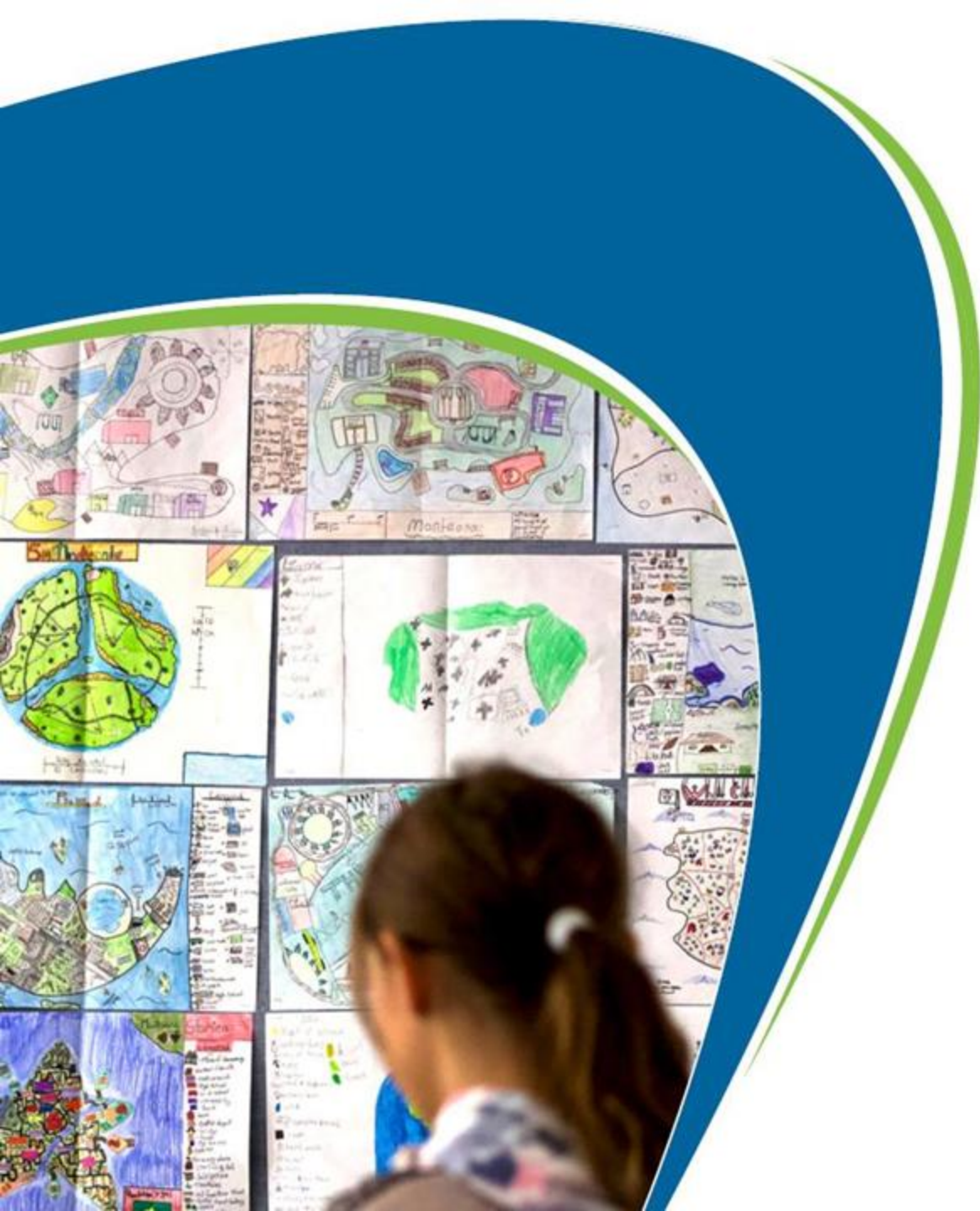




From Blueprints to Construction:

Operationalizing Implementation of Rocky View Schools' Career Learning Practice Guide



