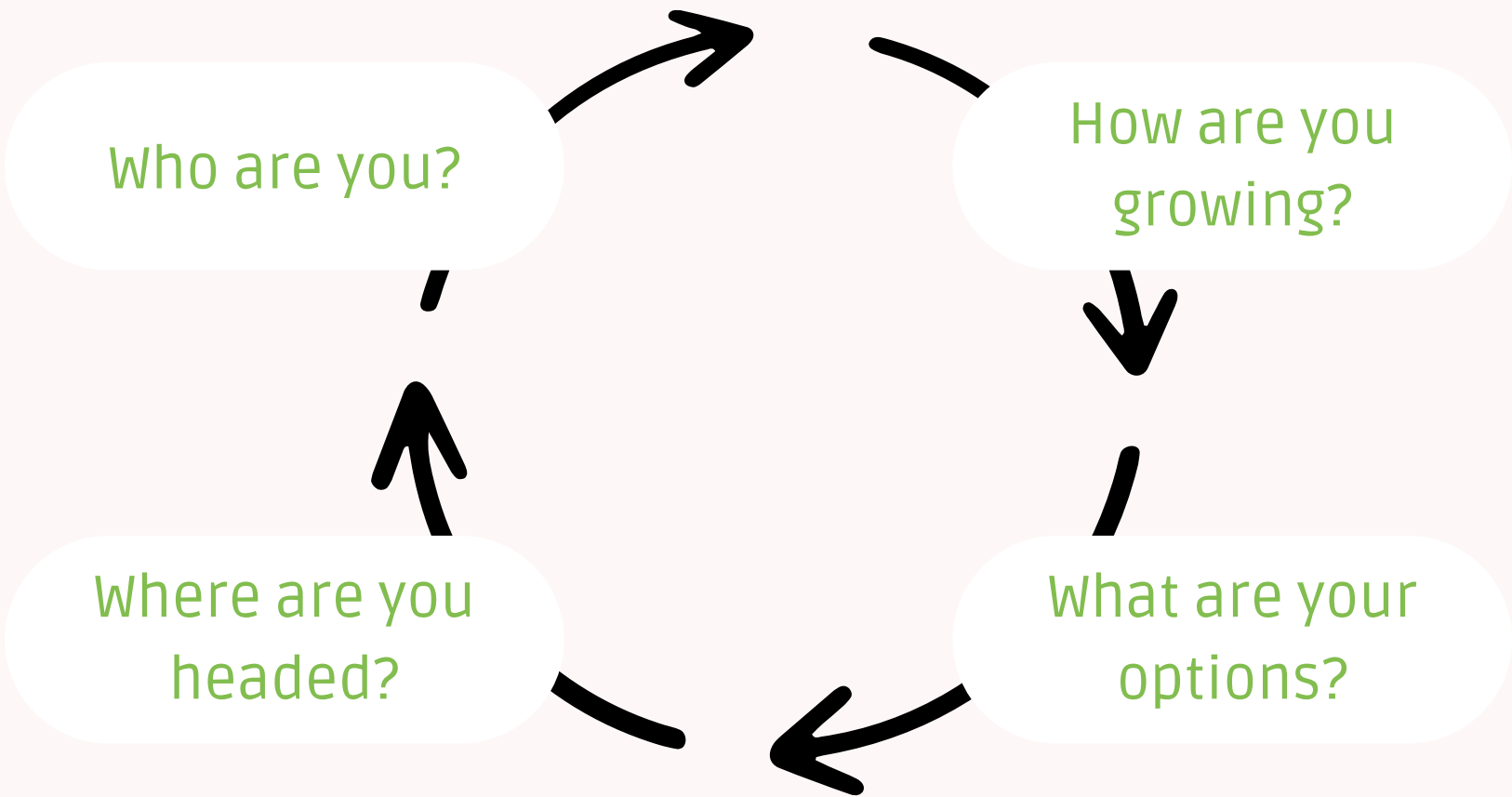
# STRONG INTEREST INVENTORY

- reflect on middle school experiences
- Etc.
- Problem solving
- Managing information
- Creativity and innovation
- Communication
- Personal growth and wellbeing
- Cultural and global citizenship

# Exploring What's Next

## HIGH SCHOOL CAREER AND ACADEMIC ADVISING

Building on the exploration from junior high school





<https://www.psychometrics.com/wp-content/uploads/2017/01/StrongHighSchoolInterpretive.pdf>

# The Strong Interest Inventory

---

## Exploring:

**General Occupation Theme (Personality):** Who am I?

**Basic Interest Inventory (Interests):** What do I like/ enjoy?

**Personal Style Scale (Approach to life):** How do I learn, work, play, or live?

**Occupational Scales (Work Environment):** What occupations align with my interests/which workers am I most similar to?

**Major Scale(Area of study):** What majors align with my interests/which students am I most similar to?

**General Occupation Theme**

(Personality): Who am I?

