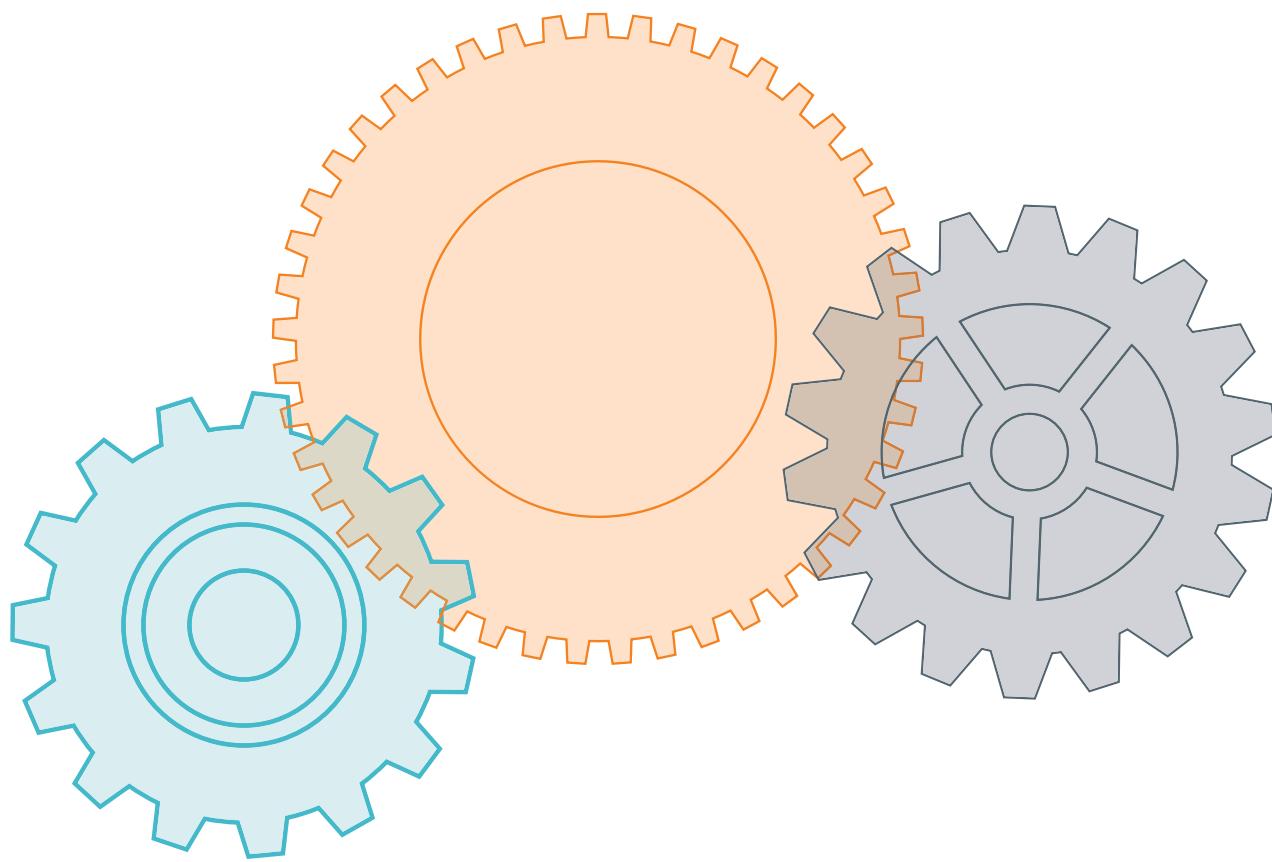


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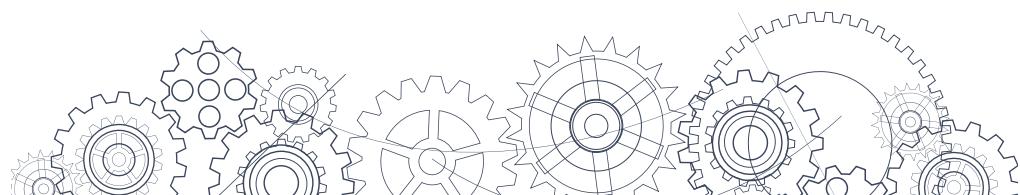
# Career Education 10-12 Guide

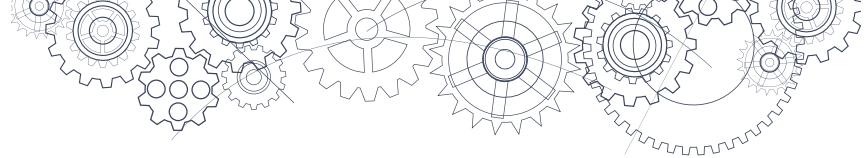
*(Overview, Delivery Examples, and Capstone)*