Introductions

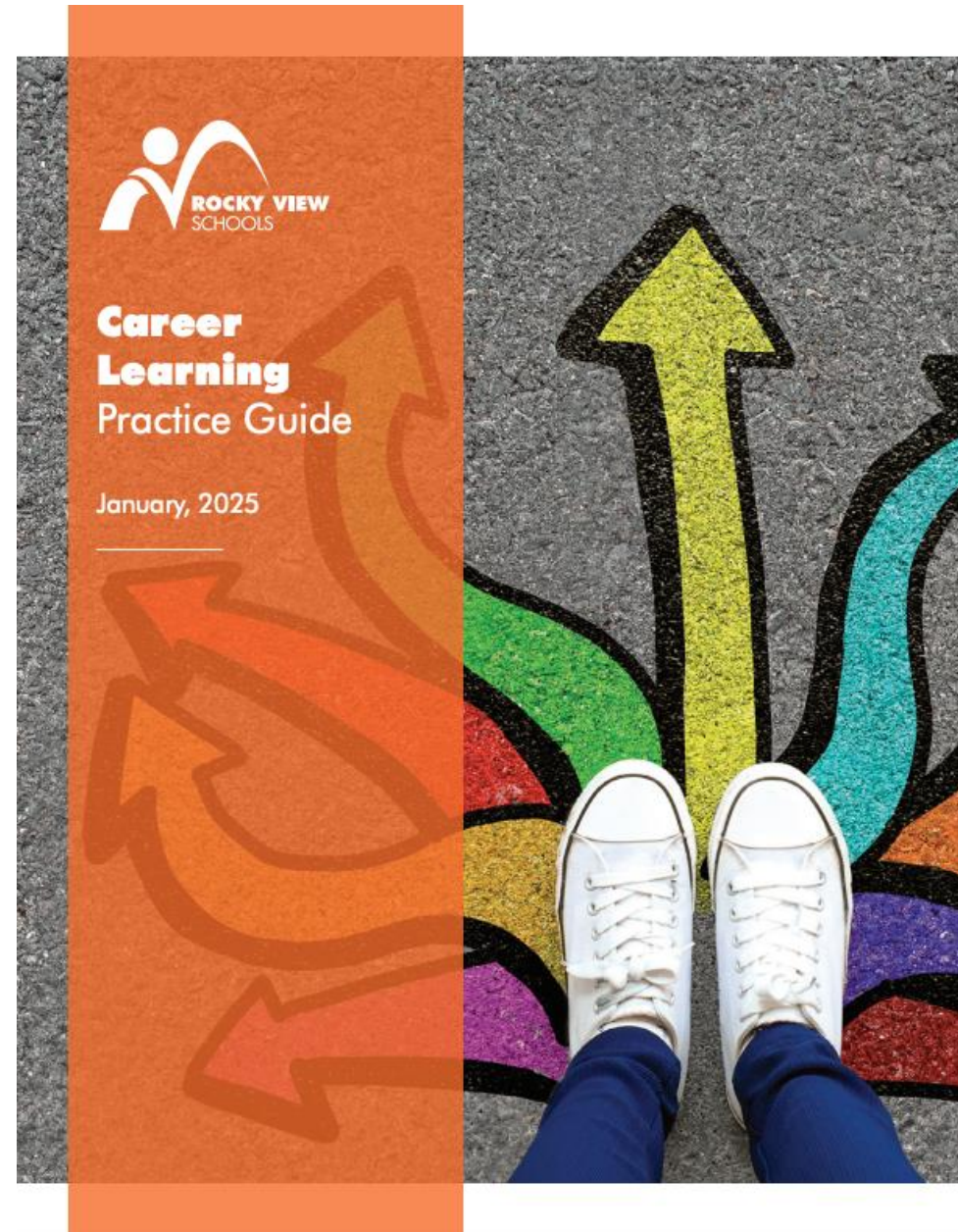
- Sandy McDuffe – Director, Rocky View Schools
- Earl Castiglione – Assistant Director, Rocky View Schools
- Tammy Amstutz - Director, Workforce Strategies, Calgary Construction Association
- Angela Coldwell – Founder, Honour the Work

