



## Career Education K-7 Guide: Appendix

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## Appendix A: Career Education Curriculum

### SCHOOL DISTRICT NO. 73 AND CAREER EDUCATION



## School District No. 73 and Career Education

### School District No. 73 Strategic Priorities and Career Education

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

[\(SD 73 Strategic Plan\)](#)

### 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

- 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

The School District No. 73 team provides support through specialist development, workshops and conferences, vetted resources, resource guides for all grades, and Career Talks (a directory of community presenters across a variety of career possibilities).

#### District Support

- Career Education Resource Guide
- Career Education Resource Kit
- Career Talks
- Classroom Support Grants
- Specialist development
- Vetted Resources
- Workshops and Conferences



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## Appendix B: Career Education and Graduating

CAREER EDUCATION AND THE GRADUATION PROGRAM  
TRADES AND TRANSITIONS: CAREER PROGRAMS IN SD 73



## Career Education and the Graduation Program

### Career Education Curriculum and The Graduation Program:

#### Career Education and the Graduation Program

- 8-credits of Career Education with flexible delivery options and a Capstone Project
- Career Life Education (CLE) – 4 credits
- Career Life Connections (CLC) – 4 credits
  - Career-life Explorations 30 hours or more
  - A Capstone Project
- CLE and CLC receive a percentage and a letter grade  
(standing granted may not be used for CLC)
- CLE and CLC courses have been developed with the intent that they will be offered as enrolled courses within the timetable

### The Graduation Program – At a Glance

To graduate on the B.C Graduation Program 2018 students require at least 80 credits total.

Of these 80 credits:

- At least 16 credits must be at the Grade 12 level, including a required Language Arts 12 and Career-Life Connections
- At least 28 credits must be elective course credits
- 52 credits are required from the following
  - Two Career Education courses (8 credits)
  - Physical and Health Education 10 (4 credits)
  - Science 10 (4 credits), and a Science 11 or 12 (4 credits)
  - Social Studies 10 (4 credits), and a Social Studies 11 or 12 (4 credits)
  - A Math 10 (4 credits), and a Math 11 or 12 (4 credits)
  - A Language Arts 10, 11 & 12 (12 credits total)
  - An Arts Education 10, 11, or 12 and/or an Applied Design, Skills, and Technologies 10, 11, or 12 (4 credits)

In addition, students on the B.C. Graduation Program **must** also complete graduation assessments aligned with the redesigned curriculum in literacy and in numeracy

- The Grade 10 Numeracy Assessment
- The Grade 10 Literacy Assessment
- The Grade 12 Literacy Assessment
- French Immersion students must also complete Évaluation de littératie de la 12e année



## Clarifications: Career-Life Explorations

Career - Life Exploration (30 hours or more) may take place before or during CLC. Note: students are expected 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” as per the CLC curriculum.

The following **can** satisfy the career-life exploration requirement provided it connects to student-developed, targeted learning goals in support of their lifelong learning journey.

- Service learning, volunteerism, community service, employment, fieldwork, entrepreneurship, and projects focused on an area of deep interest
- Prior paid and unpaid work experience/volunteerism/community service.
- Completion of Work Experience 12A or 12B, or Industry Trade Authority (ITA)-related programs such as Youth Work in Trades 11 or 12
- Work experience opportunities, both teacher-arranged and/or student arranged, both within the school environment and out in the community (see Career Placement Procedures).

As part of CLC, students must have their career-life exploration component documented and must identify and reflect on the employability skills and competencies they used or developed.

## The BC Adult Dogwood and Career Education

To graduate with a BCAGD or Adult Dogwood, students must have an English, Communications or First Peoples English 12 (or higher), a Math 11 and at least three additional Grade 12 electives or Socials 11 and two additional Grade 12 electives. Courses and credits can be counted from either or both of the public secondary and post-secondary systems.

### Career Education

- CLE 12 and CLC 12 can both be used as two separate grade 12 electives (Adult Dogwood only)
- CLE can be reported as CLE 12 and is a single 4-credit course.
- CLC can be reported as CLC 12 and is a single 4-credit course.

## References

- BC Ministry of Education, [Career-Life Education and Career-Life Connections in the Graduation Years – Questions and Answers](#) (2019).
- BC Ministry of Education, [Graduation Program Policy Guide](#) (2020)
- BC Ministry of Education, [Graduation Program Implementation Guide](#) (2019)
- BC Ministry of Education, [Handbook of Procedures](#) (2020)



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## Trades and Transitions: Career Programs in SD 73

### Youth Work In Trade Program

Grades 10, 11, 12

Allows students who are working in a job associated with a trade to receive high school course credits, build hours towards a recognized apprenticeship, and possibly earn a \$1000 award. You do not need to be taking a Trades program in school to qualify. Students should contact school TNT Coordinators.

### D.A.T.A. Program

**Semester 1 at Sa-Hali Secondary; grade 11 or 12; apply in your grade 10 or 11 year; \$350**

Immerse yourselves in the exciting field of software design with the Digital Arts and Technology Program. This program will provide students with an opportunity to develop coding skills, work with software platforms and experience the digital design process in the context of creating their own video game. Students will also acquire the knowledge and skills to pursue future training and opportunities within the software industry.

### Youth Train In Trades - Hairstylist Program

**2 semesters at NorKam Senior Secondary; apply in your grade 9 to 11 year; \$1260**

This program offers students an opportunity to jumpstart their career as a stylist by completing their Industry Training Authority recognized Hairstyling Certification while also earning 40 credits of high school elective credit towards graduation. Instruction takes place at *LaBella Saints*, a full service instructional salon at NorKam Senior Secondary, under the tutelage of a Red Seal stylist with a BC education certification.

*\*\* This program commences in semester 2 (February) and concludes at the end of semester 1 (January) of the following year. Typically this is the second ½ of grade 11 and first 1/2 of grade 12.*

### NorKam Trades and Technology Centre

**1 semester; grades 10, 11, 12; apply in your grade 10 or 11 year**

The TRU dual credit programs are designed to offer students a hands-on opportunity to develop skills and knowledge in a cluster of four related trades. Students enrolled in the full semester program will earn 16 high school credits and are eligible to apply for 12 credits from TRU. The following programs are offered

#### **Construction Sampler**

- Carpentry
- Electrical
- Plumbing
- Construction Craft Worker

#### **Mechanical Sampler**

- Automotive Service Technician
- Heavy Duty Equipment Technician
- Motorcycle Technician
- Welding

#### **Industrial Sampler**

- Industrial Mechanic (Millwright)
- Steamfitter / Pipefitter
- Sheet Metal Worker
- Instrumentation Mechanic (to be delivered at TRU)

#### **Youth Train In Trades - Industrial Mechanic (Millwright) Machinist**

- This program follows the same application process as the Youth Train In Trades programs offered on the TRU campus















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## Youth Train In Trades Programs

**1 -2 semesters of the grade 12 year; apply in grade 10 or 11 year**

Students receive dual credit for high school and trades training at TRU. Students apply in grade 10 or 11 for the grade 12 year. The following programs are offered:

 Automotive Service Technician Foundation	 Carpentry – Level 1 & 2
 Electrical, Construction Foundation	 Heavy Mechanical Foundation
 Horticulture	 Industrial Instrument Mechanic
 Industrial Mechanic (Millwright) Machinist	 Meat Cutter / Retail Meat Processing Foundation
 Piping Foundation	 Professional Cook Level 1
 Welding Level C	 Refrigeration

*\*\*School District No. 73 will pay the tuition portion of the program fee. Ancillary fees may apply.*

## TRU Start Programs

**1 year; grade 12; student apply in their grade 10 or 11 year**

Students can take a Thompson Rivers University diploma program while also receiving elective credit towards high school graduation. Students spend their entire grade 12 year at Thompson Rivers University attaining their certification, a maximum of 4 students per program will be selected for school district sponsorship. The following programs are offered:

Early Childhood Education      Health Care Assistant      Police and Justice Studies

*\*\* School District No. 73 will pay the tuition portion of the program fee. Ancillary fees may apply*

## TRU Start Courses

**1 evening course per semester; grade 12; student can apply in their grade 11 year**

Students have the opportunity to get a “head start” on university by taking a first year university course in evenings of either the fall or winter semester, or both, while attending their regular high school courses during the day. Upon completion, students can choose to have their university course placed on their high school transcript for credit. Typical TRU Start courses include:

Introduction to University Writing	Introduction to Fiction	Economics
Calculus	Psychology	Sociology

*\*\*Students are responsible for all fees, Thompson Rivers University will assist families in applying for a part time studies grant, which will reimburse all associated cost*

For additional information on all Career Programs please contact [tnt@sd73.bc.ca](mailto:tnt@sd73.bc.ca) or visit: [tnt.sd73.bc.ca](http://tnt.sd73.bc.ca)





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## Appendix C: Indigenous Knowledge and Perspectives

### INDIGENOUS KNOWLEDGE AND PERSPECTIVES CAREER EDUCATION K-12 CURRICULUM



## Indigenous Knowledge and Perspectives: Career Education K-12 Curriculum

The *Indigenous Knowledge and Perspectives: K-12 Career Education Curriculum* resource is intended to support teachers in authentically integrating Indigenous knowledge and perspectives into their classrooms. 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. In the Career Education Curriculum this integration is through implicit references.

