School District No. 73 (Kamloops-Thompson)

Where *do you* want to go?
We'll get you there.

Career Education Guide

THIS IS THE BEGINNING OF ANYTHING YOU WANT

KINDERGARTEN TO GRADE 7

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Career Education Guide: Kindergarten to Grade 7

A Support Framework for Career Education in K-7 classrooms

Inspiring students to expand their horizons and build multiple possible career-life aspirations.

This guidebook is written to give educators ideas for career education strategies and vetted resources to support career education curriculum with in the classroom in both direct and integrated learning approaches.

The Table of Contents shows

- Introduction
- Grades Groups
- Appendix

There are Three Grade Groupings

- Kindergarten - grade 3
- grades 4-5
- grades 6-7

Each Theme has five sections

- An introduction to students' Career Development Stage
- Curriculum that specifically connects to the guiding theme.
- Core Competency Illustrations with hyperlinks
- Strategies
- Career Education Resources

The Introduction describes

- What Career Education is
- Key Stages of Career Development
- Curriculum Integration

Career Education Themes are

- Self-Awareness
- Positive Community Engagement
- Exploring Possibilities

The Appendix has additional information on

- SD 73 and Career Education
- Indigenous Knowledge and Perspectives
- Guiding Curriculum and Additional Pedagogy
- Career Education Curriculum
- Career Education Learning Maps

Icon used in this guide

Indicates the integration of Aboriginal Education content or a connection to the First Peoples Principles of Learning.

Career Education Kindergarten to Grade 7

Career Education – A Lifelong Journey

Career-life development with intent is a lifelong journey for students to be and become *who* they want to be in the world. Students are encouraged to develop a positive outlook for their *multiple possible future selves* by initiating and exploring how they can *participate* and make meaningful contributions in their communities in an ever-changing world.

> » *Who* do I want to be?
> » How do I want to *participate* in my community?
> » I have many possible future-selves

Career Development in Kindergarten to Grade 7 builds optimism and self-knowledge by asking students to *identify* and *develop* a sense of self, their personal interests and passions, and their skills and competencies through learning experiences in their school and their community. Career development encompasses reciprocal relationships, local and global needs and opportunities, and cultural and social awareness. It challenges stereotypes by expanding horizons, building aspirations, and creating more awareness of multiple career-life options.

What does Career-Life Development look like in Kindergarten to Grade 7?

Career Education fosters lifelong learning in relation to students intellectual and social development. In K-7, like intellectual and social development, career development should be tailored to students' conceptual level. (See Appendix D: Career Education Curriculum Structure)

Primary students start with the foundations – self-awareness and connecting to the community. Self-awareness focuses on developing an awareness of their curiosities, strengths, and values through self-discovery and exploration. Students also develop connections to the community by exploring the roles and responsibilities of family, school, and community members and how these roles integrate career-life responsibilities and opportunities. This learning is rooted in play and curiosity.

Career-Life Development in Kindergarten to Grade 7

» *The Foundations*
  ◎ Self-Awareness
  ◎ Connecting to Community

» *Explore Possibilities*
  ◎ Connects and expands on multiple possible career-life choices and factors that affect possibilities such as relationships and the changing world

Intermediate students continue with foundational development and start to explore how every student has more than one possible future self and the value of relationships and contexts that affect these options.

Kindergarten to Grade 5: Developing Foundations

K-3 Starts with self-awareness and connecting to community

- Self-discovery and exploration
- Effective collaboration and learning routines
- Goal-setting, risk taking, and reflect on learning
- Connecting to community (at home, at school, and in the community)
- Exploring and learning about many different roles and skills people offer their communities through careers and volunteerism
- Challenge stereotypes by showing anyone can perform a particular job, regardless of gender and cultural differences

> *K-3 student development is characterized by their use of play, imagination, and fantasy to understand the world of work.*

4-5 Continues to build upon self-awareness, emerging leadership skills, influences on personal choices, and deepens connections to community

- Expanding sense of self, including their digital identity and respectful behaviour
- Emergent leadership skills, problem-solving and decision making strategies
- Positive community engagement (in-school and to the larger community) and respecting differences and generational roles and responsibilities
- Reflection on learning and goal-setting in both short term and long term success
- Appreciate the influence of peers, family, and community
- Deepen the exploration and learning about many different roles and skills people offer their communities through careers and volunteerism
- Continue to challenge stereotypes by showing anyone can perform a particular job, regardless of gender and cultural differences

