



Date: May 22, 2024 **Agenda Item:** 8.1

To: Board of Trustees

From: Shawna Warren, Superintendent

Originator(s): Jonathan Konrad, Deputy Superintendent, Education Services
Dan Stephen, Division Principal
Kari Morgan, Division Principal

Governance Policy: [Policy 225: Role of the Board](#)
[Policy 700: Superintendent of Schools](#)

Additional Reference: [Alberta Programs of Study - Career and Technology Foundations](#)
[Alberta Programs of Study - Career and Technology Studies](#)

Assurance Domain: Student Growth & Achievement
Learning Supports
Local and Societal Context

Superintendent Leadership Quality Standard (SLQS)

SLQS Competencies ([SLOS](#) / [Board Policy 700](#)):
Building Effective Relationships
Visionary Leadership

Subject: **Career and Technology Report**

Purpose:

For information.

Background:

Sturgeon Public School Division is committed to providing meaningful experiences for students. Career exploration begins in grades 1 to 3, with programming experiences beginning in grades 5 to 9 with Career and Technology Foundations and maturing with Career and Technology Studies, Registered Apprenticeship, Green Certification, Work Experience and Dual Credit in High School.

This Career and Technology Report provides an overview of experiences available to Sturgeon Public students. Focused in grades 5 to 12, but beginning in grade 1, the Division is committed to ensuring students are motivated and supported to pursue their unique path to future success.

Administration is prepared to respond to questions at the May 22, 2024, Public Board meeting.



Attachment(s):

1. Career and Technology Report



Career and Technology Report

BACKGROUND

Career and Technology Foundations (CTF) Courses and Career and Technology Studies Courses (CTS) enable Sturgeon Public Schools teachers to provide students with meaningful learning experiences and support the development of many of the habits of learning required for success in school and the world of work. As stated in the CTF Program of Studies, CTF: “...provides students in grades 5 to 9 the opportunity to explore their interests within various occupational areas and technologies” (Alberta Education). Similarly, the Career and Technology Studies (CTS) program is: “designed for high school students so they can explore their interests and career options. CTS offers students opportunities to develop skills that can be applied in their daily lives and improve their employability following high school” (Alberta Education). The intent of Career and Technology programs, whether foundational or specifically aligned to trades, enable students to plan, design, create and implement solutions for relevant real-life problems. As students engage in vocational training and hands-on learning, they develop social, interpersonal, life and work skills as well as practical knowledge about various industries, issues and technologies.

CAREER AND TECHNOLOGY FOUNDATIONS (CTF)

The Alberta Education Program of Studies for CTF, notes that “Career and Technology Foundations is an optional program that allows students to explore their interests and passions as they learn about various career possibilities and occupational areas”.

The CTF Learning Process

The Career and Technology Foundations (CTF) curriculum supports learning experiences that allow students to explore occupational areas common to Career and Technology Studies (CTS), through challenges or tasks. CTF is not a prerequisite for high school courses.

Through the learning outcomes, the CTF learning process promotes the development of literacy and numeracy and competencies, while exploring a variety of occupational areas belonging to the five clusters:

- Business
- Communication
- Human Services
- Resources, and
- Technology





CTF challenges or tasks that integrate at least two occupational areas, provide students with an opportunity to experience the interconnectedness of skills, knowledge and technologies associated with various occupational areas.

Students engaging in CTF challenges or tasks, alternate between the processes of planning, creating, appraising and communicating in a non-linear manner:

- **Plan:** to follow a process that identifies problems, generates ideas and encourages empathy and evaluation when designing a solution to a task or challenge.
- **Create:** to make a product, performance or service, by using one's own thought or imagination.
- **Appraise:** to use ongoing assessment to guide decision making and learning.
- **Communicate:** to share or receive information in order to express ideas and gain understanding.

Courses Offered for CTF

The variety and breadth of Career and Technology Foundations (CTF) courses found within Sturgeon Public Schools are as diverse as the schools themselves. Courses align with prescribed Clusters of: Business, Resources, Technology and Human Services.

Courses such as Art and Design, Industrial Arts (Woodworking), Foods, Photography, Drama, Robotics and Film Studies are common throughout most Sturgeon Public Schools and are just a few of the opportunities available to SPS students.

