

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

Palliser School Division

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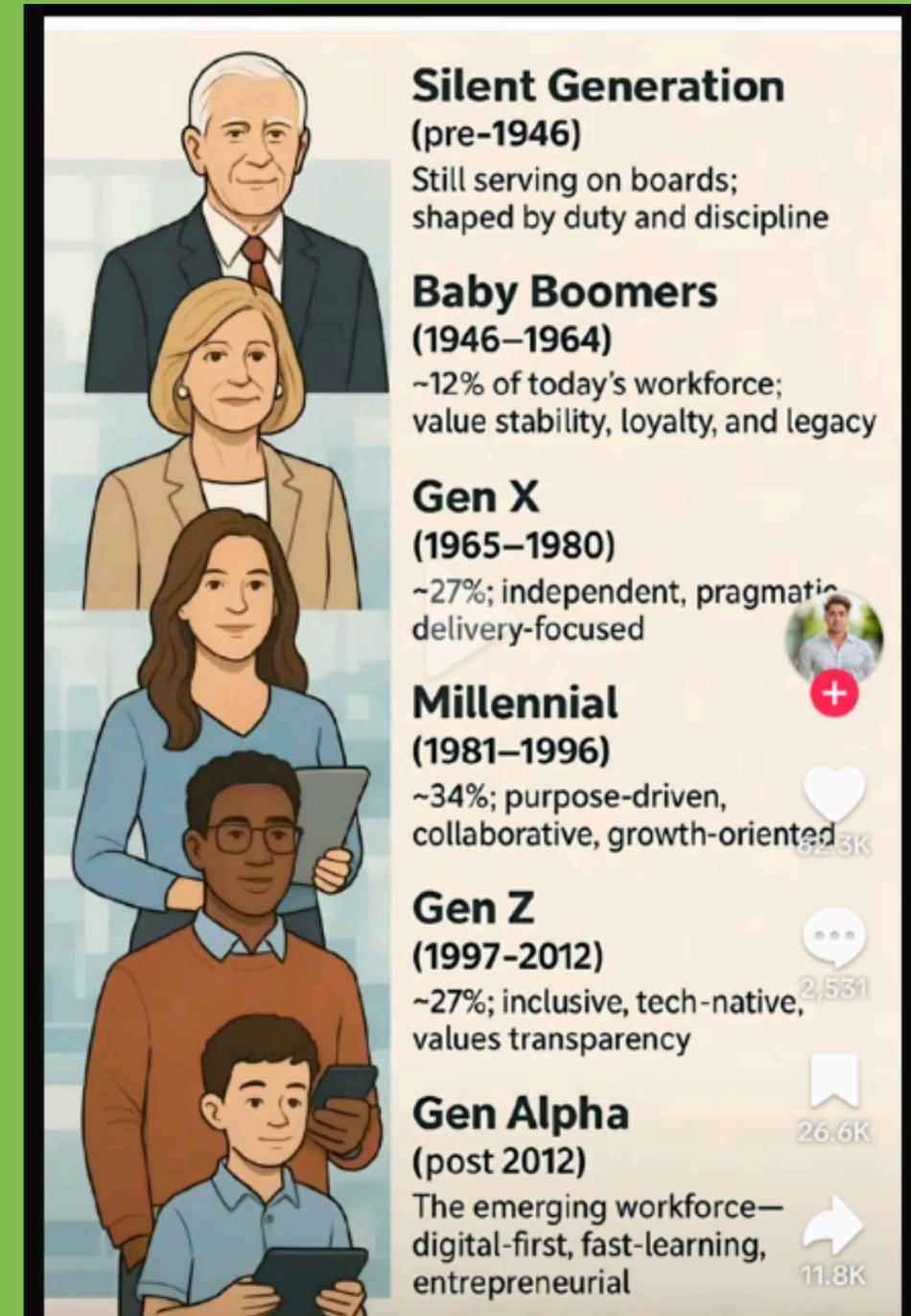
Off Campus Teachers:
Ginny Bergsma and Charlene Foster

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.



Silent Generation
(pre-1946)
Still serving on boards; shaped by duty and discipline

Baby Boomers
(1946–1964)
~12% of today's workforce; value stability, loyalty, and legacy

Gen X
(1965–1980)
~27%; independent, pragmatic, delivery-focused

Millennial
(1981–1996)
~34%; purpose-driven, collaborative, growth-oriented

Gen Z
(1997–2012)
~27%; inclusive, tech-native, values transparency

Gen Alpha
(post 2012)
The emerging workforce—digital-first, fast-learning, entrepreneurial

