




Where *do you* want to go?
We'll get you there.

A decorative graphic in the top right corner shows a ladder extending upwards towards a crescent moon and several small stars, symbolizing aspiration and achievement.

Career Education Guide

CAREER LIFE EDUCATION AND CAREER LIFE CONNECTIONS
CAREER EDUCATION GRADUATION PROGRAM



Table of Contents

Introduction 2

Career Education and Curriculum Structure 3

Career Education and the Graduation Program 5

SD 73 Teacher and Administrative Supports 7

Teacher Resource Guide - Career Life Education 10 8

Teacher Resource Guide - Career Life Connections 12 15

Career Education Recommended Resources 23

Appendix (forthcoming)

Appendix A: Guiding Curriculum

- The Educated Citizen
- The Core Competencies
- First Peoples Principles of Learning
- CAST Universal Design for Learning Guidelines
- OECD 7 Principles of Learning

Appendix B: Career Education Curriculum

- C³: Career Curriculum Companion
- Continuous Views - The Big Ideas
- Continuous Views – Curricular Competences
- Continuous Views - Content
- Indigenous Knowledge and Perspectives: Career Education K-12 Curriculum

Appendix C: Career Education Curriculum – Graduation Program

- Career Education and the Graduation Program
- Career Life Education with elaborations
- Career Life Connections with elaborations
- CLE and CLC Big Ideas Inquiry Questions

Appendix D: Career-Life Explorations




- School District No. 73 Career-Life Explorations
- School District No. 73 Career Placement Procedures

Appendix E: Capstones

Appendix F: Career Education Learning Maps

- CLE Learning Map
- CLC Learning Map
- CLC Capstone Learning Map
- CLE and CLC Resources

Icons used in this Guide:

	Indicates the integration of Aboriginal Education content or a connection to the First Peoples Principles of Learning.
	Capstone connection occurs as a reminder for students to continually document evidence of learning for building their capstone project.
	A recurring instructional strategy in Career Life Connections that suggests to document growth over time by revisiting activities from Career Life Education



Career Education Graduation Program Resource Guide

Career Education and the Educated Citizen

The purpose of the British Columbia school system is to enable learners to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy.

([B.C. School Act](#))

To achieve this purpose, B.C. has advanced the collective mandate of the Educated Citizen; educated citizens who thrive in a rapidly changing world (see Appendix A). Career Education is a pillar of the collective mandate, alongside intellectual development and human and social development.

The Educated Citizen

- ▶ Intellectual Development
- ▶ Human and Social Development
- ▶ Career Development

([B.C. Graduation Program Policy Guide](#))

Career Education

A person's career is considered their "journey" through life. Career-life development with intent is not simply figuring out what students want to be when they grow up, but a lifelong journey of being and becoming who they want to be in the world and how they can make meaningful contributions in their communities in an ever-changing world.

The Career Education curriculum supports students in becoming successful, educated citizens by helping them learn how to purposefully manage their life journey toward preferred future possibilities. This area of learning requires students to identify and develop their personal interests, passions, and competencies; reflect on learning experiences in school and their community; build confidence through their contributions; and explore multiple career-life roles and choices. The curriculum fosters lifelong career development and learning, beginning in Kindergarten and continuing through to graduation and beyond.

([B.C. Career Education](#))

Career Education and SD 73 Strategic Priorities

Career Education curriculum is congruent with SD 73's Strategic Priorities. Its implementation supports student acquisition of core competencies and set goals for acquiring foundations skills, it connects students to their passions and interests throughout K-12, it honours the First Peoples' Principles of Learning and Aboriginal worldviews and perspectives, and it is committed to building and fostering a sustainable community. Career Education directly supports key student goals. The following are examples of this alignment.

Career Education and SD 73 Strategic Priorities

Students will...

- ▶ demonstrate growth in thinking, communication and personal social skills.
- ▶ demonstrate proficiency in education, career and life planning
- ▶ experience personalized learning that helps them discover their interests and passions
- ▶ be able to reflect on their learning and set goals for improvement
- ▶ apply their learning to address problems relevant to their lives and communities
- ▶ appreciate how cultural identity shapes worldview
- ▶ apply their learning to their lives and communities

([SD 73 Strategic Plan](#))



Career Education and Curriculum Structure

The curriculum structure promotes a holistic view of students that facilitates integration across multiple areas of learning through personal development, community connections and contributions, as well as exploring multiple possibilities and choices. The curriculum focuses on career-life development through three major phases, as outlined below, that include consistent and gradual growth in Curricular and Core Competencies. The First Peoples Principles of Learning greatly influence the curricula and are woven implicitly throughout (See Appendix A).

Career Education and Curriculum Integration

SD 73 has created the **C³: Career Curriculum Companion** to support all teachers in weaving career education into their everyday practice through building self-awareness, connections to the community and exploring opportunities (see Appendix B).

C³: Career Curriculum Companion

- Self-awareness
- Connections to the Community
- Exploring Opportunities

Three Phases of the Career Education Curriculum

From Kindergarten to graduation, the Career Education curriculum offers students many opportunities to explore and develop personal interests, strengths, and competencies while making connections with experiential learning, career-life possibilities, and preferred post-graduation opportunities.

Three phases of Career Education

- K-5 Developing Foundations
- 6-9 Exploring Possibilities
- 10-12 Pursuing Preferred Futures.

K-5 Developing Foundations. Career-life development is largely about the expanding sense of self, positive community engagement, and reflection on learning and goal-setting. Students develop an awareness of their personal interests and strengths, and the roles and responsibilities of family, school, and community in laying the foundation to support their lifelong learning.

6-9 Exploring Possibilities. Students continue to reflect on, self-assess, and set goals in personal competency development and determine their strengths and preferences as they explore career-life concepts such as identity, leadership, personal planning, and transferable skills. Students are introduced to increasingly diverse experiential learning opportunities and ways in which family, mentors, and community networks support their continued career-life development.

10-12 Pursuing Preferred Futures. In Grades 10-12, students further refine personal career-life development goals through experiential learning, cultivating community connections, gathering authentic evidence of learning, and reflecting on competency development. They explore post-graduation possibilities in diverse educational, work, and personal life contexts and build the personal career-life management skills needed to effectively pursue who and how they want to be in the world. Career-Life Education (CLE) and Career-Life Connections (CLC) are part of the graduation requirements, and Career-Life Connections includes a career-life exploration component and a capstone.

