

NOVA SCOTIA STUDENT LIFEWORK PORTFOLIO



A TEACHING RESOURCE

LIFEWORK PORTFOLIO:
A TEACHING RESOURCE

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DEFINITION

The LifeWork Portfolio is a purposeful selection of items that students gather throughout their years in secondary school. This resource serves as a guiding link connecting a student's experiences to the world of lifelong learning and work. Starting in grade 7, the portfolio provides a chronological record of a student's personal growth and achievement as he or she plans, develops, and documents pathways to a successful career.

PURPOSE

The concept of the Nova Scotia Student LifeWork Portfolio is consistent with the principles of learning and the essential graduation learnings as outlined in *Public School Programs*.

The LifeWork Portfolio will provide students with opportunities to

- use items for a variety of purposes, such as applying for a community work placement, seeking admission to an educational institution, or seeking employment
- involve families and mentors, guidance counsellors, classroom teachers, and administrators, as well as others who provide support to students
- use their portfolios as a focus for conferences with peers, families, teachers, and others to showcase their achievements and reflect on their educational and career plans
- communicate aspects of their abilities and growth by selecting, formatting, and presenting their portfolios

BENEFITS TO STUDENTS

As they develop their LifeWork Portfolios throughout the secondary school year, students can

- clarify their interests, abilities, and aspirations
- grow in confidence and pride in themselves and their accomplishments
- establish goals and develop plans
- identify their strengths and their learning needs
- recognize transferable skills
- see the connections among courses and between school and community
- illustrate their growth and achievements in school and in the community
- take responsibility for their personal growth and career development
- document, develop, and market their skills

DEVELOPMENT

The LifeWork Portfolio is developmental in nature. Students begin their LifeWork Portfolios in grade 7, develop and adapt the content through their junior high and senior high years, and take their portfolios with them when they complete their high school education.

The development of the LifeWork Portfolio will be sequenced to ensure that students are engaged over the secondary school years in strengthening their skills and are ready to make informed, responsible LifeWork decisions. The process of developing the LifeWork Portfolio will be systematic, sequential, and relevant. It will be directly linked to

- the compulsory Healthy Living courses in junior high, as well as to skills development and other career-related components of other courses
- Career Development 10 and Career Development 11 courses in senior high, as well as to skills development and other career-related components of other compulsory credits and elective credits such as LifeWork Transitions 10, Co-operative Education, Workplace Health/Safety 11, Tourism 11, Cultural Industries 11, Business Management 12, Entrepreneurship 12, and Tourism 12
- the Comprehensive Guidance and Counselling Program
- planned opportunities to present their portfolios for a range of purposes and audiences, which may include post-secondary education institutions, employers, awards committees, families, peers, and themselves

CONTENT

Because of the developmental and individual nature of the portfolio, the content will vary in order to best meet the immediate educational and career planning needs of the student. The content should be selected and organized within a framework of goals. Goals must be identified by the student and reviewed/revised periodically. Helpful frameworks for identifying goals include the Conference Board of Canada's *Employability Skills 2000+* and Human Resources Development Canada's *Essential Skills*, as well as the essential graduation learnings and the learning outcomes framework. A specific LifeWork Portfolio must include a résumé and may include documentation (artifacts) of the student's

- education
- employability skills
- transferable skills including fundamental, personal management, and teamwork skills
- career explorations
- career-related projects
- job-shadowing experiences
- co-operative education experiences
- work experience
- volunteer experience
- service to the community
- certifications
- credentials
- interests
- hobbies
- sports

SOME FACTS ABOUT ARTIFACTS

The items in a portfolio are called artifacts. The artifacts highlight students' achievements, accomplishments, skills, and aspirations. Artifacts may include text, images, photographs, video, audio, or multimedia electronic forms. Original, irreplaceable artifacts should not be included; they should be photocopied, photographed, or scanned. Every artifact should be accompanied by a written reflection. Reflection should include why it was chosen, what it illustrates, and why it is significant.

PLANNING AND ORGANIZING PORTFOLIO ACTIVITIES

The scope and sequence suggested in this resource will vary according to grade and will depend on students' prior knowledge of the process. In general, learning experiences should follow the sequence provided in the resource.

While some elements are essential, for example, a résumé, each portfolio may be organized differently and will ultimately reflect the individual's life experiences.

As students select and organize their artifacts, they should be encouraged to reflect on them and identify the skills they exemplify. A log sheet, skills checklist, and a sample reflection are included in this resource for this purpose.

These activities will help students identify the skills and knowledge they need to acquire as they move toward their personal career goals.

FORMAT

Both electronic and hard copy portfolios may be developed. The LifeWork Portfolio will make full use of the information and communications technology that has been provided to schools. Students may create their portfolios in an electronic folder accessible by password only to them and a supervising teacher. Ideas, suggestions, templates, tutorials, and research resources for students and for teachers are available online at the LifeWork Portfolio website <<http://lifework.EDnet.ns.ca>>.

ASSESSMENT

Whereas the assessing of individual artifacts in the portfolio may have been done in a course, activity, or project in which the student was involved, it is important to avoid assigning a numerical value to students' portfolios. Students must not feel that their lives and life experiences are being judged or compared to the lives and life experiences of others. A rubric is provided in the resource that allows students and teachers to assess progress and describe expectations. In recognition of the range of student experiences and life situations, the assessment should be used solely to determine whether the portfolio work has been completed to the best of the student's ability.

