

“Children should experience their successes and failures not as reward and punishment, but as information.” – Jerome Bruner

Career education

Much has been written about the need for skilled workers and we are told that increasing the number of work-ready young people would have a dramatic impact on our economy. On hearing this, most people think of courses in mechanics, welding, computers, environment, electronics, or business; they also think of large school “shops” filled with expensive equipment. Such courses are needed but so are English, math and science; career programs require both.

We can no longer identify career offerings by the name of a course or program. The difference between career and academic studies lies, not in the content studied, but in the purpose of the learner enrolled. It may be difficult to detect the difference by examining the equipment and text books used, the instruction given or the projects completed, but the real difference between academic and career courses can be found in the standards to be met, and may only appear with the assignment of grades. In simple terms, it is the difference between a credential (having studied something) and a qualification (demonstrating that you can perform a role or task).

While all students may produce a quality product, whether it be a piece of furniture or a report, those doing so to further their careers must also prove that they can “produce” within an acceptable timeframe and with minimum supervision.

Learning Path

It is not surprising that the Learning Path is not easy to define. It was the subject of probing discussion at the Haviland Club on May 14. As soon as the document is updated, we’ll send you a copy.

A Call for Action

Some time ago, you received **A Call for Action**, setting out a seven-point plan to improve the quality of public education. If you want another copy or to have a copy sent to a friend, please let us know, but also please share your views with your MLA and school trustees.

Childhood and child labour

Thanks to Brenda Goodine for linking us to the book by Jane Humphries, Professor of Economic History, All Souls College, Oxford, on [Childhood and Child Labour in the British Industrial Revolution](#), and also to the BBC-produced documentary, [The Children who Built Victorian Britain](#): <https://www.youtube.com/watch?v=87eVOpbc0Vo>. They provide a powerful review of the evolution of formal education – a view expressed through the voices of children.

Unless you inform us otherwise, we will continue to send you our newsletters.

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