## Area of Learning: CAREER-LIFE CONNECTIONS

### BIG IDEAS

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

### Learning Standards

**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**

- 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*

**Content**

**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)

<table>
<thead>
<tr>
<th>Curricular Competencies</th>
<th>Content</th>
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</thead>
<tbody>
<tr>
<td><strong>Experience</strong></td>
<td></td>
</tr>
<tr>
<td>- Explore possibilities for preferred personal and education/employment futures, using creative and innovative thinking</td>
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<tr>
<td>- Identify and apply preferred approaches to learning for ongoing career-life development and self-advocacy</td>
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<tr>
<td>- Engage in, reflect on, and evaluate career-life exploration</td>
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<tr>
<td><strong>Share</strong></td>
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<tr>
<td>- Reflect on experiences in school and out of school, assess development in the Core Competencies, and share highlights of their learning journey</td>
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<td>- Design, assemble, and present a capstone</td>
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<tr>
<td><strong>Career-life planning</strong></td>
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<tr>
<td>- <strong>self-assessment</strong> to achieve goals that advance preferred career-life futures</td>
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<tr>
<td>- <strong>methods</strong> of organizing and maintaining authentic career-life evidence</td>
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<tr>
<td>- <strong>career-life roles</strong> and transitions</td>
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<tr>
<td>- diverse post-graduation possibilities, including personal, educational, and <strong>work</strong> options</td>
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<tr>
<td>- labour market trends and local and global <strong>influences</strong> on career-life choices</td>
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<td>- post-graduation budget planning</td>
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<tr>
<td>- <strong>capstone guidelines</strong></td>
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<tr>
<td>- <strong>approaches</strong> to showcasing the learning journey</td>
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</table>
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.
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

<table>
<thead>
<tr>
<th>CAREER-LIFE CONNECTIONS</th>
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<tbody>
<tr>
<td><strong>methods:</strong> including both digital and non-digital formats; for example, learning profile, portfolio, blog, anthology, archives, dossier, docket, journals, videos</td>
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<tr>
<td><strong>career-life roles:</strong> considering multiple personal, educational, and work roles throughout life; for example, friend, colleague, partner, parent, student, apprentice, volunteer, employee, entrepreneur, advocate</td>
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<td><strong>work:</strong> Consider multiple work possibilities; for example:</td>
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<tr>
<td>- unionized and non-unionized</td>
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<td>- entrepreneurship</td>
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<td>- self-employment</td>
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<td>- piece work and contract work</td>
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<tr>
<td>- part-time, full-time, temporary</td>
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<td>- working from home, working remotely</td>
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<td>- paid and unpaid work (e.g., stay-at-home parent)</td>
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<td><strong>influences:</strong> may include cultural roles and expectations, community needs, geographical factors, economic drivers, employment, emerging opportunities, declining occupations, specialized training requirements</td>
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<td><strong>approaches:</strong> 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</td>
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