

Indigenous Knowledge and Perspectives: Career Education K–12

Context

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. The First Peoples Principles of Learning offer a crucial lens for curriculum, placing a significant importance on the authentic integration of Indigenous knowledge and perspectives in relevant and meaningful ways.

The intent behind this integration is to promote a growing understanding of Indigenous peoples in B.C. that will contribute to the development of educated citizens who reflect on and support reconciliation. This approach to Indigenous education encourages enlightened discussion among teachers and students in all areas of learning and grade levels, and this approach values and prioritizes Indigenous knowledge and perspectives that can only be found in B.C.

Purpose

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. This resource provides a detailed overview of the explicit and implicit references to Indigenous knowledge and perspectives in the Big Ideas, Curricular Competencies, and Content throughout the K-12 Career Education curriculum.

Explicit References

Explicit references include the Big Ideas, Curricular Competencies, and Content that directly refer to Indigenous knowledge and perspectives. For the K-12 Career Education curriculum, there are no explicit references.

Implicit References

Implicit references are Big Ideas, Curricular Competencies, and Content that indirectly refer to Indigenous knowledge and perspectives. For example, the Kindergarten-Grade 3 Career Education curriculum includes the following implicit reference:

Kindergarten-Grade 3, Big Idea, **Strong communities are the result of being connected to family and community and working together toward common goals.**

The implicit references included in this resource represent just one perspective and should not be considered the only interpretation. Identifying implicit references depends on personal and cultural background, prior knowledge and experience, subject-matter expertise, points of view, and connections to place*. As such, the implicit references in this resource serve only as a guide and should not be viewed as a conclusive list.

Note on Elaborations: Explicit references to Indigenous knowledge and perspectives that are found within the Elaborations of Big Ideas, Curricular Competencies, or Content are considered *implicit* unless they are accompanied by an explicit reference in the Big Ideas, Curricular Competencies, or Content.

The key below shows how the information in the chart is structured:

***Place** refers to any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity.

Bolded print	Mandated Learning Standard
•	Sub-points of a Learning Standard
⇒	Elaborations
○	Key questions or samples



Indigenous Knowledge and Perspectives: Career Education K–12

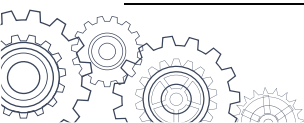
CAREER EDUCATION		Kindergarten–Grade 3
	Explicit	Implicit
Big Ideas		Strong communities are the result of being connected to family and community and working together toward common goals. Communities include many different roles requiring many different skills. Learning is a lifelong enterprise.
Curricular 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

Grades 4–5

	Explicit	Implicit
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 ⇒ Achieved by exploring self-identity, acknowledging cultural differences, honouring indigenous traditions, etc. generational roles and responsibilities

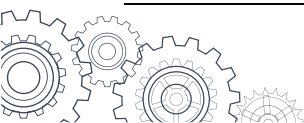




CAREER EDUCATION

Grades 6–7

	Explicit	Implicit
Big Ideas		Our attitudes toward careers are influenced by our view of ourselves as well as by our friends, family, and community.
Curricular Competencies		Examine the importance of service learning and the responsibility of individuals to contribute to the community and the world Appreciate the importance of respect, inclusivity, and other positive behaviours in diverse, collaborative learning, and work environments Question self and others about the reciprocal relationship between self and community Recognize the influence of peers, family, and communities on career choices and attitudes toward work <i>family and communities:</i> ⇒ Career choices ultimately support the well-being of the self, the family, and the community. Learning involves generational roles and responsibilities. <i>attitudes toward work:</i> ⇒ Habits of mind and motivation are strongly influenced by models, both positive and negative.
Content		cultural and social awareness ⇒ Achieved by exploring self-identity, acknowledging cultural differences, honouring indigenous traditions, etc. role of mentors, family, community, school, and personal network in decision making

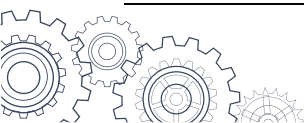




CAREER EDUCATION

Grades 8–9

	Explicit	Implicit
Big Ideas		The value of work in our lives, communities, and society can be viewed from diverse perspectives. Our career paths reflect the personal, community, and educational choices we make.
Curricular Competencies		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 Recognize and explore diverse perspectives on how work contributes to our community and society ⇒ explore diverse perspectives: question and challenge career perceptions and possible career paths and analyze the relationships between work, society, and the economy Question self and others about the reciprocal relationship between self and community Appreciate the value of a network of resources and mentors to assist with career exploration mentors: ⇒ include parents, teachers, elders, coaches, extended family, other adults, or peers
Content		local and global needs and opportunities ⇒ Social justice, environmental stewardship, sustainability, effective use of resources, etc. cultural and social awareness role of mentors, family, community, school, and personal network in decision making