INVOLVING THE WHOLE SCHOOL AND COMMUNITY

Similar portfolio projects have been shown to be most effective in schools that involve the whole staff and community in supporting the portfolio-building process. Teachers, counsellors, coaches, youth groups, and families can all make a contribution with very little effort.

The LifeWork Portfolio can provide the basis for student/parent/teacher conferences and is a useful resource for counsellors assisting students to make academic and career decisions. The LifeWork Portfolio can be used as a catalyst for initiatives that seek to recognize the value of all students and the productive and positive involvement of every student in school and community life.

ROLES

Role of the Community

Communities have a vital role to play in providing young people with opportunities for personal and social growth. Communities can, for example,

- involve youth in community improvement projects
- encourage membership in youth groups and seek partnerships with the school
- provide opportunities for volunteering
- involve youth in organizing community events
- offer safe, structured opportunities for youth to work together on projects that interest them and help them develop self-esteem

Role of the Student

Students are expected to

- take responsibility for their own LifeWork Portfolios
- seek and accept feedback
- respect copyright laws
- preserve the privacy and security of their personal information
- keep their password confidential
- negotiate with teachers to identify appropriate portfolio formats
- set personal, academic, and career goals
- collect artifacts
- write reflections
- organize and store all artifacts and reflections
- select, organize, and display items for presentation
- create and update résumés
- meet with their teachers or advisors

Role of the Teacher

Health/Personal Development and Relationships: Grades 7, 8, and 9 and
Career and Life Management 11 Teachers and Supervising High School Teachers

Teachers are expected to

- maintain ongoing dialogue with students
- provide resources appropriate for each student
- give feedback and suggestions
- provide information about portfolio format options
- negotiate a format that is appropriate for each student
- provide opportunities for students to acquire the skills they need to create their portfolios
- attend to issues of equity and equality that may be challenges for some students

Role of the Student's Other Teachers

Teachers are expected to

- provide opportunities for students to connect aspects of their learning in all courses to related careers/occupations/jobs and to related post-secondary training and education programs
- identify to individual students any potential artifacts demonstrating achievement in the courses they teach
- provide documentation of student accomplishments suitable for inclusion in LifeWork Portfolios
- encourage students to share their LifeWork Portfolios and give feedback

Role of the Guidance Counsellor

Guidance counsellors are expected to

- help students identify academic and career information
- link career planning activities to the LifeWork Portfolio
- use the LifeWork Portfolio as a resource in counselling activities
- support teachers who need to acquire skills related to portfolio development

Role of the Administrator

Administrators are expected to

- ensure that teachers have the required resources, including technology resources
- supervise the assignment of students to ensure an equitable distribution among staff
- encourage staff and members of the school community to provide documentation of student accomplishments suitable for inclusion in the LifeWork Portfolios
- ensure that time is allocated for LifeWork Portfolio activities
- initiate discussion within the staff and school community to clarify and emphasize the benefits of the LifeWork Portfolio initiative

THE STUDENT LIFEWORK PORTFOLIO PROCESS

Overview

| STEPS | | ACTIVITIES |
|------------|-------------------|---|
| PLANNING | resources | identify materials, technology, and skills needed to develop the portfolio |
| | audience/purpose | decide who will view the portfolio and for what purposes |
| | goals | articulate a framework for what qualities the portfolio will demonstrate (e.g., Conference Board of Canada Employability Skills 2000+, essential graduation learnings [EGLs], essential skills) |
| ARCHIVING | collect | create and format artifacts (text, images, audio, video) |
| | sort | organize artifacts in a series of folders |
| REFLECTING | select | use goals to identify strong artifacts to demonstrate strengths and interests |
| | reflect | articulate how each artifact and artifact group demonstrates strengths and goals |
| | validate | solicit feedback from peers, family, mentors, and teachers |
| CONNECTING | organize | make decisions about how the artifacts will be grouped and sequenced |
| | identify patterns | make decisions about common elements and relationships among artifacts |
| | develop sequence | use patterns to organize artifacts using, for example, linear, hierarchical, and/or branching sequences |
| PRESENTING | design | make decisions about presentation of the artifacts |
| | package | create sequences of artifacts organizing, navigating, and connecting elements |

Suggested Sequence in Developing the Portfolio

The development of the LifeWork Portfolio is cyclical. The process needs to be reviewed and developed throughout a student's school experience. It is not meant to be accomplished in any one year. However, the production of such an important document can be overwhelming. Here is a suggested sequence for students to become self-directed in the creation and maintenance of a functional portfolio.

| | | |
|----------------|---|--|
| Step 1 | Explore the concept of LifeWork Portfolio | <ul style="list-style-type: none">• purpose• benefits• intended audience |
| Step 2 | Plan the contents of LifeWork Portfolio | <ul style="list-style-type: none">• table of contents• skills section: academic, personal, social• self-assessment section• personal fact sheets• goals• résumé• transcripts• resources |
| Step 3 | Carry out self-assessment and reflection | <ul style="list-style-type: none">• interests• values• skills/aptitudes• multiple intelligences• personality indicators• learning style preferences |
| Step 4 | Collect artifacts | |
| Step 5 | Organize and categorize artifacts | |
| Step 6 | Prepare written reflections (one for each artifact) | |
| Step 7 | Continue to collect and reflect on artifacts | |
| Step 8 | Present/share portfolio for feedback | |
| Step 9 | Carry out ongoing development and review; after the student has worked through this process once, it will become evident that Steps 2 through 8 should be revisited regularly | |
| Step 10 | Refine the portfolio, preparing it for a variety of uses and learning to highlight various aspects of one's skills, depending on the purpose and the audience | |

