BRITISH COLUMBIA
Ministry of Education

BIG IDEAS

| **Career-life development** includes ongoing cycles of exploring, planning, reflecting, adapting, and deciding. | **Career-life decisions** influence and are influenced by **internal and external factors**, including **local and global trends**. | **Engaging in networks** and **reciprocal relationships** can guide and broaden career-life awareness and options. | A sense of purpose and career-life balance support **well-being**. | Lifelong learning and active citizenship foster **career-life opportunities** for people and communities. |

Learning Standards

Curricular Competencies	Content
Students are expected to be able to do the following:	*Students are expected to know the following:*
Examine	**Personal career-life development**
• Recognize personal **worldviews** and **perspectives**, and consider their influence on values, actions, and preferred futures	• **mentorship opportunities**
• Analyze internal and external factors to inform personal **career-life choices** for post-graduation planning	• **competencies** of the educated citizen
• Assess personal transferable skills, and identify strengths and those skills that require further refinement	• **self-advocacy strategies**
• Explore and evaluate personal strategies, including social, physical, and financial, to maintain well-being	• **factors** that shape personal identity and inform career-life choices
Interact	• strategies for personal well-being and work-life balance
• Collaborate with a **mentor** to inform career-life development and exploration	• **reflection** strategies
• Engage with personal, education, and employment networks to cultivate **post-graduation resources** and social capital	• **employment marketing** strategies
• Create and critique personal and public profiles for self-advocacy and marketing purposes	• rights and regulations in the workplace, including **safety**
• Demonstrate and reflect on inclusive, respectful, and safe interactions in multiple **career-life contexts**	**Connections with community**
	• **social capital** and transferrable skills, including **intercultural**, leadership, and collaboration skills
	• career-life exploration
	• ways to represent themselves, including consideration of **personal and public profiles**, digital literacy, and citizenship

Learning Standards (continued)

Curricular Competencies	Content
Experience • Explore possibilities for preferred personal and education/employment futures, using creative and innovative thinking • Identify and apply preferred approaches to learning for ongoing career-life development and self-advocacy • Engage in, reflect on, and evaluate **career-life exploration** **Share** • Reflect on experiences in school and out of school, assess development in the Core Competencies, and share highlights of their learning journey • Design, assemble, and present a capstone	**Career-life planning** • **self-assessment** to achieve goals that advance preferred career-life futures • **methods** of organizing and maintaining authentic career-life evidence • **career-life roles** and transitions • diverse post-graduation possibilities, including personal, educational, and **work** options • labour market trends and local and global **influences** on career-life choices • post-graduation budget planning • **capstone guidelines** • **approaches** to showcasing the learning journey

- **Career-life development:**
  Sample questions to support inquiry-based learning:
  - How can intentional career-life development move us toward personally determined and evolving preferred futures?
  - What personal tools and strategies can help us develop and commit to short-term goals and actions, while keeping us open to emerging possibilities?
  - How do career-life roles and goals change throughout life?

- **Career-life decisions:**
  Sample questions to support inquiry-based learning:
  - In what ways can we integrate knowledge of self and educational/labour market realities to pursue our preferred futures?
  - How can our values and passions inform career-life decision making?
  - How do we respectfully navigate competing social, familial, and cultural expectations as we pursue our preferred career-life pathways?

- **internal and external factors:** For example, internal factors may include personal interests, abilities, and competencies, and external factors may include place-based, community, and digital influences and circumstances.

- **local and global trends:** for example:
  - sustainability and economic trends
  - shifts in societal norms, such as family roles and structures, living arrangements (e.g., with immediate or multi-generational family/families, on-reserve or off-reserve, alone, with friends, with partner), expectations for self-regulation of work/life balance
  - influence of place, such as urban, suburban, small town, rural, remote
  - work options, such as entrepreneurship, flexible work schedules, working from home

- **Engaging in networks:**
  Sample questions to support inquiry-based learning:
  - How do our communications and interactions represent who and how we want to be in the world?
  - In what ways can we collaborate with people from our personal and educational/workplace networks to explore and further meaningful career-life opportunities?
  - What role can mentors play in our career-life development and in advancing our career-life goals?

- **reciprocal relationships:** with family, social groups, local community, post-secondary education communities, professional communities, digital communities, the global community

- **well-being:**
  Sample questions to support inquiry-based learning:
  - During career-life transitions, what personal tools and strategies can help us achieve and maintain a positive orientation toward the future?
  - How can our values and goals guide us to find meaningful balance among multiple career-life roles?
  - How do we capitalize on our strengths and interests to help us make meaningful contributions in the world?