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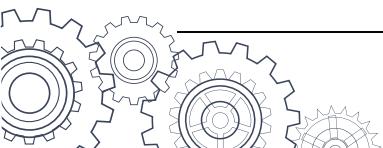
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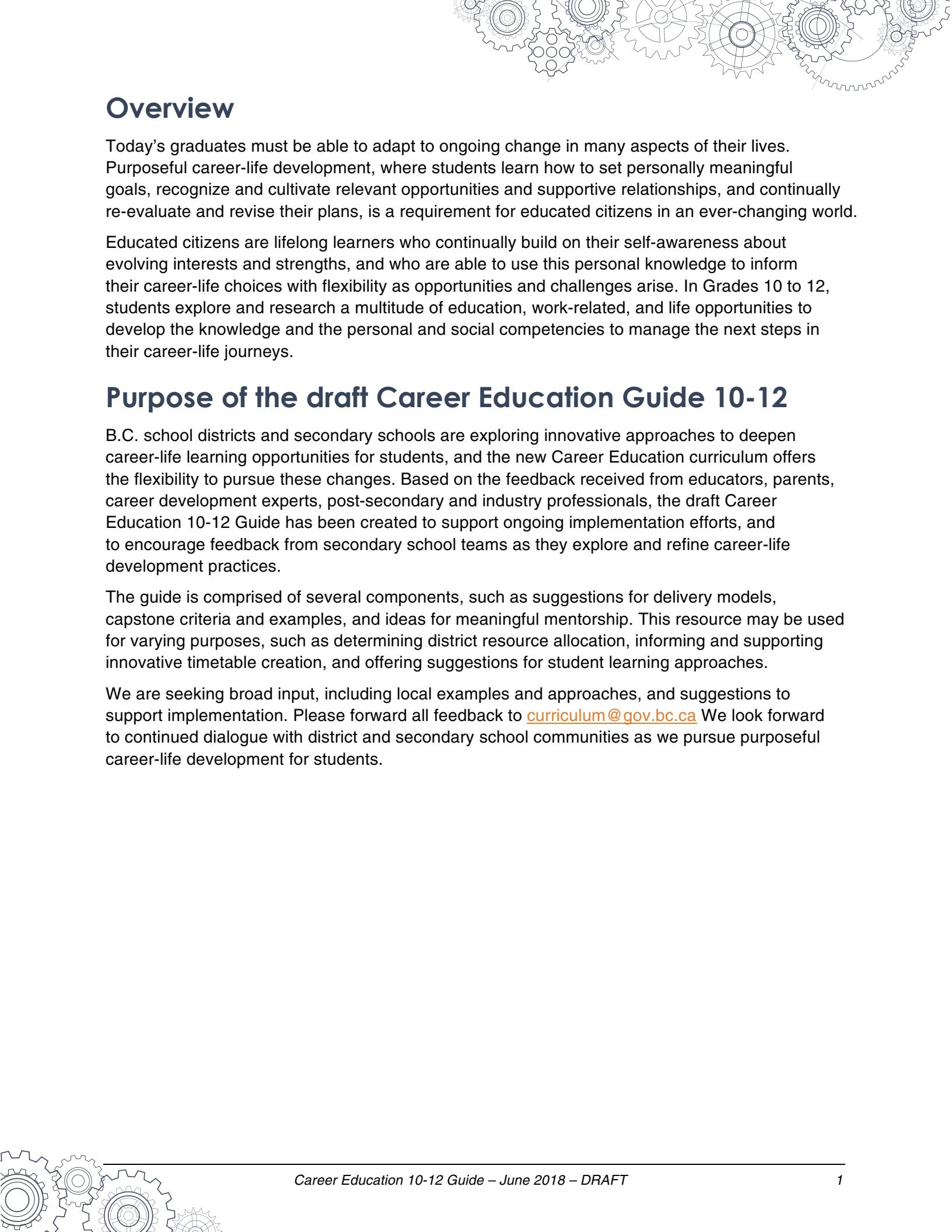




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## Overview

Today's graduates must be able to adapt to ongoing change in many aspects of their lives. Purposeful career-life development, where students learn how to set personally meaningful goals, recognize and cultivate relevant opportunities and supportive relationships, and continually re-evaluate and revise their plans, is a requirement for educated citizens in an ever-changing world.

Educated citizens are lifelong learners who continually build on their self-awareness about evolving interests and strengths, and who are able to use this personal knowledge to inform their career-life choices with flexibility as opportunities and challenges arise. In Grades 10 to 12, students explore and research a multitude of education, work-related, and life opportunities to develop the knowledge and the personal and social competencies to manage the next steps in their career-life journeys.

## Purpose of the draft Career Education Guide 10-12

B.C. school districts and secondary schools are exploring innovative approaches to deepen career-life learning opportunities for students, and the new Career Education curriculum offers the flexibility to pursue these changes. Based on the feedback received from educators, parents, career development experts, post-secondary and industry professionals, the draft Career Education 10-12 Guide has been created to support ongoing implementation efforts, and to encourage feedback from secondary school teams as they explore and refine career-life development practices.

The guide is comprised of several components, such as suggestions for delivery models, capstone criteria and examples, and ideas for meaningful mentorship. This resource may be used for varying purposes, such as determining district resource allocation, informing and supporting innovative timetable creation, and offering suggestions for student learning approaches.

We are seeking broad input, including local examples and approaches, and suggestions to support implementation. Please forward all feedback to [curriculum@gov.bc.ca](mailto:curriculum@gov.bc.ca) We look forward to continued dialogue with district and secondary school communities as we pursue purposeful career-life development for students.