Agenda

- **Why?**

Responding to the
Larger Societal Context

- **How?**

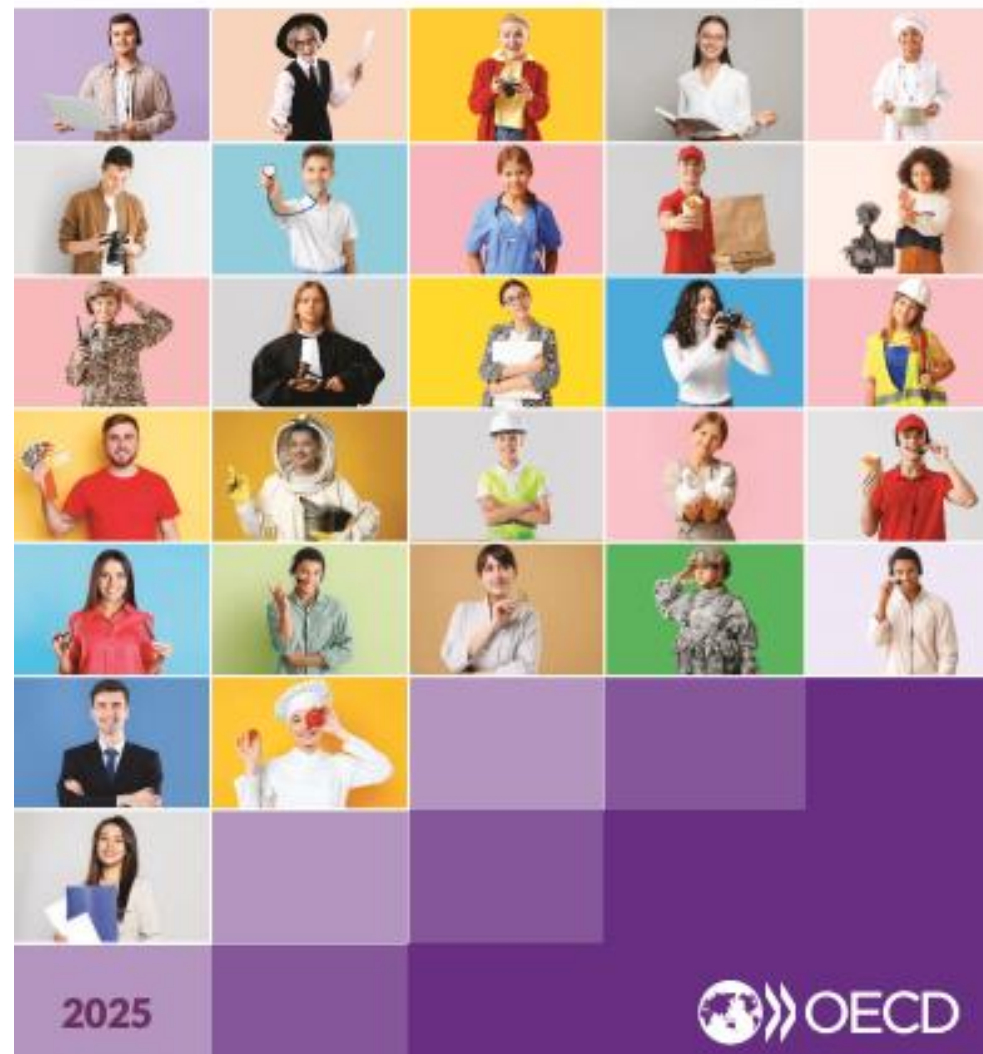


The Larger Societal Context

- Rising sense of career uncertainty in teens
From 12% in 2006 to 38% in 2022
- Limited understanding of range of occupations
50% identify the same 10 jobs
- Aspirations do not match real world opportunities
70% expect to be professionals



THE STATE OF GLOBAL TEENAGE CAREER PREPARATION



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*

Provincial Recommendations: Example from Appendix B of Career Learning Practice Guide

CAREER EDUCATION IN ALBERTA

Career Education Task Force - Final Report
March 2023



The Career Education Task Force Report (2023)

- *Expose students to a greater breadth of possible careers*
- *Create opportunities for hands-on and experiential learning in a field of interest*
- *Increase access to effective and appropriate career planning support and advice*
- *Create connections between schools, students, post-secondary institutions and employers*
- *Build student readiness for careers*

Why? - Ongoing and Meaningful Integration of Career Learning will:



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



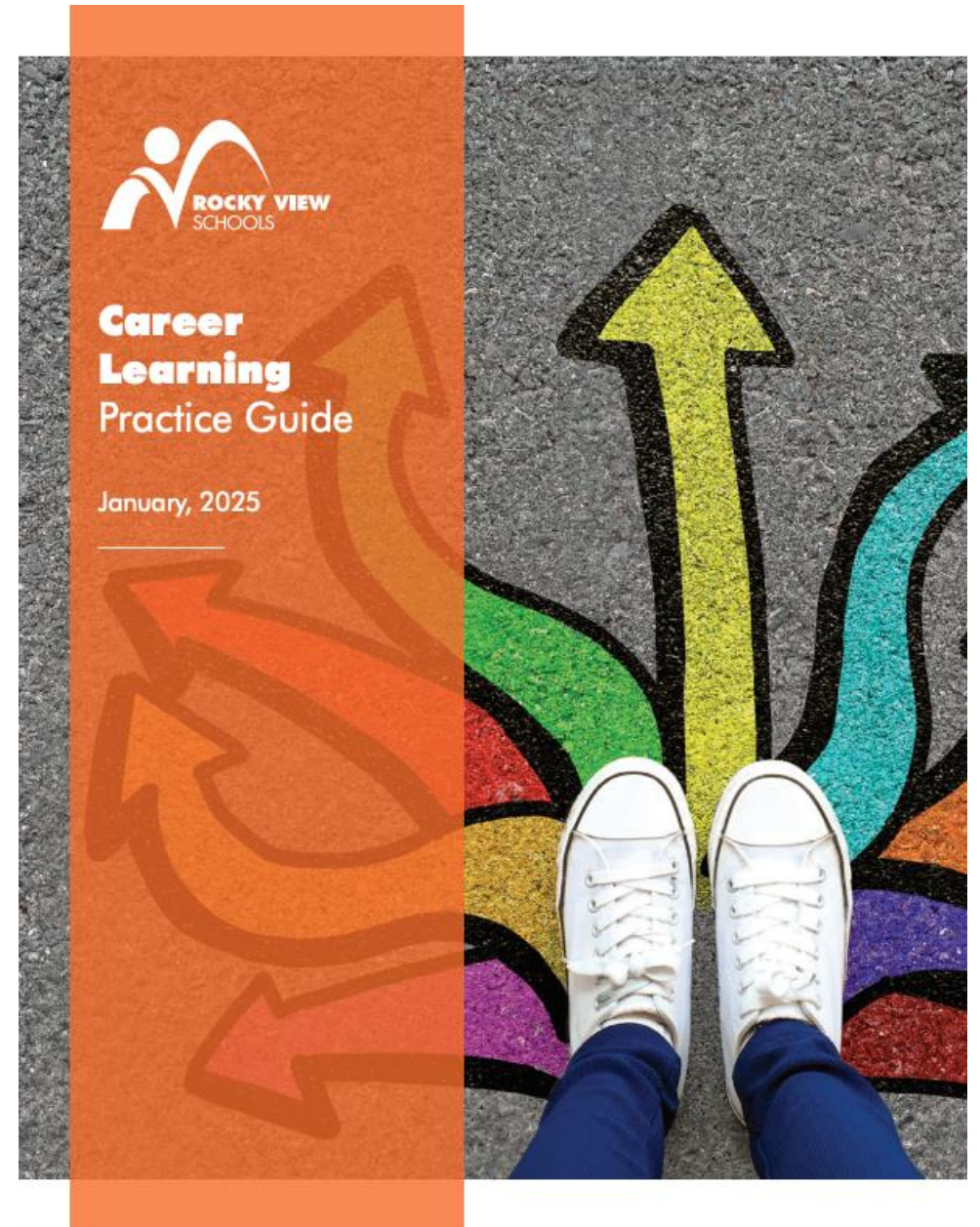
*Empower students with the **skills, experiences and knowledge to make informed school programming and career choices;***



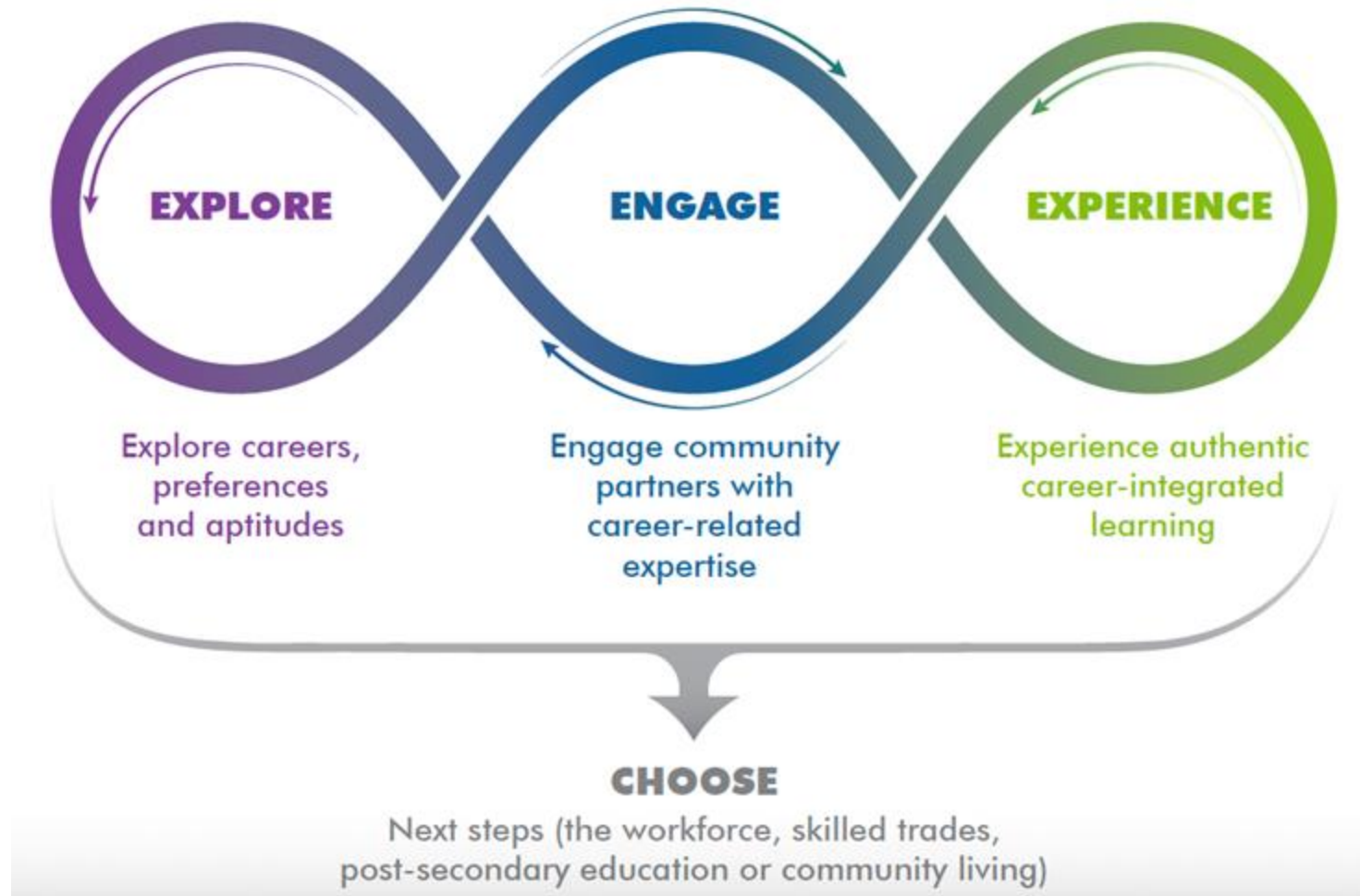
*Foster student **motivation and engagement, making school more relevant, purposeful and fulfilling.***