**Basic Interest Inventory (Interests):**

What do I like/ enjoy?

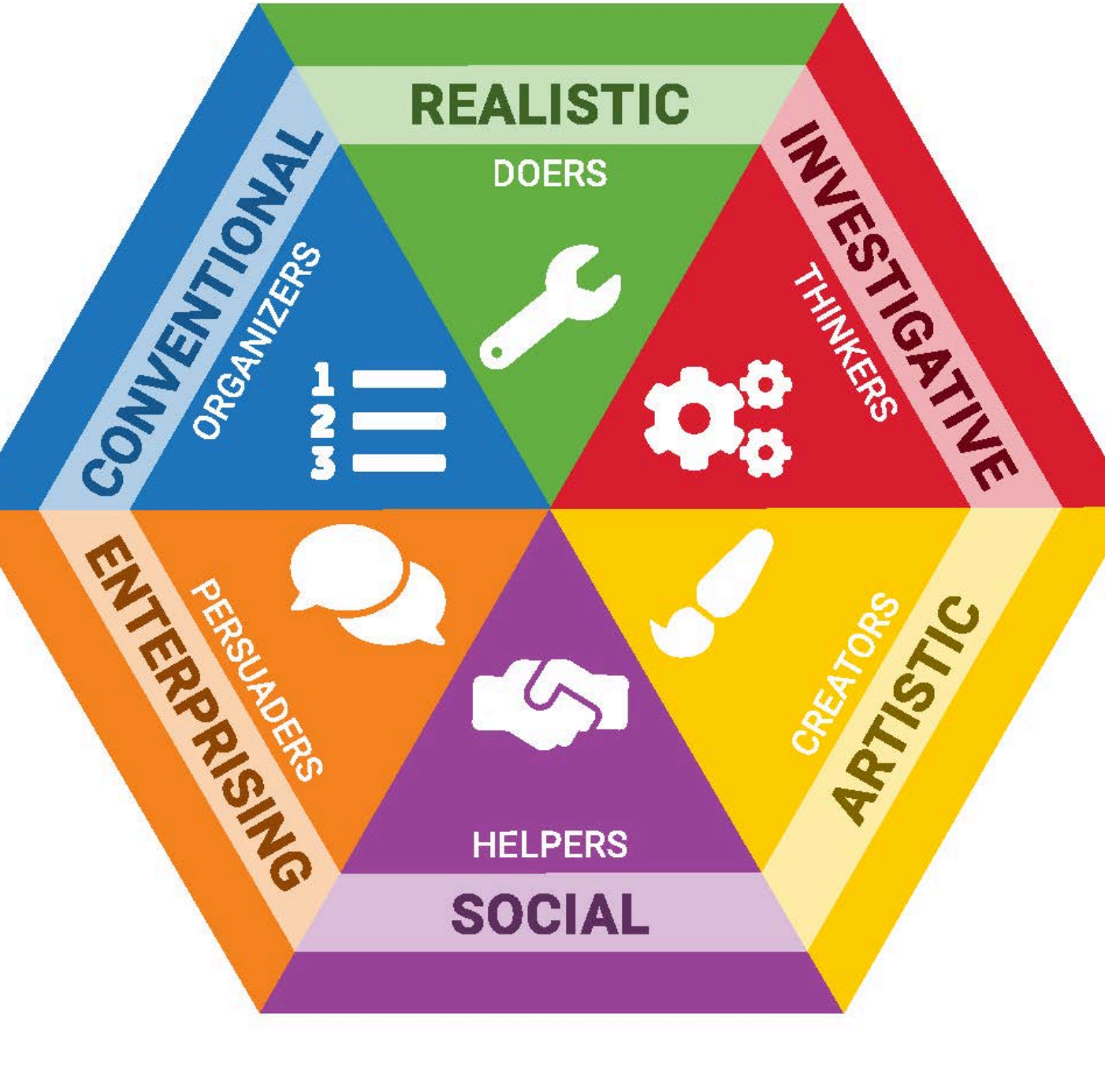
**Personal Style Scale** (Approach to life): How do I learn, work, play, or live?

