

# Career-Life Education and Career-Life Connections in the Graduation Years — Questions and Answers

## 1. ***What's new about Career Education K-12?***

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Career Education now spans Kindergarten through Grade 12. It consists of a career-life focus, where students learn how to set personally meaningful goals, recognize and cultivate relevant opportunities and supportive relationships, and continually re-evaluate and revise their plans in support of their development as educated citizens.

## 2. ***What's new about Career Education in the graduation years?***

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“Career development is the lifelong process of managing learning, work, leisure, and transitions in order to move toward a personally determined and evolving preferred future.”  
*Canadian Standards and Guidelines for Career Development Practitioners (2012).*

As students enter their graduation years (grades 10-12), purposeful career-life development that is personalized and relevant will help guide their post-graduation plans for their preferred futures. A cohesive approach offered by Career-Life Education (CLE) and Career-Life Connections (CLC) throughout the secondary years provides opportunities for students to pursue their career-life development journey in personally meaningful and goal-oriented ways.

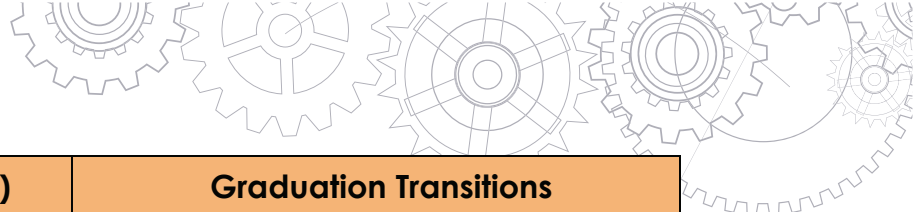
For more details see the [Career Education 10-12 Guide](#).



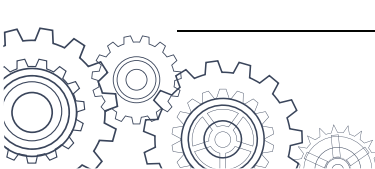
### 3. What is the difference between CLE and Planning 10, or CLC and Graduation Transitions?

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Career-Life Education (CLE)	Planning 10
<p>Focused on:</p> <ul style="list-style-type: none"><li>○ Rich, intensive learning intended to be offered as enrolled courses within the timetable and during the graduation years (Grades 10-12)</li><li>○ Gaining a deeper understanding of themselves as learners and growing their career-life management skills</li><li>○ Developing a student-mentor relationship, typically fostered between the student and the teacher-educator; teacher-mentors guide students as they refine their career-life development goals for personal, educational, and work-related contexts through experiential learning, cultivating community connections, gathering authentic evidence of learning, reflecting on their learning in and out of school, and self-assessing their Core Competency development</li></ul>	<p>Focused on:</p> <ul style="list-style-type: none"><li>○ Developing plans for successful learning in the Graduation Program</li><li>○ Exploring a wide range of post-secondary education and career options</li><li>○ Thinking critically about health issues and decisions</li><li>○ Developing financial literacy skills related to pursuing education and career goals</li></ul>



<b>Career-Life Connections (CLC)</b>	<b>Graduation Transitions</b>
<ul style="list-style-type: none"><li>○ Rich, intensive learning intended to be offered as enrolled courses within the timetable and during the graduation years (Grades 10-12)</li><li>○ Offers students a personal application of their career-life management skills, while exploring themselves, their life journey, and their graduation plans</li><li>○ Students reflect on their journey so far and take stock, while determining what is next.</li><li>○ Graduation requirement comprised of 4 credits</li><li>○ Students who successfully complete receive a percentage and grade</li><li>○ Students are required to complete 30 hours or more of career-life exploration, which encompasses a multitude of options</li><li>○ Students complete a capstone, a rigorous learning opportunity that allows them to reflect and share in personally meaningful ways as they demonstrate knowledge, competencies, and passions while integrating personal interests and strengths with preferred future possibilities</li><li>○ Key to CLC is the student-mentor relationship, typically fostered between the student and the teacher-educator; teacher-mentors guide students as they refine their career-life development goals for personal, educational, and work-related contexts through experiential learning, cultivating community connections, gathering authentic evidence of learning, reflecting on their learning in and out of school, and self-assessing their Core Competency development</li><li>○ CLC is exemplified by the degree of student agency – here, students put into action the skills, competencies, and content learned in CLE and throughout Career Education K-9</li><li>○ Focus is on career-life development, with recognition that the “life” and “career” components are equally valued</li></ul>	<ul style="list-style-type: none"><li>○ Offers a non-enrolled course experience outside the timetable</li><li>○ Focus on career development planning, specifically transition activities</li><li>○ Graduation requirement comprised of 4 credits</li><li>○ Students who successfully complete receive “Requirements Met”</li><li>○ Students are required to complete 30 hours of work experience/ volunteerism/community service</li><li>○ Students participate in at least 150 minutes of physical activity per week in each of grades 10, 11, and 12</li><li>○ Students participate in transition planning, while exploring personal and career goals, culminating in a Grade 12 presentation</li></ul>