Student LifeWork Portfolio Matrix

Student LifeWork Portfolio outcomes are embedded throughout the curriculum from grade 7 to grade 12. This matrix has been prepared to provide teachers with a comprehensive understanding of how the portfolio outcomes are addressed from grade 7 through to grade 12.

| Grade | Outcome Students will be expected to | Outcome Students will be expected to | Outcome Students will be expected to |
|--|---|--|---|
| 7 Healthy Living | <ul style="list-style-type: none"> identify relationships between their strengths/skills/abilities/interests and their educational plans | <ul style="list-style-type: none"> select items for and maintain a LifeWork portfolio | |
| 8 Healthy Living | <ul style="list-style-type: none"> assess their strengths/skills/abilities and interests in relation to employability skills | <ul style="list-style-type: none"> select items for and maintain a LifeWork portfolio | |
| 9 Healthy Living | <ul style="list-style-type: none"> develop a plan to acquire the skills and credentials which will lead to their career goals | <ul style="list-style-type: none"> select items for and maintain a LifeWork portfolio | |
| 10 and 11 Career Development | <ul style="list-style-type: none"> assess personal interests, traits, learning style preferences, skills, and values demonstrate an understanding of the career-building process | <ul style="list-style-type: none"> select items for and maintain a LifeWork portfolio | <ul style="list-style-type: none"> interpret, evaluate and use career information engage in LifeWork decision making demonstrate and apply the knowledge and skills needed to seek and obtain work |
| High school and beyond | <ul style="list-style-type: none"> present the LifeWork Portfolio to an audience practise selecting portfolio artifacts for a presentation (e.g., admission to college, specific job, or other purpose) | <ul style="list-style-type: none"> select items for and maintain a LifeWork portfolio | <ul style="list-style-type: none"> research their career paths write reflections on artifacts |

Black-line Masters

Core Items in the Student LifeWork Portfolio

The following should be included in the final LifeWork Portfolio:

- title page
- table of contents
- skills section
 - academic
 - personal
 - social
- a reflection for each artifact in the skills section
- log sheet (optional)
- self-assessment section
- goals paper
- autobiographics/résumé
- transcripts/report cards
- research and resources

This is a suggested guide; teachers may add or modify items, but should not delete items.

Academic Skills

Academic skills include reading, writing, and mathematics. You will be living and working in a technical world, and you must have the ability to

- read and understand written information
- listen to and understand what others say
- write so that others can understand and use what you have written
- speak so that others can understand what you mean
- understand and apply mathematics problem-solving strategies
- use problem-solving skills

Academic Skills Options

A portfolio can help a student demonstrate that he or she

- can speak in front of large numbers of people
- can present his/her own ideas to others
- can understand oral information
- can follow written or spoken instructions and directions
- uses telephone etiquette
- can summarize/précis material
- can use word-processing skills
- cares for the environment
- can read and understand information texts
- understands basic scientific principles
- can use tools and equipment
- can use scientific tools and equipment
- can accept new ideas/technologies
- understands charts and graphs
- can understand and apply basic mathematics
- uses mathematics on a day-to-day basis
- can organize and present data
- can use a calculator to perform operations
- possesses computer skills
- can work with different units of measurement
- can use research/library/technology skills
- can learn through observation
- can simplify complex ideas
- can use a decision-making model
- can think critically and act logically to evaluate situations, solve problems, and make decisions
- uses the scientific model to solve problems

Academic Skills Sample Items

- picture of me working on a car
- survey created and tabulated for sociology class
- nutrition review/research to identify needs
- completed job application and covering letter
- interview skills practice on videotape
- cassette of class presentation
- tape of an interview conducted on teen decision making
- PowerPoint presentation for English
- mathematics project illustrating critical thinking
- physics assignment recorded on chart
- budget created in Career and Life Management Moving Out Project
- awards for specific subject achievement
- participation certificates for academic camp (e.g., science camp)
- picture of project
- photos of heritage fair or science fair project

Personal Skills

Personal skills help you handle responsibility and include the attitudes and habits you bring to your life and work. This means being dependable, working hard, doing your best, being honest, and caring about your job.

