**Area of Learning: 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** |
| *Students are expected to be able to do the following:*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* 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**
 | *Students are expected to know the following:*Personal career-life development* **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**

Connections 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
 |

**Area of Learning: CAREER-LIFE CONNECTIONS**

**Learning Standards (continued)**

|  |  |
| --- | --- |
| **Curricular Competencies** | **Content** |
| 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
* Engage in, reflect on, and evaluate **career-life exploration**

Share* 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
 | Career-life planning* **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
 |

|  **CAREER-LIFE CONNECTIONSBig 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? * **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?
 |

|  **CAREER-LIFE CONNECTIONSCurricular 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.
 |

|  **CAREER-LIFE CONNECTIONSContent – Elaborations**  |
| --- |
| * **mentorship opportunities:** Ongoing conversations focused on student needs, interests, and goalsfoster 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 asfamily 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
* **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/](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/career-education/en_career-education_10-12_career-education-guide.pdf)[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
 |