**Occupational Scales** (Work Environment): What occupations align with my interests/which workers am I most similar to?

**Major Scale**(Area of study): What majors align with my interests/which students am I most similar to?

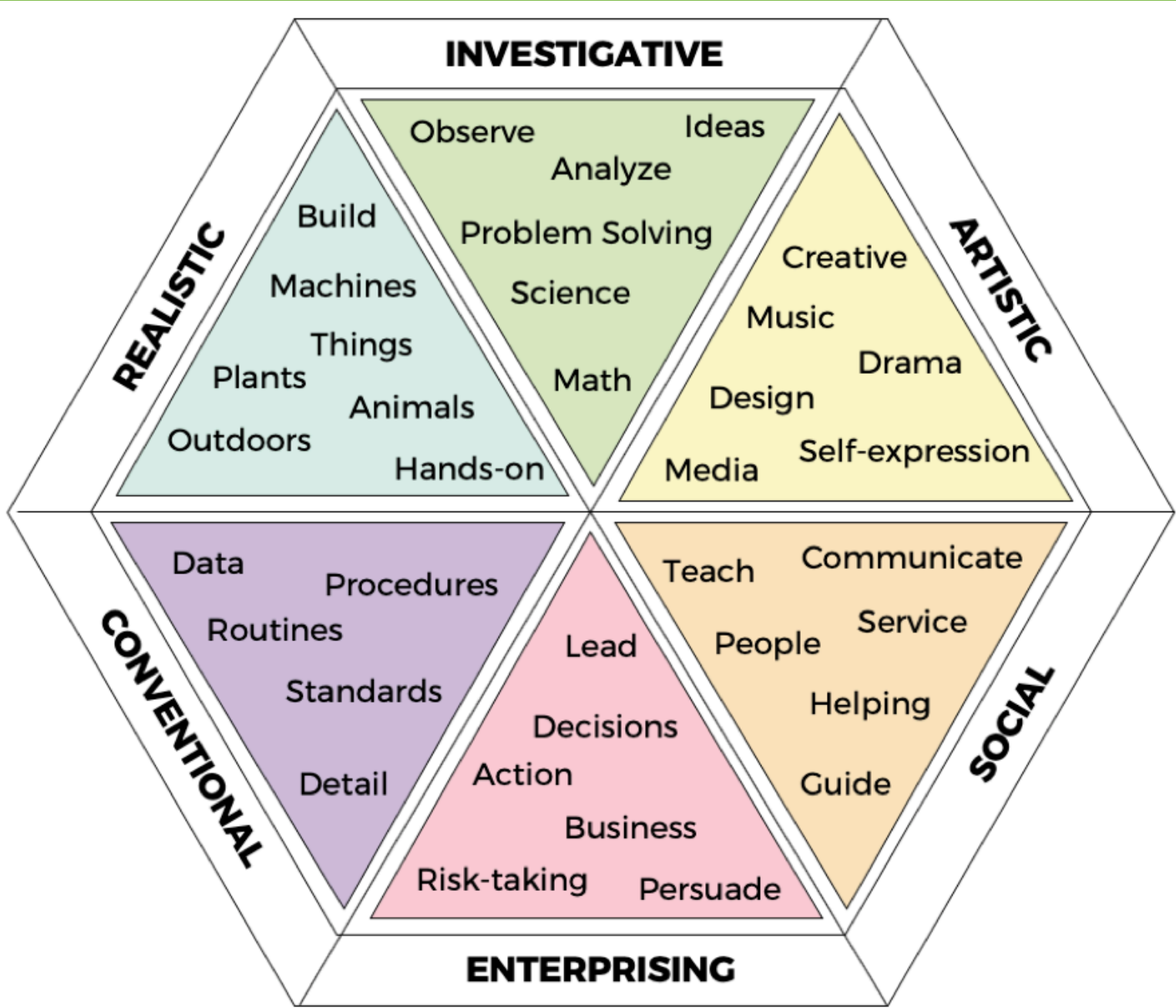


SF

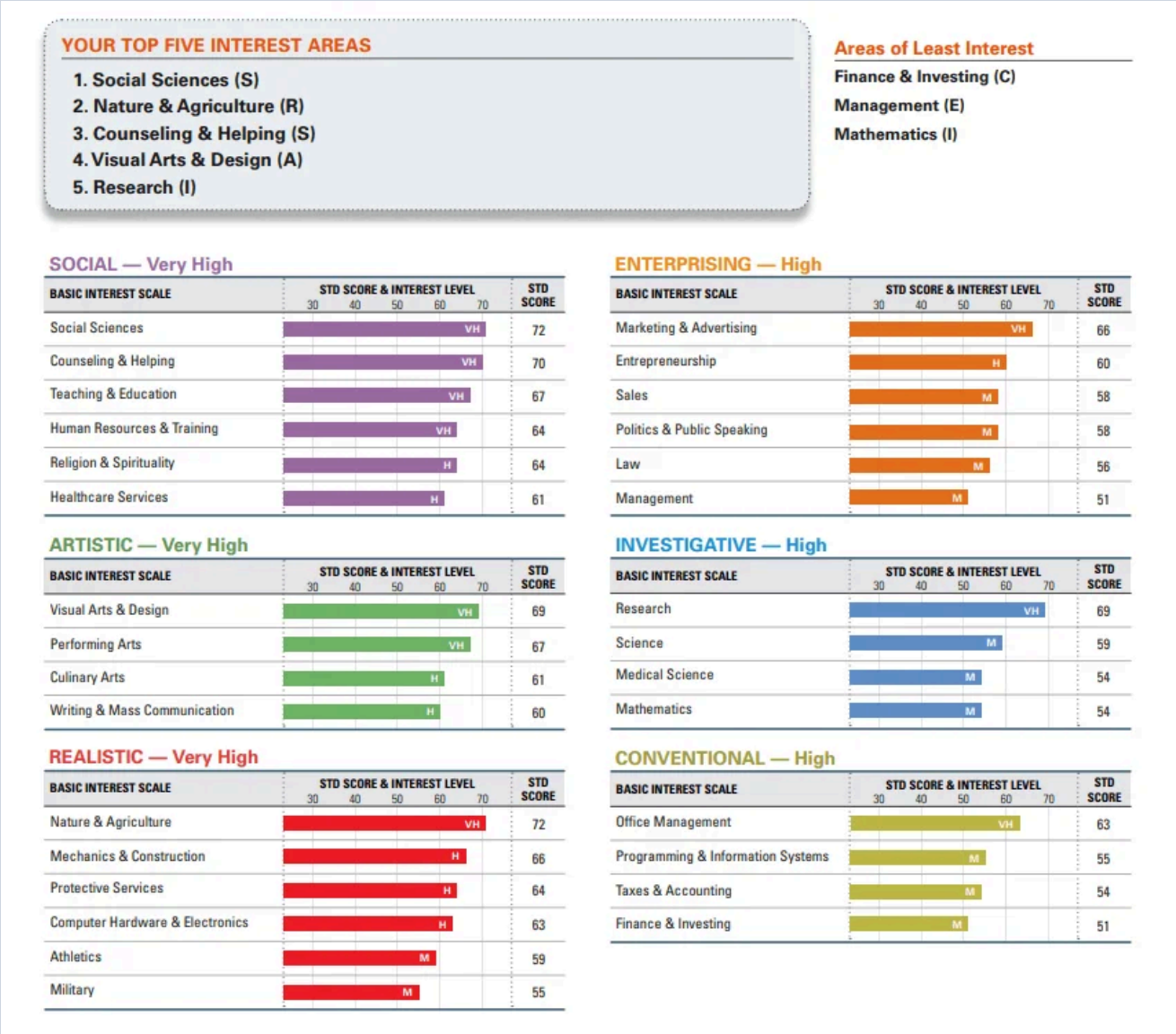


# RIASEC

Realistic  
Investigative  
Artistic  
Social  
Enterprising  
Conventional



# Basic Interest inventory



- Individuals identify careers that align with their genuine interests, reducing confusion and increasing confidence in career planning.
- Connecting interests to fields of study helps students choose relevant courses, majors, or training programs that support their long-term goals.
- Increases Self-Awareness
- insight into personal preferences, work styles, and values, promoting greater self-understanding, crucial for informed decision-making.
- guide meaningful conversations, tailor support, and create personalized development plans for clients or students.