Big Ideas – Elaborations

- **career-life opportunities:**
  Sample questions to support inquiry-based learning:
  – As lifelong learners, how do we reflect on formal and informal education/work experiences to enhance our career-life development?
  – In an ever-changing world, how do we recognize and adjust to emerging career-life opportunities?
  – In what ways can our passions lead to service for our communities?

Curricular Competencies – Elaborations

- **worldviews:** particular philosophies of life or conceptions of the world that underpin identity and the ways people interact with the world; for example, First Peoples, new immigrant, refugee, rural, urban, colonial, geocentric
- **perspectives:** attitudes of people according to their gender, race, sexual orientation, diverse abilities
- **career-life choices:** may include consideration of passions, preferences, strengths, education/work opportunities, well-being
- **mentor:** The role of a mentor is often performed by the Career-Life Connections educator. Mentors play an important role in helping students with career-life development, including planning, decision making, providing exposure to possibilities, and finding emerging opportunities.
- **post-graduation resources:** as determined by student needs, interests, and goals; may include educators, family, professionals, community members, members of local First Peoples communities, apprenticeship and post-secondary students and personnel, peers and friends
- **career-life contexts:** social groups, school community, local community, post-secondary communities, cultural communities, workplace, digital spaces
- **career-life exploration:** 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. Based on student needs and interests, it can include service learning, volunteerism, employment, fieldwork projects, entrepreneurship, and passion projects.

- **mentorship opportunities:** Ongoing conversations focused on student needs, interests, and goals foster purposeful career-life development. The role of mentor is often performed by the Career-Life Connections educator.
- **competencies:** see Core Competencies at https://curriculum.gov.bc.ca/competencies
- **self-advocacy strategies:** to communicate personal strengths, preferences, views, values, and interests with confidence
- **factors:** such as family expectations, personal awareness, culture, religion, gender, socio-economics
- **reflection:** to explore strengths and areas for growth; passions, values, and aspirations; development in competencies; career-life explorations; and how these inform preferred futures
- **employment marketing:** for example, resumé, cover letter, cold calls, social media, interviews, application forms, accessing employment networks
- **safety:** Young workers are at increased safety risk and may benefit from a review of:
  - injury prevention and safety protocols, such as WHIMIS, PPE, safety training
  - WorkSafeBC
  - BC Employment Standards
  - occupational health and safety rights and responsibilities
  - harassment prevention
- **social capital:** networks of reciprocity among people who live and work in a particular society, enabling the individual and society to function effectively for the common good
- **intercultural:** for example:
  - knowledge of diverse cultures, organizations, and institutions
  - cultural awareness and sensitivity
  - understanding of contexts
  - acceptance of differences, social norms, histories
- **personal and public profiles:** taking into consideration:
  - personal versus public contexts
  - digital and face-to-face contexts
  - differences between various audiences
  - social and peer group interactions and the potential loss or gain of reputation/opportunities/status
  - importance of both verbal and non-verbal communications in interviews and presentations
- **self-assessment:** includes:
  - considering the interconnectedness of personal values and career-life choices
  - reflecting on career-life exploration
  - determining what is attainable considering internal and external factors

- **methods:** including both digital and non-digital formats; for example, learning profile, portfolio, blog, anthology, archives, dossier, docket, journals, videos
- **career-life roles:** considering multiple personal, educational, and work roles throughout life; for example, friend, colleague, partner, parent, student, apprentice, volunteer, employee, entrepreneur, advocate
- **work:** Consider multiple work possibilities; for example:
  - unionized and non-unionized
  - entrepreneurship
  - self-employment
  - piece work and contract work
  - part-time, full-time, temporary
  - working from home, working remotely
  - paid and unpaid work (e.g., stay-at-home parent)
- **influences:** may include cultural roles and expectations, community needs, geographical factors, economic drivers, employment, emerging opportunities, declining occupations, specialized training requirements
- **capstone guidelines:** https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/career-education/en_career-education_10-12_career-education-guide.pdf
- **approaches:** flexible ways to showcase the learning journey based on student preferences and types of audiences; for example, face-to-face conversation with display during an open-house format, digital showcase, oral presentation to a panel; may include performances, artifacts, and/or artistic works