**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**

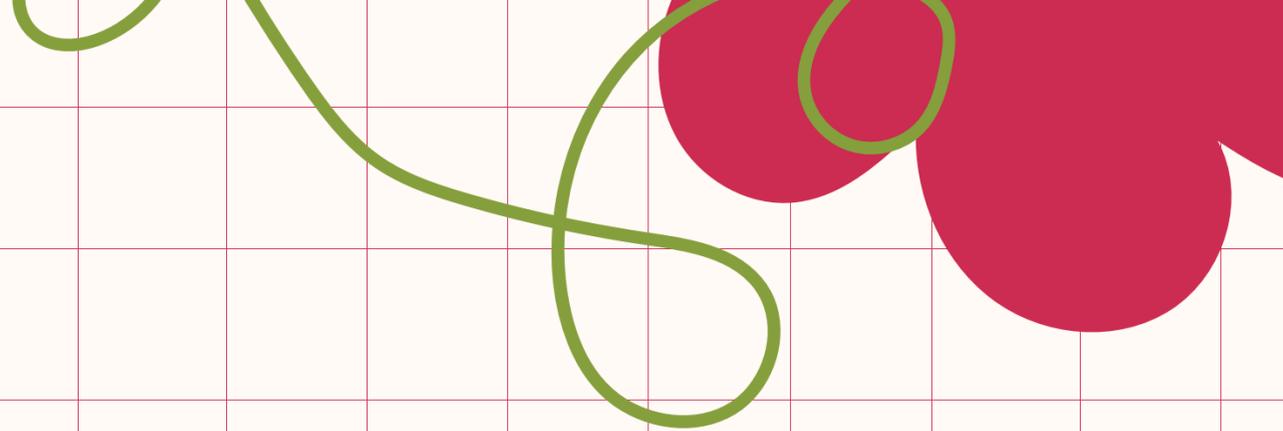
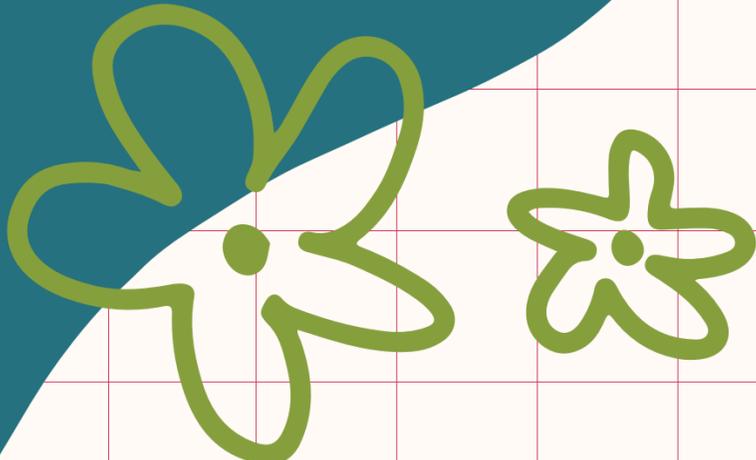
GALLERY WALK

- 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



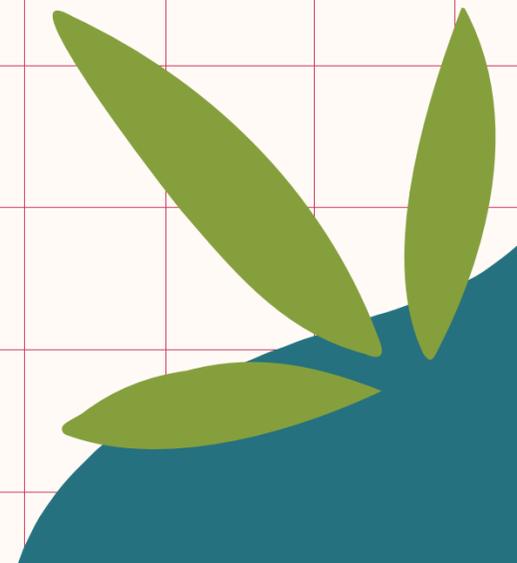
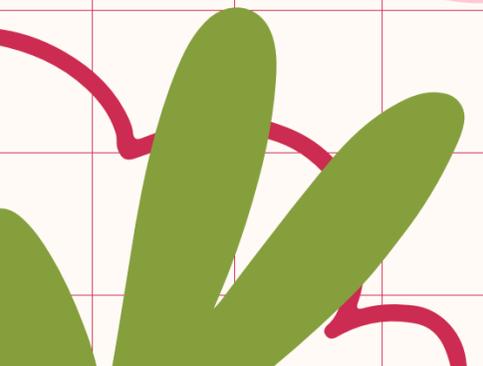
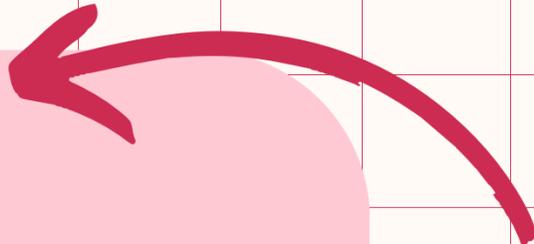


NOT to choose a Career now...