### CAREER EDUCATION Curriculum *Indigenous Knowledge and Perspectives: K-12*

<b>CAREER EDUCATION Kindergarten–Grade 3</b>	
Big Ideas	<b>Strong communities are the result of being connected to family and community and working together toward common goals. Communities include many different roles requiring many different skills. Learning is a lifelong enterprise.</b>
Curricular Competencies	<b>Work respectfully and constructively with others to achieve common goals Identify and appreciate the roles and responsibilities of people in their schools, families, and communities</b>
Content	<b>Cultural and social awareness</b> <i>Achieved by exploring self-identity, acknowledging cultural differences, honouring indigenous traditions, etc.</i> <b>Roles and responsibilities at home, at school, and in the community</b>
<b>CAREER EDUCATION Grade 4-5</b>	
Big Ideas	<b>Public identity is influenced by personal choices and decisions. Leadership requires listening to and respecting the ideas of others. Family and community relationships can be a source of support and guidance when solving problems and making decisions.</b>
Curricular Competencies	<b>Recognize the need for others who can support their learning and personal growth Appreciate the influence of peer relationships, family, and community on personal choices and goals</b>
Content	<b>cultural and social awareness</b> ⇒ <i>Achieved by exploring self-identity, acknowledging cultural differences, honouring indigenous traditions, etc.</i> <b>generational roles and responsibilities</b>
<b>CAREER EDUCATION Grade 6-7</b>	
Big Ideas	<b>Our attitudes toward careers are influenced by our view of ourselves as well as by our friends, family, and community.</b>



**CAREER EDUCATION Curriculum    *Indigenous Knowledge and Perspectives: K-12 continued***

Curricular Competencies	<p><b>Examine the importance of service learning and the responsibility of individuals to contribute to the community and the world</b>  <b>Appreciate the importance of respect, inclusivity, and other positive behaviours in diverse, collaborative learning, and work environments</b>  <b>Question self and others about the reciprocal relationship between self and community</b>  <b>Recognize the influence of peers, family, and communities on career choices and attitudes toward work</b>  <i>family and communities:</i>          ⇒ <i>Career choices ultimately support the well-being of the self, the family, and the community. Learning involves generational roles and responsibilities.</i>  <i>attitudes toward work:</i>          ⇒ <i>Habits of mind and motivation are strongly influenced by models, both positive and negative.</i></p>
Content	<p><b>cultural and social awareness</b>          ⇒ <i>Achieved by exploring self-identity, acknowledging cultural differences, honouring indigenous traditions, etc.</i>  <b>Role of mentors, family, community, school, and personal network in decision making</b></p>
<b>CAREER EDUCATION Grade 8-9</b>	
Big Ideas	<p><b>The value of work in our lives, communities, and society can be viewed from diverse perspectives.</b>          Our career paths reflect the personal, community, and educational choices we make.</p>
Curricular Competencies	<p><b>Question self and others about how individual purposes and passions can support the needs of the local and global community when considering career choices</b>  <b>Demonstrate respect, collaboration, and inclusivity in working with others to solve problems</b>  <b>Recognize and explore diverse perspectives on how work contributes to our community and society</b>          ⇒ <i>explore diverse perspectives: question and challenge career perceptions and possible career paths and analyze the relationships between work, society, and the economy</i>  <b>Question self and others about the reciprocal relationship between self and community</b>  <b>Appreciate the value of a network of resources and mentors to assist with career exploration</b>  <i>mentors:</i>  <b>include parents, teachers, elders, coaches, extended family, other adults, or peers</b></p>
Content	<p><b>local and global needs and opportunities</b>          ⇒ <i>Social justice, environmental stewardship, sustainability, effective use of resources, etc.</i>  <b>cultural and social awareness</b>          ⇒ <i>role of mentors, family, community, school, and personal network in decision making</i></p>
Content	<p><b>cultural and social awareness</b>          ⇒ <i>Achieved by exploring self-identity, acknowledging cultural differences, honouring indigenous traditions, etc.</i>  <b>role of mentors, family, community, school, and personal network in decision making</b></p>



**CAREER EDUCATION Curriculum    *Indigenous Knowledge and Perspectives: K-12 continued***

<b>CAREER EDUCATION Career-Life Education (CLE)</b>	
<b>Big Ideas</b>	<p><b>Career-life decisions are influenced by internal and external factors, including local and global trends.</b>  <i>Career-life decisions:</i></p> <ul style="list-style-type: none"> <li>⇒ <i>How do self-awareness and knowledge of skills, talents, and challenges contribute to career-life choices?</i></li> <li>⇒ <i>How can local contexts, including sense of place, inform our career-life role choices?</i></li> <li>⇒ <i>internal and external:</i></li> <li>⇒ <i>for example, internal factors may include personal interests, abilities, and circumstances, and external factors may include place-based, community, and digital influences</i></li> </ul> <p><b>Cultivating networks and reciprocal relationships can support and broaden career-life awareness and options.</b>  <i>Cultivating networks:</i></p> <ul style="list-style-type: none"> <li>⇒ <i>In what ways can our networks of family, peers, and community members help us develop confidence and initiative in career-life development?</i></li> </ul> <p><b>Lifelong learning fosters career-life opportunities.</b></p> <ul style="list-style-type: none"> <li>⇒ <i>What habits of mind and attitudes help us develop as lifelong learners?</i></li> <li>⇒ <i>As lifelong learners, how can we tap into our strengths, interests, and competencies when exploring potential career-life opportunities?</i></li> <li>⇒ <i>How can we use experiences and reflection to foster our growth as lifelong learners?</i></li> </ul>
<b>Curricular Competencies</b>	<p><b>Apply a mentor’s guidance in career-life exploration</b>  <b>Collaborate with supportive community members to explore the reciprocal influences of career-life choices</b>  <i>supportive community:</i></p> <ul style="list-style-type: none"> <li>⇒ <i>as determined by the passions, interests, and goals of the student; for example, educators, local First Peoples community leaders, family, local career-life professionals, apprenticeship/college/university students, and peers</i></li> </ul> <p><b>Demonstrate inclusive, respectful, and safe interactions in diverse career-life environments</b>  <i>environments:</i></p> <ul style="list-style-type: none"> <li>⇒ <i>may include personal, community, education, and workplace contexts</i></li> </ul> <p><b>Explore and connect experiential learning both inside and outside of school with possible and preferred career-life pathways</b></p>
<b>Content</b>	<p><b>preferred ways of knowing and learning</b></p> <ul style="list-style-type: none"> <li>⇒ <i>recognizing what works for self and what works for others may be different; awareness of cultural influences, including traditional and contemporary First Peoples worldviews and cross-cultural perspectives</i></li> </ul>