# Creating a personal guide



**Who am I**



**How I learn,  
work, play  
and live**



**What I like or  
enjoy**

What areas of  
study aligns with these

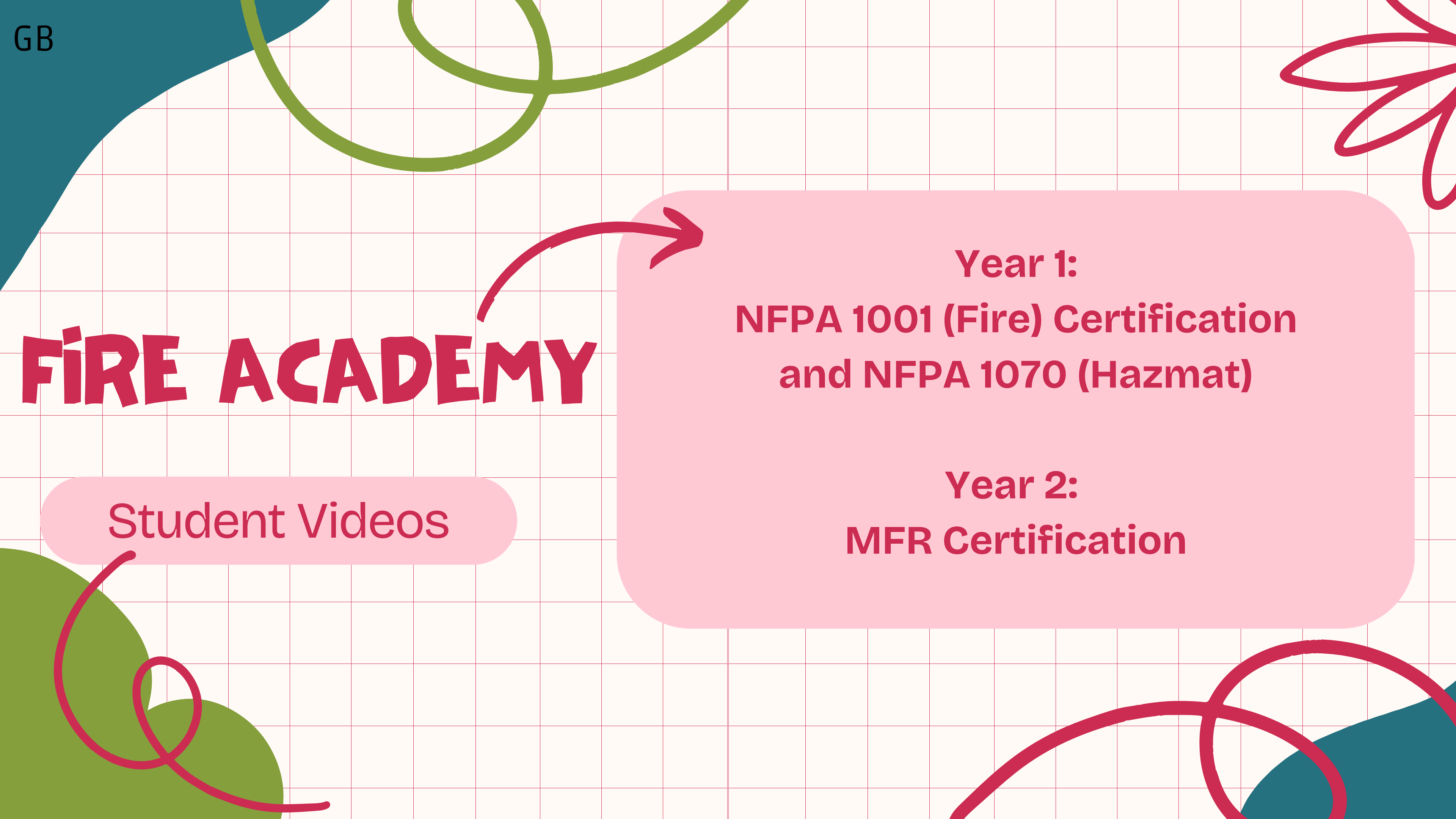


What occupations  
align with these

# HIGH SCHOOL

- Trades Pathways and Fire Academy
- Dual Credit
- Green Certificate
- Mentorship
- Work Experience and RAP
- Dual Credit
- Trades Pathways

# TRADES PATHWAY AND FIRE ACADEMY



# **FIRE ACADEMY**

Student Videos

**Year 1:**  
**NFPA 1001 (Fire) Certification**  
**and NFPA 1070 (Hazmat)**

**Year 2:**  
**MFR Certification**

GB



GB

# TRADES PATHWAYS (DUAL CREDIT)



Exploration of 11 Trades: Broad overview or taste of many popular trades.