[\(B.C. Career Education\)](#)



Career Education and Curriculum Design

Career Education is structured to include *Core Competencies*, *Big Ideas*, and *Learning Standards* - Curricular Competencies and Content with Indigenous knowledge and perspectives implicitly woven throughout (see Appendix B). All areas of learning are based on a “Know-Do-Understand” model to support a concept-based

- **Know-Do-Understand**
- Content – the “Know”
- Curricular Competencies – the “Do”
- Big Ideas – “The Understand”

The Core Competencies are sets of intellectual, personal, and social and emotional proficiencies for all students that support the engagement of deep, lifelong learning and are directly related to students becoming educated citizens. They include: Communication, Thinking, and Personal and Social Responsibility (see Appendix A). Students develop Core Competencies when they are engaged in the “doing” – the Curricular Competencies – within all learning areas. Students in grades K-9 self-assess on Core Competencies yearly. Students in grades 10-12 continue their ongoing reflection and self-assessment of the Core Competencies to their capstone as part of Career Education and graduation requirements (see Appendix C).

- **The Core Competencies**
- Communication
 - ⦿ Communicating
 - ⦿ Collaborating
- Thinking
 - ⦿ Creative thinking
 - ⦿ Critical & Reflective Thinking
- Personal and Social
 - ⦿ Personal Awareness & Responsibility
 - ⦿ Positive Personal & Cultural Identity
 - ⦿ Social Awareness and Responsibility

[\(B.C. Developing and Supporting K-12 Student Reflection and Self-Assessment of Core Competencies\)](#)

The Big Ideas contain key concepts, principles, and theories that are generally timeless and transferable to other situations; which is why they are broad and abstract. They represent what students are expected to understand; the “understand” component of the know-do-understand model. Collectively, the Big Ideas progress in both sophistication and degree of connection with the lives of students throughout the Kindergarten to the Graduation curriculum. Big Ideas guide growth in further understanding as well as questioning or inquiry. In CLE and CLC, the curriculum elaborations provide sample questions derived from the Big Ideas (see Appendix C).

The Learning Standards

The mandated Learning Standards are explicit statements of what students are expected to know, understand, and be able to do. There are two types: **curricular competencies**, explicit statements of what students are expected to be able to do, and **content**, define what students should know.

Career Education Curricular Competencies are action-based statements that identify what students will do to demonstrate the skills, strategies, and processes they are continually defining and developing. They reflect the “do” in the know-do-understand model. Students continually develop the ability to examine, interact, experience, initiate and share (See Appendix B). While Curricular Competencies are more specific they are connected to the Core Competencies.

- **Curricular Competencies**
- Examine
- Interact
- Experience
- Initiate
- Share



Career Education Content detail the essential topics and knowledge at each grade level. They reflect the “know” in the know-do-understand model. Students are asked to know three areas that support meaningful career-life development: personal development, community connections, and planning (K-5 focuses on the first two areas) (See Appendix B).

Content	
➤	Personal development
➤	Community connections
➤	Planning

[\(B.C. Career Education\)](#)

Indigenous Knowledge and Perspectives: Career Education K-12

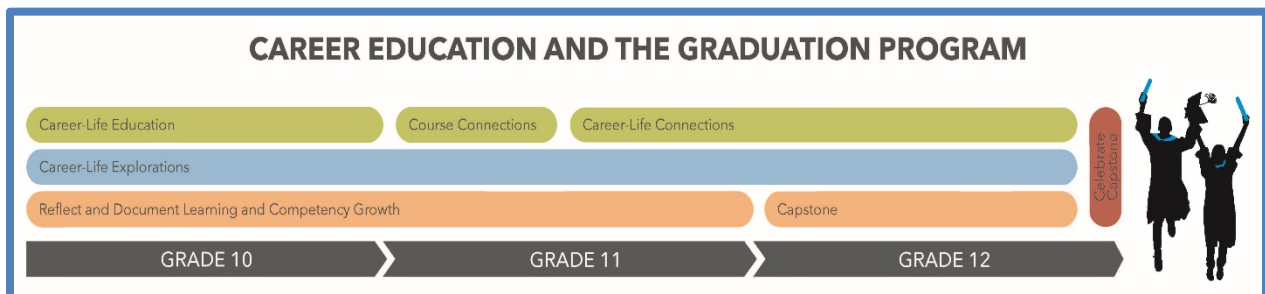
In B.C.’s redesigned curriculum, Indigenous knowledge and perspectives are integrated throughout all areas of learning and are evident in the curriculum’s rationale statements, goals, big ideas, mandated learning standards, and elaborations (see Appendix B). The First Peoples Principles of Learning greatly influence the curricula and are woven implicitly throughout. The principles promote experiential and reflexive learning, as well as self-advocacy and personal responsibility in learners (see Appendix A).

[\(Indigenous Knowledge and Perspectives in K-12 Curriculum\)](#)

Career Education and the Graduation Program

The Two Career Education Courses in the graduation program are *Career-Life Education* (CLE) and *Career-Life Connections* (CLC). Combined, they represent eight credits required for graduation (See Appendix C). This mandatory requirement supports students in the transition from graduation to purposeful next steps by becoming successful educated citizens through intellectual, human and social, and career development.

The Career Education Delivery Model is a flexible design that provides options for schools to encourage meaningful, continuous career-life exploration and preparation. Respective secondary schools in SD 73 implement school based delivery models that best fit their school and student context. For example, schools may implement a blended approach to CLE and/or CLC, such as learning CLC through the lens of another discipline such as science, art, and trades. CLE and CLC are specifically not attached to grade 10 or 12 as schools can schedule this course anywhere in the graduating years. In a semester system, CLC is best suited in the second semester of grade 11 or the first semester of grade 12 so the experience can inform post-secondary planning. The following diagram provides a visual that illustrates the flexible approach School District No. 73 has implemented. Of note, is the “Course Connections” between CLE and CLC. The holistic view of students encourages connections to Career Education throughout the graduation years and facilitates integration across multiple areas of learning. A mentor or mentors play a key part in this development process, and this role is often fulfilled by the Career-Life Education and Connections educator. The Career Educator, Trades and Transitions Coordinator, and school counsellor collaboratively support and mentor students in the graduation program.





Capstone and Career-Life Explorations

The Capstone is a rigorous learning opportunity that allows students to reflect and share in personally meaningful ways, and is a requirement for Career-Life Connections and for graduation. The purpose of the capstone is to support the transition to life past graduation. Students demonstrate the knowledge, competencies, and passion(s) that they can offer the world, as they integrate personal interests, strengths, and new learning with preferred future possibilities. It is a deeper learning experience that supports the student's continued learning journey into post-graduation possibilities, and provides an opportunity to reflect and synthesize as well as showcase and celebrate.

A mentor or mentors play a key part in this development process, and this role is often fulfilled by the Career-Life Education and Connections teacher (See Appendix E). Respective schools implement collective celebration and showcase models for capstone presentations that best fit their school and student context. This can take many forms, such as a fair style format, panel interviews, or individual presentations.

