

CEO

Career Education Opportunity



Crocus Plains R.S.S. Hairstyling Program

The Hairstyling Program provides students with the theory and practical study of all aspects of hairstyling for men and women. This accredited program follows Apprenticeship Manitoba guidelines and will offer prospective apprentices the opportunity to gain basic trade knowledge and skill.



Career Development Related Initiatives Included in this issue:

- > Crocus Plains R.S.S. Hairstyling Program
- > High School Apprenticeship Program
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- > Prairie Hope High School
- > Vincent Massey Career Development
- > Safe Workers of Tomorrow
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- > Resume & Cover Letter
- > Brandon Career Symposium

**BRANDON
SCHOOL
DIVISION
CAREER
EDUCATION**

APPRENTICESHIP PROVES SUCCESS

HSAP—High School Apprenticeship Program—Mia Giordani

Mia entered the CP Hairstyling Program at Crocus Plains in September 2017. She has learned a lot about colouring, techniques and retail strategies as well as cutting and styling. She began the High School Apprenticeship Program August of 2020 and is just handing in first set of 150 hours. She is currently working at Bladeworx Barber/Salon and her trainer is Shayla! Mia shares that she has come a long way with her cutting techniques and getting into more advanced fades and colouring. She is also a certified lash technician and hoping to further her education in the beauty industry mastering the art of blondes.



BEFORE



AFTER

APPRENTICESHIP—Tiana Brown

Tiana entered the Crocus Plains hairstyling program in September 2016. Throughout the 4 years she learned a wide variety of skills from hair colour, hair styling, right down to people skills. She began her apprenticeship journey at the end of Grade 10 at Bladeworx, and worked there until December of Grade 12 when she moved over to Artistry Hair and Nail Salon. Due to COVID she hasn't been able to write her government exam, so she is in the between stages!

With hair, everybody has their strengths and she has been working hard at furthering her education in mastering the art of colours and blondes. The hair industry is constantly evolving and she learns something new almost everyday! In October/November of 2020 she was fortunate enough to be able to compete in Salon Magazines So You Think You Can Colour Contest. She made it up to the second round! She is currently working at Artistry Hair and Nail Salon and hoping to expand her services!!



APPRENTICESHIP RED SEAL—Brittney Bremersch

In 2015, Britney entered the Crocus Plains Hairstyling program. She learned about the basics of hair fundamentals and theories, which is crucial in this career. For example, certain techniques may work on one client and not on the next.

She says, “a good hair stylist always goes back to the basics every time. It’s the foundation that makes us who we are as barbers or stylists “. Her advice continues by stating the biggest incentive of being in this program in High School – it is FREE!

Most apprentices, including Brittney, have the opportunity to work at a local business. Essentially this would be their first job! This is an eye opener time and helps them understand how to prepare and demonstrate their skills and being successful on the job, at the job!

If you have the interest and passion for this skill, this program prepares and helps you understand how to be successful in this career with not just your snipping skills but also keeping up with hygiene (keeping instruments and work area clean & clear), customer service, and even some business knowledge.

In 2016 she applied to do the High School Apprenticeship Program (HSAP) earning 8 credits while working at Bladeworx.

Brittney continued her journey and entered the Adult Apprenticeship program in 2019. In September 2020, she received her Red Seal in Hairstyling mastering in Barbering, at just 19 years old.

