

2019 Professional Development Conference & Symposium

Supporting Future Skills and the Future of Work and Learning

AGENDA Tuesday, June 18, 2019				
Time	Location	Activity		
7:00 a.m. – 8:00 a.m.	Jock-Turcot University Centre	Breakfast		
7:30 a.m. – 8:30 a.m.	Learning Crossroads	Registration open		
8:30 a.m. – 9:00 a.m.		Welcome & opening remarks		
9:00 a.m. – 10:30 a.m.		Keynote Speaker & panel Patrick Borbey ft. a panel of Deputy Minister Champions of the Government of Canada		
10:30 a.m. – 11:00 a.m.		Break		
11:00 a.m. – 12:00 p.m.		Keynote Speaker Dr. Norah McRae		
12:00 p.m. – 1:15 p.m.	Jock-Turcot University Centre	Lunch		
1:30 p.m. – 2:30 p.m.	Desmarais Building	Student Panel: <i>Spotlight on Student of the Year Award Winners</i>	Breakout Session: Elaine Fenner & Brien Convery, <i>Moving the WIL Needle: Innovation and Disruption in WIL</i>	Breakout Session: Krystle Paskaruk <i>Accessing WIL in Northern Communities</i>
2:30 p.m. – 2:45 p.m.		Break		
2:45 p.m. – 3:45 p.m.		Breakout Session: Herleen Arora, <i>Preparing Canadians for the Changing Economy and Future of Work</i>	Breakout Session: Steven Tobin, <i>LMI for Co-op/WIL Professionals: Advising Students and Focussed Business Development</i>	Breakout Session: Daniela Pico, <i>WIL Opens the Doors to New, Diverse Talent</i>
Evening*	Algonquin College	Welcome reception & networking dinner <i>(ticketed event, pre-registration required)</i>		

*Note: Conference attendees who did not pre-register to attend the welcome reception and networking dinner at Algonquin College are encouraged to make alternate dinner arrangements for the evening.

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7:00 a.m. – 8:00 a.m.	Jock-Turcot University Centre	Breakfast	
7:30 a.m. – 8:30 a.m.	Learning Crossroads	Registration open	
8:30 a.m. – 8:45 a.m.		Welcome & opening remarks	
8:45 a.m. – 9:45 a.m.		Future Skills panel ft. Martyn Beckett (Ministry of Education), Brien Convery (RBC), Kristine Dawson (CEWIL) and Connor Plante (University of Waterloo)	
9:45 a.m. – 10:00 a.m.		Break	
10:00 a.m. – 12:00 p.m.		EWO Annual General Meeting (Open to EWO members only)	SWPP Partner Showcase (For all conference attendees)
12:00 p.m. – 1:15 p.m.	Jock-Turcot University Centre	Lunch	
1:30 p.m. – 2:30 p.m.	Desmarais Building	Breakout Session: Dr. Alon Eisenstein, <i>The Unique Benefits and Challenges of Entrepreneurial Work-Integrated Learning</i>	Breakout Session: Laura Gatto, <i>Students with Disabilities and their Perceptions and Experiences Engaging in Work-Integrated Learning in Post-Secondary Institutions</i>
2:30 p.m. – 3:00 p.m.		Break	
3:00 p.m. – 4:00 p.m.		Breakout Session: Matt Rempel & Dr. Golnaz Golnaraghi, <i>Competencies, Competencies, wherefore art thou Competencies (in WIL)?</i>	Breakout Session: Robert Craig, <i>Finding the Right Match Using Industry Cluster Mapping</i>
End of conference. Save travels home!			



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BREAKOUT SESSIONS | Tuesday, June 18, 2019 | 1:30 p.m. – 2:30 p.m.

Spotlight on Student Award Winners *Student Panel Discussion*

This session will elaborate on the student perspective on reciprocal learning; integrating academic learning with workplace learning and workplace learning back into their academics and career choices. A panel of award-winning WIL students will speak to their experiences and how WIL has helped them in their academics, skill building and career path.

Moving the WIL Needle: Innovation and Disruption in Work-Integrated Learning

Elaine Fenner, Manager, Work-Integrated Learning, Seneca College
Brien Convery, Director, Early Talent Acquisition, Attraction and Engagement, RBC

According to the Cambridge Dictionary, disruption is defined as preventing something, “especially a system, process, or event, from continuing as usual or as expected.” In business, it means “to change the traditional way that an industry operates, especially in a new and effective way.” By the same dictionary, innovation is defined as “(the use of) of a new idea or method.” What does this mean for WIL? Looking at the various types of WIL, how can we innovate the traditional ways we hire and prepare students for various employment opportunities? In this session we will brainstorm different ways to expand WIL beyond co-op to meet the needs of employers and students.