Career-Life Explorations is a process of engaging in and reflecting on direct experiences beyond traditional classroom settings. Career-life exploration refers to substantive experiential learning (30 hours or more) that is intended to expand and/or deepen student exposure to career-life possibilities. This component focuses on student strengths and interests and connects to plans for post-graduation. It can involve many forms of experiential learning,

including: service learning, volunteerism, employment, fieldwork projects, entrepreneurship, and projects focused on an area of deep interest, as illustrated in the following table. This component may take place before or during CLC. Experiential learning is student-selected and should include ongoing reflections related to student-developed, targeted learning goals in support of their lifelong learning journey (See Appendix D). For career placements outside of school WorkSafeBC and SD 73 procedures must be adhered to (See District Administrative Procedure).

The Capstone

- **Self-assessment and critical analysis:** Students reflect on experiences in school and out of school, assess development in the Core Competencies, and share highlights of their learning journey and preferred next steps.
- **Process and representation:** Informed by their critical analysis, and connecting to their plans for post-graduation, students engage in a deeper learning process with intent as they design, assemble, and share their capstone representation.
- **Showcase and celebrate:** Students present their learning journey, including plans for post-graduation, to a relevant audience.

Career-Life Explorations

Asks students to "engage in, reflect on, and evaluate career-life exploration" and this experiential learning is "intended to expand and/or deepen student exposure to career-life possibilities."

Career-Life Explorations

- Prior and or current paid and unpaid work experience/volunteerism/community service
- Completion of Work Experience 12A or 12B, or
- Completion of Industry Trade Authority (ITA)-related programs such as Youth Work in Trades 11 or 12
- Service-learning opportunities, both teacher-arranged and/or student arranged, both within the school environment and out in the community



School District No. 73 Student, Teacher and Administrative Supports

Career Education is a program with supports for career educators and students. These supports are intended to encourage the development of robust student capstones, experiential learning in and out of the classroom, as well as continued growth in expertise of Career Education teachers. Student and teacher supports are provided by school Career Education teachers and the district Career Education team.

District Career and Transitions Department

District Career and Transitions Department

- Director of Instruction Secondary Education and Learning Services
- District Vice-Principal
- District Career Education Coordinator
- District Trades and Transitions Coordinator
- Career Development and Transitions Clerical
- School Career Education Teachers
- School Trades and Transition Coordinators

The School District No. 73 team provides support through specialist development, workshops and conferences, vetted resources, a resource guide (Career Education Graduation Program Resource Guide, Spring 2020 update), and Career^x Talks (a directory of community presenters across a variety of career possibilities).

District Supports

District Support

- Specialist development
- Workshops and Conferences
- Vetted Resources
- Career Education Graduation Program Resource Guide, Spring 2020 update
- Career^x Talks

Key B. C. Ministry of Education Documentation

- B.C. Graduation Program Policy Guide
- B.C. Core Competencies
- Career Education 10-12 Guide
- Career Education FAQ
- Career Education Curriculum: Introduction, Goals and Rationale
- Career-Life Connections Curriculum
- Career-Life Education Curriculum
- Continuous Views – Career Education
- Developing and Supporting K-12 Student Reflection and Self-Assessment of the Core Competencies
- Indigenous Knowledge and Perspectives in K-12 Curriculum – Career Education K-12

Career-Life Education



The Career Life Education (CLE) course provides four of the eight Career Education credits required for graduation. This course asks students “Where do you want to go?” and focuses on gaining a clear understanding of career-life development knowledge, skills, and strategies for life’s journey into adulthood. It includes:

- exploring career-life possibilities for adult life, such as roles, opportunities, and community resources
- examining ways to publicly represent ourselves both face-to-face and in digital environments
- practising inclusive and respectful interactions for various community and work-related contexts
- connecting and engaging with supportive community members
- researching post-graduation options and planning resources, such as labour market trends, budgeting tools, and workplace safety guidelines.

CLE should not be seen as a single stand-alone course; it is part of a learning progression that occurs across the CLE and CLC curricula, and integrates across multiple areas of learning. This program approach allows students to start working on the career-life exploration hours and capstone components of the Career Life Connections (CLC) course.



Career-Life Education: Career-Life Development and Self-Awareness

Big Ideas

- **Career-life choices** are made in a recurring cycle of planning, reflecting, adapting, and deciding
- **Career-life decisions** are influenced by *internal and external* factors; including local and global trends.
- **Finding balance** between personal and work life promotes well-being.
- **Lifelong learning** fosters career-life opportunities.

Curricular Competencies

Examine

- Examine the influences of **personal and public profiles** on career-life opportunities
- Identify **risks** and appreciate benefits associated with personal and public digital footprints
- Consider the role of **personal and employment networks** in exploring career-life opportunities

Interact

- Apply a **mentor's** guidance in career-life exploration
- Collaborate with **supportive community** members to explore the **reciprocal influences** of career-life choices
- Communicate with the intent to highlight personal strengths, talents, accomplishments, and abilities

Experience

- Demonstrate inclusive, respectful, and safe interactions in diverse career-life **environments**
- Practise effective strategies for healthy school, work, and life balance

Initiate

- Explore and reflect on **career-life roles**, personal growth, and initial planning for preferred career-life pathways

Content

Career-Life Development

- **strategies for maintaining well-being** in personal and work life
- **preferred ways of knowing and learning**
- **competencies** of the educated citizen, **employability skills, essential skills, leadership and collaboration skills**
- self-assessment and reflection strategies
- ways to represent themselves both personally and publicly
- **appropriate workplace behaviour and workplace safety**

Core Competencies: Career-Life Development and Self-Awareness

C **Communication**

[Communication](#)
[Collaborating](#)

T **Thinking**

[Creative Thinking](#)
[Critical & Reflective Thinking](#)

PS **Personal and Social**

[Personal Awareness & Responsibility](#)
[Positive Personal and Cultural Identity](#)
[Social Awareness and Responsibility](#)

[Artifacts of Who We Are](#) Students choose artifacts to represent key aspects of their identities.

[Creating a Whirligig](#) A student creates a whirligig to demonstrate his personal journey.

[Who am I](#) Students choose artifacts to represent key aspects of their identities.



CLE Strategies and Resources: Career-Life Development and Self-Awareness

Inquiry Questions

- How do self-awareness and knowledge of skills, talents, and challenges contribute to career-life choices?
- In what ways can we positively represent ourselves digitally in the global network?
- What tools and strategies can help us maintain balance between our personal and work lives?

Instructional Strategies

Explore career development using the [High Five Principles](#) or CERIC [Guiding Principles of Career Development](#) with a chalk talk [thinking routine](#). Follow up by creating a [Sense of Purpose](#) three dimensional Venn diagram that shows (likes, strengths, and opportunities)

Create a weekly schedule that promotes organization and a healthy life balance.

