






Career Education Guide

CAREER LIFE EDUCATION AND CAREER LIFE CONNECTIONS
CAREER EDUCATION GRADUATION PROGRAM

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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

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

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).

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

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.

Know-Do-Understand

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

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

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

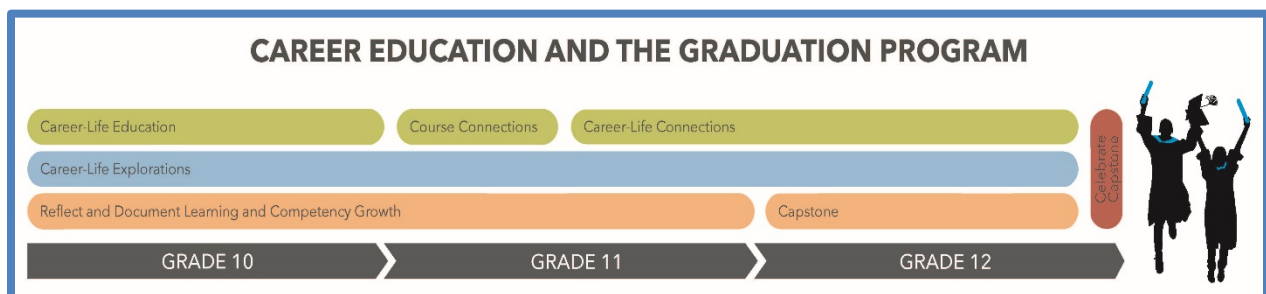
In B.C.’s redesigned curriculum, Indigenous knowledge and perspectives are integrated throughout all areas of learning and are evident in the curriculum’s rationale statements, goals, big ideas, mandated learning standards, and elaborations (see Appendix B). The First Peoples Principles of Learning greatly 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

Additional Pedagogy to consider (See Appendix A).

- » CAST Universal Design for Learning Guidelines
- » OECD 7 Principles of Learning
- » OECD Learning Compass 2030

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](#), [keltymentalhealth.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



Communication
Communication
Collaborating



Thinking
Creative Thinking
Critical & Reflective Thinking



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



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



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



[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

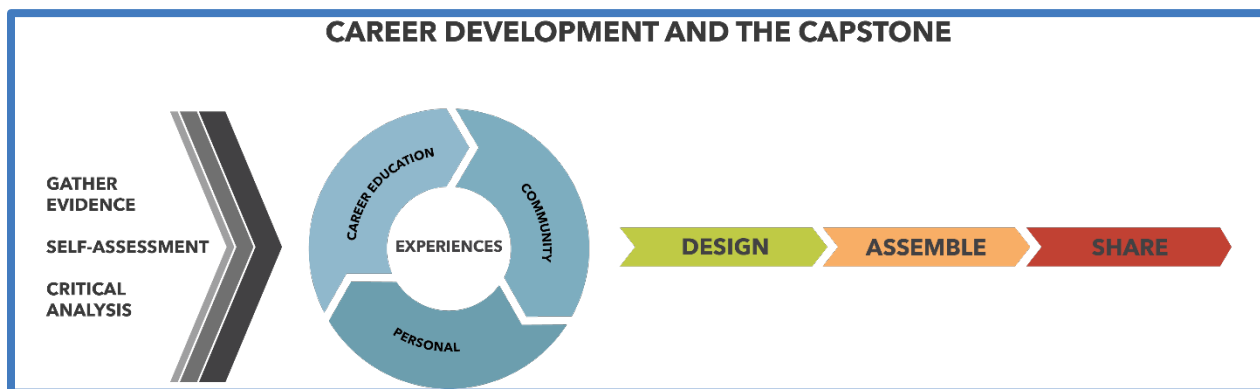
- ✿ Generate further exploration to gather information and create an integrated post education plan. [Education Planner BC Education Hub by Macleans 50waytogetajob](#)
- ✿ Review the options students have when they leave secondary school, from [post secondary](#), [micro credentials](#), to a purposeful [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-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^x Talks, 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 metis-youthbc.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 Achievemnet, 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 CFEE cfec.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



Appendix

APPENDIX A: GUIDING CURRICULUM AND ADDITIONAL PEDAGOGY

THE EDUCATED CITIZEN
BC'S CORE COMPETENCIES
FIRST PEOPLES PRINCIPLES OF LEARNING
CAST UNIVERSAL DESIGN FOR LEARNING GUIDELINES
OECD 7 PRINCIPLES OF LEARNING
OECD LEARNING COMPASS 2030

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
TRADES AND TRANSITIONS: CAREER PROGRAMS
CAREER LIFE EDUCATION
CAREER LIFE CONNECTIONS
CLE AND CLC BIG IDEAS INQUIRY QUESTIONS

APPENDIX D: CAREER-LIFE EXPLORATIONS

SCHOOL DISTRICT NO. 73 CAREER-LIFE EXPLORATION GUIDE

APPENDIX E: CAPSTONES

CAPSTONES

APPENDIX F: CAREER EDUCATION LEARNING MAPS

CLE LEARNING MAP
CLC LEARNING MAP
CLC CAPSTONE LEARNING MAP



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

Appendix A: Guiding Curriculum and additional Pedagogy

THE EDUCATED CITIZEN
THE CORE COMPETENCIES
FIRST PEOPLES PRINCIPLES OF LEARNING
CAST UNIVERSAL DESIGN FOR LEARNING GUIDELINES
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.

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.

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.

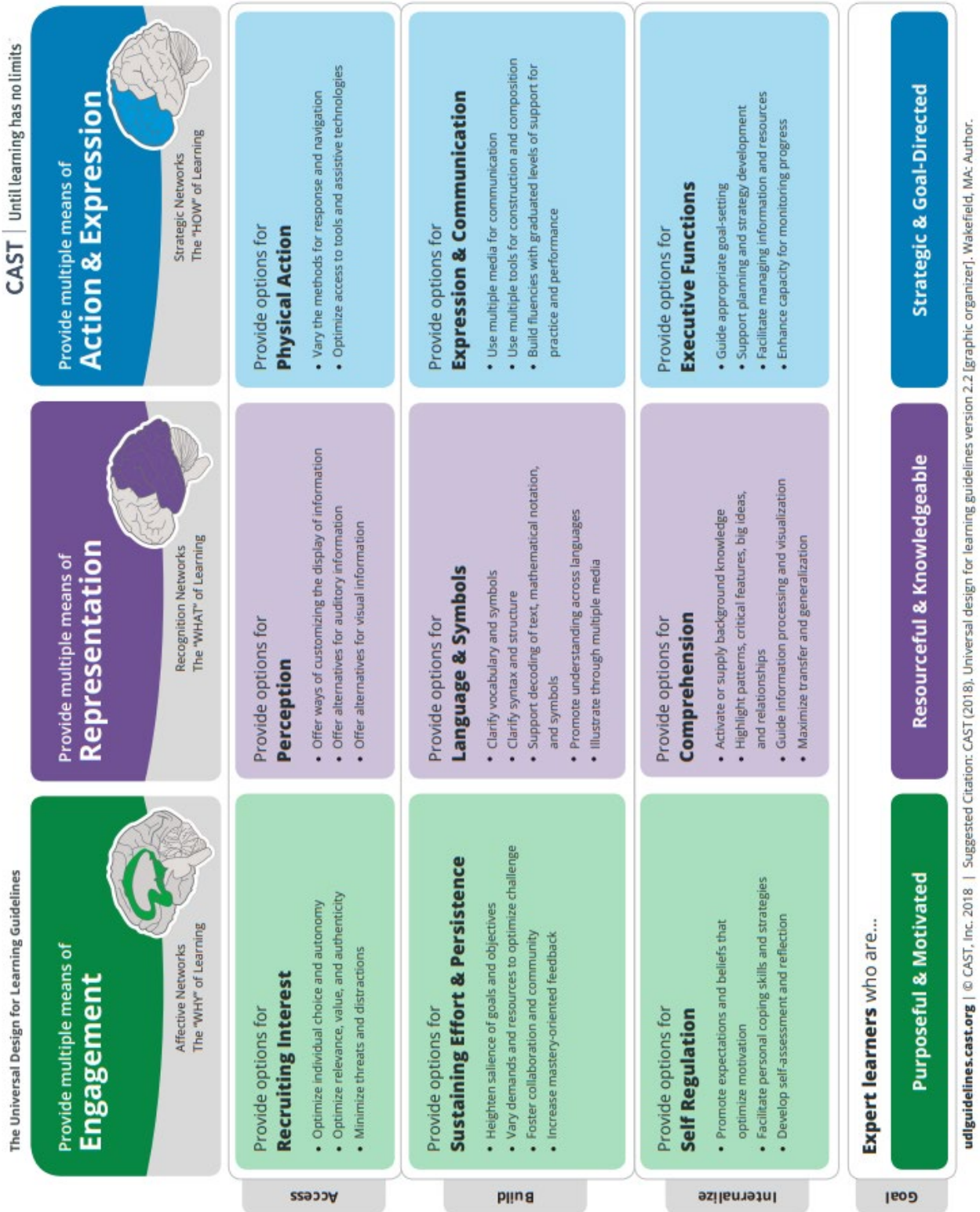
For First Peoples classroom resources visit: www.fnesc.ca

fnesc



www.fnesc.ca/first-peoples-principles-of-learning

CAST Universal Design for Learning Guidelines



udlguidelines.cast.org


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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nsw

Learning content from Thompson

www.oecd.org/education/ceri/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/



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



C³: Career Curriculum Companion

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

C³ (Career Curriculum Companion): Educated Citizens 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

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

Continuous Views – Curricular Competencies

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

Continuous Views – Curricular Competencies continued

Grade	Examine	Interact	Experience	Initiate	Share
8-9	<ul style="list-style-type: none"> Use self-assessment and reflection to develop awareness of their strengths, preferences, and skills Recognize the impact of personal public identity in the world of work 	<ul style="list-style-type: none"> Question self and others about how individual purposes and passions can support the needs of the local and global community when considering career choices Demonstrate respect, collaboration, and inclusivity in working with others to solve problems Question self and others about the role of family expectations and traditions, and of community needs in career choices 	<ul style="list-style-type: none"> Explore volunteer and other new learning experiences that stimulate entrepreneurial and innovative thinking Apply decision-making strategies to a life, work, or community problem and adjust the strategies to adapt to new situations Recognize the influence of curriculum choices and co-curricular activities on career paths 	<ul style="list-style-type: none"> Set and achieve realistic learning goals with perseverance and resilience Apply a variety of research skills to expand their knowledge of diverse career possibilities and understand career clusters Demonstrate safety skills and appreciate the importance of workplace safety 	<ul style="list-style-type: none"> Appreciate the value of a network of resources and mentors to assist with career exploration Recognize and explore diverse perspectives on how work contributes to our community and society
CLE	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 Practise effective strategies for healthy school/work/life balance 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none">



