

### BIG IDEAS

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| <b>Career-life development</b> includes ongoing cycles of exploring, planning, reflecting, adapting, and deciding. | <b>Career-life decisions</b> influence and are influenced by <b>internal and external factors</b> , including <b>local and global trends</b> . | <b>Engaging in networks and reciprocal relationships</b> can guide and broaden career-life awareness and options. | A sense of purpose and career-life balance support <b>well-being</b> . | Lifelong learning and active citizenship foster <b>career-life opportunities</b> for people and communities. |
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### Learning Standards

| Curricular Competencies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p><i>Students are expected to be able to do the following:</i></p> <p><b>Examine</b></p> <ul style="list-style-type: none"> <li>Recognize personal <b>worldviews</b> and <b>perspectives</b>, and consider their influence on values, actions, and preferred futures</li> <li>Analyze internal and external factors to inform personal <b>career-life choices</b> for post-graduation planning</li> <li>Assess personal transferable skills, and identify strengths and those skills that require further refinement</li> <li>Explore and evaluate personal strategies, including social, physical, and financial, to maintain well-being</li> </ul> <p><b>Interact</b></p> <ul style="list-style-type: none"> <li>Collaborate with a <b>mentor</b> to inform career-life development and exploration</li> <li>Engage with personal, education, and employment networks to cultivate <b>post-graduation resources</b> and social capital</li> <li>Create and critique personal and public profiles for self-advocacy and marketing purposes</li> <li>Demonstrate and reflect on inclusive, respectful, and safe interactions in multiple <b>career-life contexts</b></li> </ul> | <p><i>Students are expected to know the following:</i></p> <p><b>Personal career-life development</b></p> <ul style="list-style-type: none"> <li><b>mentorship opportunities</b></li> <li><b>competencies</b> of the educated citizen</li> <li><b>self-advocacy strategies</b></li> <li><b>factors</b> that shape personal identity and inform career-life choices</li> <li>strategies for personal well-being and work-life balance</li> <li><b>reflection</b> strategies</li> <li><b>employment marketing</b> strategies</li> <li>rights and regulations in the workplace, including <b>safety</b></li> </ul> <p><b>Connections with community</b></p> <ul style="list-style-type: none"> <li><b>social capital</b> and transferrable skills, including <b>intercultural</b>, leadership, and collaboration skills</li> <li>career-life exploration</li> <li>ways to represent themselves, including consideration of <b>personal and public profiles</b>, digital literacy, and citizenship</li> </ul> |

### Learning Standards (continued)

| Curricular Competencies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p><b>Experience</b></p> <ul style="list-style-type: none"> <li>• Explore possibilities for preferred personal and education/employment futures, using creative and innovative thinking</li> <li>• Identify and apply preferred approaches to learning for ongoing career-life development and self-advocacy</li> <li>• Engage in, reflect on, and evaluate <b>career-life exploration</b></li> </ul> <p><b>Share</b></p> <ul style="list-style-type: none"> <li>• Reflect on experiences in school and out of school, assess development in the Core Competencies, and share highlights of their learning journey</li> <li>• Design, assemble, and present a capstone</li> </ul> | <p><b>Career-life planning</b></p> <ul style="list-style-type: none"> <li>• <b>self-assessment</b> to achieve goals that advance preferred career-life futures</li> <li>• <b>methods</b> of organizing and maintaining authentic career-life evidence</li> <li>• <b>career-life roles</b> and transitions</li> <li>• diverse post-graduation possibilities, including personal, educational, and <b>work</b> options</li> <li>• labour market trends and local and global <b>influences</b> on career-life choices</li> <li>• post-graduation budget planning</li> <li>• <b>capstone guidelines</b></li> <li>• <b>approaches</b> to showcasing the learning journey</li> </ul> |

## Big Ideas – Elaborations

- **Career-life development:**

*Sample questions to support inquiry-based learning:*

- 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:**

*Sample questions to support inquiry-based learning:*

- In what ways 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?

- **internal and external factors:** For example, internal factors may include personal interests, abilities, and competencies, and external factors may include place-based, community, and digital influences and circumstances.

