

DATE: April 19, 2016

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Success Beyond Schooling - Career Pathways

ORIGINATOR: Dr. Sandra Stoddard, Executive Director, Governance, Strategic Services and Support for Schools

RESOURCE

STAFF: Jennifer Allen, Maureen Crawford, Chelsea Erdmann, Sean Jones, Rick Stiles-Oldring

REFERENCE: [Alberta Education Ministerial Order](#)
[Career and Technology foundations](#)
[Alberta Dual Credit Strategy](#)
[Career Pathways Feedback Report](#) (August 2014)
[Highlights of Career Pathways Stakeholder Feedback](#) (Symposium October 2014)

ISSUE

As part of Administration's commitment to providing the Board of Trustees with ongoing updates on the District Strategic Plan, a presentation regarding the status of the Career Pathways Initiative will be provided. This presentation will highlight the purpose of the initiative, share high level goals and deliverables, showcase real life examples of learning experiences provided to students in elementary, junior high and high school, and speak to the benefit of partnerships in supporting the success of all students.

BACKGROUND

A Career Pathways concept model was presented to Trustees in September 2014 and to District leaders in early October 2014. Additionally, a Career Pathways Symposium was held on October 30, 2014, where more than 300 members of the community (parents, external stakeholders, students, and staff) participated in the full day event and provided feedback on the concept model and proposed implementation plan. The feedback was analyzed and a summary report provided to symposium participants.

Much work occurred in the implementation of Phase I of the Career Pathways Initiative. Outlined below is a summary of high level actions that were initiated over the 2014-15 school year and used as a foundation for the development of the goals and deliverables for Phase II of the Initiative:

1. Building resources and creating common messaging
2. Presentations to build common understanding of the Career Pathways Model
3. Creation of a Governance Model
4. Establishment of community partnerships to support Career Pathways

In January, a Career Pathways project Charter was developed to support the activities necessary for the successful implementation of the Career Pathways Initiative moving forward. The Project Charter

included the purpose, strategic alignment, scope, risks, roles and responsibilities, high level goals and deliverables and resource commitments. Additionally, the initiative was assigned a Project Manager and a Project Lead to execute the project requirements according to the Project Charter and its subsidiary management plans.

The purpose of the Career Pathways initiative, as articulated in the Charter, is for students to develop awareness of self and discover possibilities for life beyond school through competency-focused experiences. Starting in Kindergarten and extending through high school, students will have opportunities to learn about themselves, explore multiple possibilities as well as set goals and make plans. Goals will be achieved through the delivery of instruction and student-centred learning activities that connect curriculum outcomes to the knowledge, skills and attitudes that achieve the competencies necessary for a life of dignity and fulfillment. Additional opportunities to build and demonstrate competencies essential for work and life will continue to be provided through school programming and off-site activities that are supported by parent and community partnerships.

The Career Pathways model focuses on more than just preparing students for the world of work. It aims to develop confident, well-rounded citizens and is designed to help students achieve their personal goals and become competent, successful, and contributing members of society.

Key concepts of the Career Pathways Model:

- The purpose is for students to build awareness, understanding and readiness for career planning through Kindergarten to Grade 12 by discovering their interests, exploring opportunities and identifying their strengths.
- There are three phases to the model: Kindergarten to Grade 4 (Awareness), Grades 5–9 (Understanding) and Grades 10–12 (Readiness), with an understanding that these boundaries are not clear-cut in all instances.
- Developmentally appropriate teaching and learning resources will be available to support teachers to help students gain the knowledge, skills and attitudes to achieve the competencies they need to plan for their future and experience success in life.
- Every student's journey will be unique and they will have opportunities to document and reflect on their journey.
- Parents play a key role in supporting their children. The Career Pathways initiative will include milestones meetings for students, parents and teachers or key contacts to discuss the process, celebrate accomplishments and engage all parties in planning next steps.
- It is essential for the success of this project to engage staff, students, and parents through partnerships with post-secondary institutions, businesses, government, labour, community etc.
- There are five Career Pathways, with focuses across different industries like business and information technology, construction, manufacturing, transportation, health, human services, environmental sciences, communication, and the arts, which will help students make decisions that are aligned with their future plans and strengthen student adaptability and resiliency to confidently thrive in an evolving world of work.

The Career Pathways Project is supported by legislation and several key initiatives:

- Ministerial Order on Student Learning #001/2013
- Career and Technology Foundations (CTF)
- Revised Career and Technology Studies (CTS) Programs of Study
- Moving Forward with High School Redesign (MFWHSR)
- Alberta Dual Credit Strategy

- Locally Developed Courses
- International Baccalaureate and Advanced Placement

In addition, the District's commitment to developing literacy across the curriculum in reading and numeracy is integrated into and will be supported by the work being done in the Career Pathways initiative.