Continuous Views – Curricular Competencies continued

Grade	Examine	Interact	Experience	Initiate	Share
CLC	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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• Demonstrate and reflect on inclusive, respectful, and safe interactions in multiple career-life contexts	<ul style="list-style-type: none">• 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• Engage in, reflect on, and evaluate career-life exploration		<ul style="list-style-type: none">• Reflect on experiences in school and out of school, assess development in the Core Competencies, and share highlights of their learning journey• Design, assemble, and present a capstone project



Continuous Views - Content

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

Continuous Views – Content (continued)

Grade	Career-life Development	Connections with Community	Career-life Planning
CLE	<ul style="list-style-type: none"> • mentorship opportunities • 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 	<ul style="list-style-type: none"> • inclusive practices, including making 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 influences into consideration • value of volunteerism for self and community 	<ul style="list-style-type: none"> • 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
CLC	<ul style="list-style-type: none"> • mentorship opportunities • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • self-assessment to achieve goals that advance preferred career-life futures • methods of organizing and maintaining authentic career-life evidence • 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 • capstone guidelines • approaches to showcasing the learning journey



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*

CAREER EDUCATION Kindergarten–Grade 3	
Big Ideas	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.
Curricular Competencies	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
Content	Cultural and social awareness <i>Achieved by exploring self-identity, acknowledging cultural differences, honouring indigenous traditions, etc.</i> Roles and responsibilities at home, at school, and in the community
CAREER EDUCATION Grade 4-5	
Big Ideas	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.
Curricular Competencies	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
Content	cultural and social awareness ⇒ <i>Achieved by exploring self-identity, acknowledging cultural differences, honouring indigenous traditions, etc.</i> generational roles and responsibilities
CAREER EDUCATION Grade 6-7	
Big Ideas	Our attitudes toward careers are influenced by our view of ourselves as well as by our friends, family, and community.



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

Curricular Competencies	<p>Examine the importance of service learning and the responsibility of individuals to contribute to the community and the world</p> <p>Appreciate the importance of respect, inclusivity, and other positive behaviours in diverse, collaborative learning, and work environments</p> <p>Question self and others about the reciprocal relationship between self and community</p> <p>Recognize the influence of peers, family, and communities on career choices and attitudes toward work</p> <p><i>family and communities:</i></p> <ul style="list-style-type: none"> ⇒ <i>Career choices ultimately support the well-being of the self, the family, and the community. Learning involves generational roles and responsibilities.</i> <p><i>attitudes toward work:</i></p> <ul style="list-style-type: none"> ⇒ <i>Habits of mind and motivation are strongly influenced by models, both positive and negative.</i>
Content	<p>cultural and social awareness</p> <ul style="list-style-type: none"> ⇒ <i>Achieved by exploring self-identity, acknowledging cultural differences, honouring indigenous traditions, etc.</i> <p>role of mentors, family, community, school, and personal network in decision making</p>
	CAREER EDUCATION Grade 8-9
Big Ideas	<p>The value of work in our lives, communities, and society can be viewed from diverse perspectives.</p> <p>Our career paths reflect the personal, community, and educational choices we make.</p>
Curricular Competencies	<p>Question self and others about how individual purposes and passions can support the needs of the local and global community when considering career choices</p> <p>Demonstrate respect, collaboration, and inclusivity in working with others to solve problems</p> <p>Recognize and explore diverse perspectives on how work contributes to our community and society</p> <ul style="list-style-type: none"> ⇒ <i>explore diverse perspectives: question and challenge career perceptions and possible career paths and analyze the relationships between work, society, and the economy</i> <p>Question self and others about the reciprocal relationship between self and community</p> <p>Appreciate the value of a network of resources and mentors to assist with career exploration</p> <p><i>mentors:</i></p> <ul style="list-style-type: none"> ⇒ <i>include parents, teachers, elders, coaches, extended family, other adults, or peers</i>
Content	<p>local and global needs and opportunities</p> <ul style="list-style-type: none"> ⇒ <i>Social justice, environmental stewardship, sustainability, effective use of resources, etc.</i> <p>cultural and social awareness</p> <p>role of mentors, family, community, school, and personal network in decision making</p>
Content	<p>cultural and social awareness</p> <ul style="list-style-type: none"> ⇒ <i>Achieved by exploring self-identity, acknowledging cultural differences, honouring indigenous traditions, etc.</i> <p>role of mentors, family, community, school, and personal network in decision making</p>



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

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



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

Content	<p>preferred ways of knowing and learning</p> <ul style="list-style-type: none"> ⇒ 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 <p>inclusive practices, including taking different worldviews and diverse perspectives into consideration</p> <p><i>inclusive practices:</i></p> <ul style="list-style-type: none"> ⇒ 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 <p><i>different worldviews:</i></p> <ul style="list-style-type: none"> ⇒ 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 https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/aboriginal-education/awp_moving_forward.pdf <p><i>diverse perspectives:</i></p> <ul style="list-style-type: none"> ⇒ attitudes of people according to their gender, race, sexual orientation, diverse abilities ⇒ factors that both inform career-life choices and are influenced by them, including personal, environmental, and land use factors <p>factors that both inform career-life choices and are influenced by them, including personal, environmental, and land use factors</p> <p><i>personal: for example:</i></p> <ul style="list-style-type: none"> ⇒ family values, dynamics, and expectations ⇒ friends ⇒ community membership: <p><i>environmental: for example,</i></p> <ul style="list-style-type: none"> ⇒ climate change, impact on ecology, sustainability, stewardship <p><i>land use:</i></p> <ul style="list-style-type: none"> ⇒ 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. <p>ways to contribute to community and society that take cultural influences into consideration</p> <p><i>cultural influences:</i></p> <p>on the nature of an individual's contributions, roles, values, duties</p>
	<p>CAREER EDUCATION Career-Life Connections (CLC)</p>
Big Ideas	<p>Career-life decisions influence and are influenced by internal and external factors, including local and global trends.</p> <p><i>Career-life decisions:</i></p> <ul style="list-style-type: none"> ⇒ How do we respectfully navigate competing social, familial, and cultural expectations as we pursue our preferred career-life pathways? <p><i>internal and external:</i></p> <ul style="list-style-type: none"> ⇒ for example, internal factors may include personal interests, abilities, and circumstances, and external factors may include place-based, community, and digital influences



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

	<p>Engaging in networks and reciprocal relationships can guide and broaden career-life awareness and options. <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>Lifelong learning and active citizenship foster career-life opportunities for people and communities. ⇒ <i>As lifelong learners, how do we reflect on formal and informal education/ work experiences to enhance our career-life development?</i></p> <p>In what ways can our passions lead to service for our communities?</p>
Curricular Competencies	<p>Recognize personal worldviews and perspectives, and consider their influence on values, actions, and preferred futures worldviews: ⇒ <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></p> <p>perspectives: attitudes of people according to their gender, race, sexual orientation, diverse abilities</p> <p>Engage with personal, education, and employment networks to cultivate post-graduation resources and social capital post-graduation resources: ⇒ <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>Demonstrate and reflect on inclusive, respectful, and safe interactions in multiple career-life contexts <i>career-life contexts:</i> ⇒ <i>social groups, school community, local community, post-secondary communities, cultural communities, workplace, digital spaces</i></p> <p><i>Explore possibilities for preferred personal and education/employment futures, using creative and innovative thinking</i></p>
Content	<p>factors that shape personal identity and inform career-life choices <i>factors:</i> ⇒ <i>such as family expectations, personal awareness, culture, religion, gender, socio-economics</i></p> <p>social capital and transferrable skills, including intercultural, leadership, and collaboration skills <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></p> <p><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>



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

Appendix C: Career Education Curriculum – Graduation Program

CAREER EDUCATION AND THE GRADUATION PROGRAM
TRADES AND TRANSITIONS: CAREER PROGRAMS
CAREER LIFE EDUCATION
CAREER LIFE CONNECTIONS
CLE AND CLC BIG IDEAS INQUIRY QUESTIONS



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](#) (2019)



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











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

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 or visit: tnt.sd73.bc.ca

Career-Life Education

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.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Examine</p> <ul style="list-style-type: none"> 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 <p>Interact</p> <ul style="list-style-type: none"> 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 <p>Experience</p> <ul style="list-style-type: none"> 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 Practise effective strategies for healthy school/work/life balance 	<p><i>Students are expected to know the following:</i></p> <p>Career-life development</p> <ul style="list-style-type: none"> mentorship opportunities 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 <p>Connections with community</p> <ul style="list-style-type: none"> 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 influences into consideration value of volunteerism for self and community <p>Career-life planning</p> <ul style="list-style-type: none"> 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
<p>Initiate</p> <ul style="list-style-type: none"> 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 	

March 2018

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Career-Life Connections

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**.

Engaging in networks and reciprocal relationships can guide and broaden career-life awareness and options.

A sense of purpose and career-life balance support **well-being**.

Lifelong learning and active citizenship foster **career-life opportunities** for people and communities.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Examine</p> <ul style="list-style-type: none"> 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 <p>Interact</p> <ul style="list-style-type: none"> 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 Demonstrate and reflect on inclusive, respectful, and safe interactions in multiple career-life contexts 	<p><i>Students are expected to know the following:</i></p> <p>Personal career-life development</p> <ul style="list-style-type: none"> mentorship opportunities 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 <p>Connections with community</p> <ul style="list-style-type: none"> social capital and transferable 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 <p>Career-life planning</p> <ul style="list-style-type: none"> self-assessment to achieve goals that advance preferred career-life futures methods of organizing and maintaining authentic career-life evidence 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 capstone guidelines approaches to showcasing the learning journey
<p>Experience</p> <ul style="list-style-type: none"> 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 Engage in, reflect on, and evaluate career-life exploration <p>Share</p> <ul style="list-style-type: none"> Reflect on experiences in school and out of school, assess development in the Core Competencies, and share highlights of their learning journey Design, assemble, and present a capstone 	

June 2018

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CLE and CLC Big Ideas Inquiry Questions

Career Education: CLE Inquiry-Based Learning



Career-life choices

- 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?



Career-life decisions

- How do self-awareness and knowledge of skills, talents, and challenges contribute to career-life choices?
- How can local contexts, including sense of place, inform our career-life role choices?
- In light of local and global trends, in what ways can we use our strengths, interests, and competencies to position ourselves for success?



Cultivating networks

- In what ways can our networks of family, peers, and community members help us develop confidence and initiative in career-life development?
- What communication and collaboration strategies can we use to broaden our networks?
- In what ways can we positively represent ourselves digitally in the global network?