**CAREER EDUCATION Curriculum Indigenous Knowledge and Perspectives: K-12 continued**

<p>Content cont'd</p>	<p><b>inclusive practices, including taking different worldviews and diverse perspectives into consideration</b></p> <p><i>inclusive practices:</i></p> <ul style="list-style-type: none"> <li>⇒ <i>acknowledging the value of diversity (e.g., First Nations, Métis, and Inuit worldviews, gender, race, sexual orientation, diverse abilities, religious beliefs, anti-sexist and anti-racist practices); Reconciliation as a responsibility for all individuals</i></li> </ul> <p><i>different worldviews:</i></p> <ul style="list-style-type: none"> <li>⇒ <i>particular philosophies of life or conceptions of the world that underpin identity and how people interact with the world; for example, First Peoples, new immigrant, refugee, rural, urban, colonial, geocentric; see <a href="https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/aboriginal-education/awp_moving_forward.pdf">https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/aboriginal-education/awp_moving_forward.pdf</a></i></li> </ul> <p><i>diverse perspectives:</i></p> <ul style="list-style-type: none"> <li>⇒ <i>attitudes of people according to their gender, race, sexual orientation, diverse abilities</i></li> <li>⇒ <i>factors that both inform career-life choices and are influenced by them, including personal, environmental, and land use factors</i></li> </ul> <p><b>factors that both inform career-life choices and are influenced by them, including personal, environmental, and land use factors</b></p> <p><i>personal: for example:</i></p> <ul style="list-style-type: none"> <li>⇒ <i>family values, dynamics, and expectations</i></li> <li>⇒ <i>friends</i></li> <li>⇒ <i>community membership</i></li> </ul> <p><i>environmental: for example,</i></p> <ul style="list-style-type: none"> <li>⇒ <i>climate change, impact on ecology, sustainability, stewardship</i></li> </ul> <p><i>land use:</i></p> <ul style="list-style-type: none"> <li>⇒ <i>respectful consideration of First Peoples claims and rights, places of historical and social significance, legal considerations. The connection between people and place is foundational to First Peoples perspectives on the world.</i></li> </ul> <p><b>ways to contribute to community and society that take cultural influences into consideration</b></p> <p><i>cultural influences:</i></p> <p><b>on the nature of an individual's contributions, roles, values, duties</b></p>
	<p><b>CAREER EDUCATION Career-Life Connections (CLC)</b></p>
<p>Big Ideas</p>	<p><b>Career-life decisions influence and are influenced by internal and external factors, including local and global trends.</b></p> <p><i>Career-life decisions:</i></p> <ul style="list-style-type: none"> <li>⇒ <i>How do we respectfully navigate competing social, familial, and cultural expectations as we pursue our preferred career-life pathways?</i></li> </ul> <p><i>internal and external:</i></p> <ul style="list-style-type: none"> <li>⇒ <i>for example, internal factors may include personal interests, abilities, and circumstances, and external factors may include place-based, community, and digital influences</i></li> </ul>



**CAREER EDUCATION Curriculum    *Indigenous Knowledge and Perspectives: K-12 continued***

	<p><b>Engaging in networks and reciprocal relationships can guide and broaden career-life awareness and options.</b>  <i>Engaging in networks:</i>          ⇒ <i>In what ways can we collaborate with people from our personal and educational/ workplace networks to explore and further meaningful career-life opportunities?</i></p> <p><b>Lifelong learning and active citizenship foster career-life opportunities for people and communities.</b>          ⇒ <i>As lifelong learners, how do we reflect on formal and informal education/ work experiences to enhance our career-life development?</i></p> <p><b>In what ways can our passions lead to service for our communities?</b></p>
<p>Curricular Competencies</p>	<p><b>Recognize personal worldviews and perspectives, and consider their influence on values, actions, and preferred futures worldviews:</b>          ⇒ <i>particular philosophies of life or conceptions of the world that underpin identity and the ways people interact with the world; for example, First Peoples, new immigrant, refugee, rural, urban, colonial, geocentric</i>  <b>perspectives:</b> <i>attitudes of people according to their gender, race, sexual orientation, diverse abilities</i></p> <p><b>Engage with personal, education, and employment networks to cultivate post-graduation resources and social capital post-graduation resources:</b>          ⇒ <i>as determined by student needs, interests, and goals; may include educators, family, professionals, community members, members of local First Peoples communities, apprenticeship and post-secondary students and personnel, peers and friends</i></p> <p><b>Demonstrate and reflect on inclusive, respectful, and safe interactions in multiple career-life contexts</b>  <i>career-life contexts:</i>          ⇒ <i>social groups, school community, local community, post-secondary communities, cultural communities, workplace, digital spaces</i>  <i>Explore possibilities for preferred personal and education/employment futures, using creative and innovative thinking</i></p>
<p>Content</p>	<p><b>factors that shape personal identity and inform career-life choices</b>  <i>factors:</i>          ⇒ <i>such as family expectations, personal awareness, culture, religion, gender, socio-economics</i></p> <p><b>social capital and transferrable skills, including intercultural, leadership, and collaboration skills</b>  <i>social capital:</i>          ⇒ <i>networks of reciprocity among people who live and work in a particular society, enabling the individual and society to function effectively for the common good</i>  <i>intercultural: for example:</i>          ⇒ <i>knowledge of diverse cultures, organizations, and institutions</i>          ⇒ <i>cultural awareness and sensitivity</i>          ⇒ <i>understanding of contexts</i>          ⇒ <i>acceptance of differences, social norms, histories</i></p>



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## Appendix D: Guiding Curriculum and Pedagogy

THE EDUCATED CITIZEN  
THE GUIDING PRINCIPLES OF CAREER DEVELOPMENT  
A CAREER DEVELOPMENT TOOL KIT  
THE CORE COMPETENCIES  
CAST UNIVERSAL DESIGN FOR LEARNING GUIDELINES  
FIRST PEOPLES PRINCIPLES OF LEARNING  
OECD 7 PRINCIPLES OF LEARNING  
OECD LEARNING COMPASS 2030

## 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 (Statement of Education Policy Order).

The B.C. Ministry of Education defines the Educated Citizen as having:

**Intellectual Development** – to develop the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge; to develop in students a lifelong appreciation of learning, a curiosity about the world around them and a capacity for creative thought and expression.

**Human and Social Development** – to develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well-being; to develop a sense of social responsibility, and tolerance and respect for the ideas and beliefs of others.

**Career Development** – to prepare students to attain their career and occupational objectives; to assist in the development of effective work habits and the flexibility to deal with change in the workplace. ([B.C. Graduation Program: Policy Guide](#))

# The Educated Citizen



- thoughtful, able to learn and to think critically, and who can communicate information from a broad knowledge base;
- creative, flexible, self-motivated and who have a positive self image;
- capable of making independent decisions;
- skilled and who can contribute to society generally, including the world of work;
- productive, who gain satisfaction through achievement and who strive for physical well-being;
- cooperative, principled and respectful of others regardless of differences;
- aware of the rights and prepared to exercise the responsibilities of an individual within the family, the community, Canada, and the world.