> *Gr. 4-5 student development is characterized by starting to learn about why and how others chose their jobs. They become familiar with the role of interests, strengths, values and needs in career decision making.*

6-7 Building Foundations and Exploring Possibilities

6-7 Continues to recognize self-awareness and connections to community and relates these foundations to exploring possibilities – exploring multiple possible future selves

- Set realistic short- and longer-term learning goals, define a path, and monitor progress
- Recognize personal preferences, skills and strengths.
- Expand on self-awareness by exploring public identity and respectful, ethical, and inclusive behaviour
- Demonstrate leadership and project management skills and use innovative thinking and entrepreneurship skills to solve problems
- Explore networking, reciprocal relationships, and ways in which family, mentors, and community networks support their continued career-life development
- Recognize the responsibilities of individuals to contribute to community and the world and the benefits of diversity and perspectives in multiple career roles
- Explore multiple possibilities by appreciating the value of new experiences, innovative thinking, and risk–taking
- Deepen the understanding of particular careers and as well as the vocational and academic routes available
- Recognize factors that affect different types of jobs and the role of technology in learning and the changing world of work

> *Gr. 6-7 student development deepens their understanding of how interests, strengths, values and needs affect career decision making. They also begin to take perspectives on the steps needed to achieve multiple possible life pathways.*

(B.C. Career Education Curriculum)

Career Education and Curriculum Integration:

The **C³: Career Curriculum Companion** supports the integration of career education into everyday practice. Every time students build self-awareness, make positive connections to the community, and explore possibilities they develop career competencies.

(see Appendix C)

- Self-Awareness
- Positive Community Engagement
- Exploring Possibilities

Key B. C. Ministry of Education Documentation (See Appendix C and D)

- Career Education Kindergarten to Grade 7 Curriculum
- Continuous Views – Career Education
- Indigenous Knowledge and Perspectives in K-12 Curriculum – Career Education K-12
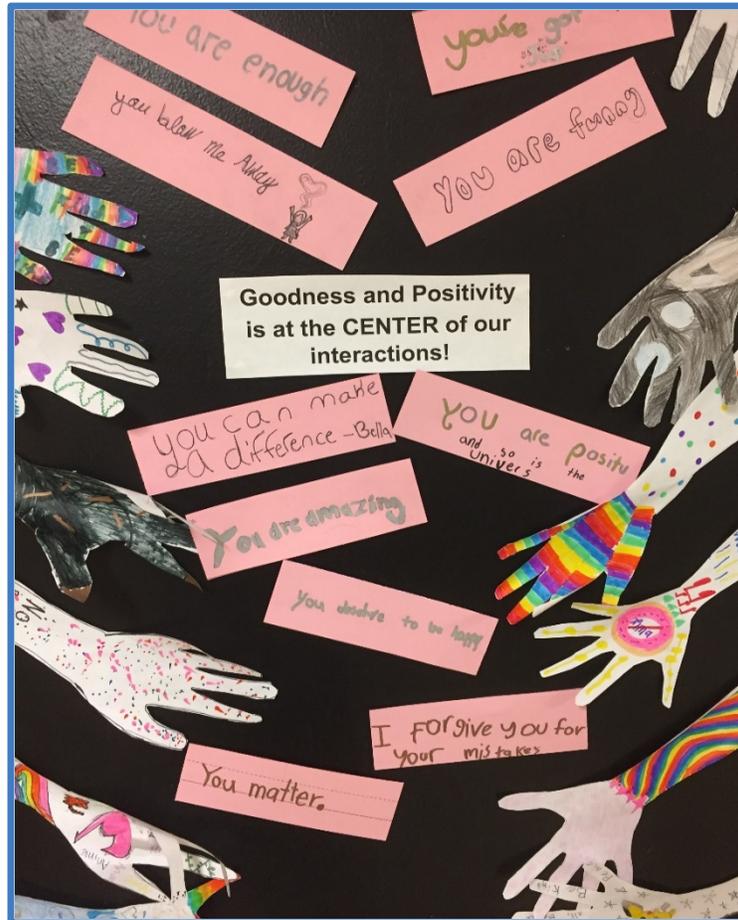- The Core Competencies