Finding balance

- What tools and strategies can help us maintain balance between our personal and work lives?
- In what ways can we approach career-life challenges and stressors to sustain a healthy balance?
- How can we use our knowledge about balance among many personal and work life roles to nurture our own well-being?



Lifelong learning

- What habits of mind and attitudes help us develop as lifelong learners?
- As lifelong learners, how can we tap into our strengths, interests, and competencies when exploring potential career-life opportunities?
- How can we use experiences and reflection to foster our growth as lifelong learners?

CLE and CLC Big Ideas Inquiry Questions (continued)

Career Education: CLC Inquiry-Based Learning



Career-life development

- 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?
- How do career-life roles and goals change throughout life?



Career-life decisions

- How can we integrate knowledge of self and educational/labour market realities to pursue our preferred futures?
- How can our values and passions inform career-life decision making?
- How do we respectfully navigate competing social, familial, and cultural expectations as we pursue our preferred career-life pathways?



Engaging in networks

- How do our communications and interactions represent who and how we want to be in the world?
- 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?



Well-being

- During career-life transitions, what personal tools and strategies can help us achieve and maintain a positive orientation toward the future?
- How can our values and goals guide us to find meaningful balance among multiple career-life roles?
- How do we capitalize on our strengths and interests to help us make meaningful contributions in the world?



Career-life opportunities

- As lifelong learners, how do we reflect on formal and informal education/work experiences to enhance our career-life development?
- In an ever-changing world, how do we recognize and adjust to emerging career-life opportunities?
- In what ways can our passions lead to service for our communities?

Appendix D
DISTRICT CAREER- LIFE EXPLORATION GUIDE



School District No. 73 Career-Life Exploration Guide

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Career-Life Exploration Hours Journal
Career-Life Placement Student Evaluation
Student-Teacher-Supervisor Monitoring Log
Student Experience Log
Student Evaluation

Appendix D: Frequently Asked Questions and Answers
Frequently Asked Questions and Answers

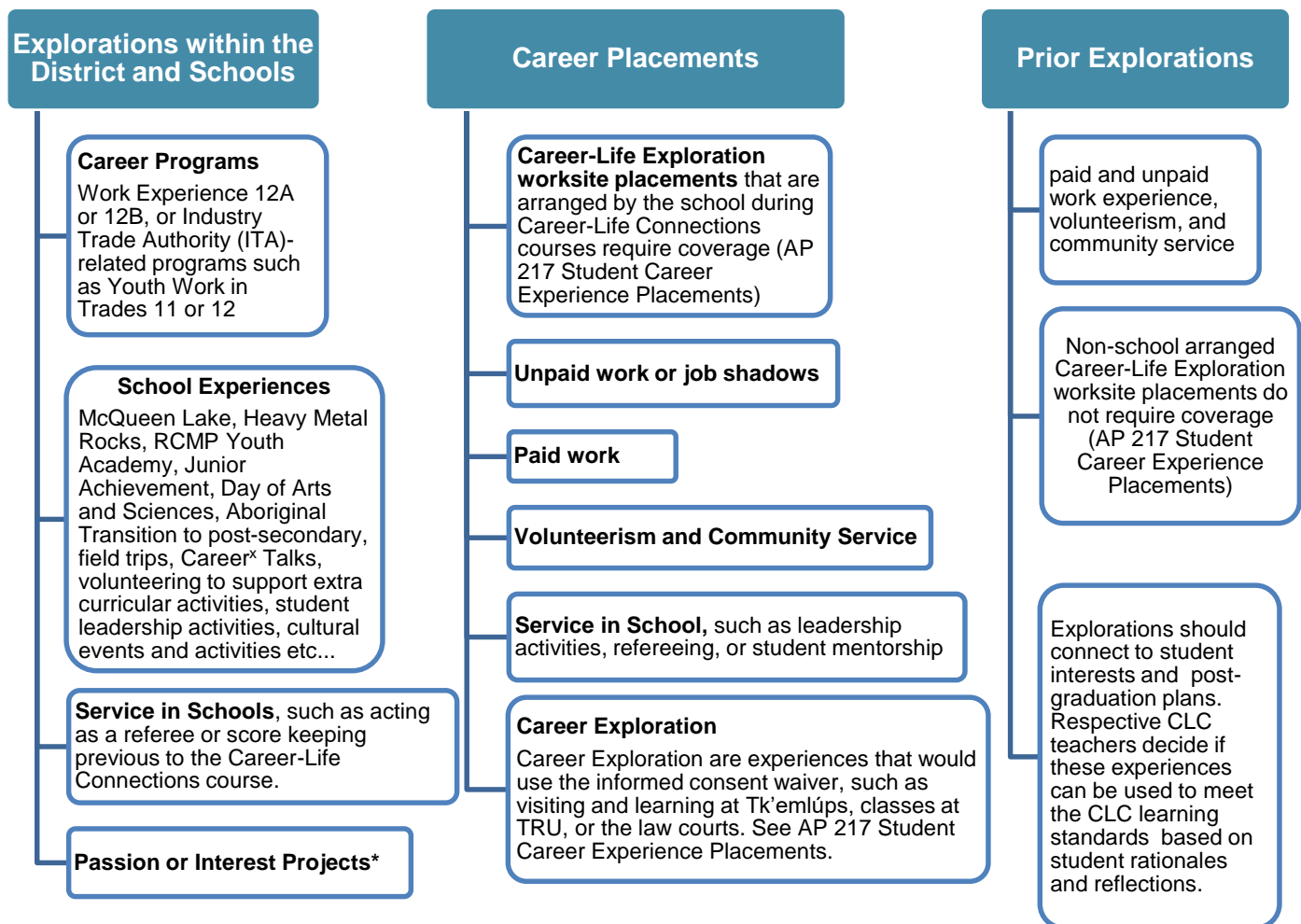


Career- Life Exploration Hours

Career-life Exploration refers the graduation requirement for a substantive experiential learning (30 hours or more) that is intended to expand and/or deepen student exposure to career-life possibilities based on student needs and interests and connects to plans for post-graduation. It can include service learning, volunteerism, employment, fieldwork projects, entrepreneurship, and passion projects focused on an area of deep interest. Experiential learning is student-selected and should include ongoing reflections related to student-developed, targeted learning goals in support of their lifelong learning journey.

Exploration hours are part of the Career-Life Connections learning standards and are evaluated and reported on by the relevant teacher or career education team within respective schools. Career life exploration hours may take place before or during CLC, the key is the learning standard "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.

How Students Can Accrue Career-Life Exploration Hours



*The CLC Capstone can be informed by or reference the exploration hours that are in the form of a passion project, but the Capstone is a separate requirement.

Experiential learning is student-selected and should include ongoing reflections related to student-developed, targeted learning goals in support of their lifelong learning journey.



Career-Life Connections: Career Placements

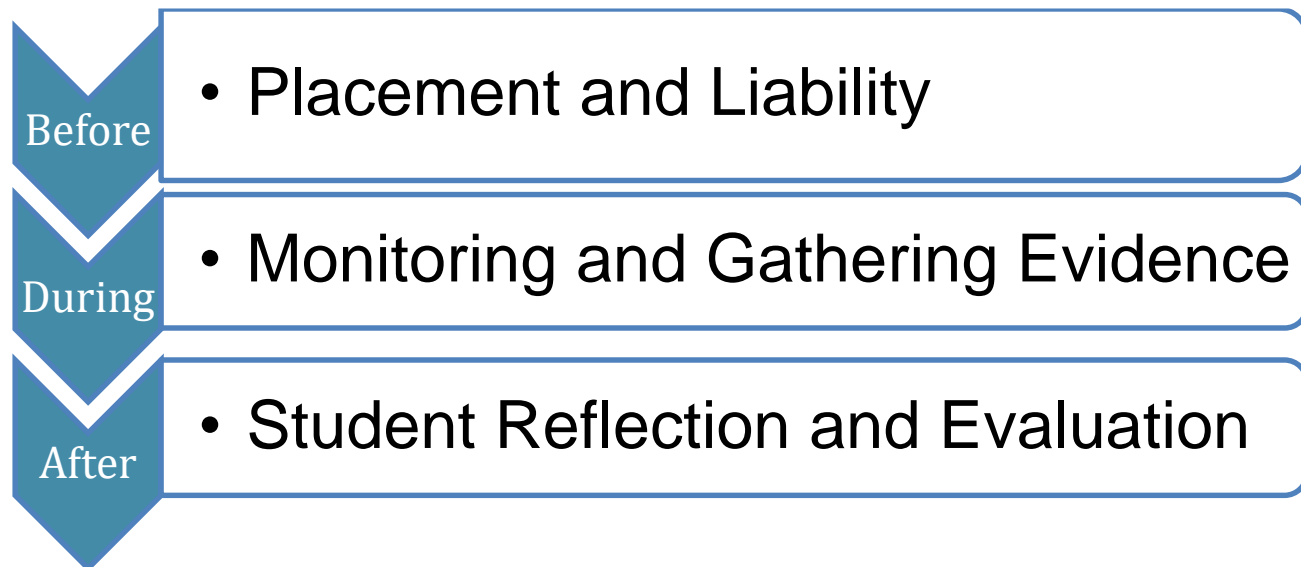
Career Placements

Career-Life Exploration worksite placement hours are considered Career Placements. Career Placements include paid and unpaid work, volunteer work, or community service placements beyond the school context arranged by students, parents or guardians with the intent to use the exploration towards the students' Career-Life Connections course. They differ from explorations within the district and school as well as prior learning explorations. These placements provide students with an opportunity to participate in, observe, or learn about the performance of tasks and responsibilities related to an occupation or career congruent to their Career-Life Connections class.

Career-life Explorations: Career Placements Procedures

There are Career Placement procedures that are *required* once the student *commences* Career-Life Connections. Explorations within the school and district and prior explorations are not part of the Career Placement process but can be used towards the Career-Life Exploration hours as determined by the Career-Life Connections teacher. Career Placement procedures are determined by Career Life Connections teachers and school by deciding if the exploration learning needs a *Career Placement Agreement* or a career exploration that would utilize *Informed Consent and Waiver*. In situations where Informed Consent is being used, School Principals must approve.

The following outlines career placement procedures and documentation.



Before a Career Placement: Placement and Liability

- 1) A *Career Placement Agreement* form or an *Informed Consent and Waiver* form is completed.
 - A Career Placement Agreement form is documented and filed with the school (Appendix B).
 - An Informed Consent and Waiver (Appendix B) is used in situations where the school principal deems the level of risk is sufficiently low to warrant the placement (AP 217 3.4.5.1). The waiver is documented and filed with the school.
 - Worksite Inspection visits and Worksite Safety Orientations are part of a Career Placement and *not* necessary for an Informed Consent Waiver. Principals *may* require a Worksite visit or On-Site Safety Orientation.



