CAREER LIFE CONNECTIONS 11

Sessions #1 and #4

Mr. Carey

Mr. Archibald

Career Education – Secondary Years

- **8 Credits are dedicated to Career Education and are Required for Graduation!**

- **Career-Life Education (CLE) (Formerly Planning 10) – 4 credits**

- **Career-Life Connections (CLC) completed over grade 11 and 12 – 4 credits**

- **Students will receive a final letter grade in Career-Life Connections at the end of grade 12.**

Career-Life Development in the Secondary Years

THINGS YOU LIKE TO DO

YOUR STRENGTHS

PURPOSE

OPPORTUNITIES IN THE WORLD
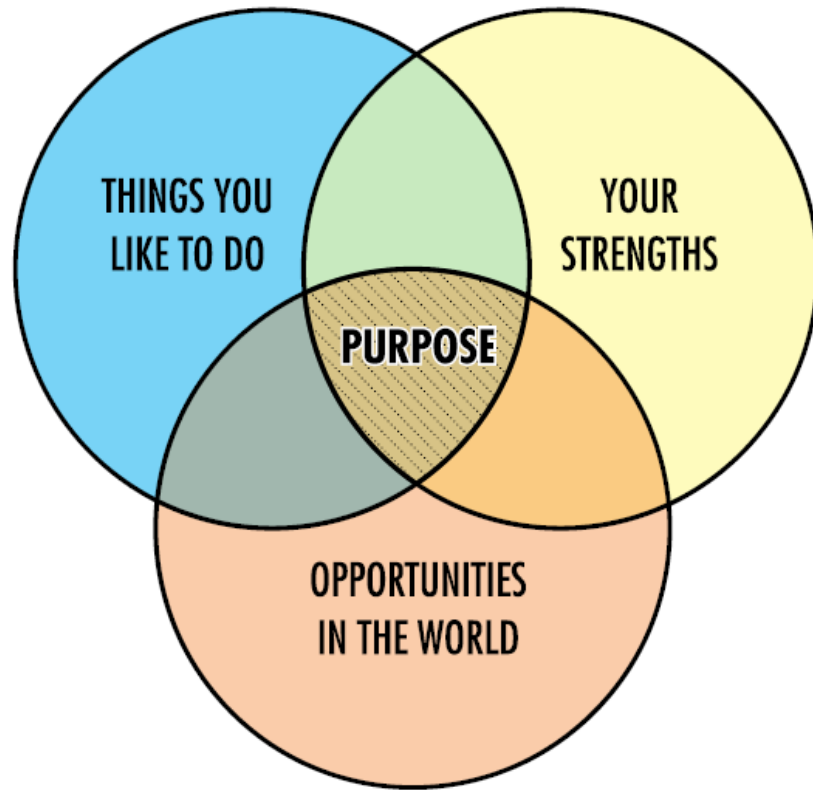
The Career Education curriculum assists students in finding where their personal interests and strengths overlap with emerging opportunities in the world.

Developing Sense of Purpose

Opportunities for Deeper Learning

How can local contexts, including sense of place, inform our career-life role choices?

Students are encouraged to grapple with authentic career-life questions.

As lifelong learners, how do we reflect on formal and informal education/work experiences to enhance our career-life development?

How do we pursue open-ended career-life goals in a rapidly changing world?

How can we use our knowledge about balance among many personal and work life roles to nurture our own well-being?

In what ways can we positively represent ourselves digitally in the global network?

Career-Life Education (CLE)	Career-Life Connections (CLC)
Expanding Understanding Students develop the career-life development knowledge, skills, and strategies needed for life's journey into adulthood.	**Personal Application** Students apply this career-life understanding to their own life journey and planning for next steps for post-graduation.
• Explore career-life roles and possibilities, and preferred futures for adult life • Examine ways to publicly represent ourselves both face-to-face and digitally • Practise inclusive and respectful interactions for various adult life contexts • Connect and engage with community • Research post-graduation options	• Deepen career-life concepts and self-knowledge, considering personal preferred futures • Develop self-advocacy and marketing strategies • Employ leadership and collaboration skills • Cultivate supportive community networks and resources for post-graduation • Engage in a substantive experiential learning experience (career-life exploration) • Design, assemble, and present a capstone

Career-Life Exploration – Expectation for CLC

EXAMPLES OF CAREER-LIFE EXPLORATIONS

The Theatre Arts department seeks and trains senior students every year to be part of the lighting crew for performances and events. As part of this volunteer crew, the student decides to use this experience as his career-life exploration.