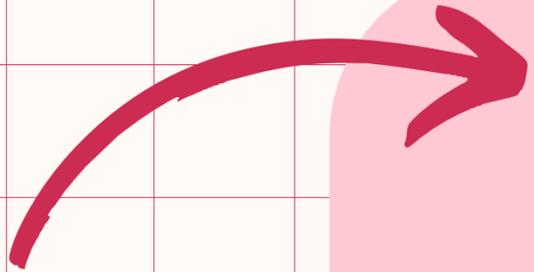
But to :

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

THE GOAL



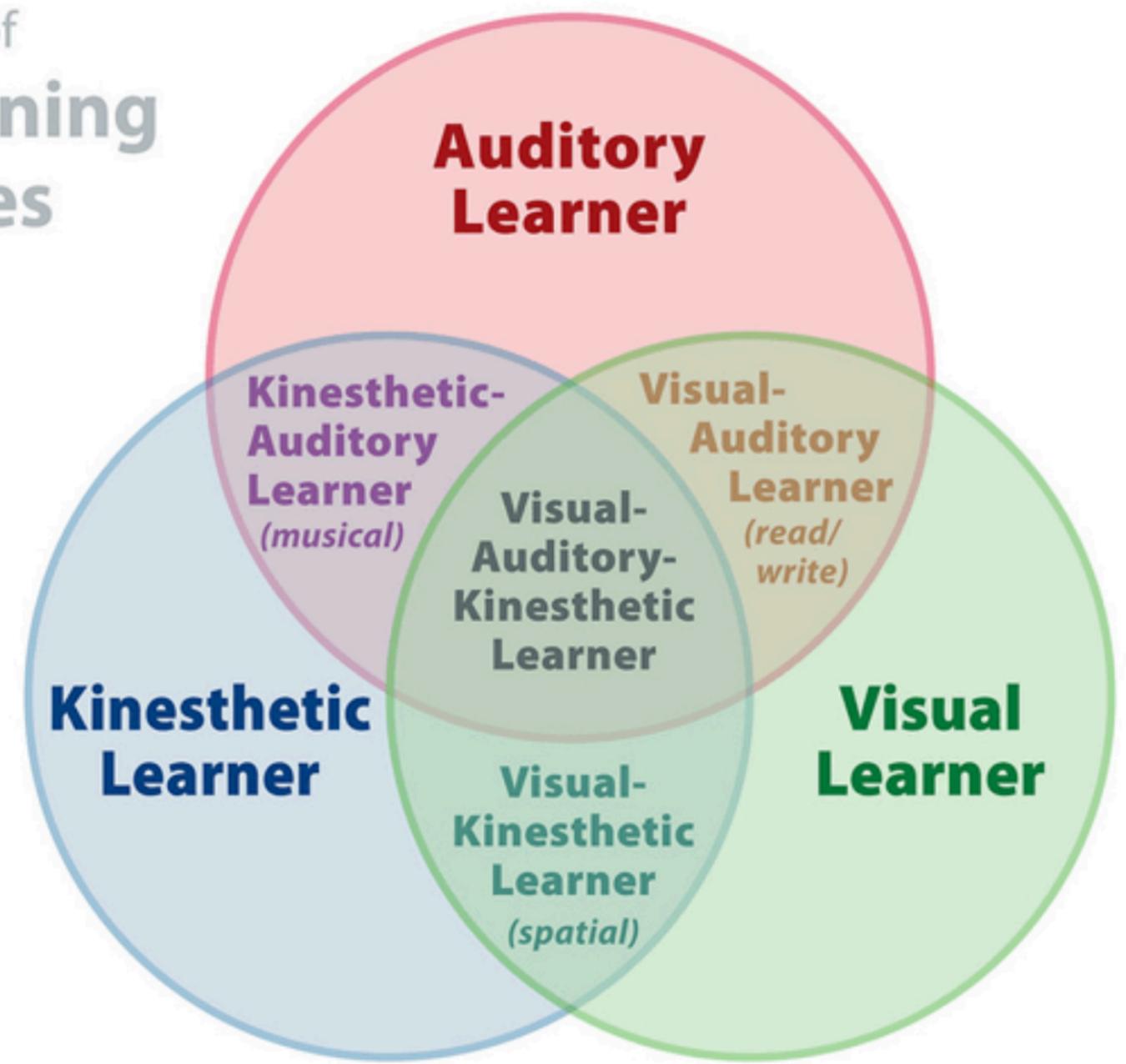
TOOLS TO GET STARTED



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	●	COMMUNICATION	●
PROBLEM SOLVING	●	CULTURAL AND GLOBAL CITIZEN	●
CRITICAL THINKING	●	CREATIVITY AND INNOVATION	
MANAGING INFORMATION		PERSONAL GROWTH AND WELL BEING	