**Level 1**

Trades Bundled together in more focused combinations for a deeper experience in fewer trades.

**Level 2**

Pre-employment or Apprenticeship in a Registered Trade

**Level 3**



**My experience in the introduction to the trades dual credit program was amazing. All of the experiences I had in this program were great and learned so much about all of the different trades they have to offer. The instructors are amazing, they are really nice, smart and always give a helping hand when needed. The relationships I made in this program are unforgettable. I met one of my best friends there. It really brings people together. What made me decide to join this program was that I always knew I Wanted to work in some kind of trade and I was never really sure which one I wanted to go into, then I had to opportunity to come into this program from my off-campus teacher I was unsure of it as first, but she told me it would be a good opportunity so I Went into it and i'm very happy that I went into this program.**

**My experience in the intro to transportation was really good. It really opened my eyes to what I wanted to do in life. The hands-on activities made it a lot of fun because it gave me a glance at what working in that trade would look like. Working with my hands helps me understand things and be able to put that on paper so I'm really glad that this program had lots of hands on parts so I can use that in real life whether it's in my job or just my day to day life. What made me want to join this program was my experience in my introduction to trades dual credit the previous semester. I had an amazing time with all the friends I made and I knew I wanted to be a heavy duty technician after this course.**

**Before participating in these programs I had zero interest in going into post-secondary. I always said I didn't want to go. Now after these two programs I am in my first year as a heavy equipment technician and I'm really enjoying it. My thoughts on post secondary really have changed and i'm all in for it now to go all the way with my heavy equipment technician program.**

**If I could tell another student one thing about this program is that it is a great experience to meet some amazing people and life long friends and you learn a lot. This program will help decide what trade you want to go into. I 100% recommend these programs to anyone who is unsure or just wants to learn. They were great experiences and I would do it again.**

# DUAL CREDIT



# Dual Credit

1

Opportunities in all areas (Career interest areas and RIASEC)

2

3

4

5



Alberta CTF Occupational Areas



RIASEC Areas

# Dual Credit

1

Opportunities in all areas (Career interest areas and RIASEC)

2

Real world experience starting with the application

3

4

5

# Dual Credit

- 1 Opportunities in all areas (Career interest areas and RIASEC)
- 2 Real world experience starting with the application
- 3 Core competencies – problem solving, communication, personal well being
- 4
- 5

# Dual Credit

- 1 Opportunities in all areas (Career interest areas and RIASEC)
- 2 Real world experience starting with the application  
CF
- 3 Core competencies – problem solving, communication, personal well being
- 4 Authentic experiences, engagement with experts
- 5

# Dual Credit

- 1 Opportunities in all areas (Career interest areas and RIASEC)
- 2 Real world experience starting with the application
- 3 Core competencies – problem solving, communication, personal well being
- 4 Authentic experiences, engagement with experts
- 5 Student reflections (quotes, videos)





JK

# GREEN CERTIFICATE



CF





# MENTORSHIP



# Mentorship

- **CTS Credits**
- **Encourage positive community role models**

**Alberta  
Mentorship  
training**

**Placements  
within the  
community  
schools**

**Gained  
experience  
working with  
children and  
youth.**

# Mentorship Pilot Program

## Program objectives

- Provide students with the opportunity to work with younger students in a mentorship role.
- Develop skills required to work in a classroom setting.
- Develop an understanding skills required to work in an education or helping profession

## What we learned

- Students wanted more structure and dialogue
- With peers who are also in mentorship.
- Staff at placements need guidance as well, to support the learning and reflection for students.

## Going forwards

- Broaden the scope to include anyone interested in working with children and youth.
- Provide pre learning with structured seminar-style sessions.
- Ensure regular check-ins with students.