# Introduction

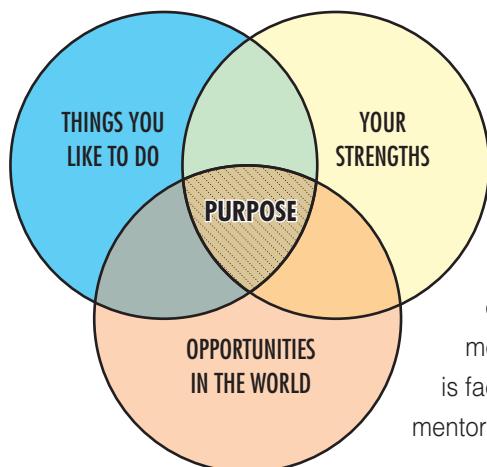
A person's career is considered their "journey" through life, and Career Education in the 2018 Graduation Program encourages students to pursue this journey in personally meaningful and goal-oriented ways. In Career-Life Education (CLE) and Career-Life Connections (CLC), students learn how to effectively manage their life journey toward preferred future possibilities, developing the confidence, knowledge, and competencies necessary to succeed in an ever-changing world. Eight credits are dedicated to this area of learning and are a requirement for graduation.

## Purposeful career-life development

For most people, career-life planning will not be a matter of making one major decision and living with it for a lifetime. Educated citizens in today's ever-changing world are open to multiple possibilities for the future, and are flexible and able to adapt to emerging opportunities that fit their overarching values and aspirations. The CLE and CLC curricula are designed to help students learn how to effectively manage their life journey toward several possible preferred futures. Through *purposeful* career-life development, students learn to recognize their evolving interests and strengths, refine their learning goals, and apply this self-knowledge to exploration of post-graduation possibilities in diverse education, work-related, and personal life contexts. In this way, students are able to advance toward who and how they want to be in the world.

The CLE and CLC learning standards reflect a thorough preparation for students, including:

- experiential learning and community networking
- exploration of multiple career-life roles and personal life/work balance
- flexible planning for preferred post-graduation possibilities
- reflection on their learning experiences in school and out of school
- self-assessment of Core Competency development, including methods of organizing and maintaining authentic career-life evidence
- incorporation of inclusive practices and First Peoples perspectives/worldviews
- ideas for deeper learning and open-ended discussions



## Sense of purpose

Career-Life Education and Career-Life Connections are designed to assist students in reflecting on where their personal interests and strengths overlap with emerging career-life opportunities in the world. Sense of purpose can occur where these three qualities overlap, offering possible career-life directions that are both personally meaningful and viable. This type of purposeful career-life development is facilitated by the learning standards of CLE and CLC and ongoing mentorship opportunities throughout the secondary years.

## The important role of mentors

In Grades 10-12, students refine their career-life development goals for personal, educational, and work-related contexts through experiential learning, cultivating community connections, gathering authentic evidence of learning, reflecting on their learning in school and out of school, and self-assessing their Core Competency development. Mentor(s) play a key role in this development process, and this role is often performed by the Career-Life Education and Connections teacher. The mentor's role may include:

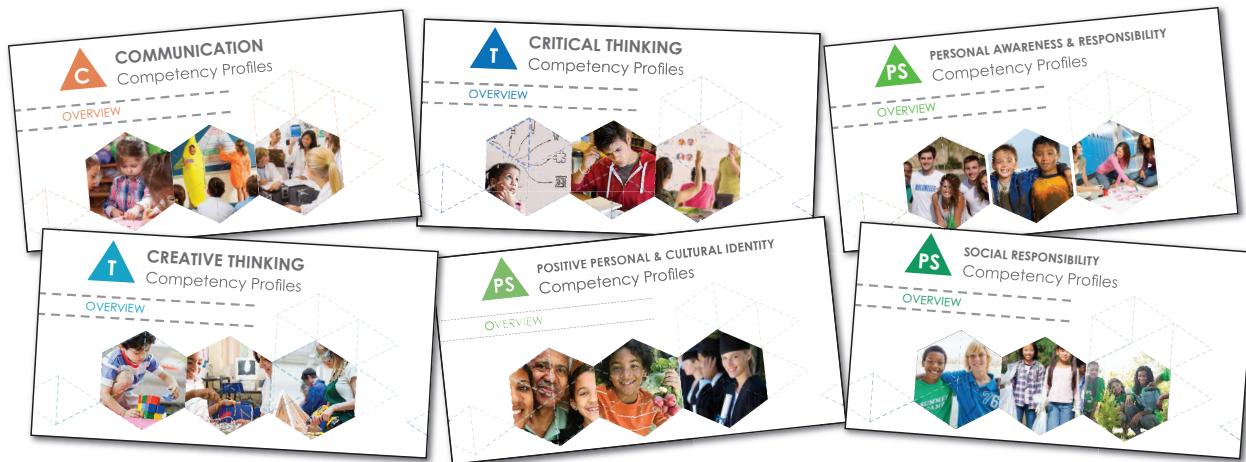


## Reflecting on learning experiences

Throughout their K-12 schooling, students develop the Core Competencies of Communication, Thinking, and Personal and Social. By “doing” the Curricular Competencies in all areas of learning, students engage in many opportunities to practise, develop, and reflect on the Core Competencies throughout their education.