- Explore wellness strategies [foundrybc.ca](#), [kelymentalhealth.ca](#), [teencompass.org](#)
- Review time management and organizational skills, connect with mentors, family members, elders and fellow students to ask them what their methods are.
- Reflect on aims and accomplishments using a [growth mindset](#), or [SMART goal setting](#). Compliment this with a vision board, a time box, a letter to my future self, or capsule.
- 🧠 Explore Identity through [Guiding Circles](#), Gray Poehnell, *Hope-Filled Engagement* or [Self Assessment Tools](#) by Herky Cutler. Utilize photos, music, and personal experience storytelling to show and draw out values, interests and strengths (my [Dependable Strengths](#)).
- Create, share, and celebrate with self-awareness projects such as an 'I am poem, art, a whirligig, Artifacts of who we are, shape art
- Create a visual that compares and contrasts internal and external factors. Have students reflect on which factors may influence them the most.
- Build perspectives by having students share their self-awareness development with a trusted mentor, elder, family member, friend to see what they agree with and would add.

Use a scale approach to self-assess [Core Competency](#) profiles, [Employability Skills](#), [Essential Skills](#). Utilize learning moments in and outside of school and perspectives from others as anecdotal evidence. Extend this by asking students what they would like to see in 3-5 years.

- 🧠 Incorporate reflection tools such as the Circle of Courage and community building strategies such as [Talking Circles](#) or [Spirit Buddy](#) conversations, Jennifer Katz.

Utilize self-awareness growth to prepare for self-marketing and self-advocacy tasks such as [resume building](#) and mock job interviews. Focus on how students describe themselves.

Digital footprint review inventory, students evaluate the social media tools through the lens of a perspective employer. Design, create and share ideal platforms. See [commonsense.org](#)

WorkSafeBC [Resources for Teachers](#), review rights, responsibilities, regulations, hazards through collective activities, such as identify hazards in photos and role play safety scenarios or use the [Independent Guide](#). Follow up by creating a safety video or safety orientations.

Capstone Connection

Develop methods to reflect and to continually save evidence of learning: learning profile, portfolio, platforms, blog, anthology, archives, dossier, docket, journals, and videos



Career-Life Education: Community Connections and Positive Engagement

Big Ideas

- Career-life decisions are influenced by internal and external factors; including local and global trends.
- Cultivating networks and reciprocal relationships can support and broaden career-life awareness and options

Curricular Competencies

Examine

- Consider the role of **personal and employment networks** in exploring career-life opportunities

Interact

- 👤 Apply a **mentor's** guidance in career-life exploration
- 👤 Collaborate with **supportive community** members to explore the **reciprocal influences** of career-life choices

Experience

- 👤 Demonstrate inclusive, respectful, and safe interactions in diverse career-life **environments**
- Identify career-life challenges and opportunities, and generate and apply strategies
- 👤 Explore and connect experiential learning both inside and outside of school with possible and preferred career-life pathways

Initiate

- Explore and reflect on **career-life roles**, personal growth, and initial planning for preferred career-life pathways

Content

Career-Life Development

- **mentorship opportunities**

Connections with Community

- 👤 **Inclusive practices**, including taking **different worldviews** and **diverse perspectives** into consideration
- **Personal networking** and **employment marketing** strategies
- 👤 Factors that both inform career-life choices and are influenced by them, including **personal, environmental, and land use** factors
- 👤 Ways to contribute to community and society that take **cultural influence** into consideration.
- **Value of volunteerism** for self and community

Core Competencies: Community Connections and Positive Engagement

C Communication
[Communication](#)
[Collaborating](#)

T Thinking
[Creative Thinking](#)
[Critical & Reflective Thinking](#)

PS Personal and Social
[Personal Awareness & Responsibility](#)
[Positive Personal and Cultural Identity](#)
[Social Awareness and Responsibility](#)

[Interviewing an Older Adult](#) Students were asked to interview an “older adult from the community” and this student chose to interview a long-time neighbour.

[“Just” Jeans](#) Students explore issues related to the manufacturing of jeans in sweatshops.

[Rewriting Our Negative Stories](#) Students respond to a presentation by Alvin Law and reflect on how they can rewrite their own negative stories. There are three related illustrations; each one has a different student work sample and profile analysis.



CLE Strategies and Resources: Community Connections and Positive Engagement

Inquiry Questions

- 👤 How can local contexts, including sense of place, inform our career-life role choices?
- 🗨️ What communication and collaboration strategies can we use to broaden our networks?
- 🧘 How can we use our knowledge about balance among many personal and work life roles to nurture our own well-being?

Instructional Strategies

Reflect and identify factors that inform career-life choices, (see [Workplace Attractors](#), Norm Amundson) include personal, environmental, and land use factors.

- Use career interest tests to connect with career clusters or create career cluster webs that connect to a job of interest, for example web careers that are connected to nursing.
- Investigate numerous careers ([Career^x Talks](#), [Career Zones](#), Work BC [Career Trek](#), [Careers: The Graphic Guide...](#), [O*net](#), [Talent Egg](#)) and use a [thinking routine](#) to reflect.

Explore values and community.

- Create career clusters around values (helpers, innovation, environment, food, security...)
- Explore and innovate objects and jobs for the future, use the [UN Sustainability Goals](#) or Six [Artifacts for the Future](#) as prompts.
- Explore and reflect on role models.

Explore who you would like to work with, The Party Game from What Colour is Your Parachute? (available at HGEC)

- Expand on this activity by exploring inclusive practices, world views, and diverse perspectives. How do these differences impact career-life environments?
- Create a diversity policy for a mock company or a diversity in the workplace philosophy. Explore companies and businesses web pages for inclusive practices: acknowledging the value of diversity and different world views. Reflect on cultural influences, explore the value of intercultural exchange, and investigate intercultural exchange in the work place.

Expand your personal network, (see [Skills to Pay the Bills](#) Networking Chapter for more ideas)

- Students collect and analyze data on their personal network. Start with personal contacts, then contact's belonging to personal contacts and how this network can grow.
- Discuss how growing personal networks could be used to advance career paths, build reciprocal relationships, and engage in mentorship opportunities.
- Grow your network. Have students identify people and/or organizations in the community to contact and engage them in an information interview.
- Solidify network by reconnecting with someone you are not in regular connection with through a card, text, e-mail...
- Track the network map throughout the year, reflect on growth and new connections.

🔗 Capstone Connection

Develop methods to reflect and to continually save evidence of learning: learning profile, portfolio, platforms, blog, anthology, archives, dossier, docket, journals, and videos



Career-Life Education: Career-life Planning and Exploring Possibilities

Big Ideas

- **Career-life choices** are made in a recurring cycle of planning, reflecting, adapting, and deciding
- **Career-life decisions** are influenced by *internal* and *external* factors; including local and global trends.
- **Cultivating networks and reciprocal relationships can support and broaden career-life awareness and options**
- **Finding balance** between personal and work life promotes well-being.
- **Lifelong learning** fosters career-life opportunities.

