

## Q2 CAREER PATHWAYS

Ottawa-Carleton District School Board  
Building Brighter Futures Together @OCDSB

### Q2 What are some ways that the OCDSB could improve how we support learning and well-being?

**We need to value and promote the skilled trades pathway** As a society this pathway is undervalued. Our board should promote Sir Guy Carleton and OTSS as skilled trades hubs.

*Secondary Staff*

4.1 ★★★★★ (14)



**Vocational schools have been forgotten , the students that are being sent to us are spec. ed. These are not the student who are going into the trades** The government and trades people are screaming for students! The students need to be working at least a grade level and must be autonomous.

*Secondary Staff*

4.0 ★★★★★ (16)



**Careers class should expose kids to actual careers and teach skills like budgeting and interview and job app processes instead of personality tests** There are so many skills that kids don't know, so many options they can't explore, and even though there's a whole class devoted to it, it's useless

*Students Grades 9 to 12*

4.0 ★★★★★ (12)



**Supporting and valuing The trades programs back in our schools.** There are amazing employment opportunities for this sector and we need to value these youth in our system.

*Secondary Staff*

4.0 ★★★★★ (11)



**Trades and Apprenticeships** Not all students need to be pushed into academic classes. There should be more emphasis on trades to give students future opportunities in the economy  
*Elementary Parents and Guardians - 3*

3.9 ★★★★★ (25)



**We need to focus on students who are possibly going into a trade. We have the best facilities to introduce students into all the trades.** We must provide college , apprenticeship , and workplace pathways and introduce students who will be capable of entering these pathways.  
*Secondary Staff*

3.9 ★★★★★ (14)



**Getting more hands-on activities in elementary and middle school(woodshop, cooking, etc.)** People wanting to get into trades have a very limited education at school for this and some people learn things like math and science better with this  
*Students Grades 7 to 8*

3.8 ★★★★★ (19)



**Every school needs wide-ranging tech courses. We make the mistake of prioritizing pen and paper subjects and forget the value of hands-on learning.** To have wood shop, auto shop, robotics, etc. is important both for non-academically-minded students and for learning real-world skills.  
*Secondary Staff*

3.8 ★★★★★ (17)



**Rebrand the current vocational schools and tailor their programs towards preparing students for the trades.** There are great facilities and specialized staff at SGC & OTSS, but the sites don't currently have populations that can perform at a trades level.  
*Secondary Staff*

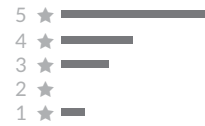
3.8 ★★★★★ (15)



**If you think of it, the whole system of public education around the world is a protracted process of university entrance. Many highly-talented, brilliant, creative people think they're not, because the thing they were good at at school wasn't valued.**

*Students Grades 9 to 12*

3.8  (12 )



**Education for all, our pathway need to include trades , world of work, youth with disabilities . Truly transitional programs and goals Many students/parents are hands on learners and need to see the values in all occupations in the world and understand the appropriate pathway to it**

*Secondary Staff*

3.8  (11 )



**Support coop in all schools at all levels. Create pathways with math and science relating to the trades Encourage our youth to be employable post secondary.**

*Secondary Staff*

3.8  (11 )



**Linking with colleges and higher educational institutions to help build continuity of education into advanced degrees**

*Secondary Parents and Guardians - 4*

3.7  (26 )



**Give students more opportunities to get real-world experience and apply the skills/knowledge they're learning at school in real workplace settings. Students need a basis for choosing post-secondary and need to build workplace skills.**

*Secondary Parents and Guardians - 3*

3.6  (20 )