Status :

● In Progress

● Achieved

● Up Next



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

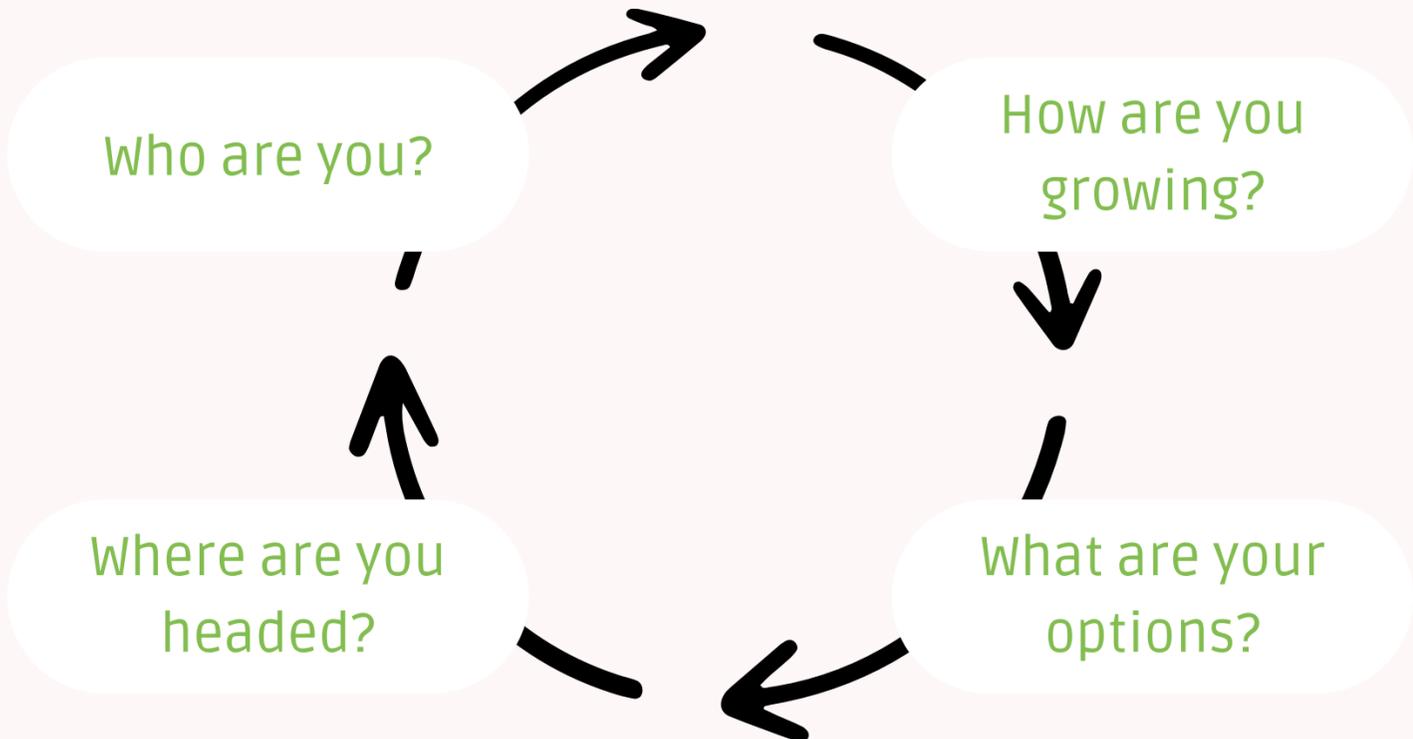
STRONG INTEREST INVENTORY

- 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





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?