Curricular Competencies

Interact

- 👤 Apply a **mentor's** guidance in career-life exploration
- 👤 Collaborate with supportive community members to explore the reciprocal influences of career-life choices
- Communicate with the intent to highlight personal strengths, talents, accomplishments, and abilities

Experience

- Identify career-life challenges and opportunities, and generate and apply strategies
- 👤 Explore and connect experiential learning both inside and outside of school with possible and preferred career-life pathways

Initiate

- Explore and reflect on **career-life roles**, personal growth, and initial planning for preferred career-life pathways
- Develop preliminary profiles and flexible plans for career-life learning journeys

Content

Career-Life Planning

- **Career-life development research**
- **Methods** of organizing and maintaining authentic career-life evidence
- Models of decision making and innovative thinking for flexible planning and goal setting
- **Financial planning tools, pre-and post-graduation opportunities, and local and global labour and market trends**

Core Competencies: Career-life Planning and Exploring Possibilities

C Communication

[Communication](#)
[Collaborating](#)

T Thinking

[Creative Thinking](#)
[Critical & Reflective Thinking](#)

PS Personal and Social

[Personal Awareness & Responsibility](#)
[Positive Personal and Cultural Identity](#)
[Social Awareness and Responsibility](#)

[Exploration of Future Careers](#) A student explores possible future careers.

[Interview](#) A student reflects on experiences that have changed his goals and aspirations.

[Reflection on School Experience and Goals for the Future](#) A student creates a presentation reflecting on their school experience and goals for the future.

[Artistic Explorations of Identity](#) Over time, a student develops a body of creative work exploring the theme of identity.



CLE Strategies and Resources Career-life Planning: Exploring Possibilities

Inquiry Questions

- How do we pursue open-ended career-life goals in a rapidly changing world?
- What tools and strategies can help us commit to short term actions, while keeping us open to emerging possibilities
- In light of local and global trends, in what ways can we use our strengths, interests, abilities, and circumstances, and competencies to position ourselves for success?

Instructional Strategies

Explore the local and global labour market trends. [WorkBC Labour Market & Industry](#), [Good Jobs for Today & Tomorrow](#), [My Home Works and Disruptors](#)

- What are exciting or interesting opportunities that connect to a labour market trend?
- What are the types of careers that will experience growth in the next five years (and why) and the types of careers that will experience decline (and why). Use that information to create a promotional advertisement to highlight a career sector that is on the rise
- Ask students to conduct research and create a short video or TV news report on how current trends such as automation and robotics will affect occupations.
- Create a visual that compares and contrasts internal and external factors. Have students reflect on which factors may influence them the most. Try [50waytogetajob](#) for inspiration.

Would you relocate to wherever your career dream takes you? Or will you first decide where you want to live, and then choose a career? [CLE Instructional samples](#)

Financial Planning, create a budget plan for today, grade 12, the first year after secondary school. [JA Personal Finance](#), [Everfi Financial Literacy](#), [Talk To Our Kids About Money](#),

Build a career life learning journey for two or three possible careers. Use [SparkPath](#) Challenge or Trade Cards to lead students to a career cluster they are most interested in. Have students research a career that is interesting to them, relates to their personal skills, and connects to their personal and professional network or mentorship.

- Students record attributes of that career, including: salary, holidays, work schedule...
- Identify challenges and opportunity to persevere.
- Students set goals for their lifestyle, and plan to achieve those goals using the resources from their career, include housing, transportation, entertainment, holidays.

Students create a secondary school plan by mapping out the courses they are registered for in grade 10, 11 and 12 as well as extracurricular activities, personal interest activities, or community activities. [Education PlannerBC](#)

- Students forecast what they may possibly do after secondary school.
- Use their education plan to develop ideas for volunteer or paid work positions for career-life exploration hours in CLC.

Culminate future thoughts and reflections with a [Reverse Career Fair](#) or Capstone proposal.



Capstone Connection

Students should develop methods to reflect and to continually save evidence of their learning; including both digital and non-digital formats such as: learning profile, portfolio, blog, anthology, archives, dossier, docket, journals, and videos

Career Life Connections



Career Life Connections (CLC) course provides four of the eight Career Education credits required for graduation and can be used toward the requirement of at least 16 credits at the grade 12 level. It builds on CLE and integrates across multiple areas of learning. By focusing on applying personal career-life management, knowledge, skills, and strategies to one's personal life journey.

- deepening career-life concepts and thoughtful self-knowledge to inform personal life-long learning choices and post-graduation plans
- using self-advocacy and employment marketing strategies, such as creating one's own effective public profiles
- employing developed social capital, such as leadership and collaboration skills, to cultivate community networks
- engaging in a substantive experiential learning opportunity of 30 hours or more that is intended to expand and/or deepen student exposure to career-life possibilities, such as service learning, volunteerism, employment, fieldwork projects, entrepreneurship, and passion projects
- designing, assembling, and presenting a capstone to an audience, celebrating the learning journey and next steps toward preferred futures.

In CLE students are asked to explore the question "Where do you want to go?". As students are preparing to graduate and transition from secondary school, CLC asks that students have a possible preferred plan and the ability to apply and share this plan through career exploration hours and the capstone. Students are asked to demonstrate how their competencies as an educated citizen inform and support their ambitions after graduation.



Career-Life Connections: Career Development and Self Awareness

Big Ideas

- **Career-life development** includes ongoing cycles of exploring, planning, reflecting, adapting, and deciding
- **Career-life decisions** influence and are influenced by **internal and external factors**, including **local and global trends**
- A sense of purpose and career-life balance support **well-being**.
- Lifelong learning and active citizenship foster **career-life opportunities** for people and communities

Curricular Competencies

Examine

- 🔦 Recognize personal **worldviews** and **perspectives**, and consider their influence on values, actions, and preferred futures
- Analyze internal and external factors to inform personal **career-life choices** for post-graduation planning
- Assess personal transferable skills, and identify strengths and those skills that require further refinement
- Explore and evaluate personal strategies, including social, physical, and financial, to maintain well-being

Interact

- 🌱 Create and critique personal and public profiles for self-advocacy and marketing purposes
- 🔦 Demonstrate and reflect on inclusive, respectful, and safe interactions in multiple **career-life contexts**

Experience

- Identify and apply preferred approaches to learning for ongoing career-life development and self-advocacy

Share

- 🌱 Reflect on experiences in school and out of school, assess development in the Core Competencies, and share highlights of their learning journey

Content

Personal Career-Life Development

- **competencies** of the educated citizen
- self-advocacy strategies
- **factors** that shape personal identity and inform career-life choices
- strategies for personal well-being and work-life balance
- reflection strategies
- employment marketing strategies
- rights and regulations in the workplace, including **safety**

Core Competencies: Career-Life Development and Self-Awareness

C **Communication**
[Communication](#)
[Collaborating](#)

T **Thinking**
[Creative Thinking](#)
[Critical & Reflective Thinking](#)

PS **Personal and Social**
[Personal Awareness & Responsibility](#)
[Positive Personal and Cultural Identity](#)
[Social Awareness and Responsibility](#)

[Artifacts of Who We Are](#) Students choose artifacts to represent key aspects of their identities.
[Using Poetry as a Medium for Personal Awareness](#) A student shows her growth in personal awareness.



