



**EIPS CAREER
PATHWAYS**

School Council Presentation

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EIPS Overview

EIPS Priority #1: Promote Growth and Success for All Students

EIPS GOAL 2: Success for Every Student

Outcome 4: More students are supported and prepared for life beyond high school

- 2 **Mission:** To provide authentic, relevant, and engaging career opportunities and foster growth and readiness for life after school.

Career Pathways is designed to develop skills that students can apply in their daily lives when preparing for entry into the workplace or for further learning opportunities. Competencies achieved will allow students to make relevant connections with work and/or post-secondary training.



EIPS Education Plan

Additional resources to develop Career Pathways strategic plan to enhance opportunities for students— including work experience, Off-Campus Education, apprenticeships, certifications, mentoring, job shadowing. Review CTF and CTS programming, facility audits and increase connections within the community and post-secondary institutions.

Build teacher capacity in grades 7-12 around delivering CTF and CTS courses—focusing on the ability to plan, create and evaluate. Ensures students develop competencies that transcend across subjects

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Engage families about ways to support their child to prepare for life after senior high as it relates to career planning and life-skills preparation.

Apply for the Dual Credit Startup Grants and develop more dual-credit courses based on student interest, and availability from colleges, post-secondary institutions and businesses.

Work with Division journeypersons to develop more apprenticeship-level CTS courses.



Your Future in MIND

Alberta Education Assurance Measures

Work Preparation -Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

EIPS current result	84.6%	Alberta current result	85.7%
Previous Year	81.2%	Previous Year	84.1%
Previous 3 Year Avg.	79.9%	Previous 3 Year Avg.	83.2%

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Province: Alberta

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	Elk Island School Division						Alberta					
	2017 - 2019 Avg		2018 - 2020 Avg		2019 - 2021 Avg		2017 - 2019 Avg		2018 - 2020 Avg		2019 - 2021 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	1,756	79.2	1,835	79.9	1,846	81.0	64,316	82.7	66,498	83.2	67,155	83.5
Parent	880	68.5	963	69.9	975	71.7	32,476	74.9	33,848	75.2	34,184	75.6
Teacher	876	89.8	873	89.9	872	90.2	31,840	90.5	32,651	91.1	32,971	91.5

Alberta Education Assurance Measures

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	Elk Island School Division										Alberta									
	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Parent - All	780	67.3	939	66.2	920	72.1	1,029	71.4	686	74.9	30,828	75.1	33,176	74.6	33,423	75.2	34,944	76.0	28,862	77.8
Parent - Grade 4-6	323	68.1	389	69.4	395	71.6	451	74.1	264	72.3	13,634	75.3	14,688	74.9	14,914	76.1	15,380	76.4	12,477	80.9
Parent - Grade 7-9	243	69.1	302	65.6	264	71.6	313	72.2	224	75.0	9,550	75.1	10,366	74.7	10,408	74.9	11,131	76.0	9,380	76.8
Parent - Grade 10-12	214	64.0	248	62.1	261	73.2	265	66.0	198	78.3	7,644	74.6	8,122	73.9	8,101	73.9	8,431	75.2	7,005	73.7

Career Pathways Overview

Fosters growth and success for every student by supporting their journey from early learning through high school completion and beyond, and enhances education through communication, engagement and relationships.

Career Pathways is about building awareness, understanding and readiness for a pathway that helps students acquire self-esteem, self-respect and fulfillment in life.

- 6 Conversations about Career Pathways will take place throughout a student's journey from K-12.

Students have the opportunity to explore numerous career pathways and possibilities which develops their knowledge, skills, attitudes and values as they work towards entering post-secondary or the workforce.

Opportunities to personalize their learning, identify and explore their interests, manage transitions and build partnerships while developing competencies.



K-12 Pathways Journey

Grade K-4 Awareness

Students discover themselves by understanding their likes and dislikes and become familiar with the idea of “work.” Hands-on learning opportunities and awareness-building resources emphasize the process of exploration over a final destination.

“Who am I?”

“What are my interests?”

“What is possible for me?”

“How do I like to learn?”