# CORE COMPETENCIES

**AKA TRANSFERRABLE SKILLS**  
**AKA PROFESSIONAL SKILLS**

- Collaboration
- Critical thinking
- Problem solving
- Managing information
- Creativity and innovation
- Communication
- Personal growth and wellbeing
- Cultural and global citizenship

# REAL WORLD OPPORTUNITIES in HIGH SCHOOL

---

**WORK EXPERIENCE &  
REGISTERED APPRENTICESHIP  
PROGRAM (RAP)**



# THE POWER OF REFLECTION

Not just **WHAT** the student is doing but what did they **LEARN FROM IT?**



# GOOGLE CLASSROOM

# A SUGGESTED FRAMEWORK

## Holland Code (RIASEC):

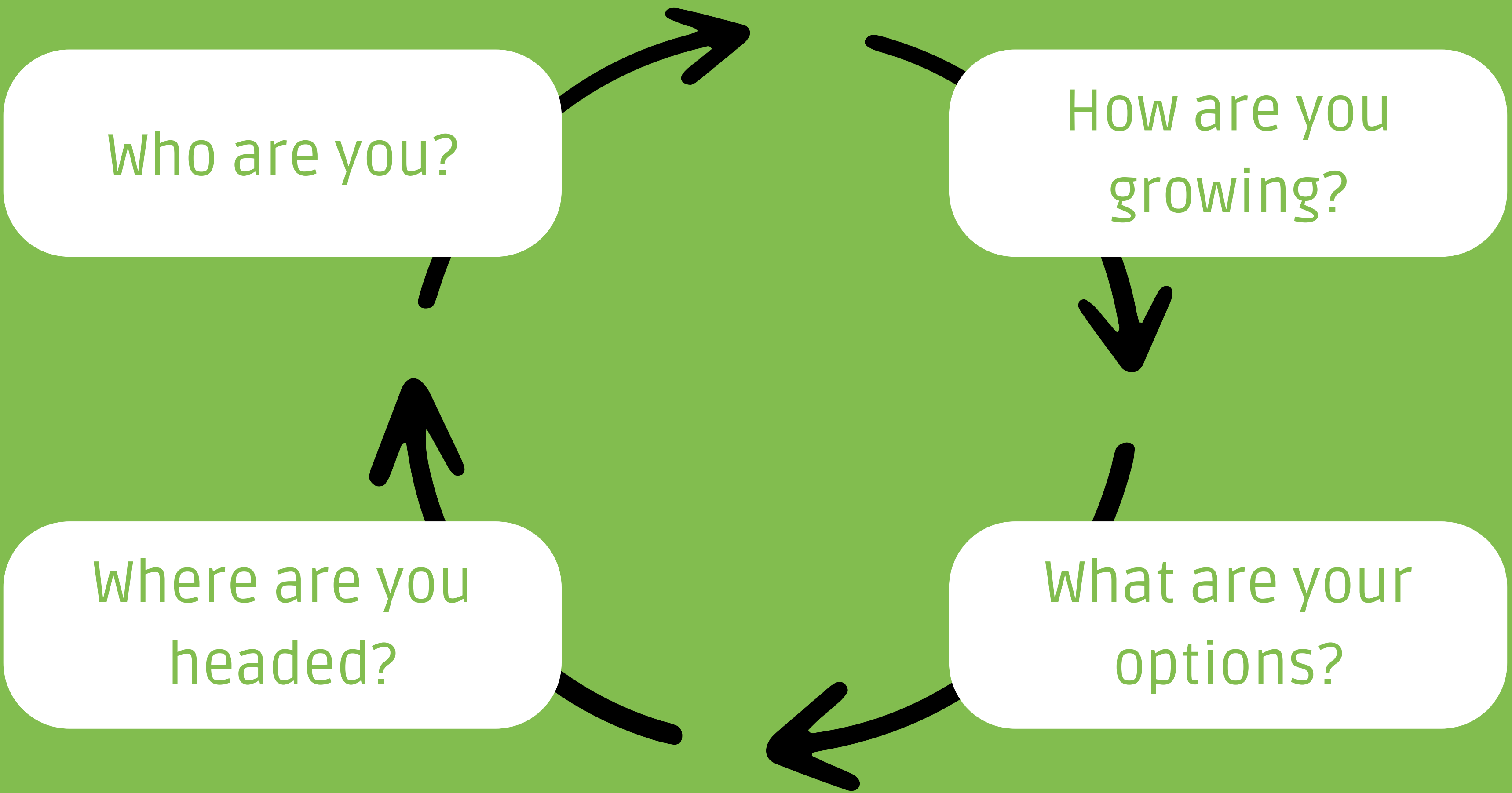
Six interest areas

Easy to understand

We function in all areas, but we have 2-3 dominant areas

Interest areas can be identified through inventories

or by self-identification



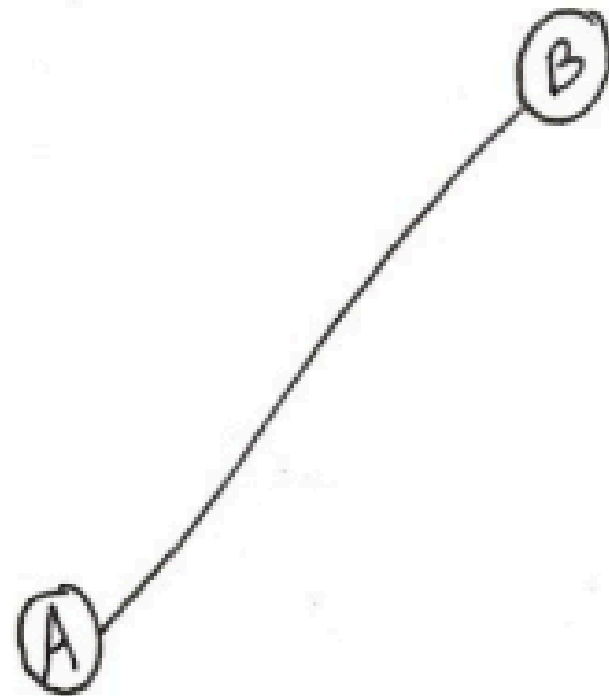
# RESOURCES

RIASEC - resources including links to short videos to use with students  
[connectthework.com/learn-about-the-riasec](https://connectthework.com/learn-about-the-riasec)