Students are inspired by their Environmental Science 11 coursework and decide that they would like to collaborate on fieldwork focused on water quality at local beaches. Their Environmental Science teacher agrees to help them by connecting with the relevant municipal agency and hosting a mini-series about water-quality testing provided by the agency.

The student has a part-time job after school. She selects this employment experience as a good fit for the career-life exploration requirement.

REFLECTING ON CAREER-LIFE EXPLORATION

The Theatre Arts department head and the student's mentor collaborate to develop the expectations for his participation in this career-life exploration, including transferrable skills of technical expertise, work ethic, and collaboration. The student records his reflections about learning, struggles, and successes in these areas at least once per week in a digital folder that is accessible and responded to by his mentor.

The agency employee, the Environmental Science 11 teacher, and the mentor co-create the expectations and assessment criteria for this field study with the students, deciding to highlight fieldwork research and record-keeping, stewardship, and public communications. Students agree to publish their findings report on the school's website after having received feedback from their Environmental Science teacher and the municipal agency.

In collaboration with her mentor, the student decides to use a journal format to record her thoughts and wonderings about her experiences on the job at least once a week. She chooses to focus on the themes of customer service and professional interactions with colleagues and her manager in her journal entries. The student uses these entries to share key learnings about the selected themes with her mentor and peers during check-in discussions in CLC.

- refers to substantive experiential learning **working/volunteering** that is intended to expand and/or deepen student exposure to career-life possibilities

- based on student needs and interests

- includes service learning, volunteerism, employment, fieldwork projects, entrepreneurship, and passion projects

Capstone – Expectation for CLC
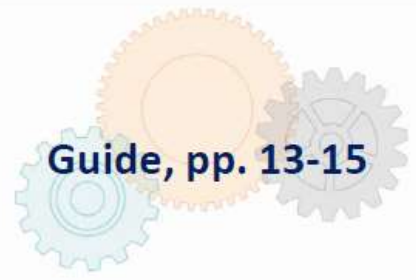
1. **Self-assessment and critical analysis**
2. **Representation and presentation**
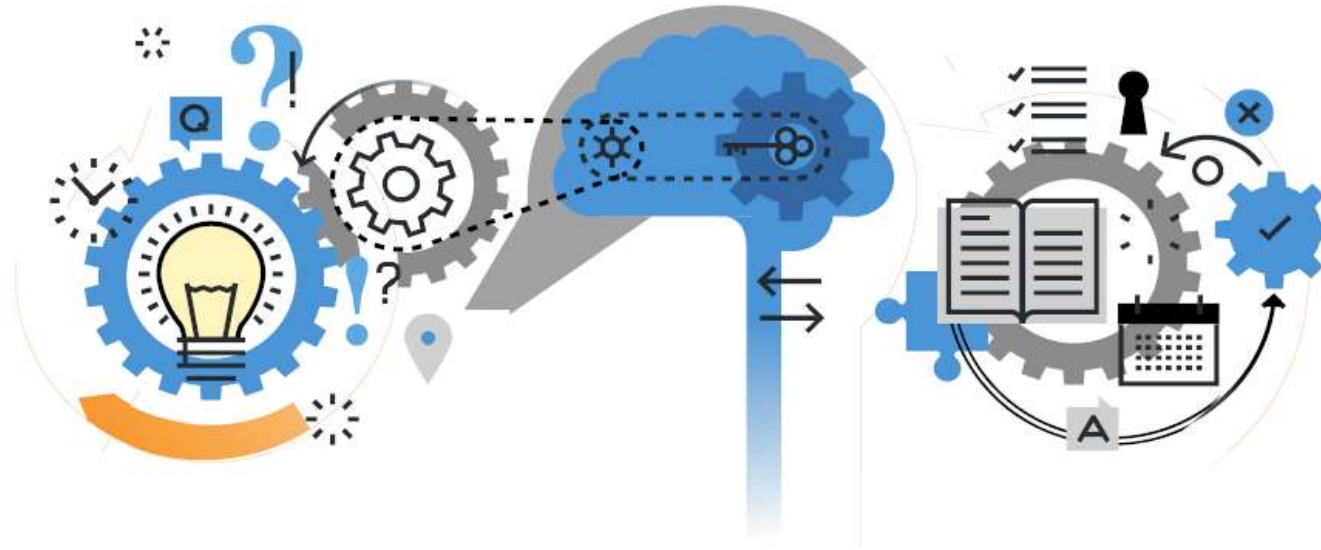
Capstone Criteria