2) Students have coverage or an informed consent and waiver (Appendix B).

- In accordance to AP 217, Coverage can be
 - ⦿ by WorkSafeBC
 - ⦿ an alternative provincial or federal insurer,
 - ⦿ a policy provided by the employer or
 - ⦿ a volunteer student accidental insurance policy

3) A Worksite Inspection occurred (Appendix B)

- Worksites are visited to ensure the worksite is safe from the perspective of the school (this is *not* a WorkSafe BC inspection)
- Schools *can have* a team approach to documenting worksite visits within Career programs, new worksites must be inspected.
- Principals *may* require a Worksite visit with an Informed Consent Waiver

4) Students have two Safety Orientations, a School Safety Orientation and on On-Site Safety Orientation.

- School Safety Orientation, this can be from the Career-life Education course, an individual Safety module, or in Career-Life Connections, this orientation is organized by the school and must be documented at the school level. (Appendix B)
- Worksite Safety Orientation, the student and the on-site supervisor review specific and respective safety regulations and procedures. (Appendix B)
- Principals *may* require a Worksite Safety Orientation with an Informed Consent Waiver.

During A Career Placement: Monitoring and Gathering Evidence

In placements that occur over a length of time there must be evidence of monitoring and students are encouraged to gather evidence of their experiences.

- Student-Teacher-Supervisor Monitoring Log (Appendix C) is a sample that can be used. Career-Life Connections teachers or respective school teams can determine how monitoring occurs and is documented.
- Students are encouraged to document and gather evidence of their experiences. See Career-Life Exploration: Student Experience Log as a sample log (Appendix C).

After A Career Placement: Reflection and Evaluation

Career-Life Connections teachers support the process of reflecting and evaluating a career-life exploration and how the experience supported student growth towards a possible preferred future in terms of preferences, competencies, growth of specific skills and employability skills. Sample reflections that may be used are

- Student Career-Life Exploration Hours Reflection (Appendix C)
- Career-Life Exploration Hours Journal (Appendix C)



References

- BC Ministry of Education, [*Career Education Frequently Asked Questions*](#) (2019)
- BC Ministry of Education, [*Career Education 10-12 Guide*](#) (2019)
- BC Ministry of Education, [*Career Life Connections*](#) (2018)
- BC Ministry of Education, [*Career-Life Connections and WorkSafeBC Coverage*](#), 2019
- BC Ministry of Education, [*Work Experience Program Guide: Programs Procedures, Requirements, and Standards*](#) (2019)
- School District Administrative Procedure 217, Student Career Experience Placements (2021)

Legal References

- Graduation Program Order M302/04
- School Act, ss 20, 22, 65, 75, 85
- Workers Compensation Act, RSBC 1996
- Workers' Compensation Coverage Order O1C344/11
- Work Experience Order M237/11



Appendix

APPENDIX A: ADMINISTRATIVE PROCEDURE

AP 217 STUDENT CAREER EXPERIENCE PLACEMENTS

APPENDIX B: MANDATORY DOCUMENTATION

CAREER-LIFE EXPLORATION PROGRAM PLACEMENT AGREEMENT FORM

INFORMED CONSENT AND WAIVER

WORKSAFEBC EMPLOYER CLEARANCE LETTER

IN-SCHOOL SAFETY ORIENTATION

ON-SITE SAFETY ORIENTATION

WORKSITE INSPECTION

APPENDIX C: SAMPLE DOCUMENTS

STUDENT CAREER-LIFE EXPLORATION HOURS REFLECTION

CAREER-LIFE EXPLORATION HOURS JOURNAL

CAREER-LIFE PLACEMENT STUDENT EVALUATION

STUDENT-TEACHER-SUPERVISOR MONITORING LOG

STUDENT EXPERIENCE LOG

APPENDIX D: FREQUENTLY ASKED QUESTIONS AND ANSWERS

FREQUENTLY ASKED QUESTIONS AND ANSWERS



Appendix A: Administrative Procedure

AP 217 STUDENT CAREER EXPERIENCE PLACEMENTS



Administrative Procedure 217

Student Career Experience Placements

Background

The Career Development Programs Youth Work in Trades and Work Experience, as well as the Career Life Connections course, require or provide the option for students to earn course credit for experiences taking place in the workforce or through community volunteerism.

In the event of a community placement of students in for-credit opportunities, the District recognizes its legal obligation to communicate with employers, volunteer supervisors, and guardians to verify students are provided with accident insurance coverage, or deem the placement suitable for an informed consent and waiver from guardians.

In cases of school-arranged placements for students with disabilities, the District shall ensure that appropriate supervision is in place. Student placements must align with goals outlined in Inclusive Education Plans. Students and caregivers should be involved in decisions regarding community placements and the plans to monitor student progress.

Procedures

1. Youth Work in Trades (WRK) Placements

- 1.1. WorkSafeBC coverage for Youth Work in Trades students must be provided by the employer/sponsor and will not be provided by the province. There is no other coverage option permitted for Youth Work in Trades.
- 1.2. A *WorkSafe Clearance Letter* must be placed in the student file at the school and district levels.
 - 1.2.1. Note *Personal Optional Protection* with WorkSafe BC is an option that will generate a valid clearance letter, but will not provide coverage for the student. If the employer has no regular employees other than the student, district staff must ascertain that the employer has regular coverage, and not *Personal Optional Protection* coverage.
- 1.3. Must follow the procedures in the Industry Training Authority [Youth Work in Trades Program Guide](#) as well as the [District Career Preparation Programs Guide](#).

2. Work Experience (WEX) Course Placements

- 2.1. Work Experience Placement Coverage must be provided by;
 - 2.1.1. WorkSafeBC, or
 - 2.1.2. An alternate provincial or federal insurer, or
 - 2.1.3. A policy provided by the employer, or
 - 2.1.4. A voluntary student accident insurance policy.
 - 2.1.5. In the event a placement is of a volunteer nature at a standard worksite providing WorkSafeBC coverage for its paid employees, the province will extend the WorkSafeBC coverage to a student volunteer as part of a school program, as a “worker of the Crown”.
- 2.2. Verification of coverage must be placed in the student file at the school level. This may take the form of a;
 - 2.2.1. *Worksafe Clearance Letter*, or
 - 2.2.2. Verification of insurance from a provincial, federal or employer provided policy, or
 - 2.2.3. Verification of voluntary student accident insurance.



2.3. Must follow the procedures in the Ministry of Education [Work Experience Program Guide](#) as well as the [District Career Preparation Programs Guide](#).

3. Career Life Connections 12 (CLC12) Worksite Placements

3.1. As part of the Career Life Connections course, students are expected to take part in a minimum of 30 hours of Career-life exploration. This exploration can be any combination of school and community based experiences.

3.2. Non-school arranged Career-life exploration worksite placement hours, completed for credit prior to the student commencing Career-Life Connections 12, do not require coverage.

3.3. Career-Life Exploration worksite placement hours, completed for credit once the student commences Career-Life Connections 12, will be considered to be school-arranged placements. This includes paid and unpaid work, volunteer work, or community service placements beyond the school context arranged by students, parents or guardians.

3.4. A school arranged, community based worksite placement will require coverage by one of the following:

3.4.1. WorkSafeBC, or

3.4.2. An alternate provincial or federal insurer, or

3.4.3. A policy provided by the employer, or

3.4.4. A voluntary student accident insurance policy, or

3.4.5. Informed consent and waiver.

3.4.5.1. Informed consent and waiver is only permissible in situations where the school principal deems the level of risk is sufficiently low to warrant the worksite placement.

3.5. Verification of coverage must be placed in the student file at the school level. This may take the form of a;

3.5.1. *Worksafe Clearance Letter*, or

3.5.2. Verification of insurance from a provincial, federal or employer provided policy, or

3.5.3. Verification of voluntary student accident insurance, or

3.5.4. Documentation of Informed consent and waiver.

3.6. In the event a placement is of a volunteer nature at a standard worksite providing WorkSafeBC coverage for its paid employees, the province will extend the WorkSafeBC coverage to a student volunteer as part of a school program, as a "worker of the Crown".

3.7. School arranged experiences including field trips and district events must follow district procedures for field trips, as outlined in Administrative Procedure 260.

3.8. Must follow the procedures in the Ministry of Education [Career Education 10-12 Program Guide](#) as well as the [District Career-Life Exploration Guide](#).

Legal references:

School Act, ss 20, 22, 65, 75, 85
Workers Compensation Act, RSBC 1996
Workers' Compensation Coverage Order OIC344/11
Graduation Program Order M302/04
Work Experience Order M237/11

Other references:

Ministry of Education Youth Work in Trades Program Guide
Ministry of Education Work Experience Program Guide
Ministry of Education Career Education 10-12 Program Guide



Appendix B: Mandatory Documentation

CAREER-LIFE EXPLORATION PROGRAM PLACEMENT AGREEMENT
INFORMED CONSENT AND WAIVER
WORKSAFEBC EMPLOYER CLEARANCE LETTER
IN-SCHOOL SAFETY ORIENTATION
WORKSITE SAFETY ORIENTATION
WORKSITE INSPECTION



Career-Life Exploration Program Agreement Form

The information on this form is collected as required by Ministerial Order 237/11 (M033/09), the *Work Experience Order*, and School District No. 73 Administrative Procedure 217. This form is to be filed with the School.

TERMS OF AGREEMENT

By their signatures, the parties signify their agreement to undertake a Career-Life Exploration Placement

CAREER PLACEMENT: _____

DURATION OF AGREEMENT:

This Agreement will be in effect from Date: _____ month/_____ day/_____ year

Until Date: _____ month/_____ day/_____ year unless it is ended at an earlier time.

SCHEDULE: Provide schedule as an attachment.