Personal Skills Options

A portfolio can help a student demonstrate that he or she

- attends school/work daily and on time
- meets school/work deadlines
- demonstrates self-control
- accepts and completes tasks
- can handle a number of jobs/activities at the same time
- shows initiative
- is aware of health/safety concerns and procedures
- can present himself/herself in a positive/acceptable manner
- has developed effective time-management skills
- has demonstrated good citizenship
- can identify things that must be changed
- works well without supervision
- accepts suggestions and criticisms
- dresses appropriately for the situation
- understands consequences of decisions
- takes risks with creativity and expression
- pays attention to detail
- can establish and follow schedules
- produces professional-looking documents
- can complete a project
- can manage money
- can prioritize tasks/responsibilities
- pursues fulfilling leisure-time activities
- values humour
- knows personal strengths and weaknesses
- has gathered experience in an area of interest
- sets attainable goals and takes steps to reach them
- investigates career alternatives and develops appropriate educational plans
- understands job search techniques
- has developed a résumé and covering letter
- entertains entrepreneurial ideas
- understands how interests and activities relate to careers
- brainstorms to express ideas and better understand the ideas of others
- effectively reduces waste in time and materials
- is dedicated to personal continuous improvement
- has developed and knows the importance of self-esteem and how it is developed
- interacts well with others in many different situations
- relates to and works well with others
- has developed honesty, integrity, and personal ethics
- understands concepts of customer service
- demonstrates compassion and empathy
- is able to resolve conflicts in a co-operative manner and strengthen relationships
- can adapt positively to change and to progress
- initiates change through peaceful, democratic actions
- is conscious of the effects of stereotyping, discrimination, and prejudice
- recognizes the importance of principles of equity and equality
- has a positive attitude

Personal Skills Sample Items

- interest inventories (e.g., Career Occupational Preference System [COPS], Discovery, Strong Interest Inventory)
- aptitude inventories (e.g., Career Ability Placement Survey [CAPS], Differential Aptitude Test [DAT], Test of Workplace Essential Skills [TOWES])
- job performance appraisal and/or work habits report
- letter of recommendation from past and/or present employer
- recognition awards (e.g., attendance, proposal)
- application letters (e.g., jobs, college, university)
- materials from career day, college information program, university information program
- physical activity schedule/checklist
- transcripts/report cards with course descriptions from the school's course handbook
- letter of recommendation from a teacher, counsellor, principal, etc.
- performance appraisal from a teacher for a related class
- educational development plan
- test scores
- attendance record
- description of job-related activities that required use of a skill (e.g., career planning)
- description of an activity that required use of a skill (e.g., babysitting-skills)
- description of an activity that involved career planning (e.g., Career Day, Take Our Kids to Work Day)
- personal career plan
- certificates of achievement or samples of participation in sports, the arts, or community activities

Social Skills

Social skills help you interact with others. These skills are important because most people will work as part of a team to organize, plan, execute, and evaluate their work. Working co-operatively with others involves caring and sharing.

Social Skills Options

A portfolio can help a student demonstrate that he or she

- can listen effectively to others
- can speak in groups
- can work with others to create a solution
- can overcome obstacles to communication
- is able to identify and respond to non-verbal cues
- actively and positively participates in a group
- supports outcomes of group decisions
- is able to perform a variety of roles in a group
- respects authority
- is able to work with all people in a respectful manner
- is sensitive to the ideas of others
- is able to negotiate to best accomplish a goal
- possesses coaching/mentoring skills
- encourages a positive attitude
- is willing to take charge of a situation
- encourages initiative
- can evaluate the effect of individual behaviours and group success
- can understand and appreciate employer expectations
- respects cultural diversity/gender

Social Skills Sample Items

- letters of recommendation from school or community leaders
- performance appraisal from a teacher for a related class
- description of a job/activity that required use of a skill (peer counselling, etc.)
- documentation of membership in various organizations, clubs, groups, and teams
- documentation of leadership positions in various organizations
- job performance appraisal/work habits report
- tape of a speech or discussion
- evidence of participation in volunteer activities or community organizations

Document Log

| # | Document Description | ✓ Skills Section | | |
|----|----------------------|------------------|---|---|
| | | A | P | S |
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| 18 | | | | |

A=Academic
P=Personal
S=Social

Document Log

| # | Document Description | ✓ Skills Section | | |
|----|----------------------|------------------|---|---|
| | | A | P | S |
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| 36 | | | | |

A=Academic
P=Personal
S=Social

1. My current career interests are (be specific as you can)

2. I would need the following preparation for these careers (this may include courses, degrees, licences, certificates, experience, any other requirements):

Talents and aptitudes:

- Interests:

-

Skills and knowledge I already have:

- Skills and knowledge I would like to have:

- • • • •

Goal Setting Worksheet

It may take you some time to complete this worksheet. Give yourself time to reflect on and revise your thoughts. As you acquire more information and learn more about yourself, your skills and interests may change and so will your goals. It may be useful to complete this worksheet more than once and to reflect on how your goals change and become clearer over time.

| Employment sectors that interest me (e.g., health, business, trades) | Occupations that interest me (e.g., nurse, sales, mechanic) | Short-term goals (this year or next year) | Long-term goals (by the time I am ready to get a job) |
|---|--|--|--|
| sector: | 1. | | |
| | 2. | | |
| | 3. | | |
| sector: | 1. | | |
| | 2. | | |
| | 3. | | |
| sector: | 1. | | |
| | 2. | | |
| | 3. | | |

Name: _____ Date: _____

Activities to Put into Your Portfolio

Sports

School team
Coaching
Community and school sports
House league
Provincial teams
Refereeing

Individual Sports

Aerobics
Jogging
Skateboarding
Tae kwon do
Tai chi

Competitions

Equestrian
Essay/art contests
Royal Conservatory
Speech and debate
Sports tournaments

Volunteer Activities

Candy stripping
Food bank
Free the children
Grad council
Nursing homes
Peer mediation
School events
School paper
Yearbook

Clubs/Groups

4-H
Brownies/Girl Guides/Pathfinders
Computer club
Cubs/Scouts/Venturers
Junior Achievement
Peer support
SADD
Speech and debate
Student council

Music

Choir
Conservatory
Garage band
Grade level
Learning to play
Musicals
School band

Fund-raising

Bingo
Fund-raising runs
Gathering pledges
Raffle tickets
Selling cookies
Terry Fox

Hobbies/Interests

Cadets
Computer gaming
Stamp collecting
Theatre/plays
Visual arts

Awards/Certificates

Employee of the month
First Aid/CPR
Most valuable player
School attendance
Swimming/Lifesaving

Church

Bible study
Church events
Summer camp
Sunday school
Youth group

Baby-sitting

Did you cook?
How many children?
What were your responsibilities?