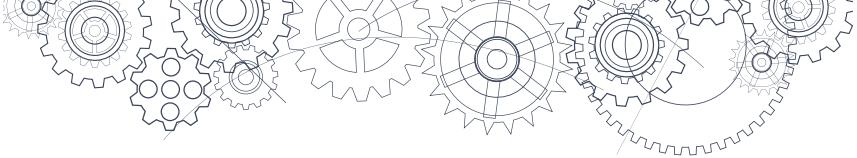


In the secondary years, Career-Life Education and Career-Life Connections provide the structure within which students gather authentic evidence of their learning in school and outside of school and self-assess regularly on the Core Competencies. Students are encouraged to highlight their strengths, accomplishments, and growth in areas of learning and experiences that are personally meaningful. The Core Competency profiles are a helpful self-assessment tool for students. The profiles describe and illustrate development in each of the Core Competencies and are written from the student’s point of view, reflecting student ownership and responsibility. For more information about the Core Competencies, visit the B.C. Curriculum website: <https://curriculum.gov.bc.ca/competencies>. For ideas on how teachers can support ongoing student reflection and self-assessment of the Core Competencies, see the Assessment Supports resource: <https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/supporting-self-assessment.pdf>.



## Deeper learning

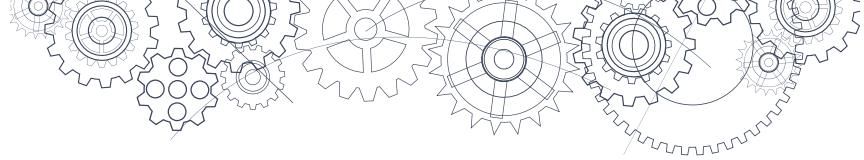
Deeper learning includes pursuing rigorous, relevant, opportunities and challenges. Being able to grapple with meaningful questions through open-ended exploration of career-life themes encourages deeper learning. In both Career-Life Education and Career-Life Connections, sample questions are provided in the Big Ideas elaborations for this purpose.



The Big Ideas and accompanying sample questions found in CLE and CLC are provided in the following tables. Teachers may find these questions helpful in designing deeper learning experiences such as collaborative projects, exploratory investigations, and discussion groups.

### Career-Life Education: Big Ideas and sample questions to support deeper learning

BIG IDEAS	SAMPLE QUESTIONS
 <p>Career-life choices are made in a recurring cycle of planning, reflecting, adapting, and deciding.</p>	 <ul style="list-style-type: none"><li>• How do we pursue open-ended career-life goals in a rapidly changing world?</li><li>• What tools and strategies can help us commit to short-term actions, while keeping us open to emerging possibilities?</li><li>• What evidence of learning both in school and out of school best represents development of our competencies?</li></ul>
 <p>Career-life decisions are influenced by internal and external factors, including local and global trends.</p>	 <ul style="list-style-type: none"><li>• How do self-awareness and knowledge of skills, talents, and challenges contribute to career-life choices?</li><li>• How can local contexts, including sense of place, inform our career-life role choices?</li><li>• In light of local and global trends, in what ways can we use our strengths, interests, and competencies to position ourselves for success?</li></ul>
 <p>Cultivating networks and reciprocal relationships can support and broaden career-life awareness and options.</p>	 <ul style="list-style-type: none"><li>• In what ways can our networks of family, peers, and community members help us develop confidence and initiative in career-life development?</li><li>• What communication and collaboration strategies can we use to broaden our networks?</li><li>• In what ways can we positively represent ourselves digitally in the global network?</li></ul>
 <p>Finding balance between personal and work life promotes well-being.</p>	 <ul style="list-style-type: none"><li>• What tools and strategies can help us maintain balance between our personal and work lives?</li><li>• In what ways can we approach career-life challenges and stressors to sustain a healthy balance?</li><li>• How can we use our knowledge about balance among many personal and work life roles to nurture our own well-being?</li></ul>
 <p>Lifelong learning fosters career-life opportunities.</p>	 <ul style="list-style-type: none"><li>• What habits of mind and attitudes help us develop as lifelong learners?</li><li>• As lifelong learners, how can we tap into our strengths, interests, and competencies when exploring potential career-life opportunities?</li><li>• How can we use experiences and reflection to foster our growth as lifelong learners?</li></ul>