Agenda

- Why?
- **How?**
 - Creating a Career Learning Practice Guide
 - Working with community partners
 - Allocating human and financial resources
 - Supporting teachers with tools and resources
 - Aligning career learning with RVS' Education Plan
 - Sustaining system-wide focus and conversation
 - Using data to inform ongoing improvement



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

- *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.*

Working with Community Partners to Support Career Learning in Elementary Schools

- Honour the Work & Calgary Construction Association



Group Activity: Sample Lesson from HTW STEAMS Kits



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.**



RVS Teacher Feedback on Honour the Work

- "The kits helped bring different professions to life and gave students a chance to explore careers in a very interactive and memorable way. Our staff found the kits to be incredibly fun and engaging for students. While they are clearly rooted in science learning, we were also excited to see the many rich cross-curricular connections they provide. The hands-on nature of the activities sparked curiosity, discussions, and problem-solving skills across subject areas. We loved the website links provided for related books and the clips about the different professions' day to day tasks.", (Cochrane Christian Program Teacher)

The Educational Partnership Foundation: High School Trades Program



Partnering with SAIT and Bow Valley College for Career Exploration

Group	Pathways	Sessions	# of students
1	A	<ul style="list-style-type: none"> Nursing Medical Office Assistant 	21
	K	<ul style="list-style-type: none"> Justice Studies Business Administration 	21
2	B	<ul style="list-style-type: none"> Interdisciplinary Therapy Assistant Veterinary Office Assistant 	21
	L	<ul style="list-style-type: none"> Child & Youth Care Esports Business Management 	21
3	C	<ul style="list-style-type: none"> Medical Office Assistant Disability studies 	21
	F	<ul style="list-style-type: none"> Business Administration 3D Animation & 3D Modelling 	21
4	D	<ul style="list-style-type: none"> Veterinarian Office Assistant Early Childhood Education and Development 	21
	H	<ul style="list-style-type: none"> Digital Design Interior Decorating 	21
5	E	<ul style="list-style-type: none"> Esports Business Management Film Production 	21
	J	<ul style="list-style-type: none"> Disability Studies Justice Studies 	21
6	G	<ul style="list-style-type: none"> 3D Animation & 3D Modelling Digital Design 	21
	I	<ul style="list-style-type: none"> Early Childhood Education & Development Child and Youth Care 	21
12 Cohorts			252 students



Increasing Number of School Wide Career Events: Schools Connecting with Their Communities



Allocating Human and Financial Resources: Career Learning Teachers in Every High School



How might your strengths and interests guide your career choices?

The RIASEC codes are a positive, easy-to-understand way of describing a person's strengths, interests, and preferred work styles. They group career interests into six categories—Realistic, Investigative, Artistic, Social, Enterprising, and Conventional—because they can better understand what types of jobs might be a good fit for them. By exploring your RIASEC results, you can discover careers that might suit you best and where you naturally excel at. Please use the Interest Profiler tool to help.

RIASEC (also called Holland's Theory of Career Interests) is one of the most widely studied and validated career assessment frameworks in the world. It has over 80 years of research behind it, and is used globally in schools, workplaces, and government. Career advice is more effective when it is based on a person's strengths, interests, and personality. The Interest Profiler is a free, online tool that helps you understand your RIASEC results and how they relate to your career choices. Visit www.interestprofiler.org/ for more information.