(subject to change based on operational needs and student schedule)

AGREEMENT PARTICIPANTS:

SCHOOL DETAILS

Name of School: _____

School Contact: _____

Address: _____

Postal Code: _____

Telephone: _____

Email: _____

Signature: _____

Date: _____ (month/day/year)

between

STUDENT DETAILS

Name: _____

Date of Birth: _____

Address: _____

Postal Code: _____

Telephone: _____

Email: _____

Signature: _____

Date: _____ (month/day/year)

between

PARENT(S) and or GUARDIAN(S) (to be completed for students who are younger than 18)

Name(s): _____

Address: _____

Postal Code: _____

Telephone: _____

Email: _____

Signature: _____

Date: _____ (month/day/year)

between

EMPLOYER or SUPERVISOR

Name(s): _____

Company: _____

Address: _____

Postal Code: _____

Telephone: _____

Email: _____

Signature: _____

Date: _____ (month/day/year)



1. **EMPLOYER or SUPERVISOR:** An EMPLOYER or SUPERVISOR is the individual who is supporting the student's Career Placement and has ensured, along with the school, parent and or guardian, and student that the student has coverage either through WorkSafe BC, an alternative provincial or federal insurer, or a policy provided by the employer, or a voluntary student accident insurance policy.
2. **STUDENT DUTIES:** The Student agrees to perform duties assigned to the Student from the Worksite Employer or Supervisor in consultation with the School. The Student agrees to comply with the Worksite Employer's rules and all applicable safety regulations. Special Rules and Regulations are to be communicated by the Worksite Employer to the Student.
3. **DAYS AND HOURS OF THE CAREER-LIFE EXPLORATION PLACEMENT:** The Student agrees to perform those duties as assigned by the Worksite Employer or Supervisor on the days and during the hours indicated or at such other times as may be agreed by the Worksite Employer, the School, and Student. If the Student is employed by the Worksite Employer beyond the days and hours agreed upon by the Worksite Employer, Board of Education and Student, none of the provisions of this Agreement apply.
4. **SUPERVISION:** The Student agrees to be under the direct supervision of the Worksite Employer, Supervisor, or an assigned employee.
5. **SITE SAFETY ORIENTATION:** The Worksite Employer or Supervisor will provide to the Student site and work-specific safety training and will not permit the Student to perform any duties unless the Student has all safety equipment and attire required for the tasks to be performed by the Student.
6. **BOARD ACCESS:** The Worksite Employer or Supervisor agrees to allow Board of Education representatives to have access at any time to the Worksite Employer's worksite and the Student.
7. **TRANSPORTATION:** The parties agree that the parent(s) or guardian(s) and the Student are solely responsible for the Student's transportation to and from the Worksite. Except, _____ Write "not applicable" if there are no exceptions. If School or Worksite Employer transportation will be included describe in detail and attach it.
8. **ASSESSMENT:** If requested by the school, the Worksite Employer or Supervisor will assess the Student's performance of their duties, and report that assessment in the form required by the Board, and consult with Board representatives.
9. **COVERAGE:** The student must have coverage either through WorkSafe BC, an alternative provincial or federal insurer, or a policy provided by the employer, or a voluntary student accident insurance policy. Students in an unpaid CLC placement at a standard worksite are covered by the Workers' Compensation Act and are considered to be workers of the Government of the Province of British Columbia for Workers' Compensation purposes only. Coverage is limited by the terms and conditions set out in the Workers' Compensation Order (effective July 21, 2011) The Employer provides coverage for a paid CLC placement as the student is an employee.
10. **NOTICE OF INJURY:** The Worksite Employer or Supervisor will, if a Student is injured, immediately report the occurrence of injury to the School Contact and complete WorkSafeBC Employer's Report of Injury without undue delay within three days of being notified of the incident or the reporting process for alternative coverage.
11. **INDEMNITY:** The Board agrees to indemnify and hold harmless the Worksite Employer, its employees and agents from any and all claims, demands, actions and costs whatsoever that may arise out of the negligent acts or omissions of the Board, the Board's employees and the Student, in their performance of this agreement, unless such negligent acts or omissions are at the direction of or occasioned by the Worksite Employer, its employees or agents. The Worksite Employer agrees that it will not require the Student to perform any task unless such task might reasonably be expected to be within the scope of the Student's skills, training, and interests.
12. **INSURANCE:** The Board shall maintain liability coverage to protect the Board, the Board's employees, and the Student during their performance of this agreement.
13. **EFFECT ON EMPLOYEES:** The Worksite Employer agrees that the placement of the Student will not affect the job security of any employee of the Worksite Employer and will not affect the Worksite Employer's hiring practices. The placement of the Student will be in addition to the Worksite Employer's full complement of employees. The Student will not be a replacement for any employee.
14. **MINIMUM AGE:** The parent(s) or guardian(s) of the student warrant that the Student is _____ years of age at the date of this Agreement. A Student must be at least 14 years of age or older to participate in a CLC placement.
15. **TERMINATION OF THE AGREEMENT:** Any party to this Agreement may end it at any time by giving notice in writing to all other parties at the addresses given in this Agreement.
16. **REFERENCE:** In this Agreement a reference to the Board includes Board officers, employees or representatives acting within the scope of their employment.
17. **CONFIDENTIALITY:** All parties agree to maintain, in the strictest confidence, information that comes to their knowledge during the CLC placement.

By their signatures the parties signify their agreement to the terms and conditions set out above.



School District No. 73 (Kamloops-Thompson)
ACKNOWLEDGEMENT OF RISK AND RESPONSIBILITY AND INFORMED CONSENT

Career Exploration _____
On _____ (date) from _____ (start time) to _____ (end time)
Located at _____ (address)
The purpose of the Career Exploration is _____

Student and Parent or Legal Guardian details: (please print)

Student legal name _____

Parent and or legal guardian _____ Relationship to the student _____

E-mail address _____ Phone number in case of an emergency _____

PLEASE READ CAREFULLY BEFORE SIGNING

I, _____ (Parent or Legal Guardian), on behalf of the Student acknowledge the following:

- I am aware that the Student will be participating in a Career Exploration where WorkSafeBC or Personal Protection Insurance is not provided solely at my own discretion and the discretion of the student.
- I understand that this Career Exploration is unsupervised and that no teachers will accompany the Student. The Student will do a self-guided safety tour.
- The Student will be responsible for getting them to and from home/school/another location and the Career Exploration.
- I UNDERSTAND THAT PARTICIPATION IN THE CAREER EXPLORATION IS NOT WITHOUT RISK. The Career Exploration may involve the risk of physical injury. I acknowledge that participation in the Career Exploration entails known and unanticipated risks that could result in physical or emotional injury, or damage or loss to the Student, to the Student's property, or to third parties.
- I have made an effort to obtain an accident and property damage insurance policy in connection with the Student's participation in this Career Exploration activity, and none is available.
- I am not aware of the Student having any existing health, mental, or physical conditions that may increase his/her/their risk in participating in the Career Exploration.
- I understand that Administrative Procedure 350 – Student Code of Conduct applies on this Career Exploration.
- I understand that inappropriate conduct is not tolerated and the consumption of alcohol or controlled drugs by students is prohibited and each may result in suspension from school.
- The Student has been informed that they must act as an ambassador of the school and behave reasonably and responsibly.

In consideration of School District No. 73 (Kamloops-Thompson) and its Board of Education / School Trustees (collectively, the "Board"), approving the Student's participation in this Career Exploration Activity:

- To the fullest extent permissible by law, on behalf of myself and the Student, I agree to waive, release and forever discharge the Board, its employees and agents ("the Releasees") from any loss, claim, or demand for any and all injuries or damages sustained by either of us as a result of the Student's participation in this Career Exploration Activity.

I agree to indemnify and hold harmless the Releasees from any loss, claim, or demand as a result of the Student's participation in this Career Exploration Activity which is threatened or made on behalf of any third party or on behalf of the Student (to the extent I may not have legal authority to provide the above waiver and release) against the Releasees.

Based upon my understanding and acknowledgements described herein, I give the Student permission to participate in the Career Exploration.

Student Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

CLC 12 Teacher Signature _____ Date _____



Principal Signature _____

Date _____

Obtaining a WorkSafeBC Employer Clearance Letter

1. Go the WorkSafeBC website: www.worksafebc.com.
2. Select "Insurance" from the menu bar at the top.
3. Select "Get a clearance letter".
4. Select "Clearance letter application".
5. Complete the Clearance Letter form:

Step 1: Tell WorkSafeBC who is requesting the letter

Fill in the Legal name as: **Kamloops-Thompson School District No. 73**

Fill in the Worksafe BC account number: **579560**

Fill in the Mailing address using the SBO address:

Canada

1383 9th Avenue

Kamloops

British Columbia

V2C 3E7

Enter your school's phone number and your email address.

Step 2: Find firm(s) for the letter

Select "Search".

Select to either search by WorkSafeBC account number or business name.

Enter account number or business name and select "Search".

The firm will now appear in Step 2b.

Select the firm and then "Done".

Step 3: Create and view a clearance letter

Select "Create clearance letter".

Select "View letter".

6. Confirm that the employer is in good standing based on the letter's content.
7. Print a copy and place the copy in the student's file.

For support from WorkSafeBC call 604 244 6380 or 1 888 922 2768.



Sample Clearance Letter for SD No. 73



WORKING TO MAKE A DIFFERENCE

Assessment Department Location**Mailing Address**

PO Box 5350
Station Terminal
Vancouver BC V6B 5L5

6951 Westminster Highway
Richmond BC
V7C 1C6
www.worksafebc.com

Clearance Section

Telephone 604 244 6380
Toll Free within Canada
1 888 922 2768
Fax 604 244 6390

Kamloops-Thompson School District No. 73
1383 9th Avenue
KAMLOOPS, BC V2C 3E7

June 02, 2021

Person/Business : SCHOOL DISTRICT #73 KAMLOOPS THOMPSON
Account number : 579560

This letter provides clearance information for the purposes of Section 258 of the *Workers Compensation Act*.

We confirm that the above-referenced firm is active, in good standing, and has met WorkSafeBC's criteria for advance clearance. Accordingly, if the addressee on this letter is the prime contractor, the addressee will not be held liable for the amount of any assessment payable for work undertaken by the above-referenced firm to **July 01, 2021**.

This firm has had continuous coverage with us since January 01, 1997.

Employer Service Centre
Assessment Department

Clearance Reference # : C132412037
CLRAAA

For more information about Section 258 and clearance letters visit WorkSafeBC.com

Please refer to your account number in your correspondence or when contacting the Assessment Department.

To alter this document constitutes fraud.



Career-life Exploration Placement: In-School Safety Orientation

Reviewed by teacher _____ (print name)

with student _____ (print name)

☐ **Workers in BC have three health and safety rights:**

1. The right to know about hazards in the workplace
2. The right to participate in health and safety activities in the workplace
3. The right to refuse unsafe work without being punished or fired.

☐ **Occupational Health and Safety Regulation:** An employer must ensure that young or new workers are given health and safety orientation and training specific to the worksite. The following is a checklist to review with a student prior to the worksite orientation to ensure they are equipped with questions about safety for their orientation.