#### 4. **Can any of the following satisfy the career-life exploration (30 hours or more) requirement for CLC?**

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- Prior paid and unpaid work experience/volunteerism/community service
- Completion of Work Experience 12A or 12B, or Industry Trade Authority (ITA)-related programs such as Youth Work in Trades 11 or 12
- Learning completed to earn credits for Workforce Training Certificates 12
- Service-learning opportunities, both teacher-arranged and/or student-arranged, both within the school environment and out in the community

Yes, in some instances it may be determined locally that some career experiences outside of CLC may satisfy the career-life exploration requirement. The *career-life exploration* component may take place before or during CLC. Note: students are expected to “engage in, reflect on, and evaluate career-life exploration,” as per the CLC curriculum, and this experiential learning is “intended to expand and/or deepen student exposure to career-life possibilities.” The *career-life exploration* component focuses on student needs and interests and connects to plans for post-graduation. As such, the experiential learning opportunities are student-selected rather than teacher-driven, and should include ongoing reflections related to student-developed, targeted learning goals in support of their lifelong learning journey. In this way, the *career-life exploration* component can be a key opportunity for students to continue to take ownership of and further their role as lifelong learners, transitioning into young adulthood while developing supportive community connections related to their preferred futures post-graduation.

With guidance from their teacher-mentor, students may propose and justify prior specific experiential learning – such as prior paid or unpaid work experience/volunteerism/community service, Work Experience 12A or 12B, ITA-related programs such as Youth Work in Trades 11 or 12, and relevant service-learning opportunities – as connected to personal goals for post-graduation, and may choose these experiences to guide and focus their personalized reflections and their career-life planning and goal-setting conversations. However, it’s recommended to determine within CLC whether paid or unpaid work/volunteer/community service (for example, Work Experience, Youth Work in Trades, leadership or service learning) will be relevant as a student’s *career-life exploration* option. With guidance from the teacher-mentor, this will ensure that the intent of this learning component and its critical link to purposeful career-life development remains personalized to each student, with clear linkages to personal interests and goals for post-graduation.

**Note:** *Workforce Training Certificates 12 does not satisfy the requirements for the career-life exploration component of Career-Life Connections.*



**5. Can the hours accrued during any type of CLC placement be used for partial fulfillment of the requirements for Work Experience (WEX) or Youth Work in Trades (WRK)?**

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The hours accrued in the *career-life exploration* component of CLC can only be used to meet the requirements of the *career-life exploration* component of CLC; they cannot be used for partial fulfillment of the requirements for ministry-authorized WEX 12A or 12B, or WRK 11/12.

**6. Do students require WorkSafeBC coverage to engage in the career-life exploration (30 hours or more) expectation for CLC?**

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Students who choose unpaid work experience, volunteering, and/or community service for their *career-life exploration* component of CLC receive WorkSafeBC coverage as “workers of the Crown,” provided that all requirements are met, as outlined in the [Career-Life Connections and WorkSafeBC Coverage Policy](#) and the [Work Experience Order](#). Students who choose other options for their career-life exploration should work with their teacher-mentor to ensure a safe experiential learning environment. Legal and liability requirements differ depending on the experiential option selected. Educators should work with their school districts and board authorities to determine how best to ensure student safety and protection and to inform students and parents/guardians of requirements. More information can be found in Appendix B of the [Career Education 10-12 Guide](#), and in the [Work Experience Program Guide](#).