Career Exploration Guide: A conversation starter

Career Exploration Guide Questions for Parents and Teens
Instructions: Take time to discuss these questions together. There are no right or wrong answers—this is about exploring interests, strengths, and possible career paths. Fill in your thoughts in the spaces provided.

1. What are your interests?
 - Which hobbies or activities do you enjoy most at school?
 - Which hobbies or activities do you enjoy most at home?
 - Which do you think you would like to do for a living?
2. What are your strengths?
 - Which subjects or classes have you done well in?
 - Which subjects or classes do you think you will do well in?
 - Which subjects or classes do you think you will struggle with?
3. What are your skills?
 - Which skills do you think you are good at?
 - Which skills do you think you need to improve?
 - Which skills do you think you will need for your career?
4. What are your interests, strengths, and skills?
 - Which careers or jobs do you think you would like to do?
 - Which careers or jobs do you think you would struggle with?
 - Which careers or jobs do you think you would be good at?

How to Get Started to RFP

1. Visit the website: www.interestprofiler.org/

2. Create an account: You will need to create an account to use the Interest Profiler tool. This is free and easy to do.

3. Take the test: Once you are logged in, you can take the Interest Profiler test. This will take about 10-15 minutes to complete.

4. Review your results: After you have taken the test, you will receive your RIASEC results. These results will show you which of the six categories you score highest in.

5. Explore your options: Once you have your results, you can explore different careers and jobs that might be a good fit for you. You can also use the Interest Profiler tool to explore different careers and jobs that might be a good fit for you.

Designating a Career Learning Budget

- Substitute teacher release time to support career initiatives
- Dual credit
- Career exploration

Dual Credit

Olds College

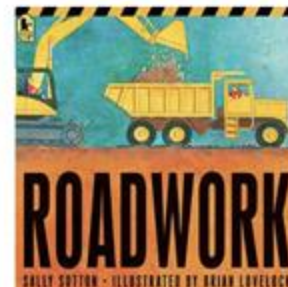
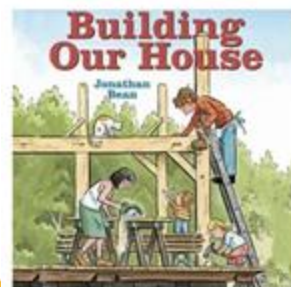
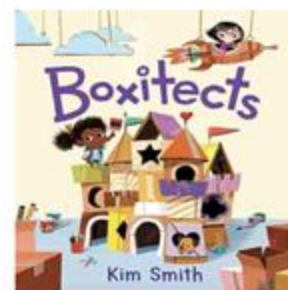
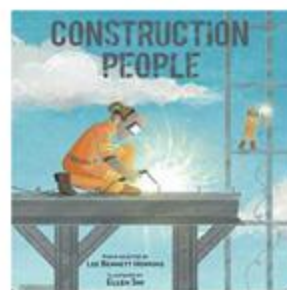
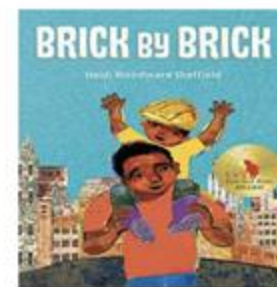
In-Person Programs

- Readiness for the Skilled Trades Level 1 Programs
 - Technician Basics (TEC 1000)
 - Introductory Welding (WLD 1167)
- Veterinary Technical Assistant Certificate

Online Courses

- **Fall 2026**
 - Accounting Principles 1
 - Intro to Veterinary Profession
 - Solving Technology Problems
 - Global and Sustainable Tourism
 - Marketing Principles
 - Introduction to Sports Management
- **Winter 2027**
 - Accounting Principles 2
 - Intro to Veterinary Profession
 - Veterinary Medical Terminology
 - Workplace Communication
 - Introduction to GIS
 - Principles of Management
 - Training for Performance

Supporting Teachers with Tools and Resources: Honour The Work's Curated Book Set



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)

TELLUS 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)

Collaborating with Service Providers to Customize Resources



HEALTH & LIFE SKILLS GUIDE

ALBERTA
GRADE 7 - 9



Preparing to Apply for Dual Credit or Off-Campus Opportunities

RVS requires students to have a career conversation with career learning teachers before applying for a dual credit or off-campus opportunity. myBlueprint tools help students prepare to explain how opportunities match their future career plans.

Complete A, B & C to Prepare

A Explain why you are a good match

I can explain why this program is a good match for my strengths and interests. To your portfolio, add:

- Results from your "Who Am I" > Knowledge and Interest Surveys
- Examples from school, hobbies, volunteering, clubs, or work experience (add photos or files of your previous work)
- A reflection describing why I am a good fit for this pathway:
 - My strengths and skills that connect to this program:
 - Examples of how I have demonstrated these skills:

Why is this program a good fit for me?