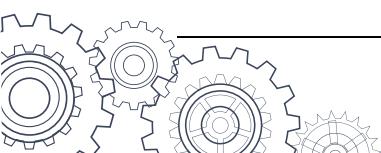


## Career-Life Connections: Big Ideas and sample questions to support deeper learning

### BIG IDEAS

### SAMPLE QUESTIONS

 <p>Career-life development includes ongoing cycles of exploring, planning, reflecting, adapting, and deciding.</p>		<ul style="list-style-type: none"><li>• How can intentional career-life development move us toward personally determined and evolving preferred futures?</li><li>• What personal tools and strategies can help us develop and commit to short-term goals and actions, while keeping us open to emerging possibilities?</li><li>• How do career-life roles and goals change throughout life?</li></ul>
 <p>Career-life decisions influence and are influenced by internal and external factors, including local and global trends.</p>		<ul style="list-style-type: none"><li>• In what ways can we integrate knowledge of self and educational/labour market realities to pursue our preferred futures?</li><li>• How can our values and passions inform career-life decision making?</li><li>• How do we respectfully navigate competing social, familial, and cultural expectations as we pursue our preferred career-life pathways?</li></ul>
 <p>Engaging in networks and reciprocal relationships can guide and broaden career-life awareness and options.</p>		<ul style="list-style-type: none"><li>• How do our communications and interactions represent who and how we want to be in the world?</li><li>• In what ways can we collaborate with people from our personal and educational/workplace networks to explore and further meaningful career-life opportunities?</li><li>• What role can mentors play in our career-life development and in advancing our career-life goals?</li></ul>
 <p>A sense of purpose and career-life balance support well-being.</p>		<ul style="list-style-type: none"><li>• During career-life transitions, what personal tools and strategies can help us achieve and maintain a positive orientation toward the future?</li><li>• How can our values and goals guide us to find meaningful balance among multiple career-life roles?</li><li>• How do we capitalize on our strengths and interests to help us make meaningful contributions in the world?</li></ul>
 <p>Lifelong learning and active citizenship foster career-life opportunities for people and communities.</p>		<ul style="list-style-type: none"><li>• As lifelong learners, how do we reflect on formal and informal education/work experiences to enhance our career-life development?</li><li>• In an ever-changing world, how do we recognize and adjust to emerging career-life opportunities?</li><li>• In what ways can our passions lead to service for our communities?</li></ul>



## Career-life exploration

Experiential learning is a process of engaging in and reflecting on direct experiences beyond traditional classroom settings. 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. Through this CLC learning standard expectation, students can further refine their career-life goals and transferrable skills. Based on student needs and interests, career-life exploration can include service learning, volunteerism, employment, fieldwork, entrepreneurship, and projects focused on an area of deep interest.

### Career-life exploration examples

Career-life exploration can involve many forms of experiential learning. Below are some examples of career-life exploration possibilities, provided as entry points for school districts and secondary schools in discussions about how they might approach this expectation flexibly and with student needs, interests, and goals in mind. These are examples only; possibilities are not limited to these:

#### 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.

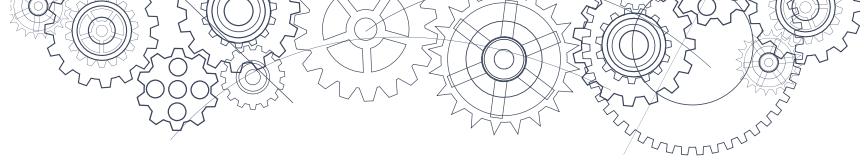


#### REFLECTING ON CAREER-LIFE EXPLORATION

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.



## EXAMPLES OF CAREER-LIFE EXPLORATIONS

The student is not sure what he would like to pursue for his career-life exploration and is finding it challenging to hone in on any particular aspiration for this purpose.



## REFLECTING ON CAREER-LIFE EXPLORATION

The student has had many conversations with his mentor over the past year. Knowing that this student is an avid soccer player, his mentor suggests connecting him with the soccer coach in an after-school program at a local elementary school to help out with skills development once a week. Using a predetermined self-reflection tool that articulates expectations for this coaching assistant role, the student self-assesses his work and has the coach sign it after each session. He shares this information with his mentor, and they use it to inform their career-life development goal-setting conversations.

The student is passionate about his cultural heritage and traditions. He decides to pursue his career-life exploration in woodworking in his local First Peoples community to learn traditional carving techniques under the guidance of an Elder or artist with this expertise.

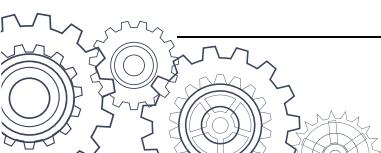


The student has been sparked by the design thinking processes she has experienced through her Information and Communications Technology coursework. She hears that a group of students is getting together at lunch once a week to explore, design, and share game apps in Ms. Smith's classroom, and she decides to join the group to learn how to design her own apps. Her mentor agrees that this experience meets the career-life exploration requirements, as long as Ms. Smith doesn't mind confirming her attendance and participation.



With permissions in place from the community, the student and his mentor determine that he will tell the story of this exploration by creating a scrapbook of photos of his carving work as it progresses, including descriptive captions, and then he will share this artifact with his mentor and CLC cohort peers.

The student and her mentor co-create the criteria for her reflections throughout this opportunity. The student suggests that they include the design thinking principles as part of the criteria. Her mentor agrees and also suggests that she reflect on what she finds exciting and challenging about this kind of work. The student develops many apps, some that fail and others that show promise. She becomes especially invigorated and passionate about this experience and later draws from it to develop her capstone with a focus on design and entrepreneurship.



# Career Education delivery models

Career Education in the secondary years provides students with the opportunity to pursue purposeful career-life development. The design of this curriculum and its flexible course credit options enable meaningful, continuous career-life exploration and preparation. Students contemplate possibilities for education, work-related, and personal life contexts as they gather authentic evidence of their growth in competencies, set learning goals based on their needs and interests, cultivate community connections, and pursue relevant next steps toward their preferred futures. Ongoing guidance from a mentor assists students in this personally meaningful career-life development process.

B.C. school districts and secondary schools are finding creative ways to structure Career Education that foster supportive relationships between mentor and students for purposeful career-life development. To facilitate district and school teams in planning for implementation of Career-Life Education and Career-Life Connections, guiding questions and delivery model examples are provided below. These are intended as starting points and to inform discussions.