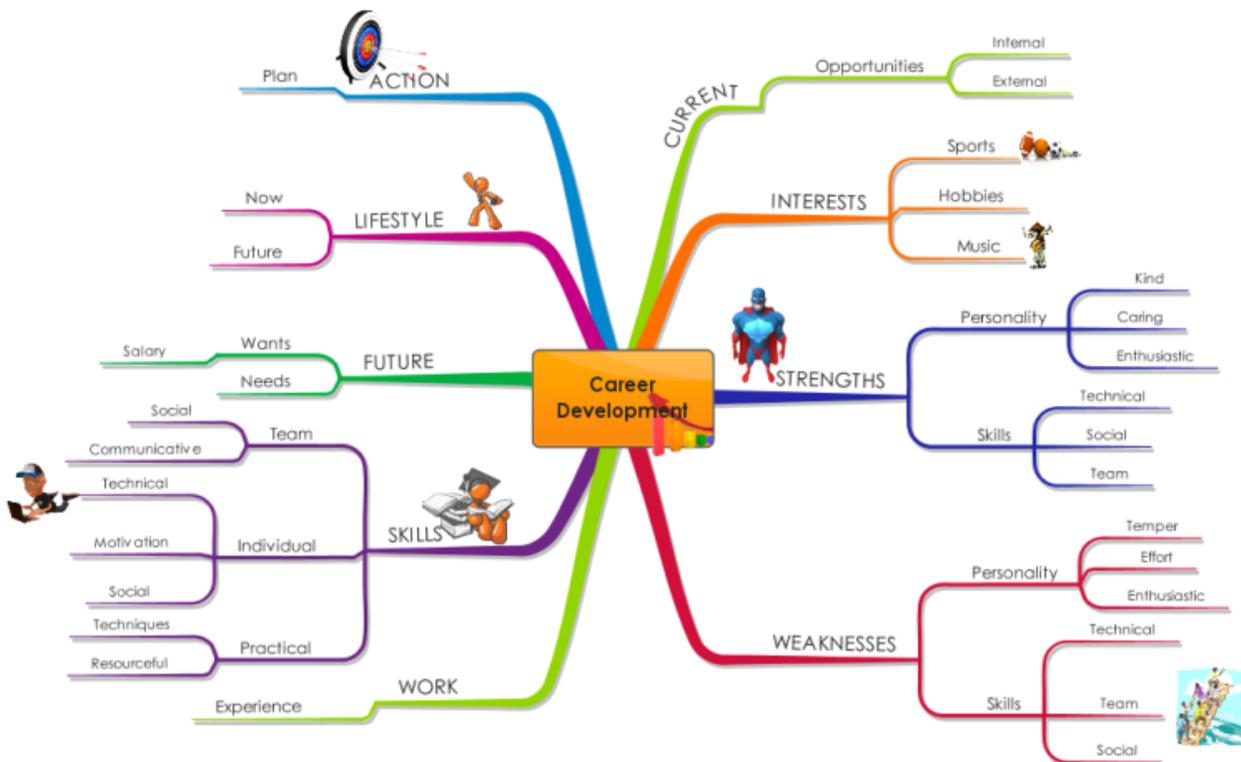
Had Brittney waited and began her training outside of High School, in order for her to achieve all that she has already, she would be in her mid-twenties and her pockets would be empty due to the costs of the training.

Brittney is currently working at Artistry Salon and this career is helping pay her costs to attend university.



MIND MAPPING IN CAREER PLANNING

Learning how to create effective mind maps will assist you in planning out your skills and abilities which in turn will help your career planning success. There are many examples of mind maps so choose one that suits you best starting with your central idea and expanding out from the middle.

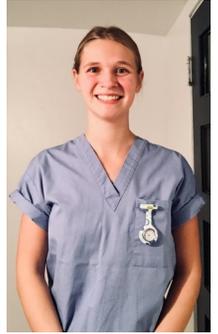


HEALTH CARE AIDE PROGRAM AT C.P.R.S.S.

Brooklyn Krahn

When did you know that you wanted to go into nursing?

Since I was kid I have loved anything nursing. I enjoyed wrapping tensor bandages, playing with crutches, pretending and dressing up as a nurse, among other childhood activities. Around grade four or grade five we were learning about different careers in school and I was determined to figure out what might best suit me. I played around with a few options then decided that I really loved the idea of becoming a nurse. After that moment, whenever someone would ask what I wanted to be when I grew up, I was confident in my answer, "a nurse!".



How many years is the Health Care Aide program at Crocus?

The Health Care Aide program is just ten months, running throughout the entire senior year. The first semester is taken once a day, during the lunch hour, and is strictly classroom work. Going into the second semester of grade 12, the HCA course is taken during all five periods of the day, involving a mixture of classroom work, and hands-on lab work. The program includes 8 weeks of practicum, where students practice at actual hospitals, care homes, and other facilities in Brandon.