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Grade 5-9 Understanding

Students begin to understand opportunities available to them and connect those opportunities to interests they identified in the Awareness stage. During this time, students explore and reflect on a variety of experiences to help them plan their next steps.

Make plans and map out how to get there (Goal Setting)

Gain hands-on experience

Think about “next steps”

K-12 Pathways Journey

Grade 10-12 Readiness

Students continue to set goals and further develop the skills, knowledge and attitudes that increase their readiness to successfully transition beyond high school. With the involvement of community partners, students develop transferable skills, understand how their personal interests play an important role in exploring careers and reflect on skills they excel at.

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“Am I taking the right courses?”

“Who can support me in my school or community?”

“Who can help me answer my questions?”

Explore the realities of work

Transition into post-secondary and/or world of work

Obtain dual credit, certification and credentials

Foundational Competencies

Develop Student Competencies (Alberta Education)

fundamental skills (communicate, manage information, use numbers, think and solve problems)

personal management skills (demonstrate positive attitudes and behaviours, be responsible, be adaptable, learn continuously, work safely)

teamwork skills (work with others, participate in projects & tasks)

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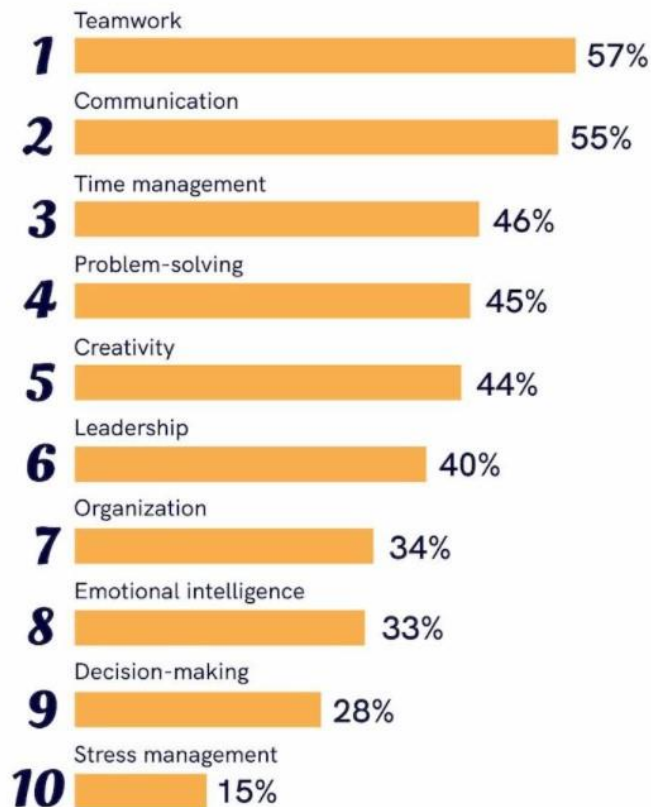
Build Essential Skills for the Workplace (Employment and Social Development Canada)

Essential skills help people perform the tasks required by their occupation, provide people with a foundation for learning other skills, and enhance people's ability to innovate and adapt to workplace change.

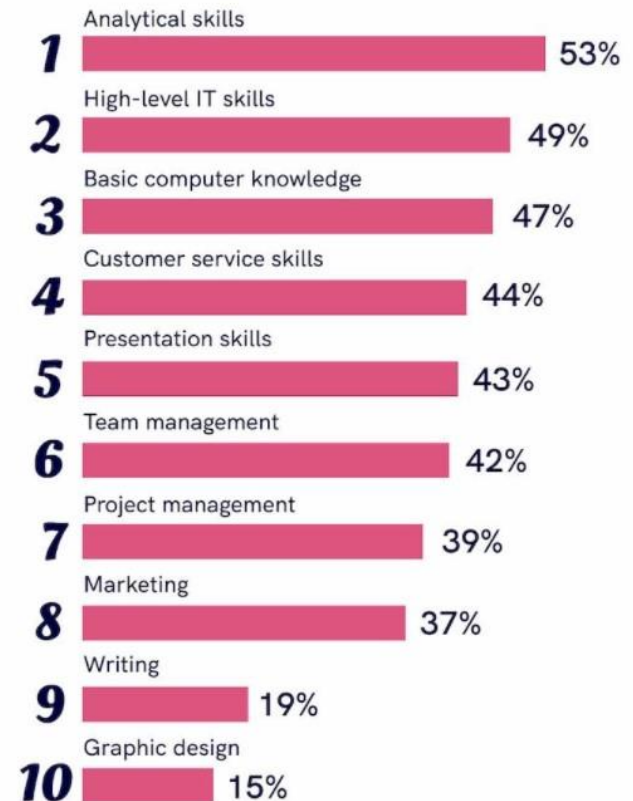
Essential skills include: Reading text, Document use, Numeracy, Writing, Oral communication, Working with others, Thinking skills, Computer use, Continuous learning