➤ **Rights and Responsibilities**

➤ **Workplace health and safety rules**

➤ **Emergency procedures**

➤ **Safe work procedures for carrying out tasks**

➤ **Personal protective equipment**

➤ **First Aid**

➤ **Known Hazards and how to deal with them**

➤ **Hidden Hazards**

➤ **Procedures for working alone or in isolation**

➤ **Measures to reduce the risk of violence in the workplace and procedures for dealing with violent situations**

➤ **Bullying and harassment**

WorkSafeBC Resources:

Getting a Job: Ask Questions about safety (WorkSafeBC)

Hidden Hazards in the Workplace: A Young Worker's Guide

Be a Survivor

Student WorkSafe 10-12 Independent Learning Guide

SD73 On-line Safety Module

An employer must provide additional orientation and training if

- a young or new worker is not able to perform work tasks or work processes safely
- requested by the young or new worker

School Contact signature: _____

Student signature: _____

Date: _____ (month/day/year)

Date: _____ (month/day/year)



Career-life Exploration Placement: Worksite Safety Orientation

This form is to be completed by the student and submitted to the school contact to confirm that a worksite safety orientation was conducted by the worksite supervisor.

Worksite: _____

Date: _____

Student: _____

Worksite Supervisor: _____

Signature: _____

Signature: _____

Check the completed statements:

- ☐ I have received an orientation to the worksite.
- ☐ I have asked the supervisor the safety questions below.
- ☐ I am aware of the accident and reporting procedure and will report all injuries to the workplace supervisor and work experience teacher as soon as possible.
- ☐ I am aware of the procedures set out by the employer if I witness or experience bullying and harassment in the workplace.
- ☐ I have been instructed in
 - ☐ The use of personal protective equipment
 - ☐ Workplace health and safety procedures
 - ☐ The location of first aid equipment
 - ☐ The management and organization of tools and equipment
 - ☐ Procedures for working alone or in isolation
 - ☐ The location and management of hazardous materials
 - ☐ Procedures for reporting accidents and/or safety concerns

WorkSafeBC Safety Questions:

- ☐ What are the potential dangers of my job, and how will I be protected from these dangers?
- ☐ Are there any hazards (such as noise or chemicals) that I should know about, and what are the appropriate steps to take to avoid these hazards?
- ☐ Is there any safety gear that I am expected to wear, and who is responsible for providing the gear?
- ☐ Will I be trained in how to prevent injuries?
- ☐ Will I be trained in emergency procedures for things like fire or chemical spills?
- ☐ Where are the fire extinguishers, first aid kits, and other emergency equipment located?
- ☐ What are my workplace health and safety responsibilities?
- ☐ Who do I talk to if I have a workplace health or safety question? Is there a safety committee?
- ☐ What is the procedure if I am injured on the worksite?
- ☐ Who is the first aid attendant? How do I contact the attendant?

Workplace Bullying and Harassment:

- ☐ What are the procedures I should follow if I witness or experience bullying and harassment in the workplace?

For further information regarding safety aspects of worksites, please contact the WorkSafeBC Prevention Support at 604-276-3100 (toll free 1-888-621-7233).



Appendix C: Sample Documents

STUDENT CAREER-LIFE EXPLORATION HOURS REFLECTION
CAREER-LIFE EXPLORATION HOURS JOURNAL
CAREER-LIFE EXPLORATION STUDENT SELF-EVALUATION
STUDENT-TEACHER-SUPERVISOR MONITORING LOG
STUDENT EXPERIENCE LOG



School District No. 73 Career-Life Exploration Hours

Student Career-Life Exploration Hours - Reflection

Student Name _____

Career Placement _____

What type of work did you do and what skills did you learn or improve upon?

What did you learn through this career life experience that you can apply to your future? Include general reflection as well as reflection on competencies, employability skills, and personal preferences.

General Reflection

Competencies

Employability Skills

Personal Preferences

Student signature: _____ Date: _____



Career-Life Exploration Reflective Journal

To reflect on the experience, you had at your Career-Life Placement. You are encouraged to make a creative reflective journal. The following are prompts that you can use.

1) WHAT I LEARNED ABOUT MYSELF Use the prompts below to complete this section.

- The best part of my career-exploration was ...
- I was surprised to discover that...
- I was encouraged to learn that...
- I was disappointed to learn...
- When I made a mistake I was able to learn from it by...
- The skills and personality needed to work in this job include...
- This experience led me to understand more about myself because...

2) HOW CORE COMPETENCIES CONNECTED TO CAREER PLACEMENT

- Communication (Communicating and Collaboration)
- Thinking (Creative, Critical and Reflective)
- Personal and Social (Personal Awareness and Responsibility, Positive Personal Culture and Identity, Social Awareness and Responsibility)

3) SKILLS I HAVE LEARNED AS A RESULT OF MY CAREER PLACEMENT

List your top five skills in each of the following categories: Transferable, Technical, and Employability Skills

4) POSITIVELY CHARGED

Describe three examples of your positive attitude which your employer appreciated/appreciates.

5) WHAT I LEARNED ABOUT THE CULTURE OF MY CAREER PLACEMENT

- The dress code is...
- The rules about the use of equipment (phone, photocopier, fax, etc.) are...
- The do's and don'ts about breaks and lunch times are...
- The three most common reasons for people getting fired from this job are...
- The clues to watch for which indicate that you have done something wrong are...
- Unacceptable reasons for absence and lateness are...
- I know that I have done well when...
- A star employee in this company could be described as...

6) THROUGH THE LOOKING GLASS

Choose three words which you think your co-workers or supervisor would use to describe you and why. The list is to give you some ideas, please feel free to add your own descriptors.

assertive sincere good humoured independent responsible cheerful honest sociable genuine patient reliable
creative friendly interesting trustworthy motivated sensitive outgoing eager loyal helpful skillful steady
understanding

7) THE NEXT STEP

Identify at least three ways in which you could improve as an employee.

8) SUMMING UP

Describe the most important lesson/skill you learned from this experience and how it will help you in the future?



Career-Life Exploration Student Self-Evaluation

Reflect on your career-life explorations and how you developed skills, values, and interests.

Worksite: _____ Supervisor: _____

Student: _____ Signature: _____

Dates of work experience: _____ Date: _____

Please use the four-point scale below:

4- Extending

3- Proficient

2- Developing

1- Emerging

PERSONAL AND SOCIAL QUALITIES					
Cooperative and able to work with others	4	3	2	1	N/A
Accepting of constructive criticism	4	3	2	1	N/A
Adaptable to new tasks and/or situations	4	3	2	1	N/A
Respectful of others	4	3	2	1	N/A
Appropriately groomed	4	3	2	1	N/A
Demonstrates a positive attitude	4	3	2	1	N/A
Shows interest and enthusiasm	4	3	2	1	N/A
QUALITY OF WORK AND WORK HABITS					
Reliable	4	3	2	1	N/A
Punctual	4	3	2	1	N/A
Attends regularly	4	3	2	1	N/A
Shows good work ethic	4	3	2	1	N/A
Able to follow directions	4	3	2	1	N/A
Completes assigned tasks on time	4	3	2	1	N/A
Shows initiative	4	3	2	1	N/A
Utilizes and is aware of safety practices	4	3	2	1	N/A
Utilizes technology and/or other tools effectively	4	3	2	1	N/A
COMMUNICATION SKILLS					
Uses appropriate communication for the work-site	4	3	2	1	N/A
Speaks clearly	4	3	2	1	N/A
Listens well	4	3	2	1	N/A
Asks appropriate questions	4	3	2	1	N/A
Uses appropriate body language	4	3	2	1	N/A
Writes clearly and legibly	4	3	2	1	N/A
Communicates appropriately (cell, text, e-mail)	4	3	2	1	N/A

REFLECTION QUESTIONS		
What did you enjoy learning (values and interests)?	In what area of competencies did you grow?	Where you able to build your employability skills?



Career-Life Exploration Student-Teacher-Supervisor Monitoring Log

Monitoring placements could include worksite visits, regular communication (e.g., phone calls, texts, or e-mails) with the student and the student's employer and/or workplace supervisor depending on the length of the placement.

Communication (identify student or workplace Contact)	Date: (day/month/year)	Communication Details (means of communication, purpose for communication, any concerns if applicable, student progression)



Career-Life Exploration: Student Experience Log

During student placements students are encouraged to document and gather evidence of their exploration. This could a log such as the sample one below with links to pictures, videos, reflections, voice audio recordings. Students are encouraged to capture personal growth, struggles, insights, and what they enjoy about their exploration.

DATE (day/month/year)	OBSERVATIONS OR DUTIES PERFORMED	PERSONAL GROWTH CONNECTION	HOURS
Total hours:			



Appendix D: Frequently Asked Questions and Answers

FREQUENTLY ASKED QUESTIONS AND ANSWERS



Career-Life Explorations Frequently Asked Questions and Answers

- Q Can coverage other than WorkBC coverage be used for students?**
- A** Yes, according to Administrative Procedure 217, students can use WorkSafeBC, an alternate provincial or federal insurer, a policy provided by the employer, or a voluntary student accident insurance policy. Where there is negligible risk instead of one of the aforementioned forms of coverage an Informed Consent and Waiver can be used if approved by the school principal.
- Q What is the difference between a Career Placement Agreement and an Informed Consent Waiver?**
- A** An Informed Consent and Waiver can be used in placements where there is negligible risk in lieu of coverage. School Principals must approve the Informed Consent and Waiver which manages liability if they deem the level of risk is sufficiently low to warrant the worksite placement. Principals also determine if a Career Placement Agreement, safety orientations and worksite visits are necessary. A Career Placement must have a Career-Life Exploration Program Agreement, coverage, safety orientations, and a worksite visit.
- Q Is a worksite inspection necessary when the Career Placement is using an Informed Consent Waiver is being used?**
- A** School Principals may ask for a worksite inspection to deem the level of risk is sufficiently low to warrant the worksite placement.
- Q Can a teacher approve an Informed Consent Waiver?**
- A** Principals must approve the Informed Consent and Waiver based on their judgment of the risk being neglig
- Q Can explorations before a Career-Life Connections course begins be used towards students 30 hours or more of Career-Life Exploration?**
- A** Yes, prior explorations to Career-Life Connections can be used towards 30 hours or more of Career-Life Exploration. CLC teachers evaluate and report on exploration hours. The key with prior hours is how the student connects them to their transition plans through reflecting and evaluating their prior experiential learning. Hours can come from one experience such as a Youth Work in Trades Program, or several experiences such as volunteer hours, McQueen Lake Forestry Camp, or other independent explorations. In general student explorations should be from the start of their graduation program (grade 10-12).



Q Why does the procedure for collecting hours accrued prior to Career-Life Connections and during Career-Life Connects differ?

A The procedure for collecting hours accrued prior to and during Career-Life Connections hinges on when a student's independently organized explorations occurs and raises questions of liability. When the student is being evaluated by a teacher during the CLC course, all procedures must be in place because the exploration is specifically attached to a course that is in progress for school. When explorations occur previous to CLC, they are not specifically attached to a current course, so liability is was managed by parents and/or guardians.