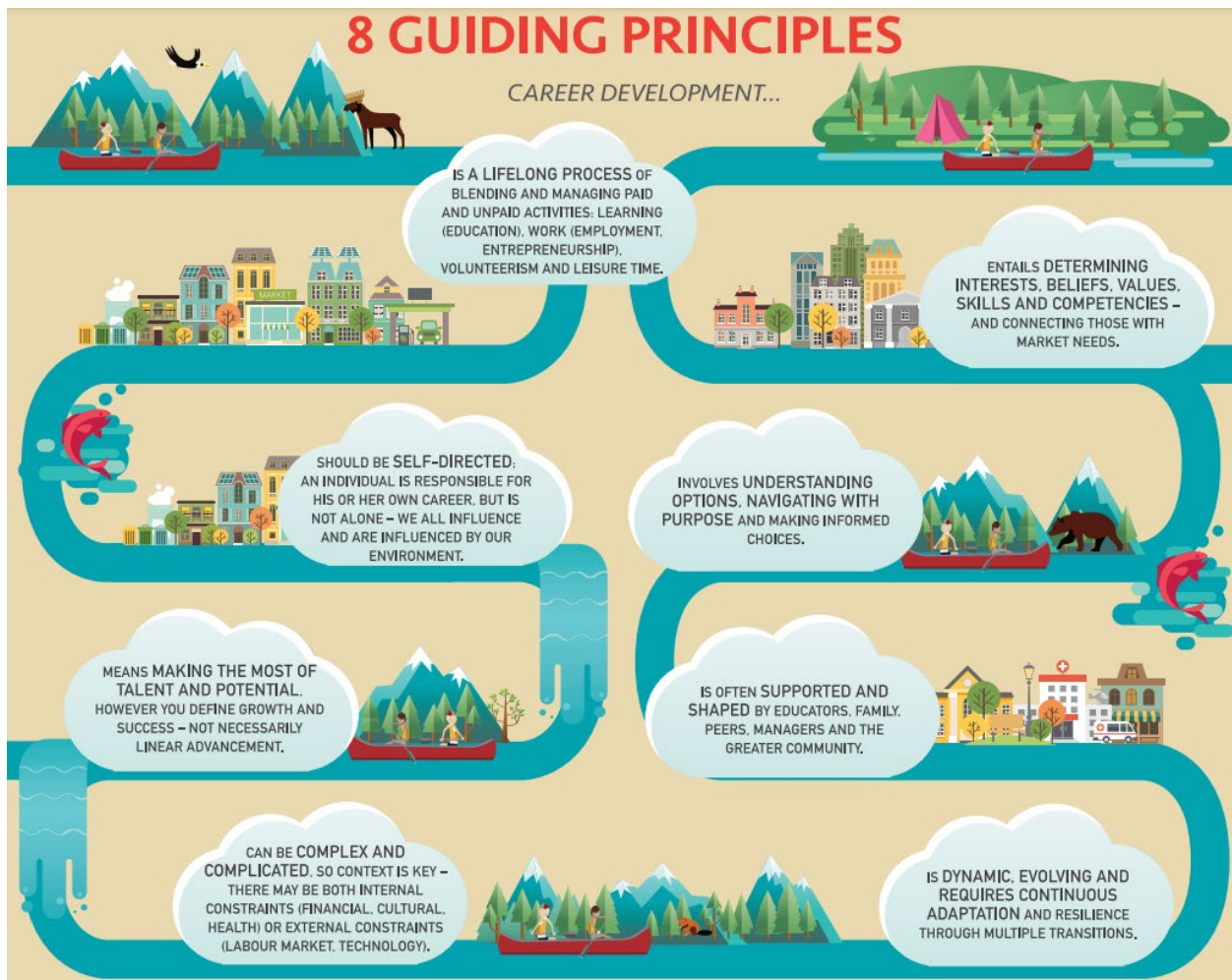


## The Guiding Principles of Career Development

A career is about the life you want to lead – not just a job, occupation or profession. It involves deciding among possible and preferred futures. It answers: “who do I want to be in the world?,” “what kind of lifestyle am i seeking?” and “how can I make an impact?”

### 8 Guiding Principles

The metaphor of a canoe can represent careers – we use it on our journey, we stock it with the tools we need, and we proactively steer it to our destination; sometimes we face rapids, and as conditions change so might our course.



[CERIC](#)

Further Reading from CERIC

M Cahill & E Furey (2017). The Early Years: Career Development for Young Children – A Guide For Educators. CERIC

## Career Development Tool Kit “The High Five of Career Development”

The **High Five Principles** are five messages that can be used as a tool to support students on their career development journey.

**Change is Constant:** Rapid and continuous technological, economic, demographic, climate and social changes directly influence the world of work. For example, there are dozens of new environmental roles today that did not exist. Entirely new work roles are emerging, and old work roles are changing to require new skills, knowledge and attitudes. Personal change occurs continuously as well. People grow and develop new skills, attitudes, knowledge, beliefs, networks and other assets at varying rates.

**Follow Your Heart:** When change is constant, guideposts become more important. The ‘heart’, defined as the set of characteristics that include values, entrenched beliefs and interests is a foundation of self-awareness to use to make purposeful decisions. One’s “heart” drives one’s career path. Strengths, skills and knowledge, and attitudes are simply tools that allow the path to be followed.

**Focus on the Journey:** Focusing on the journey supports students to move away from feeling a need to correctly make ‘the’ decision (What should I be?) and move toward examining multiple decisions and experiences to continuously answer Who am I? and How do I want to participate in society.

**Stay Learning:** Learning is constant when change is constant. People learn in effective and enjoyable ways within informal and non-formal learning events.

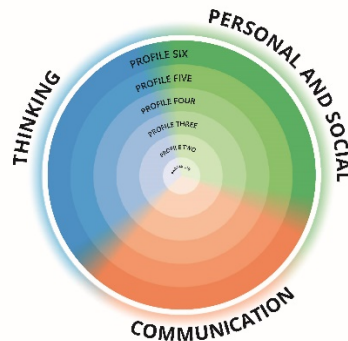
**Be An Ally:** Community is important. Many youth see the labour market (or work dynamic) as something external, “out there,” and distant. They do not realize that the labour market surrounds them, as represented by their neighbors, friends’ parents and parents’ friends. These allies surround youth and are their network. It is not a sign of weakness to ask for help. Rather, it is a sign of strength when one can identify a need, clearly express the need and articulate how others can help one meet the need and build mentorship through self-agency. This is particularly true when one wants to learn continually, keep up with change and adapt to change.



Career Development Theory by Dave E. Redekopp, Barrie Day & Marnie Robb

## BC's Core Competencies

# BC's Core Competencies



**Communication** – The Communication competency encompasses the knowledge, skills, processes and dispositions we associate with interactions with others. Through their communication, students acquire, develop and transform ideas and information, and make connections with others to share their ideas, express their individuality, further their learning, and get things done. The communication competency is fundamental to finding satisfaction, purpose and joy.

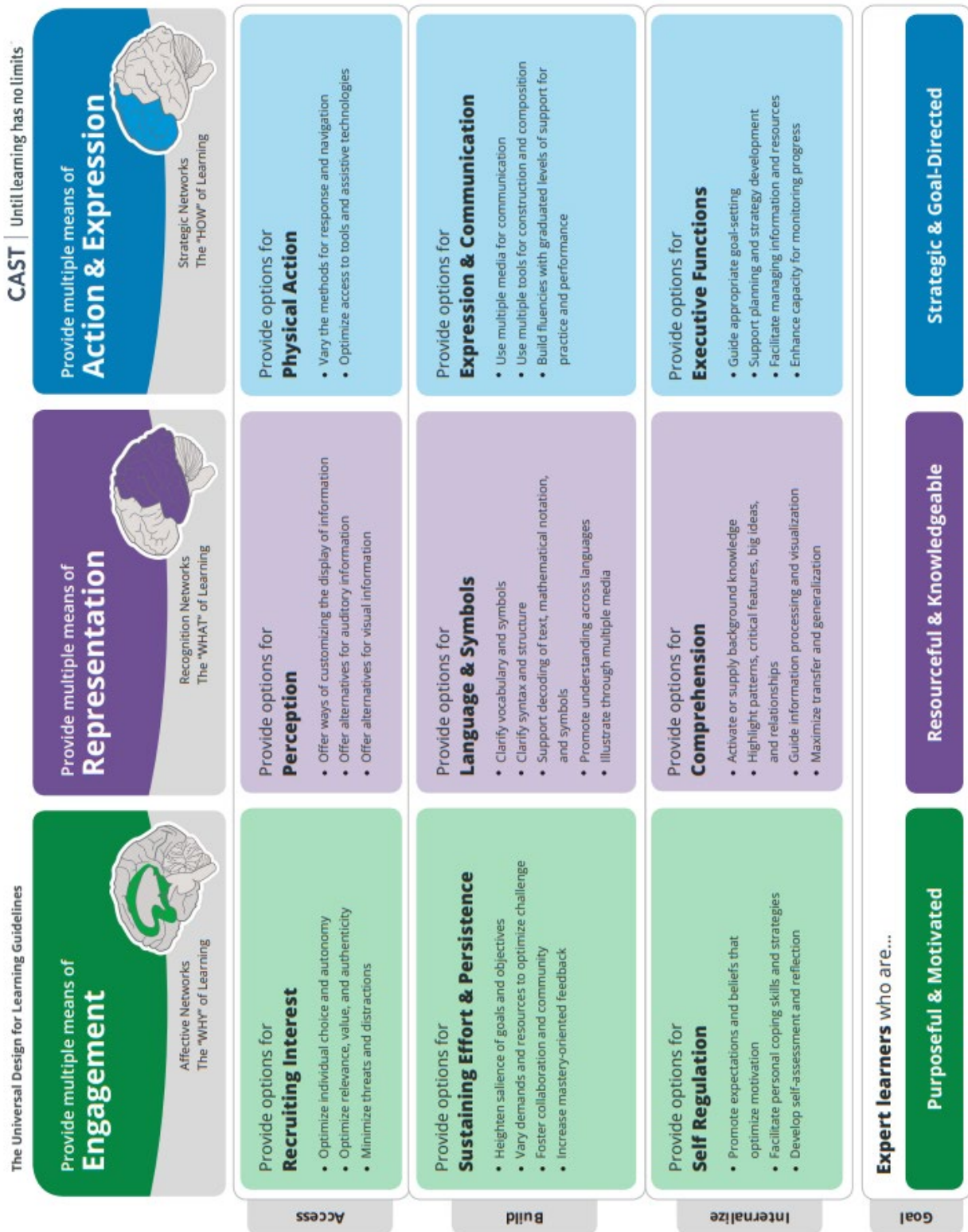


**Thinking** – The Thinking competency encompasses the knowledge, skills and processes we associate with intellectual development. It is through their competency as thinkers that students take subject-specific concepts and content and transform them into a new understanding. Thinking competence includes specific thinking skills as well as habits of mind, and metacognitive awareness. These are used to process information from a variety of sources, including thoughts and feelings that arise from the subconscious and unconscious mind and from embodied cognition, to create new understandings.