- What structures, resources, and strengths in our school community can enable meaningful career-life development for students, and how do we build on these?
- How can we leverage our structures, resources, and strengths to focus on supportive teaching and learning relationships with students?
- What challenges in our school community will need to be reconsidered to better enable meaningful career-life development for students?
- How do we provide students with a mentor who knows them well and can guide them in the career-life development process across the secondary years?
- How will students be supported in ongoing exploration of ways to align their strengths and interests with career-life possibilities in education, work-related, and personal life contexts in school, out of school, and post-graduation?
- What community relationships do we currently have that can be broadened to support meaningful career-life development for youth? How do we cultivate more community networks?
- What strategies and structures do we have in place to monitor and encourage students who may require extra support with purposeful career-life development?



## Delivery model examples

### Example 1:

Across Grades 10-12, a teacher is assigned to a group of up to 30 students. Rather than meeting every day as a class during the block schedule, the teacher meets with the entire group monthly to explore, discuss, and collaborate in career-life development learning activities. Between these whole-group sessions, the teacher schedules appointments with individual students to provide them with mentorship and assistance in pursuing their personal career-life needs, interests, and goals. Additionally, students can drop in and conference with their teacher as needed at other times throughout the year. Regular attendance of students is required for the monthly whole-group sessions and the monthly individual appointments. Student progress in the Career-Life Education and Career-Life Connections learning standards and evidence of learning with accompanying reflections in Core Competency development are made available to and monitored by the teacher through a locally approved digital portfolio system. Students pursue their career-life exploration with the support of their mentor and share their capstone in various ways and to diverse audiences, depending on their career-life needs, interests, and goals.



### Example 2:

A group of up to 30 students has been assigned to a teacher during a given block in the timetable to pursue learning in Career-Life Education. The whole class attends this block for the first two to three weeks to start discussion groups and begin exploration of career-life development possibilities. Once a sense of community and classroom routines have been established, students are encouraged to work collaboratively with peers and/or independently on their personal career-life development with teacher guidance as needed.

Students have flexibility in choosing when, where, and with whom to work during that block in the timetable, if appropriate. The assigned teacher remains readily accessible and is always available during this block to provide assistance and meet with students. Additionally, the teacher monitors student progress and checks in regularly with individual students, and students drop in individually or in small groups for mentorship with their teacher throughout. This cohort of students could be assigned to the same teacher for learning in Career-Life Connections as well to sustain a meaningful mentoring relationship and to foster continued purposeful career-life development.



### **Example 3:**

Students pursue the learning standards in the following way:

- Grade 10 – Begin Career-Life Education course (2 credits)
- Grade 11 – Complete Career-Life Education course (2 credits) and begin Career-Life Connections course (2 credits)
- Grade 12 – Complete Career-Life Connections course (2 credits)

In Grade 11, students focus on career-life development exploration, discussions, and collaborative projects and inquiries during an enrolling block in the timetable with their assigned teacher.

In Grades 10 and 12, students work individually with a mentor to explore personal career-life development, focusing on growth in competencies, discussing strengths and career-life goals, and preparing and showcasing the capstone (Grade 12). Students meet with their mentor outside of a regularly scheduled block in the schedule.



### **Example 4:**

In Grade 12, a cohort of up to 30 students is assigned to one teacher to pursue the learning standards for Career-Life Connections integrated with the learning standards of another course of common interest. This integrated learning is bundled together within two back-to-back blocks of time in a semester to enable deeper learning through inquiry-based approaches. The integrated approach fosters relationship-building between students and a teacher-mentor with expertise in their area of common passion, fosters meaningful career-life exploration with community connections that the teacher has already established because of this expertise, and allows for substantial continuous time to develop their capstone.

### **Example 5:**

Career-Life Connections is integrated with two other areas of learning to create a comprehensive learning experience that connects a cohort of up to 30 students with a teacher who has expertise in their common passion. For example, students who are passionate about recreation and health are assigned to a teacher who engages them in the learning standards for Anatomy and Physiology 12, Fitness and Conditioning 12, and Career-Life Connections. They pursue this learning in three blocks of the timetable across two semesters. In this model, students benefit from developing a meaningful mentoring relationship with their teacher across time, engage in a relevant career-life exploration as volunteers at a nearby recreation centre, and develop a capstone with the support of a community of peers and a teacher-mentor who have common interests.

### Example 6:

Up to 30 students are assigned to one teacher to work on career-life development in a given block on Days 1 and 2 in the timetable. Half the students attend class with their teacher on alternating days, while the other half works on assigned tasks independently elsewhere. In other words, students alternate between face-to-face classes with their peers and teacher and independent work opportunities each day. This model could work as a blended learning model with digital learning resources as well.

### Example 7:

Students pursue the learning standards for Career-Life Connections while continuing to study in their preferred elective courses. For example, teachers design integrated offerings that combine popular areas of learning with career-life development (such as Creative Writing Career Education 12 or Culinary Arts Career Education 12) and students earn their four required credits for Career-Life Connections. In this model, students benefit from the mentorship of a teacher with expertise in their area of passion, someone who can help them cultivate supportive community networks in the field and guide them in creating a relevant capstone.



**Please note:** When considering which delivery model districts and/or secondary schools wish students to pursue for learning in CLE and CLC, educators and District staff need to ensure:

- 1. that there is a Teacher Regulation Branch certified Board of Education staff member providing the educational program including oversight and evaluation (as per the [School Act](#) and [K-12 Funding – General Policy](#))
- 2. that Ministry directives (including [Form 1701 Instructions](#)) are adhered to as well as assurance that evidence is in place to clarify/indicate how schools are providing these career courses (i.e., what does the CLE or CLC syllabus/course plan say to indicate how educational programming is provided) including any consideration of integrating with another elective course(s).