Q Do teachers have to visit a worksite for a Career Placement?

A Yes, a school or district representative must visit a Career Placement. Worksite Safety in the form of a worksite inspection. Visits can be a collective collaboration within the school and the district. Sites do not have to be visited per student if it is a known site where numerous students are placed. Sites must be visited once a year.



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

Appendix E: Capstones

CAPSTONES

Capstones

The Capstone: Career Education Curriculum

The Capstone is a rigorous learning opportunity for students to reflect and share in personally meaningful ways. It is a representation of the student's learning journey and provides an opportunity to **reflect** and **synthesize** as well as **showcase** and **celebrate**. The Capstone is a requirement for Career-Life Connections and graduation.

Benefits of the Capstone

- Increase academic rigor for the final year.
- Increase student motivation and engagement.
- Increase education and career aspirations.
- Improve student confidence and self-perception.
- Provide an opportunity for a student to demonstrate learning and proficiency (Hanover Research, 2013; McGill, 2012; Schwering, 2015).

Capstone Learning Standards

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

Design, assemble, and present a capstone to an audience, celebrating the learning journey and next steps toward preferred futures.

Capstone Examples

A student can...

- 1) select to share their learning through oral story telling.
- 2) demonstrate disciplinary learning and research competency through a field study approach and a science display format.
- 3) choose to design and create a product that demonstrates creativity, manual dexterity, and technical expertise.
- 4) ...



Components to a Capstone Project

1. **Self-assessment of Core Competencies 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.

Self-assessment of Core Competencies

- Reviewing collected demonstrations of learning and reflections in Core Competencies development across the years
- Gaining clarity about their competency growth in areas that are personally meaningful.
- Applying self-knowledge to next steps they hope to pursue in this journey post-graduation.

Critical Analysis (past present, and possible futures)

- Reflecting on what has been learned from experiences in educational, work-related, and personal life contexts.
- Identify key insights that are personally meaningful self observations, “aha” moments, learning milestones, struggles, dilemmas, uncertainties, and breakthroughs.
- Select insights that best represent their learning journey to share with a relevant audience
- Connecting personal career-life interests and aspirations with future possibilities.

“Life long learners are not supposed to be creating the perfect story about what they have done, but sharing who they are, what is important to them, how they have learned from their struggles and mistakes, and who and how they hope to be in the future.”

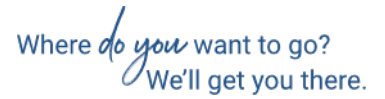
2. **Process and representation:** Informed by their critical analysis, and connecting to their plans for post-graduation, students engage in a deeper learning process with intent as they design, assemble, and share their capstone representation. The process is both student-driven and future-oriented. Student choice and alignment with personal plan for post-graduation is key.

Process: Students select a deeper learning process that aligns with their interests and strengths, their community connections, and learning areas they would like to explore more deeply in order to support their plans for post-graduation. The process is both student-driven and future-oriented. Deeper learning processes include

- Connect and Collaborate
- Create and Build
- Create and Express
- Innovation and Entrepreneurship
- Investigate and Report
- Personal Story
- Service Learning

Representation: The capstone representation synthesizes and integrates the students’ learning journey, self-assessment of Core Competencies, critical analysis, learning process and possible future plans. It can focus on a particular area of interest or include a range of relevant experiences and topics. Designing and assembling capstone representations may take many forms, including

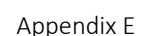
- a product (e.g., a robot for a student interested in engineering projects),
- a performance (e.g., a videotaped monologue for a student seeking to join a theatre group), and/or
- a service (e.g., a series of learning activities that the student applies with children in a local Strong Start Centre).



Criteria for the Capstone Representation

- Common rigorous learning criteria (this can be co-constructed general criteria to apply to all capstones).
- Criteria that aligns with the process and representation selected by the student (this can be negotiated specialized criteria that corresponds with relevant authentic sources and expertise).

- Represent quality and depth of learning.
- Complement the student's personal strengths and competence.
- Display richness of critical analysis and synthesis.
- Follow a logical sequencing of thoughts and ideas.
- Demonstrate coherent organizational structure.
- Connect appropriate content to the overarching theme.
- Provide clear explanations of key points.
- Support claims with relevant and accurate evidence.
- Include compelling features to engage the audience.
- Support their plans for post-graduation.





District and School Support for the Capstone

- Develop capstones through a “review-plan-do” model with student reflection and revision.
- Support is provided at school, in the community, and at home.
- Clearly set process for developing the project and the product guidelines and expectations that allows student choice and creativity.
- Inclusive of teachers (mentors) support.
- Scheduled time to devote to the project (this occurs in CLC).
- Meaningful preparation throughout secondary years.

References:

BC Ministry of Education (October 2019). *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

BC Ministry of Education (June 2018). *Career Education 10-12 Guide (Overview, Delivery Examples, and Capstone - Draft)*, curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/career-education/en_career-education_10-12_career-education-guide.pdf

BC Ministry of Education (June 2018). *Career-Life Connections Curriculum*
curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/career-education/en_career-education_k-12_career-life-connections_elab.pdf

BC Ministry of Education (October 2016). *Capstone Project*
curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/career-education/en_ce_capstone.pdf



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

Appendix F: Career Education Learning Maps

CLE LEARNING MAP

CLC LEARNING MAP

CLC CAPSTONE LEARNING MAP

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

Career-Life Education(CLE) Learning Map

Legend
Self Awareness
Working with Others Collaboration and Communication
Career Knowledge and Awareness
Career Planning

Career Life Education

Learning Map



Triangulation of Assessment*	
O	Observation
C	Conversation
P	Product

LEARNING STANDARDS	Students are expected to be able to do the following:	Developing (C– to C)			Proficient (C+ to B)			Extending (A)		
		50%	58%	66%	67%	74%	85%	86%	92%	100%
	Examine									
	Examine the influences of personal and public profiles on career life opportunities.	I can identify some of the risks and benefits associated with personal and public profiles.			I can fully identify the risks and benefits associated with personal and public profiles.			I can identify and examine the risks and benefits associated with personal and public profiles.		
	Group discussion (O) Student conferencing (C) Cause and effect graph (P)									
	Identify risks and appreciate benefits associated with personal and public digital footprints.	I can identify some of the risks and benefits associated with personal and public digital footprints.			I can fully identify the risks and benefits associated with personal and public digital footprints.			I can identify and examine the risks and benefits associated with personal and public digital footprints.		
	Generating ideas (O) Self-evaluation (C) Three column graph (P)									
	Consider the role of personal and employment networks in exploring career-life opportunities.	I can consider the role of personal and employment networks in career-life opportunities.			I fully consider the role of personal and employment networks in career-life opportunities.			I thoroughly consider the role of personal and employment networks in career-life opportunities.		
	Generating ideas (O) Student and teacher conversation (C) Networking web (P)									
	Interact									
	Apply a mentor’s guidance in career-life exploration.	I am beginning to apply a mentor’s guidance.			I can apply a mentor’s guidance.			I can thoroughly utilize a mentor’s guidance		
	Student and mentor conversation (O) Student and teacher conversation (C) Student journal (P)									
	Collaborate with community members to explore the reciprocal influences of career-life choices.	I am beginning to work with community members and start to explore reciprocal influences.			I collaborate with community members and explore reciprocal influences.			I thoroughly collaborate with community members and insightfully explore reciprocal influences.		
	Role play scenarios (O) Survey (C) Presentation (P)									
Communicate with the intent to highlight personal strength, talents, accomplishments and abilities.	I can communicate a few personal strengths, talents, accomplishments, and abilities.			I can communicate with the intent to highlight personal strengths, talents, Accomplishments, and abilities.			I can clearly communicate with the intent to highlight several personal strengths, talents, Accomplishments, and abilities.			
Role play interviews (O) Reflection Circle (C) Resumes and cover letters (P)										

Career-Life Education(CLE) Learning Map (Continued)

Legend
Self Awareness
Working with Others
Collaboration and Communication
Career Knowledge and Awareness
Career Planning

Career Life Education Learning Map



Triangulation of Assessment*	
O	Observation
C	Conversation
P	Product

L E A R N I N G S T A N D A R D S	Students are expected to be able to do the following:	Developing (C– to C)			Proficient (C+ to B)			Extending (A)		
		50%	58%	66%	67%	74%	85%	86%	92%	100%
	Experience									
	Demonstrate inclusive, respectful and safe interactions in diverse career-life environments.	I can start to demonstrate inclusive, respectful, and safe interactions in some career-life environments.			I can demonstrate inclusive, respectful, and safe interactions in varying career-life environments.			I can insightfully demonstrate inclusive, respectful, and safe interactions in diverse career-life environments.		
	Images or video (O) Explaining choices (C) Career Life Scenarios (P)									
	Identify career-life challenges and opportunities, and generate and apply strategies.	I can identify a few career-life challenges and opportunities and I am beginning to generate and apply strategies.			I can generate and apply strategies to career-life challenges and opportunities.			I can generate and apply strategies effectively to career-life challenges and opportunities.		
	Images or video of career-life exploration (O) Reflections (C) List of pros and cons chart for various careers (P)									
	Explore and connect experiential learning both inside and outside of school with possible and preferred career-life pathways.	I am beginning to explore and connect experiential learning with career-life pathways.			I can explore and connect experiential learning with career-life pathways.			I thoroughly explore and connect experiential learning with career-life pathways.		
	Ranking selections (O) Explaining choices (C) Career pitch (P)									
	Practise effective strategies for healthy school, work, and life balance.	I can use some healthy school, work, and life balance strategies.			I can use healthy school, work, and life balance strategies.			I can aptly use healthy school, work, and life balance strategies.		
	Drafting goals and plans (O) Student conferencing (C) List of pros and cons chart for various strategies (P)									
	Initiate									
	Explore and reflect on career-life roles, personal growth, and initial planning for preferred career-life pathways.	I am beginning to explore and reflect on career-life roles, personal growth, and can start to make initial plans for career-life pathways.			I can explore and reflect on career-life roles, personal growth, and can make initial plans for career-life pathways.			I thoroughly explore and reflect on career-life roles, personal growth, and can plan for career-life pathways.		
	Generating and selecting ideas (O) Survey (C) Three column notes (P)									
Develop preliminary profiles and flexible plans for career-life learning journeys.	I am beginning to develop preliminary profiles and flexible plans for career-life learning journeys.			I can develop preliminary profiles and flexible plans for career-life learning journeys.			I can develop insightful preliminary profiles and thorough yet flexible plans for career-life learning journeys.			
Strategies used to address challenges and for successes (O) Conversation on growth (C) Integrated learning plan (P)										