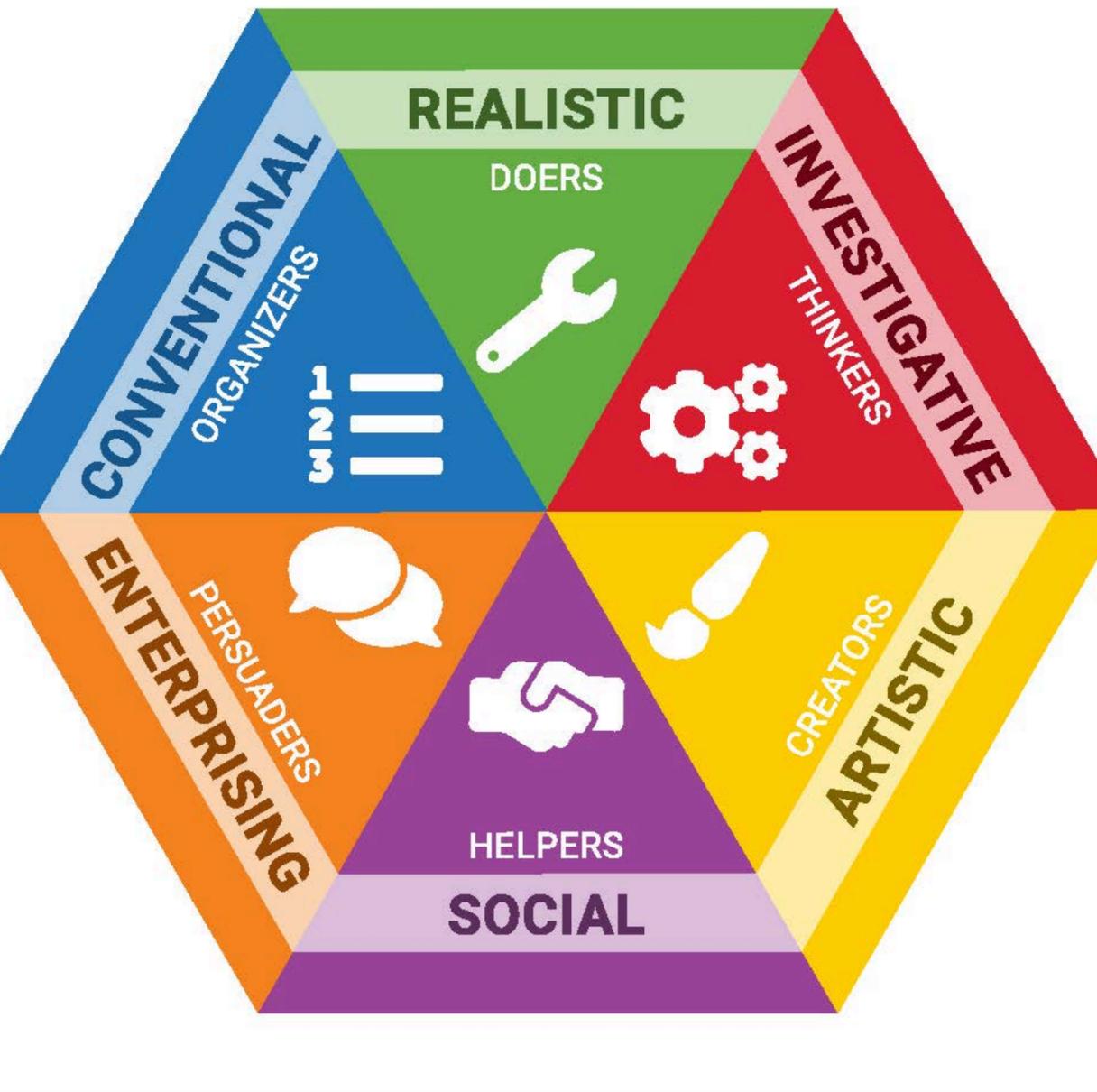
Occupational Scales (Work

Environment): What occupations align with my interests/which workers am I most similar to?

