

Webinar Clip: Planning Transitions with the End in Mind - Transcript

Ryan Machete:

So every student from grade seven to twelve is going to be doing an individualized pathway planner.

And so, you know, what does that look like? The idea of the individualized pathway planner is that we really start to take a look at earlier on in grade seven, what are some of my options when I'm going to be transitioning into adulthood? What are some of those things, or what are some of the pathways, whether it be employment or post-secondary; what does that sort of look like? And it really gives students a really sort of clear understanding of what that could potentially look like. And, as long as the students actually use it to its full potential, I think that sometimes they use it for course selection and then that's pretty much it. The PDSB uses myblueprint.ca. It's a great tool. You know, obviously not an endorsement, just saying that that's just what we use, so I know it and I know it pretty well actually. And so, what the really nice thing about it is, is that it gives you an opportunity to have a really realistic conversation with students and, so there are some students that, you know, may be in locally developed courses or are going to be getting their OSSC as opposed to their OSSD, but they want to move on to university and they're going to be a doctor as well. You know, instead of saying, instead of the school saying, well actually, you know what, you're not going to be able to do that or we don't think that that's going to be a possibility, is that we can really sort of support them in their ideas, and what is it they want to do but we use myblueprint as a way to sort of have a realistic conversation. So if they fill out their entire IPP and it comes back and says well these are all of your options that are available to you; it's this pathway and it's this pathway and here's all the different courses that are available to you at the post-secondary level. Here are all of the different occupations that came up that matched your profile. Then it really gives us an opportunity to sort of sit down and have this really realistic approach to the transition planning because now it's realistic. Now we're saying, well you know what, it's not us saying that this more of a realistic approach or a realistic pathway; it's actually myblueprint saying that, or it's



your IPP saying it. So that's one of the many reasons why I like to do it but I think that one of the most important things about the IPP is that it really gives us an opportunity to work alongside the transition plan. It really gives us a way to sort of validate what it is that we're doing with the transition plan. And one of the things that helps us with planning with the end in mind and, then, sort of chaining backwards, establishing milestones, making sure we're on the right path is that we can actually see what potential employers we could be working for as you go through your IPP. It will actually give you up-to-date job postings that are available, and so one of the recommendations I always give is, look at who you're actually going to be potentially working for if you know what your plan is and then make the call and ask them where you should be going, ask them what college they recommend, ask them what university they recommend, ask them, you know. Make sure you have all of the information before you start making these major financial decisions that can last a few years as well.

I think back to when I was a job developer and I've told this story many many times when I'm in transition meetings, especially when I'm with students that are looking for post-secondary. When I was a job developer, I used to work with a client of mine who was deaf and she wanted to be a pharmaceutical technician. And so found a school that offered American Sign Language. It was a university in the States. It was a four year course, so a pharmaceutical technician course, got a degree, stayed on for another three years to do co-op, came back up to Canada in Mississauga and was ready to find a job. Her file was mine so I was working with her to do job development and find her a job as a pharm tech and I thought this would be the easiest thing in the world. My gig was great. We got four years of university, got a degree, you've got all the requirements that they're asking for, you know, piece of cake, no problem. So, applied, applied, applied, you know many many many times. And, maybe after about the twelfth application that we applied for jobs that were posted, again, you know, only accessing ten percent of the job market, but in this case, we didn't really have much of a choice given the job that



she was applying for and so, didn't hear anything back. We were starting to get a little bit frustrated. So I started to call the HR managers and started asking what's going on, what's happening, why are we not getting a call back? You know, is there something that we're not doing right and so, the HR manager, and every single HR manager I called was extremely accommodating and took the time to talk to me; it was no problem at all and they went through all the resumes that came in. It just happened that a few had like 300 applications, but they eventually found the resume that came in from my client and they said, well, you know what we've done is, the shortlist is that we only took resumes that had a postsecondary education from Centennial College. I'm not promoting Centennial, I'm just saying that that's who it was, that this particular case was, and so they said, well we only hire from this institution, and I said, okay, only that institution? And the reason that they explained was, the industry leaders wrote the curriculum for that particular institution, and, so, they knew that if they were going to be recruiting, that they wanted to go through this particular instruction because they helped write the curriculum. And so it makes sense. And so they would only hire from that particular institution. So, I called a few other companies and I started getting similar answers and so, not all of them were Centennial, some were different programs but, what happened was that, it became very evident that, a degree or a diploma was not a degree or a diploma from every single school, it's very different. So I always talk to students and say wherever it is that you want to go, whatever job it is you want to do, call employers, you know, if you're comfortable, or send an e-mail, or I'll do it, or find some way that you're comfortable with and ask questions and ask the specific questions: when you're hiring entry level staff, where do you do you hire from, what are your qualifications? A job posting does not give you all the information that you need, it actually gives you a very small percentage of the amount of information that you need to apply for a job. So I always recommend call the employer, find out exactly what it is they're looking for, find all the little details that aren't printed in the posting and, then that gives you an idea of where exactly you should be putting your money and your time. And so, if this had been done



ahead of time, it would have saved my client seven years, well five years; it was a two year course and thousands of dollars. And, so, then we had to go through the whole process of starting over again. So I know what that looks like, when they transition, and I try to instill that in the students that I work with to say do the forward planning, make sure that you have that end in mind, and that you have the facts before you start putting a lot of planning into your post-secondary education.