CTF courses are generally selected and offered to students based on a variety of factors including, but not limited to:

- teacher expertise,
- availability of necessary resources, including facilities,
- student interest,
- alignment with the five clusters, and
- cost.

Course Selection and Scheduling

In general, once courses have been selected by school administration and teachers, communication is provided to parents with a description of the courses being offered, any associated costs, and when students will be selecting courses so that parents can discuss this programming with their students.

The flexibility within the Program of Studies for CTF courses allows for creativity in scheduling these courses in the various school communities within Sturgeon Public Schools. Generally speaking, most schools offer CTF courses in separate terms that align with the Report Card dates at each individual school.





While the frequency and duration of CTF courses may vary within Sturgeon Public Schools, most schools offer students two unique CTF courses (usually 60 min/class) two times per week in each term.

MOVING FORWARD WITH CTF

While anecdotal information reported by parents, students and staff suggests that satisfaction with the diversity of CTF courses within Sturgeon Public Schools is generally high, the Division remains committed to ensuring these courses align with the prescribed curriculum of Alberta Education and the preferences of students and parents.

Each year, schools review their offering of CTF courses. Amongst the considerations within these reviews are:

- The level of satisfaction with the variety of courses being offered in SPS as measured by the Assurance Survey Results from grade 7 students and parents;
- The alignment of CTF courses offered within SPS to the Occupational Clusters outlined in the Program of Studies;
- The alignment of CTF courses with the Career and Technology Studies (CTS) being offered in Sturgeon Public High Schools; and
- Sharing of best practices of CTF courses and programming.

CAREER AND TECHNOLOGY STUDIES (CTS)

CTS courses are competency-based courses that bridge the gap between students' interests and abilities and occupational areas such as business, communication, resources, technology and human services.

The Career and Technology Studies program is divided into five clusters:

- Business Administration, Finance and Information Technology (BIT)
- Health, Recreation and Human Services (HRH)
- Media, Design and Communication Arts (MDC)
- Natural Resources (NAT)
- Trades, Manufacturing and Transportation (TMT)

CTS and CTF Alignment

Sturgeon Public Schools continue to work towards providing alignment between Career and Technology Foundations (CTF) courses offered in grades 7-9 to the Career and Technology Studies (CTS) courses offered within High Schools. Examples of this alignment can be found in the table below.





Career and Technology Studies (CTS) at High School			Jr. High CTF Alignment
CLUSTER	DESCRIPTION	COURSE EXAMPLES	COURSE EXAMPLES
Business, Administration, Finance and Information Technology (BIT)	The focus of the BIT cluster is for students to develop and apply important knowledge, skills and attitudes so they can implement efficient systems and strategies of management and marketing and use electronic technologies to collect, structure, manipulate, retrieve and communicate information within individual, family, workplace, community and global contexts.	<ul style="list-style-type: none"> • Computer Science • Enterprise and Innovation • CISCO Networking • Information Processing 	<ul style="list-style-type: none"> • Stop Motion Animation • Robotics • Photography • Entrepreneurship • Coding
Health, Recreation and Human Services (HRH)	The focus of the HRH cluster is for students to develop and apply important knowledge, skills and attitudes so they can provide care and services for individuals and groups in a variety of industries, such as health care, recreation, cosmetology, the food industry and the legal system.	<ul style="list-style-type: none"> • Sports Medicine • Foods • Health Care Aide • Health Pathways • Legal Studies • Recreational Leadership • Tourism • Cosmetology 	<ul style="list-style-type: none"> • Cosmetology • Recreational Leadership • Chef Wars • Leadership /Mentorship • Sports Medicine • Animal Health and Wellness
Media, Design and Communication Arts	The focus of the MDC cluster is for	<ul style="list-style-type: none"> • Design Studies • Communication 	<ul style="list-style-type: none"> • Digital Design • Sewing





Career and Technology Studies (CTS) at High School			Jr. High CTF Alignment
(MDC)	students to develop and apply important knowledge, skills and attitudes so they can provide well designed and aesthetically effective communication solutions.	Technology • Fashion Studies	• 3D Design • Game Development
Natural Resources (NAT)	The focus of the NAT cluster is for students to develop and apply the knowledge, skills and attitudes to work individually and collectively, as private citizens and as members of the workforce, toward the conservation and responsible use of energy and natural resources.	• Agriculture • Forestry • Wildlife	• Outdoor Education • Wildlife Technology
Trades, Manufacturing and Transportation (TMT)	The focus of the TMT cluster is for students to develop and apply important knowledge, skills and attitudes relative to the manufacture and assembly of products from individual components and the processing of raw materials into products.	• Construction • Fabrication • Mechanics	• Industrial Arts • Building Construction • STEAM • CO2 Dragsters





CTS Courses provide an opportunity for students and schools to work together to create CTS Pathways. These pathways are flexible and allow students to:

- Explore an occupation or an interest area;
- Gain an occupational or a specialized skill set required in the workplace; and
- Apply relevant learning from academic courses to real-life situations.