Accessing WIL in Northern Communities

Krystle Paskaruk, Co-operative Education & Work-Integrated Learning Coordinator, University College of the North

When it comes to program delivery in Northern communities, one size “doesn’t fit all”, but where there’s WIL, there’s many ways! As we prepare Canadians for the changing economy and future of work, accessing WIL in Northern communities is imperative to student learning, employment readiness, and the future of Manitoba’s North. With a fragile economy in Northern Manitoba, communities have been challenged with large industry and business closures, creating instability and uncertainty in “one-industry” towns of the North. Unique needs and challenges of key WIL stakeholder groups elevates the necessity of versatility in program design and delivery for accessibility purposes. At the University College of the North, a key ingredient in transforming these challenges into opportunities has been innovation of traditional best practices and programming currently used by Co-op/WIL practitioners. As an institution committed to serving northern communities, UCN’s WIL programming has become the impetus for stakeholder engagement in rebuilding Manitoba’s North.

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BREAKOUT SESSIONS | Tuesday, June 18, 2019 | 2:45 p.m. – 3:45 p.m.

Preparing Canadians for the Changing Economy and Future of Work

Herleen Arora, Partnership Development Officer, Future Skills Centre, Ryerson University

New technology, artificial intelligence, and global competitiveness are changing the way Canadians work. Many of the skills needed for good quality jobs will change in the years to come. A Canadian workforce that incorporates new technology and adapts is key to Canada's long-term economic growth. Ryerson will be joined in the new Future Skills Centre research initiative by the Conference Board of Canada and Blueprint to spearhead projects across Canada that develop, test and measure new approaches to skills assessment and development. Project funding will focus on disadvantaged, under-represented groups and needs of youth.

LMI for Co-op/WIL Professionals: Advising Students and Focussed Business Development

Steven Tobin, Executive Director, Labour Market Information Council

What kind of data can you provide students to help facilitate career discussions, support them in making informed career decisions and where to find that data. Additionally, find out how LMI can guide your business development activities. Many EL/WIL/Co-op teams are supporting increasing numbers of students and those numbers will likely keep rising. Where to find and how to use LMI to maximize your business development activities.

WIL Opens the Doors to New, Diverse Talent

Daniela Pico, Manager of Strategic Partnerships, Riipen ft. a panel of WIL stakeholders including employers, students, government, post-secondary education WIL experts and underrepresented groups.

This panel of WIL stakeholders discusses the equity and diversity benefits of expanding work-integrated experiential learning to include online and in the classroom. Through this expansion we can enhance accessibility for students from all backgrounds in several ways, enabling all students to gain the usual benefits of work-integrated experiential learning (e.g. network of potential employers, references, career clarity). Specific issues to be discussed by the panelists include: (1) Geography and language: from a regional/provincial scale, online experiential learning enables students from smaller or minority-language academic institutions and/or smaller, rural communities to access the same opportunities as students in large urban centres. (2) Socio-economic status (SES): The incorporation of experiential learning into the classroom and integrated into the student workload, enables students who may be working to easily access these opportunities. (3) Race, (trans)gender, and differently-abled: Panelists discuss how project-based forms of online work-integrated experiential learning reduce barriers to transitioning to the workforce so that they are assessed on what they are capable of doing based on their experiences and skills builds (rather than just a CV and/or interview). To illustrate the potential benefits, panelists will discuss (anonymized) examples of students from a wide variety of backgrounds, including new immigrants and Franco-Ontarians.

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BREAKOUT SESSIONS | Wednesday, June 19, 2019 | 1:30 p.m. – 2:30 p.m.

The Unique Benefits and Challenges of Entrepreneurial Work-Integrated Learning

Dr. Alon Eisenstein, [Experiential Learning Educator, Impact Centre, University of Toronto](#)

Recent years have seen entrepreneurship education activities increase substantially in Ontario with an aim to encourage, promote, and sustain student engagement in entrepreneurship. Part of this trend includes the provision of work-integrated learning (WIL) for all undergraduate students. At the University of Toronto, the Impact Centre matches graduate students turned entrepreneurs with undergraduate students as interns as an Entrepreneurial-WIL (EWIL) experience. Unlike conventional internships in established companies, EWIL within early stage start-up companies presents both benefits as well as challenges. The Impact Centre's model for entrepreneurial education and the unique features of EWIL will be presented and discussed.

Students with Disabilities and their Perceptions and Experiences Engaging in Work-Integrated Learning in Post-Secondary Institutions

Laura Gatto, [Co-op Coordinator, School of Computer Science PhD Candidate, Computational Sciences, University of Guelph](#)

This presentation will provide an overview of the data collected from students registered with disabilities at one Canadian University, related to their experiences engaging in work-integrated learning. To provide a larger snapshot of current practices, results from a survey for WIL Practitioners across Canada and an environmental scan of services advertised by PSIs for students with disabilities in WIL will be presented. Participants will also have an opportunity to engage in a discussion on the challenges WIL practitioners are experiencing supporting students with disabilities outside the classroom.

BREAKOUT SESSIONS | Wednesday, June 19, 2019 | 3:00 p.m. – 4:00 p.m.

