

BIG IDEAS

<p>Career-life choices are made in a recurring cycle of planning, reflecting, adapting, and deciding.</p>	<p>Career-life decisions are influenced by internal and external factors, including local and global trends.</p>	<p>Cultivating networks and reciprocal relationships can support and broaden career-life awareness and options.</p>	<p>Finding balance between personal and work life promotes well-being.</p>	<p>Lifelong learning fosters career-life opportunities.</p>
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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

Learning Standards (continued)

Curricular Competencies	Content
<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 	<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

Big Ideas – Elaborations

- **Career-life choices:**

Sample questions to support inquiry-based learning:

- 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?
- What evidence of learning both in school and out of school best represents development of our competencies?

- **Career-life decisions:**

Sample questions to support inquiry-based learning:

- 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?

- **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:**

Sample questions to support inquiry-based learning:

- 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?

- **reciprocal relationships:** with family, peers, and community members

- **Finding balance:**

Sample questions to support inquiry-based learning:

- 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:**

Sample questions to support inquiry-based 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?

Curricular Competencies – Elaborations

- **personal and public profiles:** taking into consideration:
 - personal versus public contexts
 - digital and face-to-face contexts
 - various audiences being addressed
 - social and peer group interactions and the potential loss or gain of reputation/opportunities/status
 - the importance of both verbal and non-verbal communications in interviews and presentations
- **risks:** considering:
 - levels of privacy in social media
 - what encompasses appropriate content
 - permanency of digital uploads
 - negative public images and their potential for loss of scholarships, employment, reputation, and social status
- **personal and employment networks:** for example, among family members, friends; within religious organizations, local community, sports teams, local First Peoples community youth organizations
- **mentor:** The role of a mentor is often performed by the Career-Life Education educator. Mentors play an important role in helping students with career-life development, including exposure to possibilities, planning, decision making, and finding emerging opportunities.
- **supportive community:** 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
- **reciprocal influences:** how internal and external factors – including personal, social, economic, environmental, and global – interact to inform our choices
- **environments:** may include personal, community, education, and workplace contexts
- **career-life roles:** including personal, family, student, community, and employment

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 Education educator.
- **strategies for maintaining well-being:** for example, stress management, mindfulness practices, awareness of digital presence/footprint and how it can influence self-esteem and anxiety
- **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
- **competencies:** See Core Competencies at <https://curriculum.gov.bc.ca/competencies>
- **employability skills:** For example, see <https://www.conferenceboard.ca/spse/employability-skills.aspx>
- **essential skills:** For example, see <https://www.canada.ca/en/employment-social-development/programs/essential-skills/profiles/guide.html>
- **appropriate workplace behaviour:** including:
 - respectful interactions
 - work ethic
 - appropriate use of technology
 - workplace etiquette
- **workplace safety:**
 - injury prevention and safety protocols, such as WHIMIS, PPE, safety training, WorkSafeBC
 - BC Employment Standards
 - occupational health and safety rights and responsibilities
 - harassment prevention
- **inclusive practices:** 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
- **different worldviews:** 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
- **diverse perspectives:** attitudes of people according to their gender, race, sexual orientation, diverse abilities
- **personal networking:** accessing support networks to continue exploring career-life opportunities; for example, family, school, community, peers
- **employment marketing:** for example, resumé, cover letter, cold calls, social media, interviews, application forms, accessing employment networks
- **personal:** for example:
 - family values, dynamics, and expectations
 - friends
 - community membership

Content – Elaborations

- **environmental:** for example, climate change, impact on ecology, sustainability, stewardship
- **land use:** 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.
- **cultural influences:** on the nature of an individual's contributions, roles, values, duties
- **value of volunteerism:** for example, develops self-esteem, resilience, social responsibility, connections, and practical workplace skills and provides opportunities for service learning; contributes to community
- **career-life development research:** related to diverse career-life roles; for example, post-graduation options, personal passions, work, family, education, volunteerism
- **methods:** including both digital and non-digital formats; for example, learning profile, portfolio, blog, anthology, archives, dossier, docket, journals, videos
- **financial planning:** for example, budgeting for post-graduation career-life options and entrepreneurship; considering influence on work-life balance decisions
- **pre- and post-graduation opportunities:** such as extracurricular activities, volunteerism, travel, passion projects; includes course and program selection related to post-graduation plans
- **local and global labour and market trends:** for example, employment opportunities in many contexts, emerging opportunities, community needs, declining occupations, specialized training requirements