Major Scale(Area of study): What

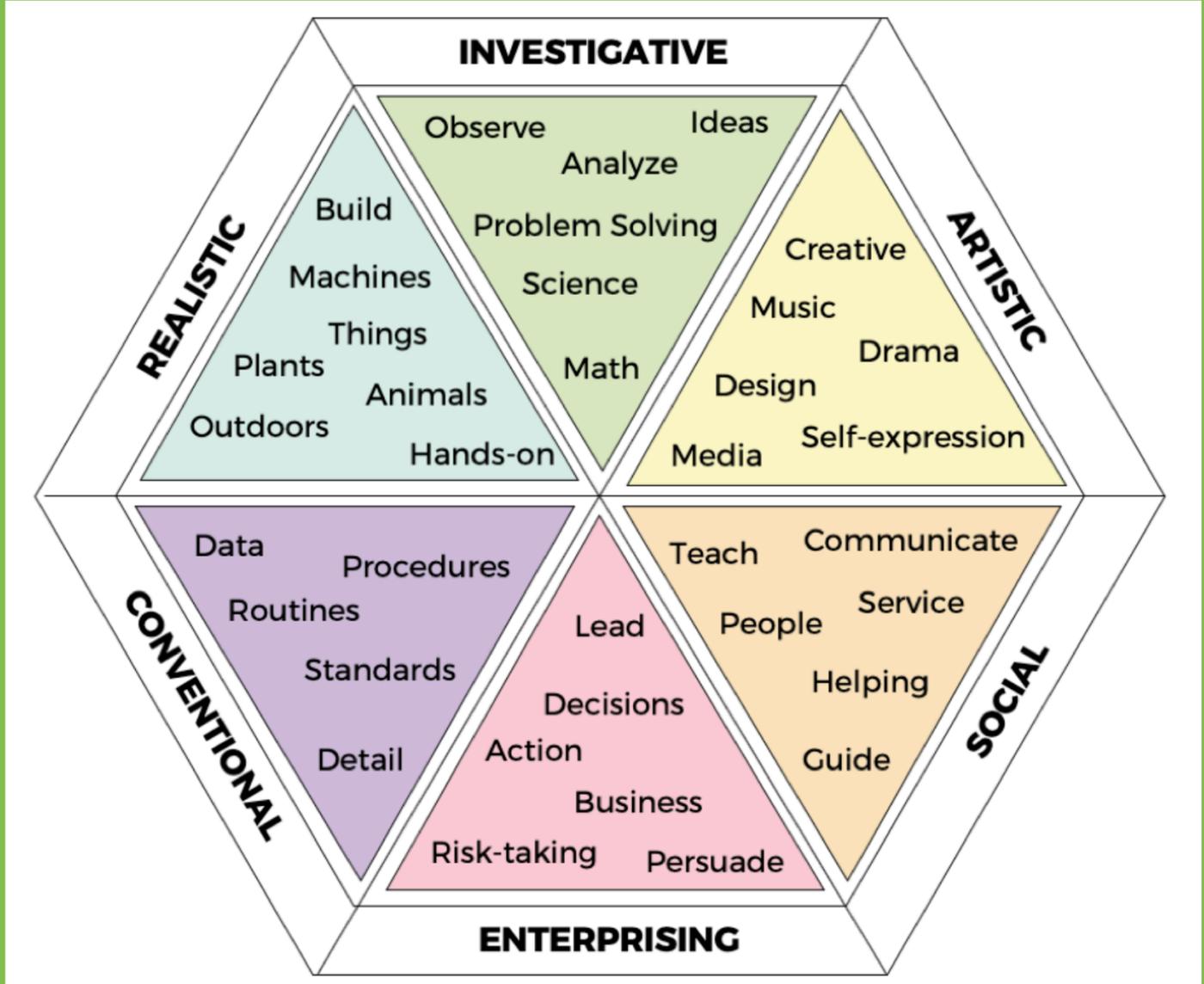
majors align with my interests/which students am I most similar to?

SF



RIASEC

Realistic
 Investigative
 Artistic
 Social
 Enterprising
 Conventional



Basic Interest inventory

YOUR TOP FIVE INTEREST AREAS

1. Social Sciences (S)
2. Nature & Agriculture (R)
3. Counseling & Helping (S)
4. Visual Arts & Design (A)
5. Research (I)

Areas of Least Interest

- Finance & Investing (C)
- Management (E)
- Mathematics (I)

SOCIAL — Very High

BASIC INTEREST SCALE	STD SCORE & INTEREST LEVEL	STD SCORE
Social Sciences	VH	72
Counseling & Helping	VH	70
Teaching & Education	VH	67
Human Resources & Training	VH	64
Religion & Spirituality	H	64
Healthcare Services	H	61

ARTISTIC — Very High

BASIC INTEREST SCALE	STD SCORE & INTEREST LEVEL	STD SCORE
Visual Arts & Design	VH	69
Performing Arts	VH	67
Culinary Arts	H	61
Writing & Mass Communication	H	60

REALISTIC — Very High

BASIC INTEREST SCALE	STD SCORE & INTEREST LEVEL	STD SCORE
Nature & Agriculture	VH	72
Mechanics & Construction	H	66
Protective Services	H	64
Computer Hardware & Electronics	H	63
Athletics	M	59
Military	M	55

ENTERPRISING — High

BASIC INTEREST SCALE	STD SCORE & INTEREST LEVEL	STD SCORE
Marketing & Advertising	VH	66
Entrepreneurship	H	60
Sales	M	58
Politics & Public Speaking	M	58
Law	M	56
Management	M	51

INVESTIGATIVE — High

BASIC INTEREST SCALE	STD SCORE & INTEREST LEVEL	STD SCORE
Research	VH	69
Science	M	59
Medical Science	M	54
Mathematics	M	54

CONVENTIONAL — High

BASIC INTEREST SCALE	STD SCORE & INTEREST LEVEL	STD SCORE
Office Management	VH	63
Programming & Information Systems	M	55
Taxes & Accounting	M	54
Finance & Investing	M	51

- 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

A thick, curved pink arrow pointing from the right towards the text.