Competencies, Competencies, wherefore art thou Competencies (in WIL)

Matt Rempel, [Associate Dean, Student Affairs, Career Education and Co-curricular Learning, Sheridan College](#)
Dr. Golnaz Golnaraghi, [Curriculum Consultant, Student Affairs, Career Education and Co-curricular Learning, Sheridan College](#)

The rhetoric as seen in today's media from government, industry, and post-secondary often suggests that students need more ... soft skills, human skills, transferable skills, essential employability skills, or dare we say, career competencies. Where and how can we use competency frameworks in our practice and/or how might we intentionally integrate competency development into our work-integrated learning (WIL) curriculum? Join this session to be introduced to some of the leading competency frameworks, where there are converging or overlapping themes amongst them all, and engage in a facilitated discussion about how they can be used in quality WIL.

Finding the Right Match Using Industry Cluster Mapping

Robert Craig, [Manager, Data Analytics, Reporting and Research, Co-operative & Experiential Education, University of Waterloo](#)

This presentation will share on how Waterloo uses industry "thematic" clusters to connect students with prospective employers. With an open competition system where students from any undergraduate faculty can apply to any posted job, Waterloo has a unique challenge matching students to the right job. Since implementing the WaterlooWorks administrative system in 2017, co-op administrators have mapped relevant industry/thematic clusters to academic programs, resulting in an 85%+ match rate for students finding jobs disciplined to their program.



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Keynote Speakers

Patrick Borbey, President, Public Service Commission of Canada
June 18, 9:00 a.m. – 10:30 a.m.

Patrick Borbey was appointed President of the Public Service Commission in May 2017. Prior to that, he was Associate Deputy Minister of Canadian Heritage since July 2014, where he oversaw the departmental mandate for Sport Canada, and worked closely with the National Capital Commission and the six National Museums.

Patrick has held a number of positions of significant responsibility, including as President of the Canadian Northern Economic Development Agency (CanNor); Chair of the Senior Arctic Officials; Chair of the Arctic Council; Senior Assistant Deputy Minister of Treaties and Aboriginal Government; Assistant Deputy Minister of Northern Affairs; Assistant Deputy Minister of Corporate Services at both the Privy Council Office and Health Canada; and Associate Assistant Deputy Minister of the First Nations and Inuit Health Branch at Health Canada.

Patrick was also Director General of Communications at Transport Canada, of International Cultural Relations at Foreign Affairs and International Trade Canada, of Strategy and Plans at Parks Canada and of Finance at both the former Department of Communications and the Department of Canadian Heritage. He has also held senior positions at the Department of Labour and at Industry Canada.

Originally from Elliot Lake in Northern Ontario, Patrick holds a Bachelor of Arts in Social Sciences (concentration in Political Science) and a Master's of Business Administration from the University of Ottawa. He has also been a long-time minor hockey coach.

Dr. Norah McRae, Associate Provost, Co-operative and Experiential Education, University of Waterloo
June 18, 11:00 a.m. - 12:00 p.m.

Norah McRae, PhD, is Associate Provost, Co-operative and Experiential Education at the University of Waterloo. Her involvement in co-operative and work-integrated education spans more than twenty years, over which time she has led strategic program development and research on student engagement, community-engaged learning and intercultural competency development.

In 2016, she was awarded the Albert S. Barber award from the Canadian Association for Co-operative Education (CAFCE) for outstanding contributions to the field of co-operative education in Canada and was co-recipient for the BCCIE Award for Outstanding Program in International Education. In 2013/14 she was awarded the CAFCE Service Award for meritorious service to the association and in 2012 the CAFCE Graham Branton award for research excellence.

Her doctoral research examined conditions that enabled transformative learning during work-integrated education and led to the development of a preliminary theoretical model for learning during work-integrated education. Norah has been published in the *International Handbook for Co-operative and Work-Integrated Education*, the *Asia-Pacific Journal for Co-operative Education*, *CEIA Journal* and *The World is my Classroom: International Learning and Canadian Higher Education*.



She is a faculty member for the WACE Planning Institute for Global and Experiential Education and the WACE Assessment Institute. Norah has served as President of the Canadian Association for Co-operative Education and is an Executive member of the World Association for Co-operative and Work-integrated Education Board of Directors.

Dr. Paulette Tremblay, Chief Executive Officer, Assembly of First Nations
June 18, 8:30 p.m. – 9:00 p.m.

Dr. Tremblay is Turtle Clan of the Mohawk Nation from Six Nations of the Grand River Territory in southern Ontario. Having a long and distinguished career in education and administration, currently she is the Chief Executive Officer of the Assembly of First Nations. She was the Vice President of Education and Training for the Aboriginal Financial Officers Association of Canada, overseeing the design, development, delivery and maintenance of certification programs in finance and administration and professional development workshops, and participated in education research projects. She was the former Chair of the National Advisory Committee of the Purdy Crawford Chair for Aboriginal Business at Cape Breton University, Nova Scotia, and is currently an Associate Professor at Six Nations Polytechnic Institute and a member of the Financial Literacy Working Group for Indigenous Peoples with the Financial Consumer Agency of Canada. Dr. Tremblay was honoured to receive the prestigious Indspire Award for Education in 2015.