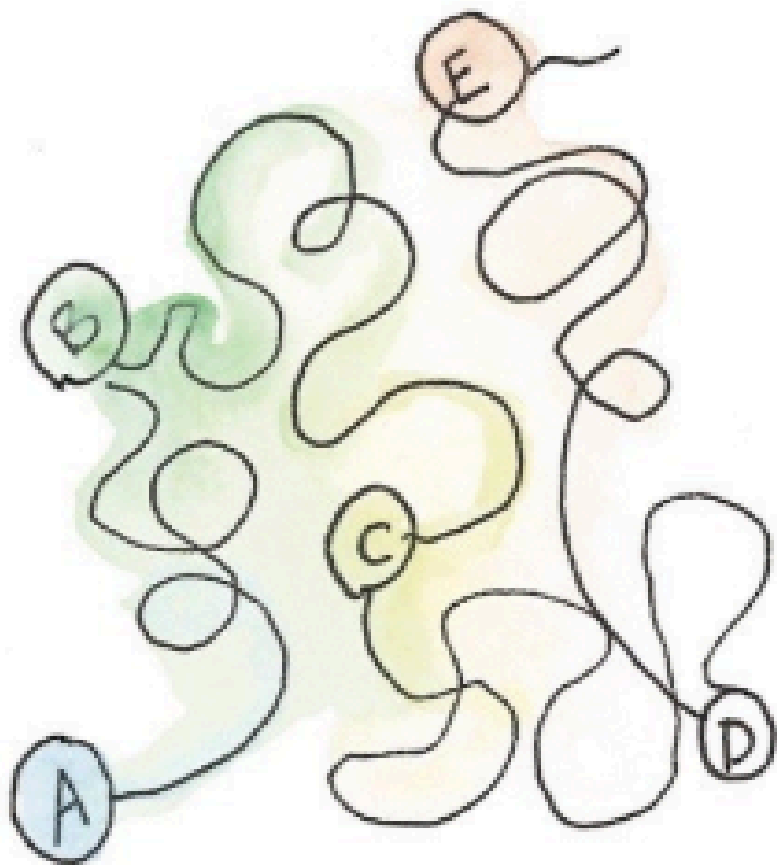
Career Conversation resources around the 4 questions  
[connectthework.com/digital-career-activities](https://connectthework.com/digital-career-activities)

# FOCUS ON THE JOURNEY

# CAREER PATH



EXPECTATION



REALITY



# ONGOING CAREER CONVERSATIONS

Staff, families and students learn a pattern of career management questions to last a lifetime.

Dr. Steve Regur  
[connectthework.com](http://connectthework.com)





# RIASEC

The RIASEC provides a common career language for:

1. describing your workplace interests, and
2. navigating shifting career options

Dr. Steve Regur  
[connectthework.com](http://connectthework.com)

RIASEC

Dialogic





CONNECT THE WORK

Educators Cooperative



# GALLERY WALK

1. What have you used that's been successful? One way you already do this?
2. One thing you would like to try? New Idea?
3. A challenge you see in implementation? Next steps needed?