Instructional Materials

Résumé Rubric

Student Name:
Date:

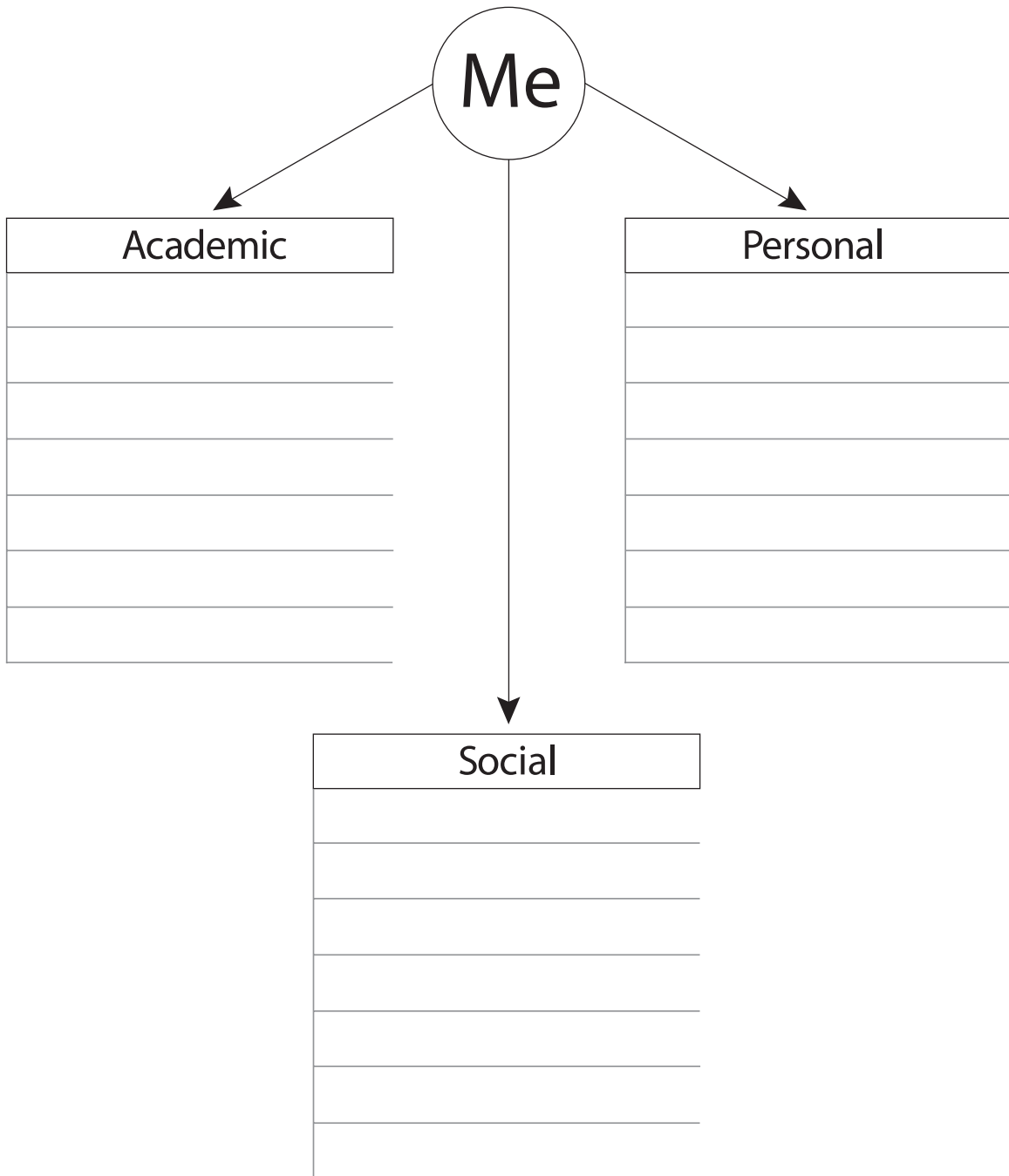
| Content | Included(yes/no) | Comments |
|---|-------------------------|-----------------|
| OBJECTIVE Clear, specific, appropriate | | |
| QUALIFICATIONS SECTION Relevant, includes details | | |
| EXPERIENCE SECTION Includes details (where, what, and when) | | |
| EDUCATION SECTION Chronological, gives details | | |
| OTHER SECTIONS Relevant, necessary | | |
| REFERENCES Titles, contact information | | |

| Style and Format | E = excellent G = good I = needs work | Comments |
|---|--|-----------------|
| ORGANIZATION Headings, sections, fonts, spacing | | |
| SENTENCES Correct, clear | | |
| VOCABULARY Formal, action words, power words | | |
| SHOWS BENEFITS TO EMPLOYER | | |
| EASY TO FOLLOW AND UNDERSTAND | | |
| LENGTH Sufficient, but not excessive detail | | |
| ERROR FREE Spelling, grammar, punctuation, capitalization | | |

| General Comments | E = excellent G = good I = needs work | Comments |
|---|--|-----------------|
| NEAT, ATTRACTIVE | | |
| INVITING TO READ | | |
| STRENGTHS Emphasizes strong points, realistic | | |
| COMPLETE Does not leave unanswered questions | | |