CLC Strategies and Resources: Career-Life Development and Self-Awareness

Inquiry Questions

- How can our values and passions inform career-life decision making?
- How do our communications and interactions represent who and how we want to be in the world?
- During career-life transitions, what personal tools and strategies can help us achieve and maintain a positive orientation toward the future?

Instructional Strategies

Review career development using the [High Five Principles](#) or CERIC [Guiding Principles of Career Development](#). Follow up by asking students to illustrate and describe where they are in the career development process for each step.

✿ Review time management and organizational skills, connect with mentors, family members, elders and fellow students to ask them what their methods are.

✿ Revisit self-awareness growth activities from CLE. Use these reflections to build a repertoire of strengths, interests, and values.

- Extend on past self-growth with approaches from *Active Engagement*, Norman Amundson (available at HGEC). Some examples are: flow moments (when engaged in an activity), relevant, memorable, transformative experiences, sources of strength, sources of joy, 12 things you like doing (when, cost, alone or with people, planned or spontaneous, life fulfillment). Try [50waytogetajob](#) for inspiration
- Utilize these reflections to complete a self-assessment of the [career wheel](#), the [Circle of Courage](#) medicine wheel, a [career-life story map](#), or a self-awareness project designed by students. Incorporate [growth mindset](#).

✿ Explore how students have grown and developed the skills and aptitude of an Educated Citizen, incorporate the Circle of Courage and growth mindset. Review self-assessment of [Core Competency](#) profiles, [Employability Skills](#), [Essential Skills](#). Incorporate SMART goals and a vision board to reflect and set goals.

✿ Revisit self-marketing and self-advocacy tasks such as, elevator pitches, revising or rebranding resumes and mock [job interviews](#) skills. Explore how digital footprints can help advocate for a job or be used for marketing purposes. Students examine their social media profile page and associated content with a critical eye to answer the question “What does this say about me to a potential employer.” Improve their presentation of professionalism, character, and skills.

- Apply marketing skills by engaging in a [Junior Achievement](#) entrepreneurship program from such as Be Entrepreneurial, engage in a [Dragon's Den](#) project.

Revisit safety and safety orientations [WorkSafeBC](#). Connect safety to Career-Life Exploration hours and multiple career-life contexts.

🔗 Capstone Connection

Develop methods to reflect and to continually save evidence of learning: learning profile, portfolio, platforms, blog, anthology, archives, dossier, docket, journals, and videos



Career-Life Connections: Community Connections and Positive Engagement

Big Ideas

- Career-life decisions influence and are influenced by **internal and external factors**, including **local and global trends**
- **Engaging in networks and reciprocal relationships** can guide and broaden career-life awareness and options.
- Lifelong learning and active citizenship foster **career-life opportunities** for people and communities

Curricular Competencies

Examine

- 👤 Recognize personal **worldviews** and **perspectives**, and consider their influence on values, actions, and preferred futures

Interact

- Collaborate with a **mentor** to inform career-life development and exploration
- 👤 Engage with personal, education, and employment networks to cultivate **post-graduation resources** and social capital
- Create and critique personal and public profiles for self-advocacy and marketing purposes

Experience

- Explore possibilities for preferred personal and education/employment futures, using creative and innovative thinking
- Engage in, reflect on, and evaluate **career-life exploration**

Content

Personal Career-Life Development

- mentorship opportunities

Connecting with Community

- 🌱 **social capital** and transferrable skills, including **intercultural**, leadership, and collaboration skills
- career-life exploration
- ways to represent themselves, including consideration of **personal and public profiles**, digital literacy, and citizenship

Core Competencies: Community Connections and Positive Engagement

C Communication
[Communication](#)
[Collaborating](#)

T Thinking
[Creative Thinking](#)
[Critical & Reflective Thinking](#)

PS Personal and Social
[Personal Awareness & Responsibility](#)
[Positive Personal and Cultural Identity](#)
[Social Awareness and Responsibility](#)

[Volunteering at an Urban Mission](#) A student is moved to spontaneously reflect on his views on homelessness and poverty after volunteering at an urban mission.

[Junior Fire Crew](#) First Nations students reflect on the collaborative aspects of working

[Organize an Orange Shirt Day](#) A student, inspired by a novel about a girl's residential school experience, gathers further information and, four years later, organizes an Orange Shirt Day.

[Student Responds to Being Denied a Job](#) An alternative school student response to not being hired.



CLC Strategies and Resources: Community Connections and Positive Engagement)

Inquiry Questions

- In what ways can we collaborate with people from our personal and educational/workplace networks to explore and further meaningful career-life opportunities?
- What role can mentors play in our career-life development and in advancing our career-life goals?
- In what ways can our passions lead to service for our communities?

Instructional Strategies

Discuss and explore society's wants and needs and career opportunities.

- ✿ Revisit values and community by exploring how careers contribute to community, [UN Sustainability Goals](#) or introduce [80 000 hours](#)
- ✿ Revisit worldviews and perspectives with [The Danger of a Single Story](#)
- ✿ Pick an object, how many people and jobs are connected to this object? See A.J. Jacobs [coffee](#) sample or [Mining Builds BC](#), [Visual Capitalist](#)
- ✿ Explore role models and their careers, build awareness of cultural influences including traditional and contemporary First Peoples worldviews and cross-cultural perspectives. Use guest speakers, career videos, memoirs...

Review Networking, see [Networking: Practical Tips](#) by Norman E. Amundson from Active Engagement and explore mentee agency with [Dr Roxanne Reeves](#)

- ✿ Extend on the network map created in CLE. Ask students to explore where they used mentee agency.
- ✿ Review digital profiles and citizenship in connection with ways to present oneself and to network. [commonsensemedia.org](#)
- ✿ Revisit career investigations ([Career^x Talks](#), [Career Zones](#), Work BC [Career Trek](#), [Careers: The Graphic Guide...](#), [O*net](#), [Talent Egg](#)) and investigate a career cluster that is the most attractive to work in. How does current social capital and networks connect to this career field?

Select a role model and create a map that shows career-life transitions and key moments in their life (see *Off the Diving Board: Making the Transition to Work*, Susan Forseille)

- ✿ Reflect on factors that informed their career-life choices and make comparisons.

