Introduction to Career Education

The Career Education curriculum supports students in the process of becoming successful, educated citizens by providing them with opportunities to explore a variety of careers and options for their future. Career Education helps students to discover a bridge between classroom learning and workplace and post-secondary realities, and is intended to make their learning meaningful and relevant.

Career Education K–12 is a redesigned provincial curriculum that focuses solely on the competencies and content required for career development. In the past, Career Education was part of the Health and Career Education (HACE) K–9, Planning 10, and Graduation Transitions programs. The review of all curricular areas has resulted in the health curriculum being combined with physical education to create a new, holistic Physical and Health Education curriculum. The career components of Health and Career Education, Planning 10, and Graduation Transitions have been re-envisioned as the Career Education K–12 curriculum.

Career Education is a process that recognizes three major phases of career development—Foundation and Awareness, Exploration, and Experience and Application. The connection between grade levels and phases is one of emphasis—many high school students will still need to focus on awareness or exploration for example. Students will transition through each phase based on their personal development and community context.

K–5 Foundation and Awareness

In K–5, students develop an awareness of their personal interests and strengths, and the roles and responsibilities of family, school, and community.

Grades 6–9: Exploration

In Grades 6–9, students explore concepts such as identity, leadership, personal planning, and transferable skills. As students build on the foundation developed from their experiences in K–5, they begin to explore in greater depth their skills and passions, and begin to determine possible routes to their goals.

Grades 10–12: Experience and Application

As students move through Grades 10–12, they further refine their understanding of the links between personal development and their career decisions. They consider regional and global trends to reflect on career possibilities, refine their understanding of safety requirements associated with occupational areas and related technologies, and further develop and refine their understanding of career possibilities through planning, practice, and application of competencies and knowledge.
Students may explore and experience various career options before they discover the most appropriate and meaningful direction for them. For some students, a successful transition will involve a direct path to further education, while for others it will involve a direct path to the world of work. During these years, students will develop their transition plans, which may include workplace experience and a final capstone project.

Design of the Career Education curriculum

Big Ideas
The Big Ideas represent what students are expected to understand as a result of their learning — the “Understand” component of BC’s learning model. Collectively, the Big Ideas progress in both sophistication and degree of connection to the lives of students throughout the curriculum. The examples below show how the Big Ideas about personal development and connections to community advance as students progress through the curriculum.

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<td>Learning is a lifelong enterprise.</td>
<td>Exploring our strengths and abilities can help us identify our goals.</td>
<td>New experiences, both within and outside of school, expand our career skill set and options.</td>
<td>Reflecting on our preferences and skills helps us identify the steps we need to take to achieve our career goals.</td>
<td>Successful career and education paths require planning, evaluating, and adapting.</td>
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<td>Strong communities are the result of being connected to family and community and working together toward common goals.</td>
<td>Family and community relationships can be a source of support and guidance when solving problems and making decisions.</td>
<td>Our attitudes toward careers are influenced by our view of ourselves as well as by our friends, family, and community.</td>
<td>The value of work in our lives, communities, and society can be viewed from diverse perspectives.</td>
<td>A network of family, friends, and community members can support and broaden our career awareness and options.</td>
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Curricular Competencies
Curricular Competencies are action-based statements that reflect the “Do” component of the curriculum model and identify what students will do to demonstrate their learning. The Curricular Competencies have been written to promote as much flexibility and creativity as possible, enabling students to explore and find multiple ways to demonstrate their learning.

The Curricular Competencies connect to the Core Competencies—Communication, Thinking, and Personal and Social. Identified and developed through provincial consultation, the Core Competencies are the intellectual, personal, social, and emotional skills that will contribute to lifelong learning. The curricular competencies in the Career Education curriculum focus particularly on the Personal and Social Competencies.
The Curricular Competencies are designed to address four themes that run through the curriculum:

- self-awareness
- working with others (collaboration and communication)
- career knowledge and awareness
- career planning

### Self-awareness

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<td>Identify and appreciate their personal attributes, skills, interests, and accomplishments</td>
<td>Identify and appreciate their personal attributes, skills, interests, and accomplishments and their growth over time</td>
<td>Recognize their personal preferences, skills, strengths, and abilities and connect them to possible career choices</td>
<td>Use self-assessment and reflection to develop awareness of their strengths, preferences, and skills</td>
<td>Use self-assessment and reflection to consider their post-graduation goals and plans</td>
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### Working with others

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<td>Share ideas, information, personal feelings, and knowledge with others</td>
<td>Recognize the intersection of their personal and public digital identities and the potential for both positive and negative consequences</td>
<td>Question self and others about how their personal public identity can have both positive and negative consequences</td>
<td>Recognize the impact of personal public identity in the world of work</td>
<td>Recognize the influence of their communication skills and digital footprint on job-seeking</td>
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### Career knowledge and awareness

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<td>Recognize the importance of learning in their lives and future careers</td>
<td>Demonstrate respect for differences in the classroom.</td>
<td>Appreciate the importance of respect, inclusivity, and other positive behaviours in diverse, collaborative learning, and work environments</td>
<td>Recognize and explore diverse perspectives on how work contributes to our community and society</td>
<td>Demonstrate ethical behaviour, equality, and equity within a work environment</td>
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## Career planning

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<td>Set and achieve realistic learning goals for themselves</td>
<td>Set realistic short- and longer-term learning goals, define a path, and monitor progress</td>
<td>Set realistic short- and longer-term learning goals, define a path, and monitor progress</td>
<td>Recognize the influence of curriculum choices and co-curricular activities on career paths</td>
<td>Create, evaluate, adjust, and present a career and education plan, including a financial plan</td>
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## Content

The Content learning standards reflect the “Know” component of the learning model and are stated as topics. The Content acts as both a supporting structure intended to assist students in demonstrating the Curricular Competencies and a foundational element leading students to the Big Ideas.

The content of the Career Education curriculum is organized under two headings in K-5: Personal Development and Connections to Community. Starting in Grade 6, a third heading is added to focus on the development of graduation plans: Life and Career Plan.

## Important Considerations

### Aboriginal perspectives

Aboriginal perspectives are embedded in all grades in the Career Education curriculum to build a greater understanding of First Peoples Principles of Learning. The Big Ideas, Curricular Competencies, and Content support exploration of one’s identity, the roles and responsibilities of the community, and the value of well-being of the self, the family, and the community.

### Focus on problem-solving and decision-making

Throughout the Career Education curriculum, students explore the relationships between personal choices and decisions, examine how family and community can support problem-solving and decision-making, and investigate career options so they can make informed decisions.

### Safety

Safety is an important consideration at home, at school, in daily life, and in the workplace. In the BC Education system, safety is addressed at all levels. The School Act, under “Safe and Caring School Communities,” speaks to policies, procedures, and practices that promote school safety. Beyond the provincial policies, safety is addressed specifically at various levels and in various areas of learning within the BC provincial curriculum.

- In the BC K–9 curriculum, learning standards at several grade levels in Physical and Health Education and Science support safety education.
- The renewed Career Education K–12 curriculum includes safety in curricular competencies, content, and big ideas at various levels.
- Courses for Grades 10–12 developed to educate students in a specific occupations will include safety standards specific to that area of learning.