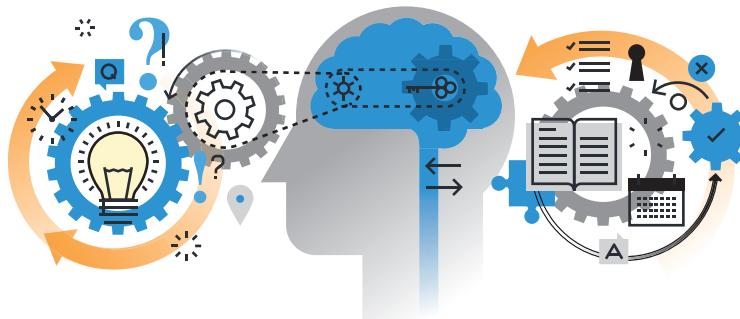
For detailed information, please contact [EDUC.Compliance@gov.bc.ca](mailto:EDUC.Compliance@gov.bc.ca).

# Capstone

The capstone is a rigorous learning opportunity for students to reflect and share in personally meaningful ways, and is a requirement for Career-Life Connections and for graduation. The purpose of the capstone is for students to demonstrate the knowledge, competencies, and passion(s) that they can offer the world, as they integrate personal interests and strengths with preferred future possibilities. It is a representation of the student's learning journey and provides an opportunity to reflect and synthesize as well as showcase and celebrate.

The capstone includes, but is not limited to, two stages:

- the preparation process – students reflect on experiences in school and out of school, assess development in the Core Competencies, and share highlights of their learning journey
- the capstone product – students design, assemble, and present a capstone



## Capstone preparation process: Self-assessment and critical analysis

In order to determine how they would like to represent themselves and their learning journey to a relevant audience, students engage in two preparation experiences under the guidance of their mentor: self-assessment and critical analysis. Students reflect on their Core Competency development and identify key insights about their learning journey (past, present, and possible futures) by drawing from the following:

- ➔ learning experiences and accomplishments from multiple areas of learning at school and in other contexts
- ➔ career-life development conversations with mentor(s)
- ➔ collected demonstrations of authentic career-life evidence
- ➔ reflections about Core Competency development
- ➔ career-life exploration – substantive experiential learning experience
- ➔ assignments, peer collaborations, inquiry learning, and so on, pursued during Career-Life Education and Career-Life Connections coursework

Learning Experience	Description
<b>Self-assessment of the Core Competencies</b>	<p>As lifelong learners, students will take stock of where they are in their learning journey at this transitional time. In preparation for this learning activity, they can reflect back on their growth as a learner by reviewing their collected demonstrations of learning and reflections about their growth in Core Competency development across the years. As they review their learning journey so far, students can gain clarity about their competency growth in areas that are personally meaningful and contemplate ways to apply this self-knowledge to next steps they hope to pursue in this journey post-graduation.</p>
<b>Critical Analysis of the Learning Journey</b>	<p>As part of the critical analysis of their learning journey (past, present, and possible futures), students will make sense of their experiences and identify key insights. Key insights are personally meaningful observations and may include “aha!” moments, learning milestones, struggles, dilemmas, uncertainties, and breakthroughs. Students are encouraged to select insights that best represent their learning journey and that they would like to share with a relevant audience.</p>

*It is crucial for students to have ownership of their Core Competency self-assessment in order to honour their identity as lifelong learners. Mentors can encourage students by focusing feedback on how well students support their self-assessment with relevant demonstrations and articulate their thinking. For example, formative prompting questions – such as “Can you describe the specific ways in which this artifact supports the Core Competency profile that you have chosen as a self-assessment?” – can guide students in refining their explanations and choices.*

*Purposeful career-life development for young people includes reflecting on what has been learned from experiences in education, work-related, and personal life contexts, as well as connecting personal career-life interests and aspirations with future possibilities. It is important for students to know that lifelong learners are not supposed to be creating the perfect story about what they have done, but sharing who they are, what is important to them, how they have learned from their struggles and mistakes, and who and how they hope to be in the future.*

*Note:* Mentors can support students in this process by helping them recognize key insights during check-in conversations across the secondary years as they arise. In addition, when educators share their own learning journey insights with students and how these helped to shape who they are today, students can become better able to recognize these insights for themselves.

## Capstone product: Representation and presentation

The capstone is an opportunity for students to showcase their strengths, passions, and learning journey to a relevant audience. As a celebration of their learning journey, students are encouraged to share successes both in school and out of school, including their reflections on Core Competency development, their contributions and aspirations, and their possible post-graduation plans. The capstone can take many different forms, depending on student needs and interests and the opportunities available in local school communities.