**Personal and Social** – The Personal and Social competency is the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society. Personal and social competency encompasses what students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world.


# CAST Universal Design for Learning Guidelines



udlguidelines.cast.org | © CAST, Inc. 2018 | Suggested Citation: CAST (2018). Universal design for learning guidelines version 2.2 [graphic organizer]. Wakefield, MA: Author.

[udlguidelines.cast.org](http://udlguidelines.cast.org)

## First Peoples Principles of Learning



# FIRST PEOPLES PRINCIPLES OF LEARNING

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.



Learning is embedded in memory, history, and story.

Learning involves patience and time.

Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

For First Peoples classroom resources visit: [www.fnesc.ca](http://www.fnesc.ca)



[www.fnesc.ca/first-peoples-principles-of-learning](http://www.fnesc.ca/first-peoples-principles-of-learning)

## OECD 7 Principles of Learning

# The 7 Principles of Learning

*Adapted from OECD's The Practitioner Guide from The Nature of Learning*

- ### 1 LEARNERS AT THE CENTRE

Learning activities should focus on cognition and growth while allowing students to construct their learning through engagement and active exploration. This calls for a mix of pedagogies, which might include guided and action approaches, as well as co-operative, inquiry-based, and service learning. The aim is to develop 'self-regulated learners'.
- ### 2 THE SOCIAL NATURE OF LEARNING

We learn through social interaction, meaning learning environments should be highly social. Co-operative group learning that is well-organised and challenging has clear benefits for achievement, as well as behavioural and affective outcomes. Opportunities for autonomous learning should increase as students mature.
- ### 3 EMOTIONS ARE THE GATEKEEPER TO LEARNING

Learning results from the dynamic interplay of emotion, motivation and cognition. Attention to motivations by all those involved is about making learning more effective - better still if it also makes learning more enjoyable.
- ### 4 RECOGNISING INDIVIDUAL DIFFERENCES

Students differ in many ways that are fundamental to learning: prior knowledge, ability, conceptions of learning, learning strategies, interest, motivation, self-efficacy, beliefs and emotion; they differ also in socio-environmental terms such as linguistic, cultural and social backgrounds. Flexible learning environments are adaptive to individual learners in ways that are sustainable for both individuals and the group as a whole.
- ### 5 CHALLENGING ALL STUDENTS

Being aware of individual differences and needs means being able to constantly challenge learners, no matter what their starting point, to move out of their comfort zone without overloading or excessively pressuring them.
- ### 6 MEANINGFUL FEEDBACK FOR LEARNING

The learning environment clearly communicates what is expected from learners, what they are doing and why. Formative assessment should be substantial, regular and provide meaningful feedback. This should be used to constantly shape direction and practice in the learning environment.
- ### 7 BUILDING HORIZONTAL CONNECTIONS

Learning should promote connectedness by supporting students to make connections across knowledge and subjects as well as across the community and the wider world. The authentic learning this promotes helps to foster deeper understanding.

Based on the contents of The Practitioner Guide from The Nature of Learning: Using Research to Inspire Practice, OECD Publications, 2010. © DECO 2012 for the Practitioner Guide. © DECO 2010 for The Nature of Learning: Using Research to Inspire Practice.

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[www.oecd.org/education/cei/50300814.pdf](http://www.oecd.org/education/cei/50300814.pdf)

## The OECD Learning Compass 2030

**The Learning Compass 2030** defines the knowledge, skills, attitudes and values that learners need to fulfil their potential and contribute to the well-being of their communities and the planet. The OECD Learning Compass 2030 concepts are: agency, core foundations, the anticipation, action and reflection cycle, Knowledge, skills, attitudes and values, transformative competencies, and well-being



[www.oecd.org/education/2030-project/teaching-and-learning/learning/](http://www.oecd.org/education/2030-project/teaching-and-learning/learning/)



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## Appendix E: Career Education Curriculum

THE CAREER EDUCATION CURRICULUM

C<sup>3</sup>: CAREER CURRICULUM COMPANION

CONTINUOUS VIEWS - THE BIG IDEAS

CONTINUOUS VIEWS – CURRICULAR COMPETENCES

CONTINUOUS VIEWS - CONTENT





## The Career Education Curriculum

### 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

Career-life development with intent is *a lifelong journey* for students to be and become who they want to be in the world. Students are encouraged to initiate and explore how they can participate and 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 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 C Indigenous Knowledge and Perspectives: Career Education K-12 Curriculum).

### Career Education and Curriculum Integration

SD 73 has created the **C<sup>3</sup>: 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 C C3 Career Education Curriculum Companion).

#### C<sup>3</sup>: 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, reflection on learning and goal-setting, expanding horizons, and building aspirations. Students develop an awareness of their personal interests and strengths, the roles and responsibilities of family, school, and community in laying the foundation to support their lifelong learning, and multiple possible future careers.

**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. Students continue to expand their horizons and build aspirations and exploring multiple possible future careers.

**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 competency-driven approach to learning with continuous views from K-9 for the Big Ideas, Curricular Competencies, and Content (See Appendix B).

#### 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.

- 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

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

For **Core Competency Lessons** and **I Statements** from SD 73 see MySD73 [my.sd73.bc.ca/en/schools/lessons.aspx](http://my.sd73.bc.ca/en/schools/lessons.aspx)

**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



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**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).

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

### **Key B. C. Ministry of Education Documentation**

- B.C. Core Competencies
- Career Education Kindergarten to Grade 7 Curriculum
- Continuous Views – Career Education
- Indigenous Knowledge and Perspectives in K-12 Curriculum – Career Education K-12
- The Core Competencies



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## C<sup>3</sup>: Career Curriculum Companion

# C<sup>3</sup> (Career Curriculum Companion): Educated Citizens in an Ever-Changing World

Career Education is a life-long journey that is personally meaningful and goal-oriented in an ever-changing world.

## Self-Awareness

### Who do you want to be in the world? *not* What do you want to be?

- Expanding sense of self; developing awareness of personal interests, strengths, and values; and reflecting on learning and goal-setting
- Personal competency development, embrace essential skills, and utilize technology to meet potential
- Exploring identity, leadership, personal planning, and transferable skills with purpose

## Positive Community Engagement

### How can you make meaningful contributions in your community?

- Learning and valuing ways family, mentors, community, and networks support lifelong learning journeys
- Communicate and interact collaboratively with others, valuing diversity of people, perspectives, worldviews, ideas, and opportunities
- Connect to an ever-changing, growing and shifting world

## Exploring Possibilities

### How do you make career plans in an ever-changing world?

- Grow new interests, knowledge, skills and competencies and connect experiences to career clusters
- Engage in and reflect on diverse experiential learning opportunities both inside and outside the school
- Use personal knowledge to inform purposeful career-life choices with flexibility as opportunities and challenges arise