Did you work either before or after high school in a nursing role?

Since grade eleven I have been volunteering at the hospital, but not in a nursing role. Now that I am in University, I volunteer casually at the hospital and have a more involved role now, with the on-going pandemic. For almost a year now I have been working in a nurse-like role where I practice my HCA skills almost daily. I work a home-care position which includes feeding, changing, bathing, and assisting with daily living activities, all of which I successfully learned through the HCA program.

You are now in the nursing program at BU, how did the HCA program help in this journey?

There are so many benefits that I have now in nursing, because I took the HCA program. The HCA program is a college course so it is taught very different than a high school course, this helped to prepare me for University where there is more studying required. The HCA program taught me so many valuable lessons for working with other people: communication skills, building my confidence, asking questions, and then assisting others in their activities (eating, changing, bathing, transferring). These skills are all necessary in nursing and I will always be grateful that I had the opportunity to learn all these valuable skills before entering nursing. The HCA program gave me a glimpse of what a nurses job is behind the scenes and helped me to see if I would actually like working as a nurse once I practice my skills in a real life setting. Many students don't have that opportunity and unfortunately find out that nursing is not for them, after a couple years of schooling.

Would you recommend the HCA course at Crocus if they are interested in nursing?

100%. If you are a student who is interested in pursuing Health care and have the opportunity to take the course at Crocus, do it. There are so many benefits to taking the HCA course at Crocus, most of which I have listed above (experience, cost savings, career insight). Additionally, students who successfully complete and pass the HCA program receive a HCA degree from ACC. This means you can work as a HCA as soon as you graduate! For health reasons I was not able to get a HCA job right away, but many of my classmates did! Also, depending on post-secondary schools you may attend, credits may transfer!

Any other comments or advice you could give to high school students

Life is full of so many opportunities and it's okay if you don't know what you want to do after you graduate. You have to be patient and have grace with yourself. One piece of advice I'll give is don't give up. There are so many options for careers now, and you probably won't score your dream job right away, that's okay! But don't stop if you don't get the job or position, or school you wanted; just start with what you have available to you and keep pursuing toward your goal.



PRAIRIE HOPE EXPLORES CAREERS

Students are busy exploring with Xello, working on career courses such as Career Development Exploration 10S, Career Development Planning 20S, Career Development Building 30S, Career Development Transition 40S, as well as Credit for Employment 30G/40G.

Mrs. Ford's class participated in a resume workshop and a True Colors Personality Activity.

<h1>BLUE</h1>	<h1>GOLD</h1>
emotionally driven seeks harmony in groups enthusiastic creative sympathetic	loyalty driven respects rules and authority responsible organized appreciative
<h1>ORANGE</h1>	<h1>GREEN</h1>
short-term driven welcomes change and variety adventerous competitive impulsive	logically driven independent thinker focused efficient analytical

VINCENT MASSEY GRADE 11 CAREER DEVELOPMENT CLASS CITIZENSHIP PROJECT

The Grade 11 Career Development class has been working hard to find outside the best ways to have authentic learning experiences with workplaces on hold during the pandemic. This Fall some students in the class helped their teacher, Mrs. Gudnason write a grant application for the Healthy Schools Grant. This project would help students engage in skill building in personal management, learning curricular content, as well as gain experience planning events and forming community partnerships. They are currently waiting to hear back from the committee. Additionally, the class has formed a community partnership with local non-profit Career Trek and are currently participating in their CRAVE (Career Readiness and Amazing Volunteer Experience) program. Within this program students will also be planning and executing a community-based project using grant money from the program. Students are engaged in developing their 21st century skills and school citizenship in the classroom through these unique opportunities while also developing their employability skills.

The Healthy Schools Grant enables school communities to infuse wellness into the culture of their schools by focusing on the priority health topics of Healthy Schools:

- healthy eating
- mental health
- physical activity
- safety and injury prevention
- sexual health
- substance abuse and addictions

SAFE WORKERS OF TOMORROW

Although Safe Workers of Tomorrow were not able to physically present to our students, we were still able to catch them virtually as they shared the importance of safe work with our Grade 9 students.