Learning Experience	Description
<b>Design and Assemble the Capstone Representation</b>	<p>The capstone is a synthesis resulting from the critical analysis of the student's learning journey, and it can focus primarily on a particular area of interest or include a range of relevant experiences and topics. Students will create this representation, integrating the self-assessment of the Core Competencies and key insights, and including plans for next steps in this journey.</p> <p>There are multiple ways to approach this representation. Students are encouraged to select an approach that aligns with their interests and strengths, as well as the ways in which they would like to represent themselves to a relevant audience. For example, representations may include an animated video posted online, an exhibit for display, a written report, oral storytelling, or spoken word poetry.</p>
<b>Capstone Presentation</b>	<p>Students will showcase their representation and introduce themselves as a lifelong learner at this point in their lives with a relevant audience. Opportunities to share can be informed by the nature of the representation, and may include, for example, exhibitions, inviting viewers to post comments online, or hosting a storytelling circle. Students are encouraged to consider the showcase as a celebration of learning and to find ways to share with confidence, drawing on the support of their teacher-mentor(s).</p>

**Evaluation:** The capstone is assessed by a teacher as part of the summative mark provided for CLC. Criteria for evaluation depends on the type of representation selected. Co-construction of criteria with students is one way to encourage ownership of learning and confirm understanding of expectations. (See capstone examples on pages 15 and 16 for more detail about assessment criteria.)

**Relevant audience:** To whom and in what ways students choose to showcase depends on what makes sense for their needs and interests, as well as the opportunities available in local contexts. For example, relevant audiences may include immediate family and extended family members; peers and school staff; local community members; First Nations, Métis, or Inuit community members; post-secondary educators; business and industry representatives; digital networks; and/or field experts.

**Feedback:** Students may benefit from feedback from members of the audience, including constructive feedback on the strengths of their representation and showcase. Consider helping selected audience members provide constructive feedback by supplying them with a template to complete, including prompts such as:

- What were two things that you found especially interesting and/or strong about my representation and/or showcase?
- What is one thing that I could work on for next steps?
- What did you learn and/or what questions do you have?

## Criteria for the capstone representation

When determining how to assess the capstone representation, it is important to consider common rigorous learning criteria as well as criteria that align with the format selected by the student.

Students and teachers can co-construct general criteria that apply to all capstones, as well as negotiate specialized criteria that suits the selected representation and showcase formats and corresponds with relevant authentic sources and expertise. Generally capstones:

- ➔ 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

Below are examples of how to approach specific criteria to address various capstone formats. These are provided as entry points for educators and students as they discuss options that will work for local school communities.

### 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:

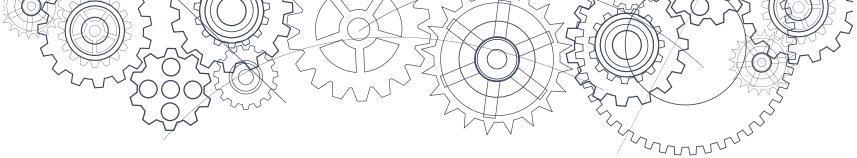
Students whose career-life interests include pursuing a trades program may choose to design and create a product that demonstrates their creativity, manual dexterity, and technical expertise. Criteria for this aspect of their capstone representation can include industry standards and expert input from 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.



## Structures to support capstone preparation

Although many students will pursue this culminating celebration of learning during their final year, meaningful preparation occurs throughout their secondary years. Career-Life Education and Career-Life Connections provide the structure within which students can make preparations, including opportunities to:

- reflect on their learning experiences both in school and out of school
- gather authentic demonstrations of growth in the Core Competencies
- engage in ongoing career-life development conversations with their mentor
- build connections with supportive community networks
- develop collaborative and self-advocacy practices
- explore multiple career-life opportunities in education, work-related, and personal life contexts



In addition, research has shown that when student capstones are well supported – at school, in the community, and at home – and developed through a “review-plan-do” model with student reflection and revision, students can benefit in the following ways:

- increased academic rigour for their final secondary school year
- increased motivation and engagement
- increased post-graduation career-life aspirations
- improved confidence and self-perceptions
- opportunities to demonstrate learning and proficiency (Hanover Research, 2013; McGill, 2012; Schwering, 2015)

School districts and schools can collaborate with teachers, mentors, and students to determine how the capstone can best be situated within local contexts. The capstone is best supported in school districts and schools where both the process for its development and product guidelines and expectations are clearly communicated and allow for student choice and creativity. Local structures for the capstone preparation process and product evaluation criteria should be clearly articulated and well supported by mentors and teachers, and scheduled time should be dedicated to ongoing mentoring relationships for purposeful career-life development.



**A FINAL NOTE:** This guide was drafted as an entry point for discussions about how to implement purposeful career-life development for students. We look forward to continued dialogue with districts to collect and share more possibilities and examples.

## References

- Hanover Research. (2013). Best Practices in Capstone Projects. Prepared for Northwest Independent School District. Retrieved from [http://www.nisdtx.org/UserFiles/Servers/Server\\_232117/File/Departments/Research/District%20Research%20Projects/BestPracticesinCapstoneProjects\\_NorthwestIndependentSchoolDistrict.pdf](http://www.nisdtx.org/UserFiles/Servers/Server_232117/File/Departments/Research/District%20Research%20Projects/BestPracticesinCapstoneProjects_NorthwestIndependentSchoolDistrict.pdf)
- McGill, P.T., (2012). Understanding the Capstone Experience through the Voices of Students. *The Journal of General Education*, 61(4), 488-504.
- Schwering, R.E. (2015). Optimizing Learning in Project-Based Capstone Courses. *Academy of Educational Leadership Journal*, 19(1), 90-104.