Additionally, Career Pathways is supported by Edmonton Public Schools Strategic Plan:

- Priority 1: Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
 - *Goal Two: Success for Every Student*
 - *Goal Three: Success beyond schooling*
- Priority 2: Provide welcoming, high quality learning and working environments.
 - *Goal One: A Focus on Well-being and Student Citizenship*
- Priority 3: Enhance public education through communication, engagement and partnerships.
 - *Goal One: Parents as partners*
 - *Goal Two: Supports for the Whole Child*
 - *Goal Three: Engaged and Effective Governance*

CURRENT SITUATION

Based on the learnings from Phase I of the Career Pathways initiative, the following high level goals for Phase II of the Career Pathways Project have been established:

1. Create common language and understanding of the Career Pathways Project for staff, students, parents, and community partners. An overarching communication plan will define key messages and concepts relevant to all Phase II goals and deliverables for all audiences.
2. Ensure that developmentally appropriate, curriculum related teaching and learning activities and resources are available to support teachers and to help students develop the knowledge, skills and attitudes to achieve the competencies they need to plan for their future and experience success in life and the workplace.
3. Explore, identify and develop a career planning portfolio tool(s) that will enable students to self-reflect, document their learning competencies and skills valued by employers, and research post-secondary and career opportunities.
4. Support and increase opportunities for students to be involved in experiential learning through exposure to the five Career Pathways.
5. Support and increase opportunities for students to obtain post-secondary credits, international certification and exposure, workplace certifications and/or post-secondary credentials through dual credit, off-campus opportunities and locally developed courses in cooperation with community and parent partnerships.
6. Engage and prepare District staff to confidently integrate the competencies into everyday teaching and to assist students in becoming explorers of a variety of pathways.

ATTACHMENTS & APPENDICES


ATTACHMENT I	Career Pathways Model
ATTACHMENT II	Career Pathways Foundation, Purpose and Goals
ATTACHMENT III	Career Pathways Why, What, How, Where, Who, When

SS:JA:RSO:MC:SJ

Career Pathways Model

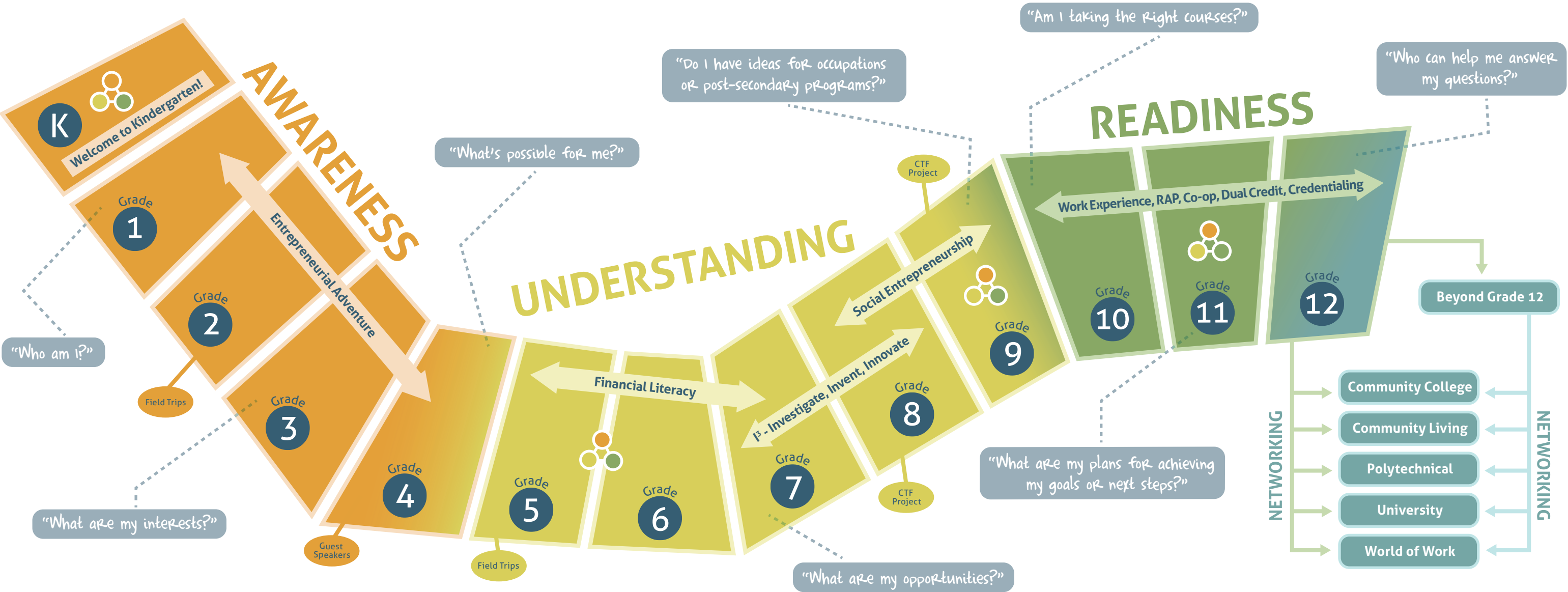
The Career Pathways Model fosters growth and success for every student by supporting their journey from early learning through high school completion and beyond, and enhances public education through communication, engagement and partnerships.