Youth are a large and key part of Manitoba's workforce – but new and young workers often get hurt on the job because they don't have proper training and don't know what questions to ask.

They provide (free!) presentations to students across Manitoba, designed to educate on how new and young workers can be SAFE on the job – since 1997 they've delivered more than 10,500 workplace safety presentations to young and vulnerable workers.

Their team of skilled staff Occupational Safety Presenters travel to schools, community clubs and other places where young Manitobans come to learn, equipping the workers of tomorrow with health and safety materials and information. Volunteers from their speakers' bureau – many of whom have been affected by workplace incidents and who are savvy on the topics of youth and workplace safety – are available to help out.

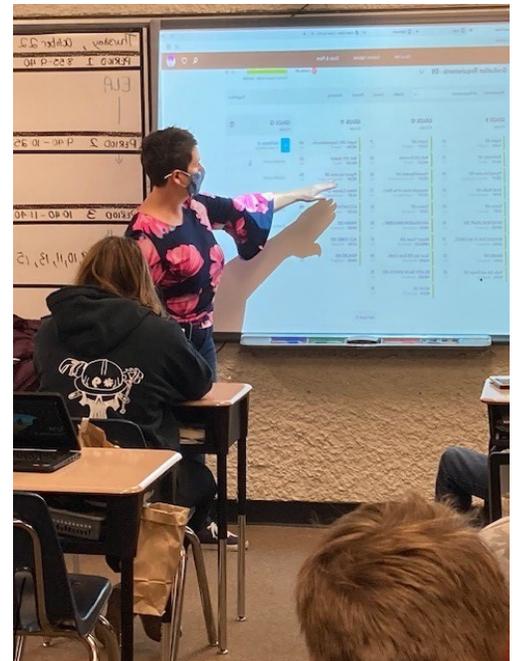
SAFE Work is dedicated to promoting workplace health and safety for the workers and employers of Manitoba. Learn more about Safe Work © 2012



XELLO PRESENTATIONS

The Career Education team presents to various grade levels the importance of the Career Search tool XELLO. The classes take assessments such as Matchmaker, Learning Styles Inventory and Personality Styles.

After completing the assessments the students receive a computer generated career list based on how they answered the questions. Students enjoy their time on the website and even more so, the possible careers they could choose.



A Proven Model for Student Success

Based on academic and user research, Xello's award-winning program puts the student at the center of their planning experience. They build personalized plans for the future, and the skills and knowledge to persist.



Build Self-Knowledge



Explore Options



Create a Plan



Learn & Reassess

A screenshot of the Xello 'STUDENT WORK' dashboard. The interface is clean and modern, with a dark sidebar on the left containing navigation options like 'STUDENTS', 'EDUCATORS', 'FEATURES', 'REPORTS', and 'SETTINGS'. The main content area is titled 'STUDENT WORK' and includes a search bar and a user profile for Amber Thomas at John Adams High School. Below the title, there are three main sections: 'SUGGESTED CAREERS', 'PERSONALITY STYLES', and 'LEARNING STYLES'. Each section displays data for students and includes a 'Select Report' dropdown menu. The 'SUGGESTED CAREERS' section lists 'Animal Caretaker' (130), 'Animal Trainer' (130), and 'Announcer' (116). The 'PERSONALITY STYLES' section lists 'PERSUADER / Enterprising' (28 Students), 'BUILDER / Realistic' (22 Students), and 'CREATOR / Artistic' (22 Students). The 'LEARNING STYLES' section shows '52 students are Visual-Tactile Learners'. At the bottom, there are sections for 'SKILLS', 'INTERESTS', and 'SAVED CAREERS', with 'Accountant' (48 Students) listed under 'SAVED CAREERS'.

WHY IS A RESUME AND COVER LETTER IMPORTANT?

The key to getting a job is having a resume that makes an employer want to talk to you. A resume is a brief description of your skills, abilities, education and experience. A good resume will open the door to an interview!

A cover letter is a way to introduce yourself and give the employer information on how you would be the best fit for the job or their company. It is a snap shot of your capabilities and skills that would be outlined in more detail in the resume.