## Continuous Views - The Big Ideas

<b>Stage 1 (K-3)</b>	<ul style="list-style-type: none"> <li>Confidence develops through the process of self-discovery.</li> <li>Strong communities are the result of being connected to family and community and working together toward common goals.</li> <li>Effective collaboration relies on clear, respectful communications.</li> <li>Everything we learn helps us to develop skills.</li> <li>Communities include many different roles requiring many different skills.</li> <li>Learning is a lifelong enterprise.</li> </ul>
<b>Stage 2 (4-5)</b>	<ul style="list-style-type: none"> <li>Public identity is influenced by personal choices and decisions.</li> <li>Exploring our strengths and abilities can help us identify our goals.</li> <li>Leadership requires listening to and respecting the ideas of others.</li> <li>Family and community relationships can be a source of support and guidance when solving problems and making decisions.</li> <li>Good learning and work habits contribute to short- and long term personal and career success.</li> </ul>
<b>Stage 3 (6-7)</b>	<ul style="list-style-type: none"> <li>Our attitudes toward careers are influenced by our view of ourselves as well as by our friends, family and community.</li> <li>Our personal digital identity forms part of our public identity.</li> <li>Practising respectful, ethical, inclusive behaviour prepares us for the expectations of the workplace.</li> <li>Leadership represents good planning, goal setting, and collaboration.</li> <li>Safe environments depending on everyone following safety rules.</li> <li>New experiences, both within and outside of school, expanded our career skill set and options.</li> </ul>
<b>Stage 4 (8-9)</b>	<ul style="list-style-type: none"> <li>Reflecting on our preferences and skills help us identify the steps we need to take to achieve our career goals.</li> <li>The value of work in our lives, communities, and society can be viewed from diverse perspectives.</li> <li>Achieving our learning goals requires effort and perseverance.</li> <li>Adapting to economic and labour market changes requires flexibility.</li> <li>Our career paths reflect the personal, community, and educational choices we make.</li> </ul>
<b>Career Life Education</b>	<ul style="list-style-type: none"> <li>Career-life development includes ongoing cycles of exploring, planning, reflecting, adapting, and deciding.</li> <li>Career-life decisions influence and are influenced by internal and external factors, including local and global trends.</li> <li>Cultivating networks and reciprocal relationships can support and broaden career-life awareness and options</li> <li>Finding balance between works and personal life promotes well- being</li> <li>Lifelong learning fosters career opportunities</li> </ul>
<b>Career Life Connections</b>	<ul style="list-style-type: none"> <li>Career-life development includes ongoing cycles of exploring, planning, reflecting, adapting and deciding.</li> <li>Career-life decisions influence and are influenced by internal and external factors, including local and global trends.</li> <li>Engaging in networks and reciprocal relationships can guide and broaden career-life awareness and options.</li> <li>A sense of purpose and career-life balance support well-being.</li> <li>Lifelong learning and active citizenship foster career-life opportunities for people and communities</li> </ul>



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## Continuous Views – Curricular Competencies

Grade	Examine	Interact	Experience	Initiate	Share
<b>K-3</b>	<ul style="list-style-type: none"> <li>Identify and appreciate their personal attributes, skills, interests, and accomplishments</li> <li>Demonstrate effective work habits and organizational skills appropriate to their level of development</li> </ul>	<ul style="list-style-type: none"> <li>Work respectfully and constructively with others to achieve common goals</li> <li>Identify and appreciate the roles and responsibilities of people in their schools, families, and communities</li> </ul>	<ul style="list-style-type: none"> <li>Recognize the importance of positive relationships in their lives</li> <li>Recognize the importance of learning in their lives and future careers</li> </ul>	<ul style="list-style-type: none"> <li>Set and achieve realistic learning goals for themselves</li> </ul>	<ul style="list-style-type: none"> <li>Share ideas, information, personal feelings, and knowledge with others</li> <li>Recognize the basic skills required in a variety of jobs in the community</li> </ul>
<b>4-5</b>	<ul style="list-style-type: none"> <li>Identify and appreciate their personal attributes, skills, interests, and accomplishments and their growth over time</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate respect for differences in the classroom</li> <li>Appreciate the influence of peer relationships, family, and community on personal choices and goals</li> </ul>	<ul style="list-style-type: none"> <li>Use innovative thinking when solving problems</li> <li>Make connections between effective work habits and success</li> </ul>	<ul style="list-style-type: none"> <li>Recognize the need for others who can support their learning and personal growth</li> <li>Set realistic short- and longer- term learning goals, define a path, and monitor progress</li> <li>Demonstrate safe behaviours in a variety of environments</li> </ul>	<ul style="list-style-type: none"> <li>Recognize the intersection of their personal and public digital identities and the potential for both positive and negative consequences</li> <li>Question self and others about the role of technology in the changing workplace</li> </ul>
<b>6-7</b>	<ul style="list-style-type: none"> <li>Recognize their personal preferences, skills, strengths, and abilities and connect them to possible career choices</li> <li>Question self and others about the reciprocal relationship between self and community</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate the importance of respect, inclusivity, and other positive behaviours in diverse, collaborative learning, and work environments</li> <li>Recognize the influence of peers, family, and communities on career choices and attitudes toward work</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate the value of new experiences, innovative thinking and risk taking in broadening their career options</li> <li>Explore volunteer opportunities and other new experiences outside school and recognize their value in career development</li> </ul>	<ul style="list-style-type: none"> <li>Set realistic short- and longer- term learning goals, define a path, and monitor progress</li> <li>Apply project management skills to support career development</li> <li>Demonstrate leadership skills through collaborative activities in the school and community</li> <li>Demonstrate safety skills in an experiential learning environment</li> <li>Use entrepreneurial and innovative thinking to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>Examine the importance of service learning and the responsibility of individuals to contribute to the community and the world</li> <li>Question self and others about how their personal public identity can have both positive and negative consequences</li> </ul>



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## Continuous Views – Curricular Competencies continued

Grade	Examine	Interact	Experience	Initiate	Share
8-9	<ul style="list-style-type: none"> <li>Use self-assessment and reflection to develop awareness of their strengths, preferences, and skills</li> <li>Recognize the impact of personal public identity in the world of work</li> </ul>	<ul style="list-style-type: none"> <li>Question self and others about how individual purposes and passions can support the needs of the local and global community when considering career choices</li> <li>Demonstrate respect, collaboration, and inclusivity in working with others to solve problems</li> <li>Question self and others about the role of family expectations and traditions, and of community needs in career choices</li> </ul>	<ul style="list-style-type: none"> <li>Explore volunteer and other new learning experiences that stimulate entrepreneurial and innovative thinking</li> <li>Apply decision-making strategies to a life, work, or community problem and adjust the strategies to adapt to new situations</li> <li>Recognize the influence of curriculum choices and co-curricular activities on career paths</li> </ul>	<ul style="list-style-type: none"> <li>Set and achieve realistic learning goals with perseverance and resilience</li> <li>Apply a variety of research skills to expand their knowledge of diverse career possibilities and understand career clusters</li> <li>Demonstrate safety skills and appreciate the importance of workplace safety</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate the value of a network of resources and mentors to assist with career exploration</li> <li>Recognize and explore diverse perspectives on how work contributes to our community and society</li> </ul>
CLE	<ul style="list-style-type: none"> <li>Examine the influences of personal and public profiles on career-life opportunities</li> <li>Identify risks and appreciate benefits associated with personal and public digital footprints</li> <li>Consider the role of personal and employment networks in exploring career-life opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Apply a mentor's guidance in career-life exploration</li> <li>Collaborate with supportive community members to explore the reciprocal influences of career-life choices</li> <li>Communicate with the intent to highlight personal strengths, talents, accomplishments, and abilities</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate inclusive, respectful, and safe interactions in diverse career-life environments</li> <li>Identify career-life challenges and opportunities, and generate and apply strategies</li> <li>Explore and connect experiential learning both inside and outside of school with possible and preferred career-life pathways</li> <li>Practise effective strategies for healthy school/work/life balance</li> </ul>	<ul style="list-style-type: none"> <li>Explore and reflect on career-life roles, personal growth, and initial planning for preferred career-life pathways</li> <li>Develop preliminary profiles and flexible plans for career-life learning journeys</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>





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## Continuous Views – Curricular Competencies continued

Grade	Examine	Interact	Experience	Initiate	Share
CLC	<ul style="list-style-type: none"> <li>Recognize personal worldviews and perspectives, and consider their influence on values, actions, and preferred futures</li> <li>Analyze internal and external factors to inform personal career-life choices for post-graduation planning</li> <li>Assess personal transferable skills, and identify strengths and those skills that require further refinement</li> <li>Explore and evaluate personal strategies, including social, physical, and financial, to maintain well-being</li> </ul>	<ul style="list-style-type: none"> <li>Collaborate with a mentor to inform career-life development and exploration</li> <li>Engage with personal, education, and employment networks to cultivate post-graduation resources and social capital</li> <li>Create and critique personal and public profiles for self-advocacy and marketing purposes</li> <li>Demonstrate and reflect on inclusive, respectful, and safe interactions in multiple career-life contexts</li> </ul>	<ul style="list-style-type: none"> <li>Explore possibilities for preferred personal and education/employment futures, using creative and innovative thinking</li> <li>Identify and apply preferred approaches to learning for ongoing career-life development and self-advocacy</li> <li>Engage in, reflect on, and evaluate career-life exploration</li> </ul>		<ul style="list-style-type: none"> <li>Reflect on experiences in school and out of school, assess development in the Core Competencies, and share highlights of their learning journey</li> <li>Design, assemble, and present a capstone project</li> </ul>