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

TRADES PATHWAYS (DUAL CREDIT)



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

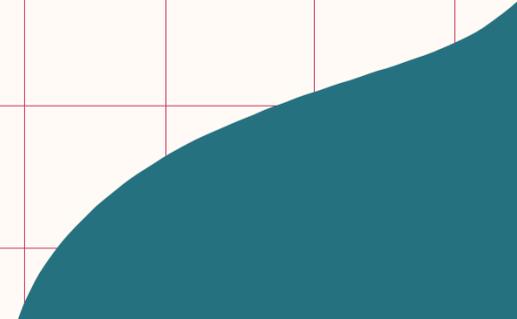
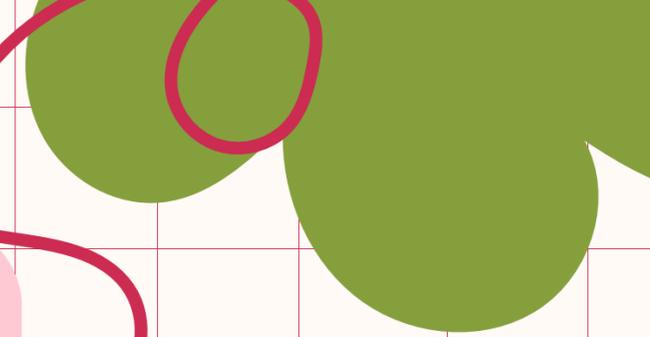
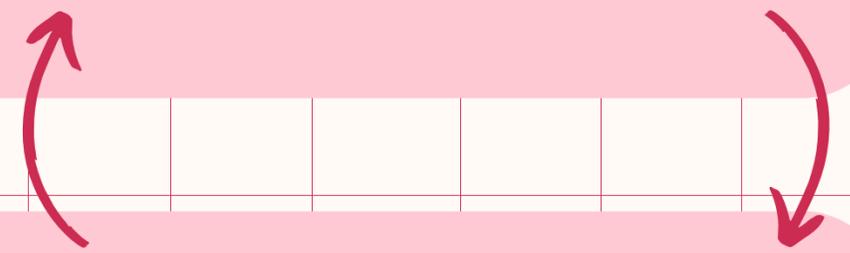
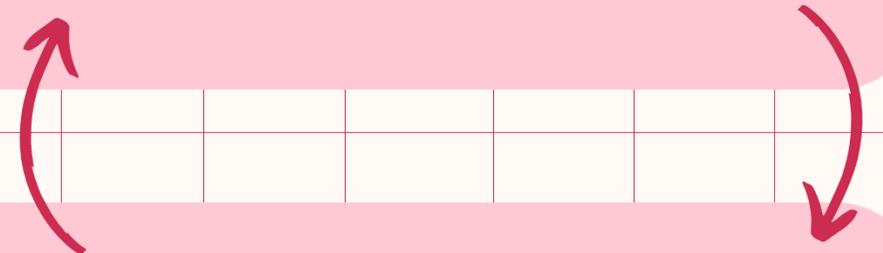
Level 1

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



SF

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):