For prior paid employment, students must provide verification that they are currently or were previously working at a site where WorkSafeBC coverage was provided.

**7. Can “Requirements Met” be applied to any of the credit options for CLE or CLC?**


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As with all graduation program courses, students who successfully complete CLE and/or CLC receive a percentage and letter grade. See the [B.C. Graduation Program Implementation Guide – Grades 10 to 12](#) for further details.

**8. What will be the funding model for CLE and CLC? Will staffing resources be provided for CLC?**

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Both CLE and CLC are considered courses on par with all other curricula and receive funding accordingly. Staffing for CLC and CLE is determined locally, as is maximum and minimum enrollment. However, the intent of both CLE and CLC is that both are offered as enrolled courses within the timetable. As the rigour of learning standards of CLC and CLE are reflective of similar graduation-level courses, it is recommended that they be treated as such.



## 9. **How can Grade 12 students who have not taken Career-Life Education still pursue meaningful career-life development in Career-Life Connections?**

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The 2019/20 school year is the first year implementing CLC. Schools and districts are demonstrating flexibility in providing rich learning opportunities that include all aspects of CLC, including the capstone and the *career-life exploration* component. For students who may have missed the formal *self-assessment and reflection* component of the [Student Reporting Policy](#) (2016) for K-9, school communities will be at various stages in implementing formal self-reflection options for students. It is understood that school communities will continue to develop methodologies to further develop and hone student self-reflective skills and processes.

## 10. **Will there be information sessions and/or professional learning opportunities to support the implementation of CLE and CLC?**

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Schools are implementing both CLE and CLC in innovative and diverse ways, tailored to their local needs and preferences. To assist with curriculum implementation, several Career Education resources are available on the Ministry of Education [Curriculum](#) website. In addition, the following resources may be of use:

- [Career-Life Connections and WorkSafeBC Coverage Policy](#)
- [Career Education 10-12 Guide](#) (pdf)
- Career Education curriculum [Introduction](#) and [Goals and Rationale](#)
- Guide to [Supporting the Self-Assessment and Reporting of Core Competencies](#) (pdf)
- [Career Education 10-12](#) webinar, hosted by the BC Principals' and Vice-Principals' Association
- Samples and frameworks for both the capstone and the *career-life exploration* component have been added to the finalized version of the [Career Education 10-12 Guide](#), to be released in the autumn of 2019

## 11. **Will there be exemplars/illustrations of meaningful career-life development practices and delivery models for diverse secondary settings?**

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The [Career Education 10-12 Guide](#) includes:

- Examples of diverse delivery models for CLC and multiple frameworks of approach for capstone projects
- Illustrations of career-life exploration options and capstone samples



## **12. Are there any digital or paper-based learning resources recommended for CLE and CLC?**

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The redesigned curriculum was developed with greater flexibility in mind, promoting a deeper understanding and application of knowledge, rather than the memorization and recall of facts. Open, flexible teaching and learning environments offer personalized learning opportunities for students, enabling them to develop skills while exploring passions and interests, and for educators, allowing them to explore new teaching possibilities. To encourage and honour this flexibility, the ministry no longer endorses or recommends learning resources.

## **13. How should the capstone be evaluated? Will there be a sample evaluation rubric for marking the capstone?**

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Capstone examples are included in the [Career Education 10-12 Guide](#). Examples emphasize the value of formative assessment, highlight the importance of ongoing feedback, and provide suggestions for summative evaluation.