Career- Life Connections (CLC) Learning Map

Legend
Self Awareness
Working with Others
Collaboration and Communication
Career Knowledge and Awareness
Career Planning

Career Life Connections

Learning Map



Triangulation of Assessment*	
O	Observation
C	Conversation
P	Product

L E A R N I N G S T A N D A R D S	Students are expected to be able to do the following:	Developing (C– to C)			Proficient (C+ to B)			Extending (A)		
		50%	58%	66%	67%	74%	85%	86%	92%	100%
	Examine									
	Recognize personal worldviews and perspectives, and consider their influence on values, actions, and preferred futures.	I am starting to recognize personal worldviews and perspectives, and begin to consider their influence on values, actions, and preferred futures.			I can recognize personal worldviews and perspectives, and consider their influence on values, actions, and preferred futures.			I can thoughtfully recognize personal worldviews and perspectives, and consider their influence on values, actions, and preferred futures with insight.		
	Group discussion (O) Student conferencing (C) Cause and Effect graph (P)									
	Analyze internal and external factors to inform personal career-life choices for post-graduation planning.	I can start to analyze internal and external factors to inform personal career-life choices for post-graduation planning.			I can analyze internal and external factors to inform personal career-life choices for post-graduation planning.			I can thoroughly analyze internal and external factors to inform personal career-life choices for post-graduation planning.		
	Generating ideas (O) Self-evaluation (C) Three column graph (P)									
	Assess personal transferable skills, and identify strengths and those skills that require further refinement.	I can assess a few personal transferable skills, and begin to identify strengths and those skills that require further refinement.			I can assess personal transferable skills, and identify strengths and those skills that require further refinement.			I can assess numerous personal transferable skills, and identify strengths and those skills that require further refinement insightfully.		
	Generating ideas (O) Self-evaluation (C) Three column graph (P)									
	Explore and evaluate personal strategies, including social, physical and financial, to maintain well-being.	I can explore and evaluate a few personal strategies, including social, physical, and financial, to maintain well-being.			I can fully explore and evaluate personal strategies, including social, physical, and financial, to maintain well-being.			I can thoroughly explore and evaluate a range of personal strategies, including social, physical, and financial, to maintain well-being.		
	Management of frustration and successes (O) Exit interview (C) List of pros and cons chart for various strategies (P)									
	Share									
	Reflect on experiences in school and out of school, assess development in the Core Competencies, and share highlights of their learning journey.	I can reflect on a few experiences in school and out of school, begin to assess development in the Core Competencies, and share a few highlights of my learning journey.			I can reflect on experiences in school and out of school, assess development in the Core Competencies, and share highlights of my learning journey.			I can thoroughly reflect on experiences in school and out of school, insightfully assess development in the Core Competencies, and fully share highlights of my learning journey.		
	Strategies used to address challenges and for successes (O) Conversation on growth (C) Post-secondary integrated learning plans (P)									
Design, assemble, and present a capstone project.	I can begin to design, assemble, and present a basic capstone project.			I can design, assemble, and present a capstone project.			I can design, assemble, and present an insightful and thorough capstone project.			
Designing and assembling (O) Student conferencing (C) Capstone presentation (P)										

*Cameron, C. and Gregory, K (2014). Rethinking Letter Grades

Revision: November 2019

Career- Life Connections (CLC) Learning Map (Continued)

Legend
Self Awareness
Working with Others
Collaboration and Communication
Career Knowledge and Awareness
Career Planning

Career Life Connections

Learning Map



Triangulation of Assessment*	
O	Observation
C	Conversation
P	Product

LEARNING STANDARDS	Students are expected to be able to do the following:	Developing (C– to C)			Proficient (C+ to B)			Extending (A)		
		50%	58%	66%	67%	74%	85%	86%	92%	100%
	Interact									
	Collaborate with a mentor to inform career-life development and exploration.	I can collaborate with a mentor to inform a few aspects of career-life development and exploration.			I can collaborate with a mentor to inform career-life development and exploration.			I can insightfully and reciprocally collaborate with a mentor to inform career-life development and exploration.		
	Student and mentor conversation (O)			Student and teacher conversation (C)			Student journal (P)			
	Engage with personal, education, and employment networks to cultivate post-graduation resources and social capital.	I can start to engage with personal, education, and employment networks to cultivate post-graduation resources and social capital.			I can engage with personal, education, and employment networks to cultivate personalized post-graduation resources and social capital.			I can aptly engage with personal, education, and employment networks to cultivate personalized post-graduation resources and social capital.		
	Communications with network (O)			Reciprocity conversation (C)			Network map (P)			
	Create and critique personal and public profiles for self-advocacy and marketing purposes.	I can start to create and critique personal and public profiles for self-advocacy and marketing purposes.			I can create and critique personal and public profiles for self-advocacy and marketing purposes.			I can insightfully create and critique personal and public profiles for self-advocacy and marketing purposes.		
	Role play interviews (O)			Reflection Circle (C)			Social media profile (P)			
	Demonstrate and reflect on inclusive, respectful, and safe interactions in multiple career-life contexts.	I am beginning to demonstrate and reflect on inclusive, respectful, and safe interactions in multiple career-life contexts.			I can demonstrate and reflect on inclusive, respectful, and safe interactions in multiple career-life contexts.			I can thoroughly demonstrate and reflect on inclusive, respectful, and safe interactions in multiple career-life contexts.		
	Role play scenarios (O)			Response survey (C)			On-line scenarios (P)			
	Experience									
	Explore possibilities for preferred personal and education/employment futures, using creative and innovative thinking.	I can explore possibilities for preferred personal and education/employment futures, using creative and innovative thinking.			I can explore possibilities for preferred personal and education/employment futures, using creative and innovative thinking.			I can comprehensively explore possibilities for preferred personal and education/employment futures, using creative and innovative thinking.		
	Gathering career information (O)			I wonder questions (C)			Career fields word webs or other graphic organizers (P)			
	Identify and apply preferred approaches to learning for ongoing career-life development and self-advocacy.	I can start to identify and apply a few preferred approaches to learning for ongoing career-life development and self-advocacy.			I can identify and apply preferred approaches to learning for ongoing career-life development and self-advocacy.			I can identify and strategically apply preferred approaches to learning for ongoing career-life development and self-advocacy.		
	Ranking selections (O)			Explaining choices (C)			Career pitch (P)			
Engage in, reflect on, and evaluate career-life exploration.	I can begin to engage in, reflect on, and evaluate career-life exploration.			I can engage in, reflect on, and evaluate career-life exploration.			I can thoroughly engage in, reflect on, and evaluate career-life exploration.			
Images or video of career-life exploration (O)			Reflections (C)			Pros and cons chart for various careers (P)				



SCHOOL DISTRICT NO. 73
(Kamloops-Thompson)

CLC Capstone Learning Map

Career-Life Connections Capstones

Learning Map Framework

Triangulation of Assessment
(O, C, P) is utilized to assess
demonstrations of learning*

O	Observation
C	Conversation
P	Product

L E A R N I N G S T A N D A R D S	Students...	Developing (C- to C) 50% 58% 66%	Proficient (C+ to A) 67% 74% 85% 86% 91%	Extending (A+) 92% 100%
	Self-Assessment and Critical Analysis			
	Purpose: From self-assessment and critical analysis students develop a focus for their capstones.			
	Experiences in and out of school	I articulate some learning experiences with evidence.	I clearly articulate relevant evidence of learning experiences.	I articulate critical analysis of relevant evidence of learning experiences.
	Assess development of Core Competencies	I articulate some of my core competency development with evidence.	I clearly articulate my overall core competency development with relevant evidence.	I critically analyse the growth of my core competency development with insightfully selected evidence.
	Share highlights of their learning journey	I am working on making sense of past and current learning experiences.	I can clearly articulate aha moments, learning milestones, struggles, and hopes for the future with relevant descriptions.	I can critically analyse my learning journey to inform goal setting and capstone process choices in support of plans for post-graduation.
	Demonstrations of learning: self-awareness activities (O, C, P), self-assessment activities (O, C, P), growth mindset (O, C), core competencies evaluations (O, C, P), reflections (C, P), learning maps (P), reflection of growth in and out of school (C, P), interest inventories (O, P), anecdotes (O, C, P), preferred next steps (C, P).			
	Process and Representation			
	Purpose: Students utilize a deeper learning process (connect and collaborate, create and build, create and express, innovation and entrepreneurship, investigate and report, personal story, and service learning) to create a product to showcase and celebrate.			
	Design	I can develop a broad topic, question, problem, passion project...to investigate and start to outline a process to pursue this project. I can start to select and use limited research strategies to gather information and data. I can check in with an expert, mentor, or teacher for discussion about preliminary ideas.	I can develop a focused question, problem, passion project...to study and outline a process to pursue this project. I can select and apply appropriate research strategies to collect information and data. I can apply feedback and advice from a mentor about best practices.	I can develop a focused question, problem, passion project...to study and outline a process to pursue this project. I can aptly select and apply thorough research strategies to collect insightful information and data. I can apply feedback and advice from a mentor that is an expert about best practices in the field.
	Assemble and Analysis	I can start to draw conclusions that connect to my learning. I can use limited visual elements to try to engage my audience.	I can clearly draw conclusions that connect to my focused learning. I can incorporate visual elements to enhance my project and engage an audience.	I can draw elaborate conclusions that take into account my own biases and assumptions. I can aptly select and utilize a variety of captivating visual elements to enhance my project and engage an audience.
	Demonstrations of learning: a proposal (C, P) mentorship (C, P), learning partnerships (C), regular communication (check-ins) (C), learning artifacts and evidence (O, P), analysing and interpreting information and data (C, P), deeper learning process (O, C), capstone (P).			
	Showcase and Celebrate			
	Purpose: Students present and celebrate their highlights from the capstone experience to an audience.			
	Present learning journey	I can start to share personal learning and growth that is related to my capstone experience and connect to my preferred possible future.	I can share my capstone experience and elaborate on the ways it relates to personal growth and overall life-long journey.	I can reflect on how to apply learning to next steps and future plans for post-graduation. These plans apply to who and how I hope to be in the world as a young adult.
	Demonstrations of learning: a product to present (p), sharing the experience of the process (c), relating to self-awareness and core competency growth (O,C,P) connecting to plans for post-graduation (O,C,P) , engaging with a relevant audience (O,C) , reflecting and evaluating on the capstone project (C,P).			

*Cameron, C. and Gregory, K. (2014). *Rethinking Letter Grades*. 1st ed. Winnipeg: Portage & Main Press, p.9. Synthesized by SD No. 73 Professional Development Team