## Continuous Views - Content

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Grade	Personal Development	Connections to Community	Life and Career Plan
<b>K-3</b>	<ul style="list-style-type: none"> <li>goal-setting strategies</li> <li>risk taking and its role in self-exploration</li> </ul>	<ul style="list-style-type: none"> <li>cultural and social awareness</li> <li>roles and responsibilities at home, at school, and in the local community</li> <li>jobs in the local community</li> </ul>	
<b>4-5</b>	<ul style="list-style-type: none"> <li>goal-setting strategies</li> <li>problem-solving and decision-making strategies</li> <li>emergent leadership skills</li> </ul>	<ul style="list-style-type: none"> <li>cultural and social awareness</li> <li>generational roles and responsibilities</li> <li>safety hazards and rules at school, at home, and in the community</li> </ul>	
<b>6-7</b>	<ul style="list-style-type: none"> <li>goal-setting strategies</li> <li>self-assessment</li> <li>project management</li> <li>leadership</li> <li>problem-solving and decision-making strategies</li> </ul>	<ul style="list-style-type: none"> <li>local and global needs and opportunities</li> <li>cultural and social awareness</li> <li>global citizenship</li> <li>volunteer opportunities</li> </ul>	<ul style="list-style-type: none"> <li>factors affecting types of jobs in the community</li> <li>technology in learning and working</li> <li>role of mentors, family, community, school, and personal network in decision making</li> </ul>
<b>8-9</b>	<ul style="list-style-type: none"> <li>goal-setting strategies</li> <li>self-assessment for career research</li> <li>reflection</li> <li>project management</li> </ul>	<ul style="list-style-type: none"> <li>local and global needs and opportunities</li> <li>cultural and social awareness</li> <li>factors affecting types of jobs in the community</li> <li>career value of volunteering</li> </ul>	<ul style="list-style-type: none"> <li>graduation requirements</li> <li>role of mentors, family, community, school, and personal network in decision making</li> <li>influence of technology in learning and working</li> <li>workplace safety               <ul style="list-style-type: none"> <li>hazard evaluation and control</li> <li>rights and responsibilities of the worker</li> <li>emergency procedures</li> </ul> </li> <li>role of community, school, personal network, and mentorship in career planning</li> </ul>



## Continuous Views – Content (continued)

Grade	Career-life Development	Connections with Community	Career-life Planning
<b>CLE</b>	<ul style="list-style-type: none"> <li>mentorship opportunities</li> <li>strategies for maintaining well-being in personal and work life</li> <li>preferred ways of knowing and learning</li> <li>competencies of the educated citizen, employability skills, essential skills, leadership and collaboration skills</li> <li>self-assessment and reflection strategies</li> <li>ways to represent themselves both personally and publicly</li> <li>appropriate workplace behaviour and workplace safety</li> </ul>	<ul style="list-style-type: none"> <li>inclusive practices, including making different worldviews and diverse perspectives into consideration</li> <li>personal networking and employment marketing strategies</li> <li>factors that both inform career-life choices and are influenced by them, including personal, environmental, and land use factors</li> <li>ways to contribute to community and society that take cultural influences into consideration</li> <li>value of volunteerism for self and community</li> </ul>	<ul style="list-style-type: none"> <li>career-life development research</li> <li>methods of organizing and maintaining authentic career-life evidence</li> <li>models of decision making and innovative thinking for flexible planning and goal setting</li> <li>financial planning tools, pre- and post-graduation opportunities, and local and global labour and market trends</li> </ul>
<b>CLC</b>	<ul style="list-style-type: none"> <li>mentorship opportunities</li> <li>competencies of the educated citizen</li> <li>self-advocacy strategies</li> <li>factors that shape personal identity and inform career-life choices</li> <li>strategies for personal well-being and work-life balance</li> <li>reflection strategies</li> <li>employment marketing strategies</li> <li>rights and regulations in the workplace, including safety</li> </ul>	<ul style="list-style-type: none"> <li>social capital and transferrable skills, including intercultural, leadership, and collaboration skills</li> <li>career-life exploration</li> <li>ways to represent themselves, including consideration of personal and public profiles, digital literacy, and citizenship</li> </ul>	<ul style="list-style-type: none"> <li>self-assessment to achieve goals that advance preferred career-life futures</li> <li>methods of organizing and maintaining authentic career-life evidence</li> <li>career-life roles and transitions</li> <li>diverse post-graduation possibilities, including personal, educational, and work options</li> <li>labour market trends and local and global influences on career-life choices</li> <li>post-graduation budget planning</li> <li>capstone guidelines</li> <li>approaches to showcasing the learning journey</li> </ul>



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## Appendix F: Career Education Learning Maps

### 8-9 LEARNING MAP TRIANGULATION OF ASSESSMENT

Note: Learning Maps will be updated to reflect the new four-point proficiency scale.