Top 10 Most Important Soft Skills in a Candidate

TOP 10 Most Important **Soft Skills** as chosen by recruiters and hiring managers



TOP 10 Most Important **Hard Skills** as chosen by recruiters and hiring managers



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Your Future **in MIND** ●

Taken from: <https://zety.com/blog/skills-employers-look-for>

www.eips.ca

Career and Technology Studies (CTS) Clusters

A cluster is a group of CTS courses within an occupational area that represents broad industry commonalities. Clusters in CTS are aligned with the National Occupational Classification (NOC) and function as an organizing tool for the CTS program

Business, Administration, Finance & Information Technology

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Health, Recreation & Human Services

Media, Design & Communication Arts

Natural Resources and Environmental Sciences

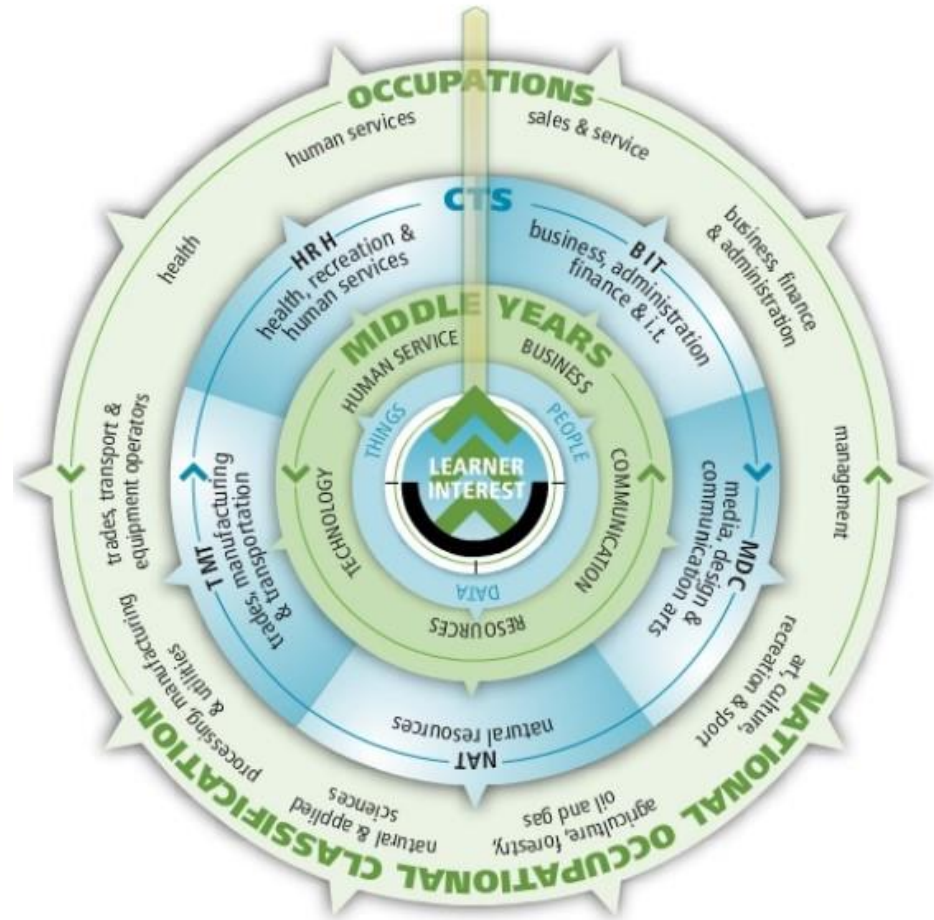
Trades, Manufacturing & Transportation

Each cluster is comprised of occupational areas that include related courses. Clusters connect learning outcomes specific to the knowledge, skills, and attitudes required for related occupational areas