Add Reflection

Add Audio

B Research careers connected to program

I can show evidence that I have researched careers connected to this dual credit or off-campus opportunity:

- I have explored related occupations
- I reviewed work conditions, wage, and outlook information
- I have added at least 2 related occupations to my portfolio

What careers connect to this program?

Collaborating with New Service Providers to Provide Career Learning Resources

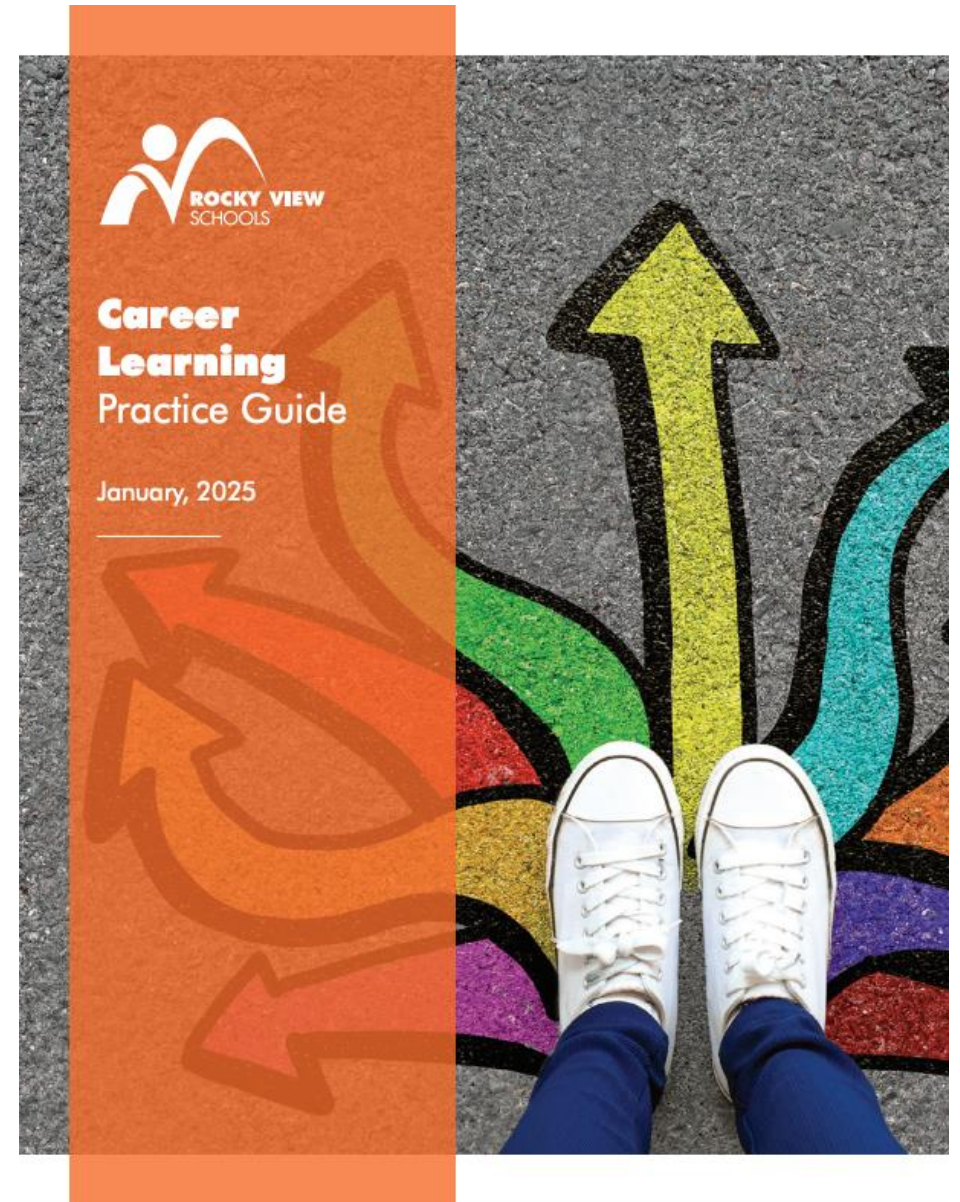
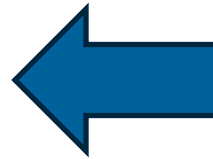
MYPATH Career Resources

Ex. MYPATH videos connect specific curriculum outcomes with possible careers.



Aligning Career Learning with RVS' School Education Plan

2023-2027 Education Plan



Supporting School Education Plan Process

School Education Plan Guide 2025/26

Career Learning Example

Outcome: Students graduate high school prepared to be successful for any path they choose.

School Goal 1: (Examples of measurable goals)

Alternative 1

- By the end of the school year, the percentage of students planning to finish high school and pursue a trade, apprenticeship, college or university program will increase by 5%.