# 8-9 Career Education Learning Map

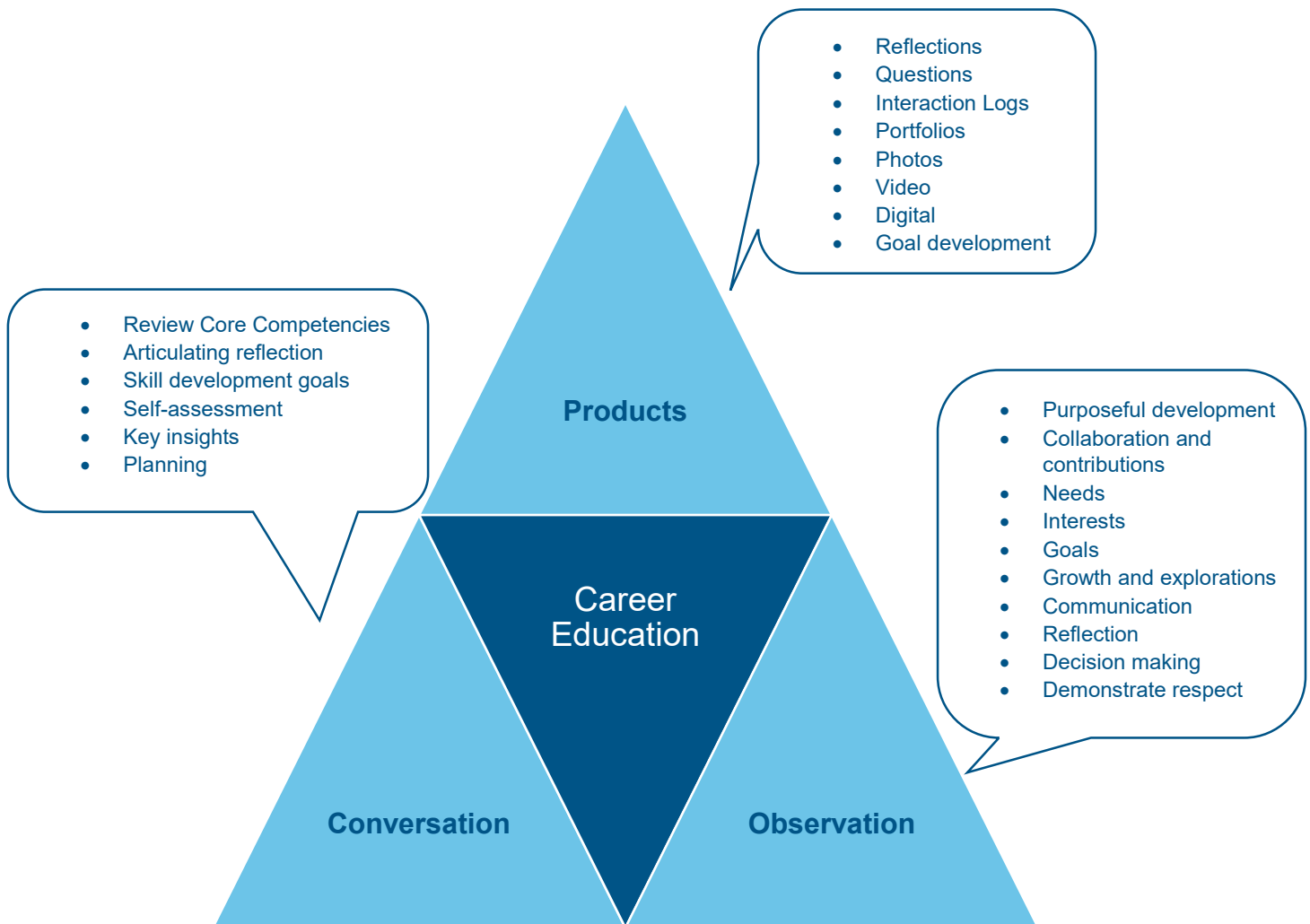
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L E A R N I N G  S T A N D A R D S	Students...	Developing (C- to C)	Proficient (C+ to B)	Extending (A to A+)
	<b>Personal Growth and Goal Setting</b>	I can identify my personal growth and am starting to use self-assessment to support my goal setting.	I can reflect on my personal growth and use self-assessment to support how I set realistic goals.	I can self-assess and reflect on personal growth. I use this self knowledge to support how I set realistic goals—with perseverance and resilience.
	Articulate Learning Goals and Choices (C) Informal Conference (C) Management of Frustration / Failures / Roadblocks (O,C) Portfolio Self Evaluation (O,C,P) Reflective Piece Linked to Competencies (O, C, P) Student Conversations (O)			
	<b>Career Choices Support Local and Global Community Needs</b>	I can start to question how my passions and other people's individual purpose can support local and or global needs.	I can question how my passions and other people's individual purpose can support local and or global needs.	I can fully question how my passions and other people's individual purpose can support local and or global needs when considering career choices.
	Active Research (O) Articulate Learning Goals and Choices (C) K-W-L Charts (P, C) Visible Thinking Routines (O, C, P)			
	<b>Personal Public Identity and the World of Work</b>	I can begin to recognize how <b>personal public identity</b> impacts the world of work.	I can recognize how <b>personal public identity</b> impacts the world of work.	I can fully recognize how <b>personal public identity</b> impacts the world of work through my own examples and other peoples.
	2D/3D Model (P) Articulate Learning Choices and Goals (C) Cause and Effect Chart (O, P) Design an Evaluation Tool (P) Digital Tool Use (O,C,P) Student Peer Evaluations (O)			
	<b>Curriculum and Co-curricular Activities Influence Career Paths</b>	I can recognize that inside and out of school choices and activities impact my <b>career paths</b> .	I can recognize that curriculum choices and co-curricular activities impact my <b>career paths</b> .	I fully recognize that curriculum choices and co-curricular activities impact <b>career paths</b> .
	Informal Conference (C) Model/Diorama (P) Visible Thinking Routine (O, C, P) Web Based Assessments - Google Docs / Video Reflections / e-portfolios (O, C, P) Exit or Entrance Slips/Interviews (C)			
	<b>Working with Others</b>	I am beginning to work with others respectfully.	I can work with others to solve problems and show respect, collaboration, and inclusivity.	I fully demonstrate respect, collaboration, and inclusivity in working with others to solve problems.
	Dramatization (P) Group Discussion (C) Peer Feedback / Evaluation (O, C, P) Student Collaboration (O) Student Conversations (O)			
	<b>Work Contributes to Community</b>	I can recognize how work contributes to community and society and <b>explore</b> a few <b>diverse perspectives</b> .	I can <b>explore diverse perspectives</b> of how work contributes to community and society.	I fully recognize and <b>explore diverse perspectives</b> on how work contributes to our community and society
	Active Research (O) Cause and Effect Chart (O, C) Problem Statement (P) Student Involvement (O) Reflections (O)			
	<b>Workplace Safety</b>	I am starting to demonstrate safety skills and start to <b>appreciate</b> the importance of workplace safety.	I can demonstrate safety skills and <b>appreciate</b> the importance of workplace safety.	I can thoroughly demonstrate safety skills and <b>appreciate</b> the importance of workplace safety.
	Cause and Effect Chart (O, C) Management of Roadblocks (O,C) Presentations /Prezi (O, C, P) Problem Statement (P) Role Play (O, C) Tool Use (O,C,P)			
<b>Networking and the Roles of Family, Traditions, Resources, Mentors, and Community Needs</b>	I am starting to see the connection between family expectations, traditions, and community needs with resources and <b>mentors</b> .	I can appreciate the value of a network of resources and <b>mentors</b> and question the role of family expectations, traditions, and community needs.	I can fully appreciate the value of a network of resources and <b>mentors</b> and question the role of family expectations, traditions, and community needs.	
Reflective Piece Linked to Competencies (O, C, P) Student Journal (O,P) Visible Thinking Routine (O, C, P) Webbing (O,P)				
<b>Career Possibilities and Clusters—Entrepreneurial and Innovative Thinking</b>	I am starting to learn about career possibilities and clusters as well as explore opportunities to develop <b>entrepreneurial</b> and innovative thinking.	I can develop <b>research skills</b> to learn about career possibilities and clusters as well as explore opportunities to develop <b>entrepreneurial</b> and <b>innovative</b> thinking.	I can develop <b>research skills</b> to learn about career possibilities and clusters as well as explore opportunities to develop <b>entrepreneurial</b> and <b>innovative</b> thinking.	
Active Research (O) Choice of Presentation Mode (O, C, P) Portfolio Self Evaluation (O,C,P) Role Play (O, C) Student Collaboration (O) Student & Teacher Conversation (C)				
<b>Decision Making Strategies</b>	I can start to use decision making strategies to school and life.	I can apply and adjust decision making strategies to school, life, or new situations.	I can fully apply decision making strategies to school, life, work, or community problem and adjust to new situations.	
Articulate Choices and Goals (C) Cause and Effect Chart (O, P) Design an Evaluation Tool (P) Student Collaboration (O) User Feedback (O,C,P) One Column Rubric (O, C, P)				



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## Career Education Triangulation of Assessment



Evidence for assessment can come in many forms that fall under three categories: products, conversations, and observations. This supports the know-do-understand model structured of the curricular competencies. The triangulation of assessment promotes the use of a wide variety of evidence that is both quantitative and qualitative allowing for more formal assessment, assessment of student learning in and out of the classroom, and assessment of spontaneous moments.



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## Appendix G: Mediagraphy

### SD 73 MEDIAGRAPHY CAREER EDUCATION SUGGESTIONS





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## SD 73 Mediagraphy Career Education Suggestions

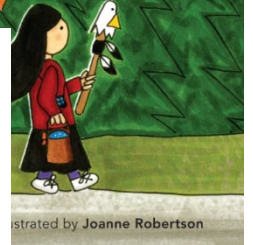
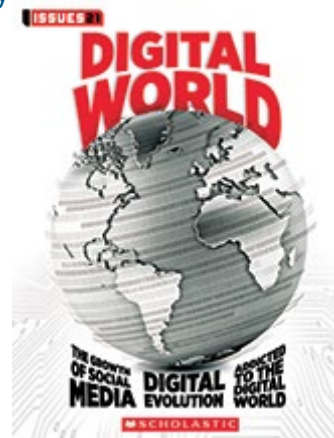
Checkout resources from the HGEC Library Learning Commons, visit the Maker and Teacher Collaboration Space for ideas. See the [Library Learning Commons Handbook](#) and [brochure](#).

Visit [media.sd73.bc.ca](http://media.sd73.bc.ca)

Select 'Mediagraphies' and then Career Education for a list of all resources tagged Career Education

### Searching Tips

- Try the curricular linked sub-sections: self-awareness, positive community engagement and exploring possibilities
- Search *Learn360* or HGEC content or both
- Try the Core Competency Picture Books mediagraphy for great titles such as *I am Human*, *What You Do Matters*, or *The Water Walker*
- Try an inquiry learning with resources such as *Issues 21*, *Take Action* series, and Design Thinking for a Better World
- Try a Kit such as the *Digital Camers*, *View Master Reality* or *Garmin GPS Kit*



Visit [Digital Databases](#)

### Searching tips

- see the [BC Digital Classroom Handbook](#)
- CBC Curio has digital access to favourites such as *CBC My World Media Literacy*
- Gale has digital access to National Geographic Kids and Global Issues in Context
- Celebrate diversity and perspectives with KnowBC.com, 4 Canoes, and Worldbook Online
- Get access to vetted videos with the National Film Board
- Learn 360 has numerous series such as *Take Action for Junior & High School Students*

