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

**BIG IDEAS**

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| **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**

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| **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)**

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| **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 CONNECTIONS Big Ideas – Elaborations** |
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| * **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 CONNECTIONS Curricular Competencies – Elaborations** |
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| * **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 CONNECTIONS Content – Elaborations** |
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| * **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 |