Sturgeon Public students are extremely fortunate to have a wide variety of CTS Courses offered in SPS high schools.

Some of the Courses available to SPS students are in the areas of:

- Business
- Sports Medicine
- Mechanics
- Early Learning and Child Care
- Construction Technology
- Cosmetology
- Communication Technology
- Sports Performance
- Fashion Studies
- Fabrication
- Food Studies
- Design Studies
- Computer Science
- Forensics
- Web Design

Due to prerequisite module requirements, not all modules in these courses grant credits at the same grade level as the course. For example, an advanced 30-level course meant for Grade 12 students may contain modules at the intermediate 20-level, and completion of such modules will result in a student earning Grade 11 (not Grade 12) credit.

CAREER PATHWAYS LEARNING

Teaching career education from grades 1 through 12 is vital for several reasons. Early exposure or discussions can assist in connecting their education to their occupation in adulthood. It may steer students in a direction of interest where they can further develop skills and competencies, and gain understanding.

Choosing a career path can be overwhelming for some students and the gradual introduction can alleviate this stress and empower students with the knowledge and resources they need to make confident decisions about their future. Career education can also play a crucial role in addressing inequality by providing all students regardless of their background, with equal access to information and resources to pursue their career aspirations.

Lastly, in today's changing job market, adaptability is essential. Teaching career education from an early age instills in students the importance of lifelong learning and the ability to adapt to new technologies and industry trends throughout their careers.





GRADE-BY-GRADE CAREER EXPLORATION

Grades 1-3	CAREER EXPLORATION <ul style="list-style-type: none"> • Talk about careers and have conversations about different types of jobs, including those in the trades. • Make examples of the people around them and their jobs, like family & friends.
Grades 4-6	IDENTITY EXPLORATION <ul style="list-style-type: none"> • Talk about who they are, what their interests are, what skills they have or would like to develop, and what they value most in life. • Helping students get to know who they are and what they like can help them think about what careers or jobs they may enjoy most.
Grades 7-8	TRAINING EXPLORATION <ul style="list-style-type: none"> • Talk about apprenticeship training and what might be required for different trades. • Exploring different CTF courses, careers, and occupations in various fields.
Grade 9	CAREER EXPLORATION <ul style="list-style-type: none"> • Talk about trade areas that they are most interested in. <ul style="list-style-type: none"> ◦ Don't have to pick a specific career, but get a sense of what area they are most interested in (ie. construction trades, automotive trades, service trades) • Get concrete information of the amount of apprenticeship training required. • Make a plan to ensure they get the correct high school courses...ideally the "Recommended Courses" identified by AIT or other post secondary training.
Grade 10	IDENTITY EXPLORATION <ul style="list-style-type: none"> • Delve deeper into what their areas of interest are and what skills and requirements they need in order to have the type of career they want. • Help students to see the "big picture" and how their school courses can support them. • Encourage them to try different experiences in high school to help identify areas of interest (dual credit, work experience, etc).
Grade 11	TRAINING EXPLORATION <ul style="list-style-type: none"> • Narrow down the training and institutions they are most interested in. • Ensure they are on-track for the AIT requirements needed. • Encourage students to try Dual Credit courses to see how they perform at that level. • Identify important dates and deadlines relating to apprenticeship registration, scholarships, etc.



**Grade
12****MAKING IT HAPPEN**

- Finalize plans for work placements and technical training.
- Take advantage of work experience/RAP opportunities to try a career before you start your training, just to make sure it's a good "fit".
- Apply for Financial Aid and FREE MONEY!
- Make plans for living arrangements (residence) if moving away from home is required.
- Enjoy the final year of high school knowing you've set yourself up for a successful transition to a career or apprenticeship training!