Employability Skills Web

Name:



Portfolio Response Sheet

Student Name:**Grade:****Name of Responder:****Date:****Response by:**

(check one)

☐

Self

☐

Teacher

☐

Peer

☐

Parent

☐

Other

1. Organization and presentation

2. Comprehensiveness of work

3. Identify an item from the portfolio that you consider to be impressive, and give a reason for your choice.

Portfolio Response Rubric

Student Name:
Grade:
Name of Responder:
Date:
Response by:

(check one)

☐

Self

☐

Teacher

☐

Peer

☐

Parent

☐

Other

Variety
10 to 9
8 to 6
5 to 4
3 to 0
Marks

- 10 items included
- Wide variety of formats (certificates, letters, pictures, artwork, audio, visual)

- 6-8 items included
- Good variety of formats

- 5 or more items included
- Limited variety of formats

- Fewer than 5 items
- No variety of format

/ 10

Presentation

- Clearly written or typed
- Evidence of organization
- Table of contents
- Cover page
- Section dividers
- Titles/headings
- Dividers easily located
- Effective use of colour, layout, materials to appeal to the reader

- Written or typed
- Evidence of organization
- Table of contents
- Cover page
- Section dividers
- Dividers easily located
- Some use of colour, layout, materials to appeal to the reader

- Written or typed
- Some evidence of organization
- No cover page or table of contents
- Limited use of section dividers
- Dividers not labelled or tabbed
- Overall layout is neat but lacks eye appeal

- Difficult to read
- Little evidence of organization
- No section dividers
- Little use of colour, layout; items ineffectively presented

/ 10

| | 10 to 9 | 8 to 6 | 5 to 4 | 3 to 0 | Marks |
|--------------------|--|---|---|--|-------|
| Contents | <ul style="list-style-type: none"> Artifacts section has up-to-date entry log All three skills components portrayed with variety of artifacts Résumé well formatted and error free; skills included Comprehensive resources section complete with names and contact information | <ul style="list-style-type: none"> Artifacts section has up-to-date entry log Two or three skills components portrayed with variety of artifacts Résumé well presented and error free. Skills included. Needs some formatting Comprehensive resource section but has limited names and contacts | <ul style="list-style-type: none"> Artifacts section has entry log, but not up to date Two or three skills components portrayed; limited variety of artifacts Résumé needs formatting and details Few entries in resource section and contact information is incomplete | <ul style="list-style-type: none"> Artifacts section lacks entry log Difficult to identify connection of artifacts to skills components Hand-written résumé, errors in résumé, or no résumé No resource section | /10 |
| Connections | <ul style="list-style-type: none"> Contains items that support personal skills and goals Personal reflection relates to selected artifacts Identifies areas for future development; goal setting and plan of action evident Effective use of language to communicate personal connection between portfolio contents and career goals | <ul style="list-style-type: none"> Contains some items that support personal skills and goals Some reflection on personal use of content Identifies areas for future development; identifies goals; no clear action plan General understanding of connection between personal development and careers evident | <ul style="list-style-type: none"> Limited connection between artifacts and personal skills and goals Little reflection on self in relation to artifact selection Goals identified; limited details provided as to connection with skills and needs Connection between careers and personal development not clear | <ul style="list-style-type: none"> No clear connection between artifacts and personal skills and goals Few or no written reflections Goals section shows lack of reflection Does not demonstrate understanding of connection between personal development and career goals | /10 |

Reflection on Portfolio

Student Name:

The contents of this portfolio show this student's work and life experience. After you have had an opportunity to view the items and to discuss them, please share your thinking about the portfolio using the sentence starters that you find most suitable and return the form to the school along with the portfolio.

I was pleased with

I sense that this experience has been

In our discussion about the portfolio

Improvements or additions I would like to see

Other comments

Reviewer's name: _____

Relationship to student: _____

Date: _____

Student Reflection and Goal Setting

Artifacts should be accompanied by some form of reflection. Use the sample form below or create your own.

Name:

I chose this artifact because

I learned

I plan to

Name:

I chose this artifact because

I learned

I plan to

Reflection Statements

Reflection is very important to the whole process of putting together a career portfolio. It will help you understand what you have learned and identify what you would like to learn.

Every artifact that you include should be accompanied by a reflective statement. That statement may be only a sentence or two, but it may also be more detailed.