Alternative 2

- By the end of the school year, the percentage of students who find classroom instruction relevant to their everyday lives will increase by 5%.

Connection to the practice guides:

- **Career Learning Practice Guide**
 - Approach 1 – Career learning opportunities in all subject areas (page 5)
 - Approach 2 – Prominence of Career-Related Learning Outcomes in Delivery of Career-Related Courses (page 7)
 - Approach 6 – Annual Immersive Extended Learning Experience (IELE) – Middle School (page 14)

Strategies

- **In all curricular subject areas, teachers will:**
 - Invite one community partner whose career has a connection to course content to interact with students;
 - Prepare students to ask questions of presenters about their careers during presentations and field trips;
 - Design active learning opportunities for students to engage in career-related learning related to course content.
- **In CTF and Health classes, teachers will:**
 - Engage students in career conversations and structured reflection about their preferences and aptitudes;
 - Coordinate a year-end career learning project for grade 9 students where students will investigate the pathway towards at least one career area that aligns with their preferences and aptitudes.
- **A Career Learning Committee will:**
 - Lead planning towards implementing an Immersive Extended Learning Experience (IELE);
 - Identify lead parents to be part of the committee to assist with engaging community partners.

Sustaining System-Wide Focus and Conversation

- Structured career learning meetings with each administrative team – generative and supportive
- Professional learning opportunities for teachers
- Presentations for and collaboration within RVS' Education Centre team
- Regular meetings with career learning teachers
- Capstone projects for aspiring administrators in RVS' Administrative Leadership Program
- Participation in piloting new curriculum

Using Data to Inform Ongoing Improvement

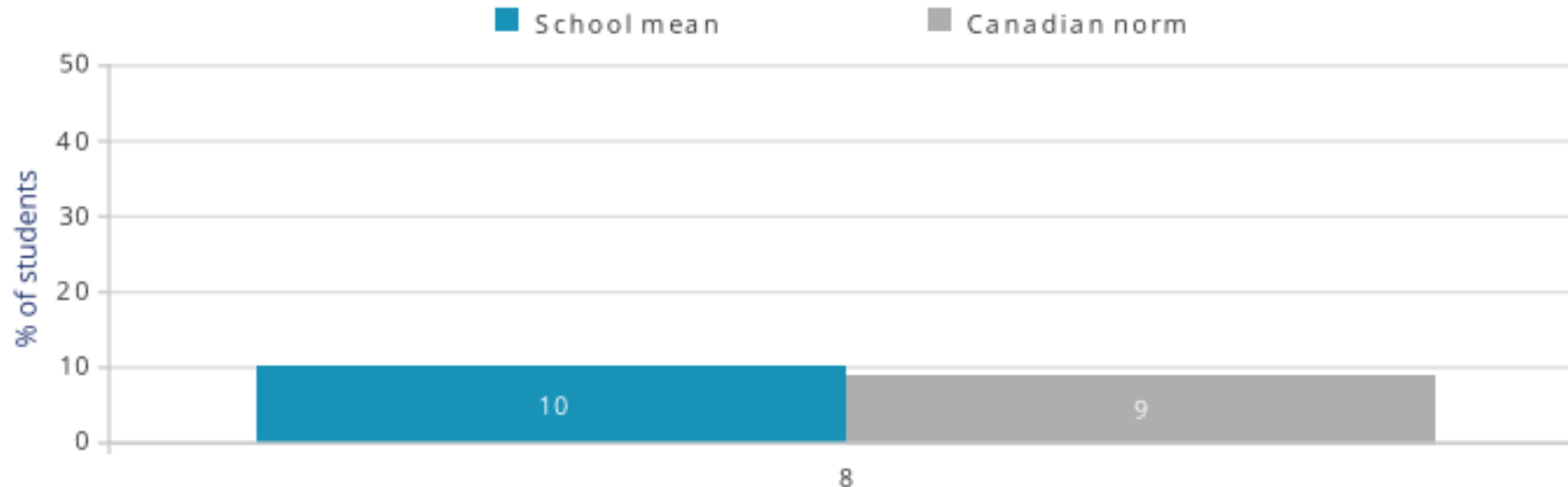
Career Pathways (2024/2025)

OurSCHOOL Career Pathways Survey Gr 8,10,12(10681)

Career Exploration and Planning

Students were asked a set of questions about how often they talked with their family, friends, or a teacher or guidance counsellor about the jobs or careers that might fit with their interests or values. The percentage of students for Herons Crossing School (1681) who are engaging in career exploration at least once a month are shown in Figure 3, broken down by grade. The results are shown alongside the national norm.

Figure 3: Frequency of career exploration and planning





Activity

- **Table Talk:**
- What initiatives has your school/school district taken to address career learning?
- What resonates with you from this presentation?