- **local and global trends:** for example:

- sustainability and economic trends
- shifts in societal norms, such as family roles and structures, living arrangements (e.g., with immediate or multi-generational family/families, on-reserve or off-reserve, alone, with friends, with partner), expectations for self-regulation of work/life balance
- influence of place, such as urban, suburban, small town, rural, remote
- work options, such as entrepreneurship, flexible work schedules, working from home

- **Engaging in networks:**

*Sample questions to support inquiry-based learning:*

- 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?

- **reciprocal relationships:** with family, social groups, local community, post-secondary education communities, professional communities, digital communities, the global community

- **well-being:**

*Sample questions to support inquiry-based learning:*

- 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?

## Big Ideas – Elaborations

- **career-life opportunities:**

*Sample questions to support inquiry-based learning:*

- 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?

## Curricular Competencies – Elaborations

- **worldviews:** 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
- **perspectives:** attitudes of people according to their gender, race, sexual orientation, diverse abilities
- **career-life choices:** may include consideration of passions, preferences, strengths, education/work opportunities, well-being
- **mentor:** The role of a mentor is often performed by the Career-Life Connections educator. Mentors play an important role in helping students with career-life development, including planning, decision making, providing exposure to possibilities, and finding emerging opportunities.
- **post-graduation resources:** 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
- **career-life contexts:** social groups, school community, local community, post-secondary communities, cultural communities, workplace, digital spaces
- **career-life exploration:** 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. Based on student needs and interests, it can include service learning, volunteerism, employment, fieldwork projects, entrepreneurship, and passion projects.

## Content – Elaborations

- **mentorship opportunities:** Ongoing conversations focused on student needs, interests, and goals foster purposeful career-life development. The role of mentor is often performed by the Career-Life Connections educator.
- **competencies:** see Core Competencies at <https://curriculum.gov.bc.ca/competencies>
- **self-advocacy strategies:** to communicate personal strengths, preferences, views, values, and interests with confidence
- **factors:** such as family expectations, personal awareness, culture, religion, gender, socio-economics
- **reflection:** to explore strengths and areas for growth; passions, values, and aspirations; development in competencies; career-life explorations; and how these inform preferred futures
- **employment marketing:** for example, resumé, cover letter, cold calls, social media, interviews, application forms, accessing employment networks
- **safety:** Young workers are at increased safety risk and may benefit from a review of:
  - injury prevention and safety protocols, such as WHIMIS, PPE, safety training
  - WorkSafeBC
  - BC Employment Standards
  - occupational health and safety rights and responsibilities
  - harassment prevention
- **social capital:** 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
- **intercultural:** for example:
  - knowledge of diverse cultures, organizations, and institutions
  - cultural awareness and sensitivity
  - understanding of contexts
  - acceptance of differences, social norms, histories
- **personal and public profiles:** taking into consideration:
  - personal versus public contexts
  - digital and face-to-face contexts
  - differences between various audiences
  - social and peer group interactions and the potential loss or gain of reputation/opportunities/status
  - importance of both verbal and non-verbal communications in interviews and presentations
- **self-assessment:** includes:
  - considering the interconnectedness of personal values and career-life choices
  - reflecting on career-life exploration
  - determining what is attainable considering internal and external factors

## Content – Elaborations

- **methods:** including both digital and non-digital formats; for example, learning profile, portfolio, blog, anthology, archives, dossier, docket, journals, videos
- **career-life roles:** considering multiple personal, educational, and work roles throughout life; for example, friend, colleague, partner, parent, student, apprentice, volunteer, employee, entrepreneur, advocate
- **work:** Consider multiple work possibilities; for example:
  - unionized and non-unionized
  - entrepreneurship
  - self-employment
  - piece work and contract work
  - part-time, full-time, temporary
  - working from home, working remotely
  - paid and unpaid work (e.g., stay-at-home parent)
- **influences:** may include cultural roles and expectations, community needs, geographical factors, economic drivers, employment, emerging opportunities, declining occupations, specialized training requirements
- **capstone guidelines:** [https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/career-education/en\\_career-education\\_10-12\\_career-education-guide.pdf](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/career-education/en_career-education_10-12_career-education-guide.pdf)
- **approaches:** flexible ways to showcase the learning journey based on student preferences and types of audiences; for example, face-to-face conversation with display during an open-house format, digital showcase, oral presentation to a panel; may include performances, artifacts, and/or artistic works