Here are some suggestions as to how you might start to write a reflective statement:

- I have learned ...
- I noticed ...
- If I were to do this over again, I might ...
- By participating in this activity, I have noticed that I would need to improve ...
- I have learned more about myself by ...
- Someone who might help me improve my skills in this area would be ...
- This is an example of my ability to be creative because
- In order to learn more I would ...
- This artifact is an example of an activity that will help me learn ...
- This artifact is an example of an activity that will affect my career decisions ...
- My community involvement has helped me to ...
- My entrepreneurial skills that I have observed in this activity were ...
- By completing this project I learned ...
- This artifact is an example of how much I value ...
- I am proud of this artifact because ...
- This is an activity that I found challenging because ...
- This is an activity I found rewarding because ...
- The career path I plan to follow is linked to this activity because ...

This list is endless. We do not always learn positive things about ourselves. It is also valuable to learn that you do not like or enjoy something or that you do not have certain strengths. You should include examples of these learnings too. If it is a skill that is important to develop in order to achieve your goals, then you should reflect on how you will try to develop that skill.

Information Letter and Response



Date:

Re: Your Child's LifeWork Portfolio

Dear family of _____

Today (child's name) _____ is bringing home a portfolio to share with you. It contains items that demonstrate his or her life experiences, progress, and future plans. Attached to each sample you may find comments and goals written by him or her related to the learning involved. Please discuss the portfolio with him or her and return it to the school. Your thoughts about the portfolio would be appreciated.

Sincerely,

.....
Comments from home:

Parent's/guardian's signature: _____ **Date:** _____

Essential Graduation Learnings

(Nova Scotia Department of Education *Public School Programs*)

Aesthetic Expression:

Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

They will, for example, be able to

- use various art forms as a means of formulating and expressing ideas, perceptions, and feelings
- demonstrate understanding of the contribution of the arts to daily life, cultural identity and diversity, and the economy
- demonstrate understanding of the ideas, perceptions, and feelings of others as expressed in various art forms
- demonstrate understanding of the significance of such cultural resources as theatres, museums, and galleries

Citizenship:

Graduates will be able to assess social, cultural, economic, and environmental interdependence in a local and global context.

They will, for example, be able to

- demonstrate understanding of sustainable development and its implications for the environment
- demonstrate understanding of Canada's political, social, and economic systems in a global context
- explain the significance of the global economy on economic renewal and the development of society
- demonstrate understanding of the social, political, and economic forces that have shaped the past and present
- examine human rights issues and recognize forms of discrimination
- determine the principles and actions of just, pluralistic, and democratic societies
- demonstrate understanding of their own and others' cultural heritage and cultural identity and of the contribution of multiculturalism to society

Communication:

Graduates will be able to use the listening, viewing, speaking, reading, and writing modes of language(s) and mathematical and scientific concepts and symbols to think, learn, and communicate effectively.

They will, for example, be able to

- explore, reflect on, and express their own ideas, learnings, perceptions, and feelings
- demonstrate understanding of facts and relationships presented through words, numbers, symbols, graphs, and charts
- present information and instructions clearly, logically, concisely, and accurately for a variety of audiences
- demonstrate a knowledge of the second official language
- interpret, evaluate, and express data in everyday language
- access, process, evaluate, and share information
- critically reflect on and interpret ideas presented through a variety of media

Personal Development:

Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.

They will, for example, be able to

- demonstrate preparedness for the transition to work and further learning
- make appropriate decisions and take responsibility for those decisions
- work and study purposefully both independently and in groups
- demonstrate understanding of the relationship between health and lifestyle
- discriminate among a wide variety of career opportunities
- demonstrate coping, management, and interpersonal skills
- demonstrate intellectual curiosity, and entrepreneurial spirit, and initiative
- reflect critically on ethical issues

Problem Solving:

Graduates will be able to use the strategies and process needed to solve a wide variety of problems, including those requiring language and mathematical and scientific concepts.

They will, for example, be able to

- acquire, process, and interpret information critically to make informed decisions
- use a variety of strategies and perspectives with flexibility and creativity for solving problems
- formulate tentative ideas and question their own assumptions and those of others
- solve problems individually and collaboratively
- identify, describe, formulate, and reformulate problems
- evaluate ideas, examples, and ask for explanations
- ask questions, observe relationships, make inferences, and draw conclusions
- identify, describe, and interpret different points of view and distinguish fact from opinion

Technological Competence:

Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.

They will, for example, be able to

- locate, evaluate, adapt, create, and share information using a variety of sources and technologies
- demonstrate understanding of, and use, existing and developing technologies
- demonstrate understanding of the impact of technology on society
- demonstrate understanding of ethical issues related to the use of technology in a local and global context

Employability Skills 2000+

The skills you need to enter, stay in, and progress in the world of work—whether you work on your own or as a part of a team.

These skills can also be applied and used beyond the workplace in a range of daily activities.