## **14. How can students find a mentor outside the classroom?**

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The role of a mentor begins with the Career-Life Connections educator. Teacher-mentors play an important role in helping students with career-life development, including planning, decision making, providing exposure to possibilities, and finding emerging opportunities. The teacher-mentor's role may include:

- cultivating relationships
- facilitating discussions
- providing focused and meaningful career-life guidance
- supporting the gathering of authentic evidence for and advising on capstone development
- encouraging and facilitating regular self-assessment in the Core Competencies
- collaborating with school-based colleagues and community members to support career-life learning opportunities and to assist students in accessing resources pertinent to their chosen capstone experience
- providing descriptive feedback, supporting Core Competency development, monitoring learning progress, and celebrating successes



## **15. What's the difference between a teaching role and a mentoring role?**

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CLE and CLC (including capstone) are student-driven, with the teacher-mentor both facilitating learning and providing mentorship. Student questions are key for driving mentoring conversations. Both CLE and CLC are focused on developing and enhancing:

- student flexibility and ownership of learning
- communication, interpersonal, decision-making, and problem-solving skills
- student exploration of personal preferred futures

## **16. How are CLE and CLC connected to Work Experience (WEX) 12A and 12B, Industry Trade Authority (ITA) programs, dual credit, and Distance Learning?**

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Students have multiple opportunities to explore career-life options for preferred futures. CLE and CLC provide the background and theoretical underpinnings for career-life development. The offerings outlined below provide hands-on opportunities for students to put their CLE and CLC learning into action:

- WEX 12A and 12B offer students the ability to explore their passions and interests by taking part in unpaid work experience at a venue of their choice.
- ITA programs, such as Youth Work in Trades (WRK) 11 and 12, enable students to begin to accrue apprenticeship hours with the ITA, moving them along the path toward certification in a multitude of trades.
- Dual credit opportunities are offered through the External Credentials Program. Under this umbrella, students can earn external credentials by taking courses, programs, or activities that fall outside the normal B.C. curriculum. Youth Train in Trades, offered in conjunction with the ITA, enables students to gain external credentials, while also earning credits from post-secondary institutions. Students take these courses either at their secondary school or at the post-secondary institution.
- Distance Learning is the platform from which students may access various aspects of their learning.

As in all areas of learning, students may be able to draw from the learning done in these courses for incorporation within their capstone.

## **17. Does CLC count toward the required 16 credits for Grade 12?**

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Yes. From the 2019/20 [B.C. Graduation Program: Handbook of Procedures](#), “Career Life Connections can be used toward the requirement of at least 16 credits at the Grade 12 level” (pg. 34).





## **18. Do CLC and CLE count as electives in order to help satisfy the required number of elective courses?**

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No. As outlined in the [B.C. Graduation Program Policy Guide](#), of the 80 credits students require for graduation, CLE and CLC are part of the 52 credits of required courses, and therefore cannot be used to help meet the requirement of at least 28 elective credits at the Grade 10, 11, and 12 level.

## **19. What types of learning opportunities can be made available to students in CLE and CLC?**

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As with all the redesigned curriculum, student-driven learning opportunities are emphasized. However, within CLC (including capstone), student agency is especially pertinent, as students personally apply the career-life management skills acquired in CLE and throughout their school years. As teacher-mentors, educators can support and facilitate personalized opportunities for students to explore, engage with, and reflect on their personal passions and interests, while guiding learning through ongoing mentor-student conversations, self-reflection, and self-assessment. Mentors encourage students by offering individually focused feedback and by helping each student recognize key insights and share their own learning journeys through the capstone project.

## **20. As delivery models are flexible for CLE and CLC, in what formats might CLE and CLC be offered?**

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CLE and CLC have been developed with the intent that they will be offered as enrolled courses within the timetable. The redesigned curriculum supports and encourages personalized and flexible learning opportunities for students. The CLE and CLC curricula are designed to help students learn how to effectively manage their life journey toward several possible preferred futures. Through purposeful career-life development, students learn to recognize their evolving interests and strengths, refine their learning goals, and apply this self-knowledge to exploration of post-graduation possibilities in diverse education, work-related, and personal life contexts. Delivery models should offer the curricula in a manner that best supports student growth and development, while considering how schools can provide meaningful career-life development across the secondary years with the support of mentors who know their students well.

**Note:** Both CLE and CLC are not intended as substitutes for Career Education in other secondary grades. It is expected that all learning standards for Career Education 9 will be met in addition to those of CLE and CLC.