The Career Pathways Model is about building awareness, understanding and readiness for a pathway that helps students find dignity and fulfillment in life.



Student/Parent/Teacher Meeting
on Career Pathways

Note: more frequent meetings may
occur if required



ESSENTIAL SKILLS FOR THE WORKPLACE

(Employment and Social Development Canada)

- Reading
- Writing
- Document Use
- Numeracy
- Computer Use
- Thinking
- Oral Communication
- Working With Others
- Continuous Learning

THE VISION OF AN EDUCATED ALBERTAN

(Alberta Education)
An Engaged Thinker and Ethical Citizen with an Entrepreneurial Spirit

- Critical thinker
- Life long learner
- Creative
- Adaptable
- Technology literate
- Collaborative
- Empathetic
- Respectful
- Communicator and team builder
- Local contributor
- Environmental steward
- Values diversity
- Takes personal responsibility
- Competitive
- Financially literate
- Confident
- Self-reliant
- Resourceful
- Resilient
- Risk taker

EDMONTON PUBLIC SCHOOLS CAREER PATHWAYS

- Business and Information Technology
- Construction, Manufacturing and Transportation
- Health, Education and Human Services
- Natural Resources and Environmental Sciences
- Arts, Design and Communication

Career Pathways | Foundation, Purpose and Goals

Goals

- 1** Create common language and understanding of the Career Pathways project for staff, students, parents and the community.
- 2** Ensure that developmentally appropriate teaching and learning activities and resources are available to help students develop the knowledge, skills and attitudes to achieve the competencies they need to plan for their future and experience success in life and the workplace.
- 3** Explore, identify and develop a career planning portfolio tool(s) that will enable students to self reflect, document their learning and research post secondary and career opportunities. Students will add to their portfolios from Kindergarten to Grade 12.
- 4** Support and increase opportunities for students to be involved in experiential learning through exposure to the five Career Pathways.
- 5** Support and increase opportunities for students to obtain post-secondary credits, international certification and exposure, workplace certifications and/or post-secondary credentials through dual credit, off-campus opportunities and locally developed courses in cooperation with community and parent partnerships.
- 6** Engage and prepare District staff to confidently integrate the competencies into everyday teaching and to assist students in becoming explorers of a variety of pathways.

Purpose

The purpose of the Career Pathways project is for students to develop awareness of self and discover possibilities for life beyond school through competency-focused experiences. Starting in Kindergarten and extending through high school, students have the opportunity to learn about themselves, explore multiple possibilities as well as set goals and make plans. This will be achieved through the delivery

of instruction and student-centered learning activities that connect curriculum outcomes to the knowledge, skills and attitudes that achieve the competencies necessary for a life of dignity and fulfillment. Additional opportunities to build and demonstrate competencies essential for work and life will be provided through school programming and off-site activities that are supported by parent and community partnerships.

Career Pathways Project

The Career Pathways

- Business and Information Technology
- Construction, Manufacturing and Transportation
- Health, Education and Human Services
- Natural Resources and Environmental Sciences
- Arts, Design and Communication

The Stages

- ▶ Awareness
- ▶ Understanding
- ▶ Readiness

District Strategic Plan

Priority 1

Goals 2 and 3

Priority 2

Goal 1

Priority 3

Goal 1, 2 and 3

Ministerial Order

Vision of an Educated Albertan:

Engaged Thinker

Ethical Citizen

Entrepreneurial Spirit

Career Pathways

For a life of dignity and fulfillment

WHY are we doing this?

The purpose of the Career Pathways project is for students to develop awareness of self and discover possibilities for life beyond school through competency-focused experiences.

WHAT will be different?

Students from Kindergarten to Grade 12 will explore the five career pathways and develop the skills, knowledge and attitudes necessary to **set goals, make plans, document and reflect on their learning.**

There will be **intentional** conversations about planning for next steps and a focus on **experiential learning.**

HOW are we moving forward?

Through the establishment of a clear set of **goals and deliverables** and with the collaboration of Central staff, schools and the expertise of community members, we will continue to develop **resources, opportunities and supports** that will make student learning more:

- meaningful
- relevant
- connected
- experiential

WHERE will the work happen?

The work will be grounded in schools and extend into the community through enhancing experiential learning opportunities connected to the five career pathways. These will include:

- work experience placements
- mentorships
- industry and community partnerships
- classroom instruction
- dual credit opportunities
- new locally developed courses
- delivery of CTF and CTS

WHO will we engage?

It is essential for the success of this project to engage with staff, students, parents and the community on an ongoing basis. Success beyond schooling is a **collective responsibility** to ensure our students leave high school as **engaged thinkers, and ethical citizens, with an entrepreneurial spirit.**

WHEN will we know we are successful?

An evaluation framework will be established to **measure the impact** of the project in achieving the Career Pathways intended outcomes. Measures will be qualitative and quantitative in nature and reflect student, staff, parent and community input.