Engage in, and reflect on, and evaluate a minimum of 30 career-life exploration hours (see [Career-Life Exploration Guide](#) and Career-Life Placement procedures for school organized placements. See Appendix B of the [Career Education 10-12 guide](#).)

- ✿ Reflect with the [career wheel](#) or the [Circle of Courage](#) medicine wheel



Capstone Connection

Students should develop methods to reflect and to continually save evidence of their learning; including both digital and non-digital formats such as: learning profile, portfolio, blog, anthology, archives, dossier, docket, journals, and videos



Career-Life Connections: Career-life Planning and Exploring Possibilities

Big Ideas

- **Career-life development** includes ongoing cycles of exploring, planning, reflecting, adapting, and deciding
- **Career-life decisions** influence and are influenced by **internal and external factors**, including **local and global trends**
- Lifelong learning and active citizenship foster **career-life opportunities** for people and communities

Curricular Competencies

Examine

- 🔦 Recognize personal **worldviews** and **perspectives**, and consider their influence on values, actions, and preferred futures
- Analyze internal and external factors to inform personal **career-life choices** for post-graduation planning

Interact

- Collaborate with a **mentor** to inform career-life development and exploration
- 🌱 Engage with personal, education, and employment networks to cultivate **post-graduation resources** and social capital

Experience

- Explore possibilities for preferred personal and education/employment futures, using creative and innovative thinking
- Identify and apply preferred approaches to learning for ongoing career-life development and self-advocacy

Share

- Reflect on experiences in school and out of school, assess development in the Core Competencies, and share highlights of their learning journey

Content

Career-Life Planning

- **self-assessment** to achieve goals that advance preferred career-life futures
- **career-life roles** and transitions
- diverse post-graduation possibilities, including personal, educational, and **work** options
- labour market trends and local and global **influences** on career-life choices
- post-graduation budget planning
- **approaches** to showcasing the learning journey

Core Competencies: Career-life Planning and Exploring Possibilities

C Communication
[Communication](#)
[Collaborating](#)

T Thinking
[Creative Thinking](#)
[Critical & Reflective Thinking](#)

PS Personal and Social
[Personal Awareness & Responsibility](#)
[Positive Personal and Cultural Identity](#)
[Social Awareness and Responsibility](#)

[Burlap Sac Dress](#) A student takes an opportunity to change a graduation tradition and help raise funds for people in need.

[Inquiry and Action](#) A student investigates the issue of poverty and then initiates a fundraising effort by creating homemade crafts and selling them at school.

[Poems about Perseverance](#) Students explore poems about perseverance and creates a free verse.



CLC Strategies and Resources: Career-life Planning and Exploring Possibilities

Inquiry Questions

- How can intentional career-life development move us toward personally determined and evolving preferred futures?
- What personal tools and strategies can help us develop and commit to short-term goals and actions, while keeping us open to emerging possibilities?
- In what ways can we integrate knowledge of self and educational and labour market realities to pursue our preferred futures?
- How do we capitalize on our strengths and interests to help us make meaningful contributions in the world?

Instructional Strategies

- 🌱 Review local and global trends. [Turn and Face The Strange Brookfield Institute](#)
 - Create a collection of news headlines, media blogs, influencer videos that connect to a trend that students are interested in. Create a 'future job' that will work within this trend. [NextGenEdition the Globe & Mail](#)

Reflect on the value of transferable skills and career pivots.

- 🌱 Analyse the six clusters based on essential skillsets for the future in [Humans Wanted](#), RBC. Which cluster do students connect to? Encourage connections to [Core Competency](#) profiles, [Employability Skills](#), [Essential Skills](#), reflections from CLE and earlier in CLC. Look at the career models and how skills transferred at pivot points.
- 🌱 Interview a friend, a family member, an elder, a specialist with a focus on pivot points and transferable skills and or alternatively look for role models, [Entrepreneurs Share](#).
- 🌱 Create a reflective visual that represents key moments in school and out of school that highlight interests, values, skills and competencies. Include impact from mentorship, local and global trend, and the land. Refer to [Identity in Context Career Circles](#).

Student select and create a possible preferred plan

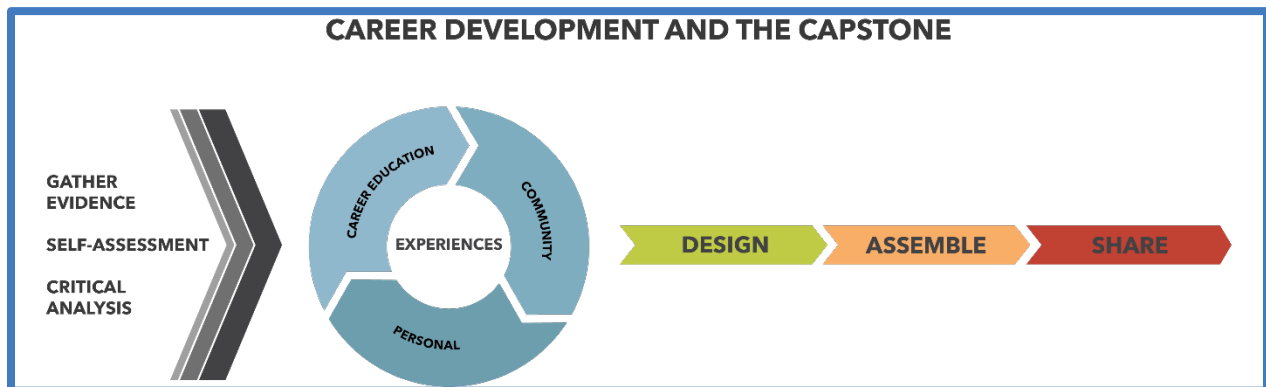
- 🌱 Generate further exploration to gather information and create an integrated post education plan. [Education Planner BC Education Hub by Macleans 50waytogetajob](#)
- 🌱 Review the options students have when they leave secondary school, from [post secondary](#), [micro credentials](#), to a purposeful [gap year](#).
- 🌱 Review post-secondary education options and the realities such as university 101 that connect to this path.
- 🌱 Students conduct deeper exploration into potential career choices including factors such as skills needed, personal interests, lifestyle choices, potential employers, prerequisites, training or education.
- 🌱 Create a post-graduation budget, [McGill Personal Finance Essentials](#), [MoneyandYouth](#), [WorkBC Cost of Living Calculator](#)

Capstone Connection

Students should develop methods to reflect and to continually save evidence of their learning; including both digital and non-digital formats such as: learning profile, portfolio, blog, anthology, archives, dossier, docket, journals, and videos

The Capstone Career-life Planning and Exploring Possibilities

The capstone is a rigorous learning opportunity that allows students to reflect and share in personally meaningful ways, and is a requirement for Career-Life Connections and for graduation to support the transition to life past graduation. Students design, assemble and share a capstone to an audience. The capstone provides the structure within which students gather authentic evidence of their process of self-discovery, growth in competence, and learning from experiences in educational, work-related, and personal life contexts. Students are encouraged to highlight their strengths, accomplishments, and growth in areas of learning and in experiences that are personally meaningful (see Career Development and The Capstone illustration below).