Career Development Education

STUDENTS ENTER SENIOR YEARS WITH

- the following skills:
 - critical thinking
 - decision making
 - problem solving
 - citizenship and social responsibility
 - entrepreneurial thinking
 - financial
- engaging career education experiences linked to all areas of learning
- experiential learning opportunities
- habits of mind and curiosity
- leadership and mentorship opportunities
- opportunities to identify personal knowledge, skills, interests, and values
- peer-to-peer learning experiences
- personalized and project-based learning experiences
- an understanding of the importance of knowledge and skills in school, work, leisure, and life

GRADE 9 CAREER DEVELOPMENT LIFE/WORK EXPLORATION

Students increase their self-awareness and interpersonal skills, and develop knowledge and skills in personal management and career exploration while learning about their interests, personality traits, and values.

Students

- develop connections between school and work
- develop their confidence, personal skills, and abilities
- connect skills and knowledge to tasks and responsibilities of occupations
- explore careers and the world of work, including labour market information and workplace safety and health
- are exposed to meaningful community and career experiences

GRADE 10 CAREER DEVELOPMENT LIFE/WORK PLANNING

Students plan for their high school career by selecting the courses and programs of interest to them and developing the knowledge and skills to prepare for post-secondary education and training.

Students

- discover how their knowledge and skills relate to the workplace
- explore types of work that they find fulfilling and enjoyable
- make curricular and co-curricular connections to career development
- explore careers and the world of work, including labour market information and workplace safety and health
- are exposed to meaningful community and career experiences and mentors

GRADE 11 CAREER DEVELOPMENT LIFE/WORK BUILDING

Students focus on building career knowledge and skills, while preparing for life and career transitions. Students focus on building a solid foundation to grow and change throughout their lives.

Students

- build their knowledge, skills, and qualities to establish a career foundation
- explore specific post-graduation options
- refine their knowledge and skills while exploring ways to improve their employability attributes
- explore career information and the world of work, including labour market information, workplace safety and health, and employer and employee responsibilities
- are exposed to meaningful integrated career-related placement(s) and career mentors

GRADE 12 CAREER DEVELOPMENT LIFE/WORK TRANSITIONING

Students continue to develop skills to help them transition into post-secondary education, the world of work, and other pathways while refining their life-learning and work goals, employability skills, and future visions.

Students

- develop a post-graduation plan including their dreams, and short- and long-term goals
- market their knowledge, skills, and abilities to potential employers
- reflect on their school careers, while enacting their post-graduation plans
- participate in and demonstrate leadership in integrated career-related placement(s), and gain exposure to career teams at the placement(s)

STUDENTS TRANSITION INTO VARIOUS LIFE PATHWAYS INCLUDING

- apprenticeship
 - the workforce
 - entrepreneurship
 - post-secondary education
 - travel
 - volunteering
 - lifelong learning
- with agency and efficacy to create and innovate in a rapidly changing world.

CREDIT FOR EMPLOYMENT (CFE)

The CFE option provides students with the opportunity to earn up to two high school credits through paid employment, while developing a growth mindset in the workplace. A Career Development Life/Work credit is a prerequisite or co-requisite.

COMMUNITY SERVICE STUDENT-INITIATED PROJECT (CSSIP)

THE CSSIP option helps students develop strong character skills and citizenship qualities while exploring various career options. The civic and transferable knowledge, obtained in a CSSIP, helps increase students' knowledge of their community's needs and their social responsibility.

CAREER DEVELOPMENT INTERNSHIP (CDI)

The CDI options provides students with the opportunity to earn up to two high school credits by completing an unpaid internship while reflecting on their knowledge, skills, work preferences, and desired lifestyle. A Career Development Life/Work credit is a prerequisite.

BRANDON VIRTUAL CAREER SYMPOSIUM

2021 we're going
LIVE
VIRTUAL BCS

Brandon Career Symposium is back and going live

April 20, 21, 2021 9:00 a.m.—3:25 p.m.

Live interviews are 15 minutes followed by
10 minutes of Q&A.

Register as a Group or an Individual for the chance to
win prizes!

<http://career-symposium.ca/>