- Represent quality and depth of learning
- Advantage the student's personal strengths and competence
- Display richness of critical analysis and synthesis
- Follow a logical sequencing of thoughts and ideas
- Demonstrate coherent organizational structure
- Connect appropriate content to the overarching theme
- Provide clear explanations of key points
- Support claims with relevant and accurate evidence
- Include compelling features to engage the audience

Capstone Criteria

Ideas for teachers and students to co-construct specific criteria for various formats

Example 1: For students who select an oral representation format such as storytelling, the criteria can encompass the elements that demonstrate proficiency in this field. Storytelling reflects the teaching and learning concepts of the First Peoples Principles of Learning and is a highly regarded traditional communication format for many First Peoples communities. Inviting a local First Peoples storyteller into the school to work with students on developing and improving their storytelling techniques, and to help co-create assessment criteria with students and teachers, is an ideal way to approach this oral representation format. Criteria in this case could include proficient use of voice, facial expression and body language, intonation, use of imagery and other narrative structures, pacing and responsiveness to audience reactions, and overall creativity of the story.

Example 2: Students hoping to pursue a particular field of study at a post-secondary institution may choose a capstone representation and showcase format that highlights their passion and strengths in that field. For example, students may choose to demonstrate their disciplinary learning and research competence through a field study approach and science display format. In consultation with experts from a post-secondary institution, teachers and students could co-create criteria, including evidence of higher-order thinking, disciplinary knowledge, and research procedures and ethics. These criteria could be used by teachers to assess the capstone representation and inform feedback from post-secondary experts who attend an exhibition of student displays.

Example 3: Students whose career-life interests include pursuing a trades program may choose to design and create a product that demonstrates their creativity, manual dexterity, and technical expertise. Criteria for this aspect of their capstone representation can include industry standards and expert input from a tradesperson in the field. In this case, students can explain how their product meets these criteria, teachers can use these criteria to evaluate this aspect of their capstone representation, and members of the industry community can be invited to share feedback.
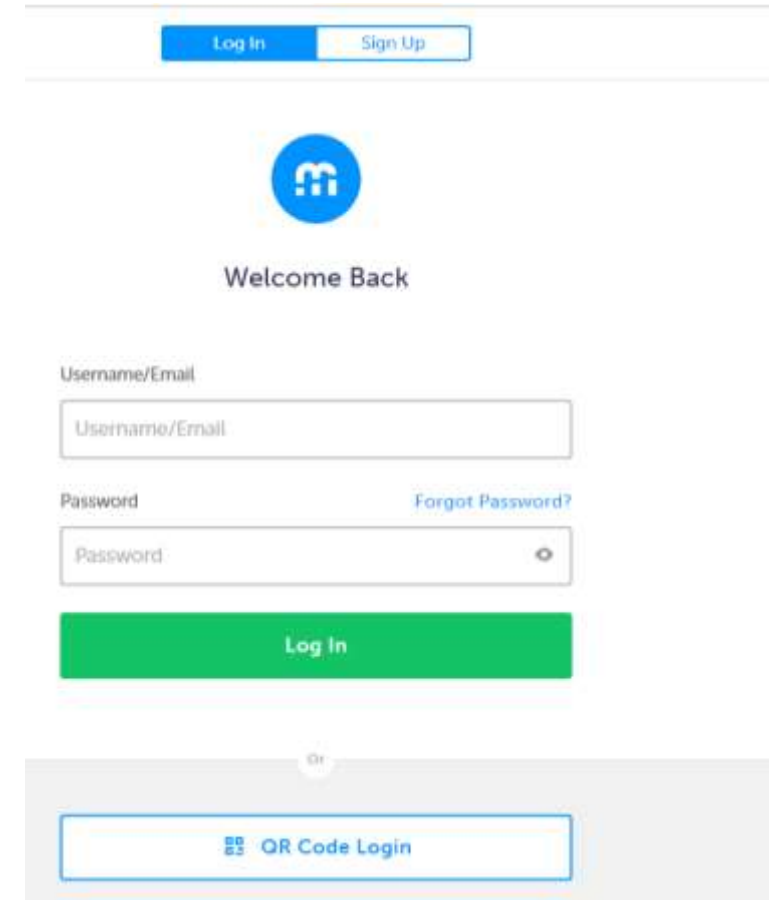
Mentorship across the secondary years fosters meaningful career-life development

Mentors play an important role in helping students with career-life development, including planning, decision making, providing exposure to possibilities, and finding emerging opportunities.

Tools Used to Collect Information for your Capstone Project

- **MyBlueprint**
  - **Should have an account set up by now!**

- **Will show you a live version of MyBlueprint**
  - **Login to your account**