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

**BIG IDEAS**

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

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  Examine   * 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   Interact   * 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   Experience   * 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 | *Students are expected to know the following:*  Career-life development   * **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**   Connections with community   * **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 |

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

**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| Initiate   * 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 | Career-life planning   * **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** |