Career and Technology Studies (CTS) Clusters



CTF Clusters and Occupational Areas



Alexander Rutherford Scholarship Criteria

Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> • Average of 75.0% to 79.9% in five courses - \$300* • Average of 80% or higher in five courses - \$400 	<ul style="list-style-type: none"> • Average of 75.0% to 79.9% in five courses - \$500* • Average of 80% or higher in five courses - \$800 	<ul style="list-style-type: none"> • Average of 75.0% to 79.9% in five courses - \$700* • Average of 80% or higher in five courses - \$1,300
<p>Average is calculated from 5 designated courses *Option/Career and Technology Studies (CTS) may also be considered (See below).</p>		
<p>One of:</p> <ul style="list-style-type: none"> • English 10-1, 10-2 • Français 10-1 or 10-2 	<p>One of:</p> <ul style="list-style-type: none"> • English 20-1, 20-2 • Français 20-1 or 20-2 	<p>One of:</p> <ul style="list-style-type: none"> • English 30-1, 30-2 • Français 30-1 or 30-2
<p>At least two of:</p> <ul style="list-style-type: none"> • Mathematics 10C • Science 10 • Social Studies 10-1 or 10-2 • A language other than one used above at the Grade 10 level. 	<p>At least two of:</p> <ul style="list-style-type: none"> • Mathematics 20-1, or 20-2 • Chemistry 20 • Physics 20 • Science 20 • Biology 20 • Social Studies 20-1 or 20-2 • A language other than one used above at the Grade 11 level. 	<p>At least two of:</p> <ul style="list-style-type: none"> • Mathematics 30-1, 30-2 or 31 • Science 30 • Social Studies 30-1 or 30-2 • Biology 30 • Chemistry 30 • Physics 30 • A language other than one used above at the Grade 12 level.

Career Pathways Programming

Off Campus Education provides opportunities for students to explore and expand their career interests, skills and knowledge related to work and other life roles.

Work Experience 15/25/35

Provide opportunities for students to;

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- apply, in the workplace, knowledge, skills and attitudes acquired through other course work
- discover their career interests and aptitudes in meaningful work activities, situated in community-based work stations and work sites in business, industry, government and community service.
- each course is time based; 25 hours per credit

HCS3000: Workplace Safety Systems (1 credit)- is the required prerequisite of the first work experience course taken by a student.

Career Pathways Programming

Registered Apprenticeship Program (RAP)

Provides the opportunity for students to earn credits toward a High School Diploma or a Certificate of Achievement, while simultaneously gaining Experience Hours that can be applied toward an apprenticeship.

RAP students are both full-time students and registered apprentices, dividing their time between an approved work site and high school.

15 The time a RAP student spends at school and work site is variable.

RAP ends when the student leaves high school. The RAP apprentice is then automatically registered as a regular apprentice and the credit earned while in RAP is applied to his or her apprenticeship through the [apprenticeship program](#).

Student must be a minimum 15 years of age or older

HCS3000: Workplace Safety Systems (1 credit)– prerequisite course for the first off-campus learning experience



Career Pathways Programming

Green Certificate Program

Provides students with opportunities to enter a variety of agriculture-related, structured learning pathways as a part of their high school program and to earn up to 16 Grade 12 diploma credits and a credential leading to a career in agribusiness.

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Students learn on the job, under the direction of experienced farm personnel and under the supervision and administration of Alberta Agriculture and Forestry (AF) and Alberta Education.

Specializations: Beekeeper, Cow calf beef, Dairy, Equine, Feedlot beef, Field crop, Greenhouse, Irrigated field crop, Poultry, Sheep, & Swine production.