CAREER EDUCATION

Career-Life Education

	Explicit	Implicit
Big Ideas		Career-life decisions are influenced by internal and external factors, including local and global trends. <i>Career-life decisions:</i> ⇒ 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? ⇒ internal and external: ⇒ for example, internal factors may include personal interests, abilities, and circumstances, and external factors may include place-based, community, and digital influences Cultivating networks and reciprocal relationships can support and broaden career-life awareness and options. <i>Cultivating networks:</i> ⇒ In what ways can our networks of family, peers, and community members help us develop confidence and initiative in career-life development? Lifelong learning fosters career-life opportunities. ⇒ 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?
Curricular Competencies		Apply a mentor’s guidance in career-life exploration Collaborate with supportive community members to explore the reciprocal influences of career-life choices <i>supportive community:</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 Demonstrate inclusive, respectful, and safe interactions in diverse career-life environments <i>environments:</i> ⇒ may include personal, community, education, and workplace contexts Explore and connect experiential learning both inside and outside of school with possible and preferred career-life pathways

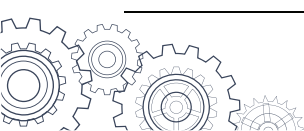




CAREER EDUCATION

Career-Life Education (continued)

	Explicit	Implicit
Content		preferred ways of knowing and learning ⇒ 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 inclusive practices, including taking different worldviews and diverse perspectives into consideration <i>inclusive practices:</i> ⇒ acknowledging the value of diversity (e.g., First Nations, Métis, and Inuit worldviews, gender, race, sexual orientation, diverse abilities, religious beliefs, anti-sexist and anti-racist practices); Reconciliation as a responsibility for all individuals <i>different worldviews:</i> ⇒ particular philosophies of life or conceptions of the world that underpin identity and how people interact with the world; for example, First Peoples, new immigrant, refugee, rural, urban, colonial, geocentric; see https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/aboriginal-education/awp_moving_forward.pdf <i>diverse perspectives:</i> ⇒ 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 factors that both inform career-life choices and are influenced by them, including personal, environmental, and land use factors <i>personal: for example:</i> ⇒ family values, dynamics, and expectations ⇒ friends ⇒ community membership: <i>environmental: for example,</i> ⇒ climate change, impact on ecology, sustainability, stewardship <i>land use:</i> ⇒ respectful consideration of First Peoples claims and rights, places of historical and social significance, legal considerations. The connection between people and place is foundational to First Peoples perspectives on the world. ways to contribute to community and society that take cultural influences into consideration <i>cultural influences:</i> ⇒ on the nature of an individual's contributions, roles, values, duties





CAREER EDUCATION

Career-Life Connections

	Explicit	Implicit
Big Ideas		Career-life decisions influence and are influenced by internal and external factors, including local and global trends. <i>Career-life decisions:</i> ⇒ <i>How do we respectfully navigate competing social, familial, and cultural expectations as we pursue our preferred career-life pathways?</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> 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> 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> ⇒ <i>In what ways can our passions lead to service for our communities?</i>
Curricular Competencies		Recognize personal worldviews and perspectives, and consider their influence on values, actions, and preferred futures <i>worldviews:</i> ⇒ <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> ⇒ <i>perspectives: attitudes of people according to their gender, race, sexual orientation, diverse abilities</i>





CAREER EDUCATION

Career-Life Connections (continued)

	Explicit	Implicit
Curricular Competencies		Engage with personal, education, and employment networks to cultivate post-graduation resources and social capital <i>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 Demonstrate and reflect on inclusive, respectful, and safe interactions in multiple career-life contexts <i>career-life contexts:</i> ⇒ social groups, school community, local community, post-secondary communities, cultural communities, workplace, digital spaces ⇒ Explore possibilities for preferred personal and education/employment futures, using creative and innovative thinking
Content		factors that shape personal identity and inform career-life choices <i>factors:</i> ⇒ such as family expectations, personal awareness, culture, religion, gender, socio-economics social capital and transferrable skills, including intercultural, leadership, and collaboration skills <i>social capital:</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>intercultural: for example:</i> ⇒ knowledge of diverse cultures, organizations, and institutions ⇒ cultural awareness and sensitivity ⇒ understanding of contexts ⇒ acceptance of differences, social norms, histories