Fundamental Skills

The skills needed as a base for further development

You will be better prepared to progress in the world of work when you can:

Communicate

- read and understand information presented in a variety of forms (e.g., words, graphs, charts, diagrams)
- write and speak so others pay attention and understand
- listen and ask questions to understand and appreciate the points of view of others
- share information using a range of information and communications technologies (e.g., voice, e-mail, computers)
- use relevant scientific, technological and mathematical knowledge and skills to explain or clarify ideas

Manage Information

- locate, gather and organize information using appropriate technology and information systems
- access, analyze and apply knowledge and skills from various disciplines (e.g., the arts, languages, science, technology, mathematics, social sciences, and the humanities)

Use Numbers

- decide what needs to be measured or calculated
- observe and record data using appropriate methods, tools and technology
- make estimates and verify calculations

Think & Solve Problems

- assess situations and identify problems
- seek different points of view and evaluate them based on facts
- recognize the human, interpersonal, technical, scientific and mathematical dimensions of a problem
- identify the root cause of a problem
- be creative and innovative in exploring possible solutions
- readily use science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions
- evaluate solutions to make recommendations or decisions
- implement solutions
- check to see if a solution works, and act on opportunities for improvement

Personal Management Skills

The personal skills, attitudes and behaviours that drive one's potential for growth

You will be able to offer yourself greater possibilities for achievement when you can:

Demonstrate Positive Attitudes & Behaviours

- feel good about yourself and be confident
- deal with people, problems and situations with honesty, integrity and personal ethics
- recognize your own and other people's good efforts
- take care of your personal health
- show interest, initiative and effort

Be Responsible

- set goals and priorities balancing work and personal life
- plan and manage time, money and other resources to achieve goals
- assess, weigh and manage risk
- be accountable for your actions and the actions of your group
- be socially responsible and contribute to your community

Be Adaptable

- work independently or as a part of a team
- carry out multiple tasks or projects
- be innovative and resourceful: identify and suggest alternative ways to achieve goals and get the job done
- be open and respond constructively to change
- learn from your mistakes and accept feedback
- cope with uncertainty

Learn Continuously

- be willing to continuously learn and grow
- assess personal strengths and areas for development
- set your own learning goals
- identify and access learning sources and opportunities
- plan for and achieve your learning goals

Work Safely

- be aware of personal and group health and safety practices and procedures, and act in accordance with these

Teamwork Skills

The skills and attributes needed to contribute productively

You will be better prepared to add value to the outcomes of a task, project or team when you can:

Work with Others

- understand and work within the dynamics of a group
- ensure that a team's purpose and objectives are clear
- be flexible: respect, be open to and supportive of the thoughts, opinions and contributions of others in a group
- recognize and respect people's diversity, individual differences and perspectives
- accept and provide feedback in a constructive and considerate manner
- contribute to a team by sharing information and expertise
- lead or support when appropriate, motivating a group for high performance
- understand the role of conflict in a group to reach solutions
- manage and resolve conflict when appropriate

Participate in Projects & Tasks

- plan, design or carry out a project or task from start to finish with well-defined objectives and outcomes
- develop a plan, seek feedback, test, revise and implement
- work to agreed quality standards and specifications
- select and use appropriate tools and technology for a task or project
- adapt to changing requirements and information
- continuously monitor the success of a project or task and identify ways to improve



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Essential Skills

Skills for Life Learning and Work

Essential Skills are those transferable skills that people use every day on the job, in the community, and at home. They include literacy, problem-solving, critical thinking, decision making, oral communication, planning, organizing, and basic computer skills.

The *Essential Skills* profiles document how people use *Essential Skills* in different occupations. The profiles are available on CD-ROM. A collection of authentic documents used in Canadian workplaces is available in hard copy.

The *Essential Skills* are based on skills that people use in their jobs and in their lives every day.

- Reading text
- Working with others
- Thinking skills
- Continuous learning
- Writing
- Oral communication
- Document use
- Numeracy (Mathematics)
- Computer use

The profiles are available at Human Resources Development Canada website:
<<http://www15.hrdc-drhc.gc.ca>>

Occupational Profiles

There are some 190 occupational profiles currently available at this site. 150 of these profiles refer to occupations that can be entered with a high school diploma or less. There are also some 40 profiles that describe occupations requiring study beyond high school.

What information is in an occupational profile?

You may have specific information that you are looking for. A few scenarios follow. Try some of these and you will soon get a “feel” for searching the Essential Skills Occupational Profiles. What information is in an occupational profile?

The Essential Skills Profile for an occupation describes how each essential skill is actually used by workers in that occupation.

The Profiles can be found on the Internet at <<http://www15.hrdc-drhc.gc.ca>>

Definitions of Workplace Essential Skills

- The kinds of skills people use to carry out a wide variety of everyday occupational tasks
- The foundation upon which more occupation-specific skills are built (the Velcro to which other training sticks)
- Enabling skills that help people perform tasks required by their jobs
- Skills that allow workers to learn new skills
- Skills that enhance a worker's ability to adapt to workplace change
- Skills necessary to use printed and written information to perform
- Competently in a workplace and to develop one's knowledge and potential
- Basic skills that help workers to fulfill their individual and collective potential at work, at home, in the union, and in the community
- Generic skills required by most workplaces in the country
- The skills that help you to keep a job
- The "academic" skills that individuals require on a daily basis (often called basic, foundation, enabling, essential skills)

Some Specific Examples of Workplace Essential Skills

- Reading and responding to an e-mail
- Reading instructions in a manual
- Interpreting a blueprint
- Making a call to a supplier
- Converting metric measurements to imperial
- Scheduling daily activities
- Measuring angles
- Interpreting WHMIS symbols
- Doing a cost estimate for a job

Human Resources Development Canada (HRDC) Essential Skills Classifications

- Reading text
- Using documents
- Writing
- Numeracy
- Oral communication
- Thinking skills
- Problem-solving
 - Decision making
 - Job task planning and organizing
 - Significant use of memory
 - Finding information
- Working with others
- Computer use
- Continuous learning