HCS3000: Workplace Safety Systems (1 credit)– prerequisite course for the first off-campus learning experience

AGR3000: Agriculture Safety (1 credit)– prerequisite course for students enrolling in the Green Certificate Program



Career Pathways Programming

CTS Apprenticeship Programs

All courses in a CTS Apprenticeship Pathway are taught by a journey person for that trade; i.e., an individual holding a trade certificate.

For trades supported by Individual Learning Modules (ILMs) from Apprenticeship and Industry Training, the ILMs should be utilized as a primary resource for the delivery of instruction.

- 17 Students begin to learn their skills in a variety of apprenticeship areas and upon successful completion they may choose to write the Apprenticeship and Industry exam for first period apprenticeship.

Current Apprenticeship Pathways offered in EIPS include: Automotive Service Technician (ASA), Cabinetmaker (CMA), Cook (CKA), Hairstylist (HSA), and Welder (WDA)

Career Pathways Programming

CTS Credentialed Pathway and Certification

A selection of courses providing students with opportunities to explore and acquire the attitudes, skills, knowledge and values for a potential career.

A credentialed pathway is a series of specific courses selected to provide opportunities for students to achieve a credential or credit awarded by a recognized community or industry organization or post-secondary.

- 18 Credentialed pathways have been aligned with post-secondary and industry standards. Students may take these courses for high school credit and apply to challenge the credential and/or articulation exam.

Examples: Standard First Aid, Microsoft Office training, Food Safety Certificate, Sport Nutrition Certificate, Sport Taping & Strapping Certificate, Adobe Certified Associate, Alberta Conservation and Hunter Education Training

Career Pathways Programming

Dual Credit Pathway

Through these opportunities, students could earn college/university credits from a Post-Secondary institution and high school credits in select programs.

These opportunities are in partnership with Elk Island Public Schools Division, Lakeland College, Portage College, Norquest College, Olds College, and Alberta Education.

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Dual credit pathways help students earn high school and post-secondary credits that can count toward a post-secondary certificate, diploma, or degree, including first period apprenticeship opportunities. Moreover, Dual credit opportunities span a variety of industries and professions including health care, trades, agriculture and business administration.

See Dual Credit handbook for specific offerings.



Career Pathways Programming

Skills Canada Alberta (Grades 5-12)

To equip students with the skills that will help Canada compete successfully in a changing world. Promote excellence in trades and technology careers through skills competitions, and hands-on programs.

Cardboard Chariot Races -This challenge is open-ended and problem-solving in nature. It involves design, research and presentation, principles of structure, strength, rigidity, friction and direction control, adhesives and bonding, and teamwork.

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Skills Exploration Days -The purpose is to Inspire Junior High students to identify inherent skills and interests. Connect students' skills and interests to trade and technology careers through interactive, hands-on experiences that promote creativity, empathy, and exploration. Promote trade and technology careers as a valuable and rewarding career choice.



Career Pathways Programming

Skills Canada Alberta (Grades 5-12)

Try-A-Trade -Give students the chance to test-drive careers and learn new skills. Each Try-A-Trade® kit will include necessary materials to complete the activity, as well as instructions and tutorial videos where needed.

SkillsXhibition: Presented by Syncrude -Each session will include a creative and hands-on activity that students can follow along with. These activities will cover a variety of areas such as construction, service, technology and more. Industry expert personalities leading each session.

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Girls Exploring Trades & Technology Program -Various sessions geared towards young women interested in trades & technologies, hosted by female industry leaders.

Skills in the Classroom -Provide students with information that will help them with their career planning and show them where their skills and passions can take them.

Career Pathways Programming

Other initiatives

Create Master CTS/CTF & Option Course Directory

Foster Grades 7-12 CTF & CTS programming alignments, refinement of Instructional practice & program promotion

Establish Teacher Networking & Communities of Practice

Review CTF naming conventions and new course processes

22 Foster Careers Next Generation presentations

Showcase Your Future Career Fair (November 23 & March 2022)

Promote Post-secondary, Trades and Occupational presentations

Explore ChatterHigh –Digital Career & Post-Secondary learning K-12

Produce School Council presentations

Create Parent Career Pathways newsletter

Career Pathways

What questions do you have?

Follow ups...

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Your Future in MIND

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