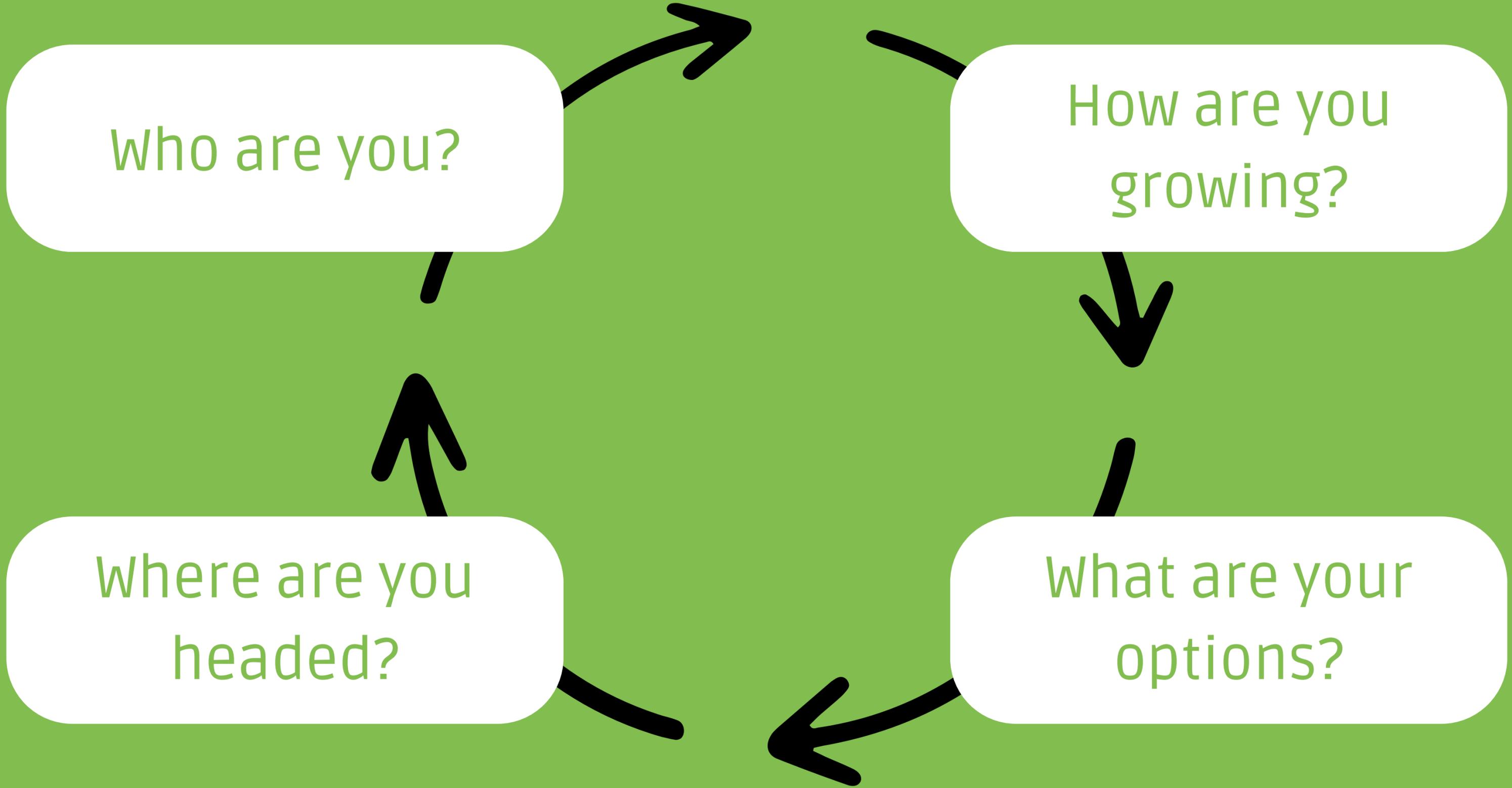
Six interest areas

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



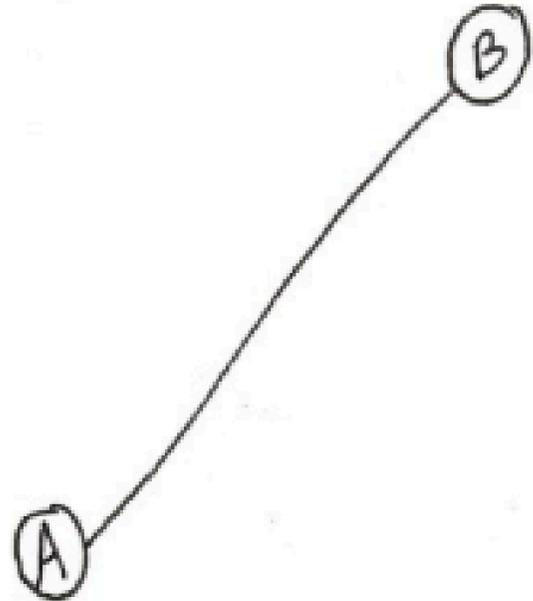
RESOURCES

RIASEC - resources including links to short videos to use with students
connectthework.com/learn-about-the-riasec

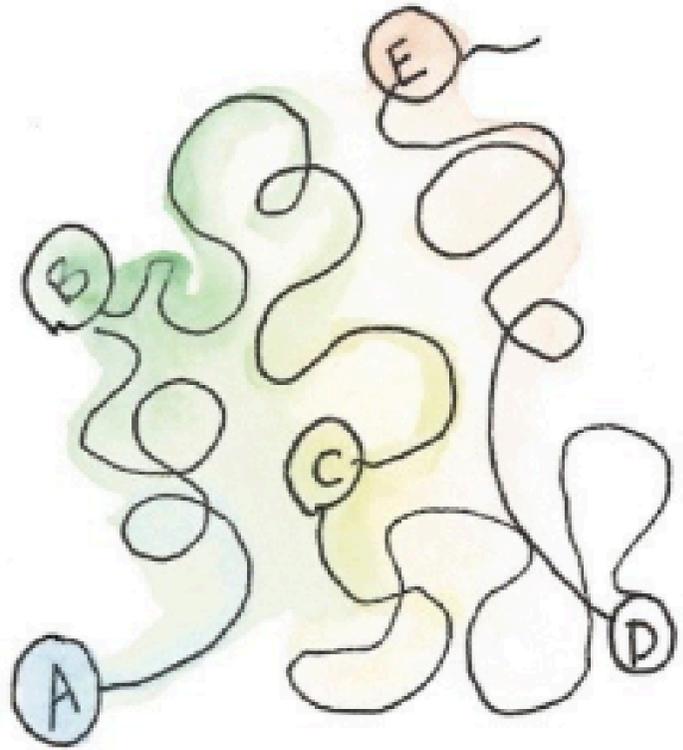
Career Conversation resources around the 4 questions
connectthework.com/digital-career-activities

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



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

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?**