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

**BIG IDEAS**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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**

|  |  |
| --- | --- |
| **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)**

|  |  |
| --- | --- |
| **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**
 |