In School District No. 73, the capstone has three distinct parts: self-assessment and critical analysis, process and representation, and showcase and celebrate.

- 1) Self-Assessment and critical analysis: Students assess development in the Core Competencies, and share highlights of their learning journey and preferred next steps. Part of this analysis is the gathering and reflecting on career-life explorations and experiences (in and out of school) throughout the graduation program. This has been encouraged in the capstone connection section throughout. It can also include growth that has been documented in Kindergarten and onwards.
- 2) Process and representation: Informed by their critical analysis, and connecting to their plans for post-graduation, students engage in a deeper learning process with intent as they design, assemble, and share their capstone representation. The tangible product of the capstone project itself may take any form of the student's choosing and is only restricted by their creativity. Students collaborate with teachers and mentors to establish form, depth and rigour.
- 3) Showcase and Celebrate: Students present their learning journey, including plans for post-graduation, to a relevant audience. This is not restricted to occur during the CLC course; it can be presented inside or outside the course and respective schools. This may be a panel approach, a fair style, a gallery walk and in some cases smaller settings as respective schools meet the needs of students. A relevant audience is determined by the CLC teacher with the student; and may include: educators, mentors, family members, community members, elders, specialists from career fields, and friends.

[Career Education 10-12 Guide](#), October 2019



Career-Life Education: Recommended Resources

BC Ministry of Education

- ▶ Career Education 10-12 Guide: Overview, Delivery Examples, and Capstone curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/career-education/en_career-education_10-12_career-education-guide.pdf

School District No. 73

- ▶ SD 73 Career Education website careered.sd73.bc.ca (moving to MySD73 intranet)
 - SD 73 Career^xTalks, book a local community member to come talk to your classroom
 - SD 73 Career Education and the Graduation Program Guide, explores the organization of the career education curriculum, as well as strategies and resources in three thematic approaches: self-awareness, connecting to the community, and exploring possibilities.
 - SD 73 Learning Maps, career education learning standards have been organized into a tool to utilize for both guiding your practice and assessment.
 - Career Education Resources 10-12, a list of vetted resources for grades 10-12.
 - HGEC Library Learning Commons and Digital Databases

Professional Development Organizations

- ▶ CERIC ceric.ca The Canadian Education and Research Institute for Counselling is a national charitable organization that advances education and research in career counselling and Career Development.
- ▶ CES ces.bc.ca Career Education Society is includes leaders in education, business, industry, labour, government and private organizations who work together to champion career and learning management as an essential life skill.

Guiding Principles of Career Development

- ▶ CERIC, Guiding Principles of Career Development ceric.ca
- ▶ The High Five Principles, Dave E Redekopp life-role.com/documents/High%20Five.pdf

Organizations with resources for Youth:

- ▶ 80 000 Hours 80000hours.org
- ▶ BC Education Planner educationplannerbc.ca
- ▶ Government of Canada: Young Canadians canada.ca/en/services/youth.html
- ▶ ITA Youth youth.itabc.ca
- ▶ Foundry BC foundrybc.ca/info-tools/everyday-life
- ▶ Kelty Mental Health Resource Centre keltymentalhealth.ca
- ▶ Let's Talk Science letstalkscience.ca
- ▶ O*Net onetonline.org
- ▶ Post-Secondary BC postsecondarybc.ca
- ▶ Talent Egg talentegg.ca
- ▶ The Balance Careers thebalancecareers.com
- ▶ UBC Social & Emotional Learning Resource Finder selresources.com
- ▶ Work Safe BC worksafebc.com
- ▶ Work BC workbc.ca



Aboriginal Organizations with Resources for Youth

- ▶ FNESC First Nations Education Steering Committee, *Career Role Models* fnesc.ca
- ▶ Indigenous Education Resources curriculum.gov.bc.ca/curriculum/indigenous-education-resources
- ▶ Indigenous Peoples in Trades Training itabc.ca/indigenous-peoples-trades/overview
- ▶ Ministry of Youth Métis Nation British Columbia metisyouthbc.com
- ▶ WorkBC, *BC's Career Guide for Indigenous People 2018* workbc.ca/Resources-for/Indigenous-People

Career Programs

- ▶ PowerPlay Money Managers Program, schoolroom.ca Five lessons with activities and games about personal finances. Download a teacher's manual with lesson plans at:
- ▶ Junior Achievement, jabc.ca 7 programs about innovation and personal success: Economics for Success, Personal Finance, Company Program, Be Entrepreneurial, Investment Strategies, Titan, and Entrepreneurial Trades Program
- ▶ Canadian foundation for Economic Education CFEЕ cfee.org, 7 recommended program for secondary students: Talk with our Kids About Money (TWOKAM), Money and Youth, NextGenEdition of the Globe and Mail, FinLit 101, Entrepreneurship: The Spirit of Adventure (E:SA), Money Laughs
- ▶ Chatterhigh, chatterhigh.com daily quiz and modules on mental health awareness, Covid-19 Awareness and Prevention, WorkSafeBC, Economics for Success
- ▶ ReMBC Rural eMentoring BC, <https://www.ementoringbc.com> Post-Secondary students connect and mentor secondary students (educators are advised to follow privacy and safety procedures with virtual e-mentoring, this resource is approved by the district)

Career Texts for Students

- ▶ SparkPath Challenge Cards and Career Journal mysparkpath.com
- ▶ SparkPath Trades Cards and Career Journal mysparkpath.com
- ▶ The Graphic Guide to Finding the Perfect Job Fit For You, by Sarah Pawlewski
- ▶ What Colour is Your Parachute – for teens by Carol Christen and Richard N. Bolles
- ▶ Big Life Journal: Teen Edition, by Alexandra Eidens

Labour Market Resources

- ▶ Brookfield Institute, brookfieldinstitute.ca
- ▶ LMIC Labour Market Information Council lmic-cimt.ca
- ▶ RBCThought Leadership, *Humans Wanted* thoughtleadership.rbc.com/humans-wanted-canadian-youth-can-thrive-age-disruption
- ▶ WorkBC workbc.ca/Labour-Market-Industry

Resources for parents

- ▶ CERIC, The Decade After High School: A Parent's Guide ceric.ca/resource/the-decade-after-high-school-a-parents-guide
- ▶ MarkCPerna Parent Engagement markcperna.com/category/parent-engagement
- ▶ Talk with our Kids About Money (TWOKAM) talkwithourkidsaboutmoney.com
- ▶ WorkBC Parents' Guide workbc.ca/Resources-for/Resources-for-Counsellors-Teachers-Parents/2018-WorkBC-Parents-Guide