Suggested Further Reading

- M Cahill & E Furey (2017). The Early Years: Career Development for Young Children – A Guide For Educators. CERIC
- K Howard & S Dinius (2019). *Children's Reasoning about Career Development: The Conceptions of Career Choice and Attainment Model:* Career Theories and Models at Work
- E Kashefpakdel & J Rehill (2018). What Works? Career-Related Learning in Primary Schools: Education and Employers Research
- D Redekopp & B Day & M Robb (1996) The "High Five" of Career Development

Additional Pedagogy (See Appendix C)

- A Career Development Tool Kit "The High Five of Career Development"
- CAST Universal Design for Learning Guidelines
- First Peoples Principles of Learning
- The Guiding Principles of Career Development
- OECD 7 Principles of Learning
- OECD Learning Compass 2030

Career Education Kindergarten to Grade 3

Stage 1: K-3 Starts with self-awareness and connecting to community and is characterized by their use of play, imagination, and fantasy to understand the world of work.

This K-3 guide has three thematic sections with relating curriculum connections, core competency illustrations, and sample strategies followed by suggested Career Education resources. The themes are

Self-Awareness: Students start to develop an awareness of their curiosities, strengths, and values through self-discovery and exploration. Students are being asked to identify the steps to achieve short-term goals. They are invited to take risks such as trying a new activity, making a new friend, volunteering to ask and answer a question, and speak in front of people. They are also encouraged to develop effective work habits.

Positive Community Engagement: Students are asked to identify sources of support at home, at school, and in the community, acknowledge cultural differences, and honour indigenous traditions.

Exploring Possibilities: Students explore and learn about the many different roles and skills people offer their communities through careers and volunteerism. Through career learning, students challenge stereotypes and expand aspirations by showing anyone can perform a particular job, regardless of gender and cultural differences. They develop positive and affirming expectations for the future.

K-3: Curriculum Connections — Self-Awareness

Big Ideas
- ◎ Confidence develops through the process of self-discovery.
- ◎ Everything we learn helps us to develop skills.

Curricular Competencies

- Identify and appreciate their personal attributes, values, skills, interests, and accomplishments
- Set and achieve realistic learning goals for themselves
- Demonstrate effective work habits and organizational skills appropriate to their level of development (including completing assignments and staying on task)
- Work respectfully and constructively with others to achieve common goals
- Share ideas, information, personal feelings, and knowledge with others

Content

- goal-setting strategies
- growth mindset
- risk taking and its role in self-exploration:
  - ◎ trying a new activity
  - ◎ making a new friend
  - ◎ volunteering to ask/answer a question
  - ◎ speaking in front of others

Self-Awareness Activities that Connect to the Core Competency Illustrations

C Communication
Communication
Collaborating

T Thinking
Creative Thinking
Critical & Reflective Thinking

PS Personal and Social
Personal Awareness & Responsibility
Positive Personal and Cultural Identity
Social Awareness and Responsibility

How Names Were Given Students learn about the story behind their names from their family and compiled a class book: inspired by Okanagan First Nation story called, "How Names Were Given".

Journal Entries about Being Kind A student creates journal entries with pictures about being kind to others.

Number Talk A class has been developing an understanding that mathematicians make mistakes, take risks, ask questions, work alone and together, and reflect – students do too.

Partner Play Plans Student are paired with a 'daily partner' to get to know each other. Together, they create and reflect on a daily partner plan.

The Importance of Running A young student became aware of his need to be active and healthy. He now understands how running helps him be stronger.

Waiting is Not Easy After reading the book "Waiting is Not Easy!" students reflect on the times when they needed to wait.

Many learning opportunities can happen organically and spontaneously in the context of other activities in and outside the classroom.

See these links as examples:

Asking for Math Help

Checking Blood Glucose Level

You Mud?

Kindness and Empathy

K-3 Self-Awareness Strategies

Activities that Select, Create, and Share – Who Are You?

Select, Create, and Share
- **Artifacts** Ask students to share 1-3 artifacts that show personal attributes and preferences. This can be a song, a picture, a toy...Prompt this activity by sharing items and asking students what they can 'see' about you. For example, a picture of a bike shows that you [the student] like to exercise and explore the outdoors.
- **"I am"** Create a product such as a poem or art that shows values, connections, accomplishments, curiosities, hopes, worries, feelings...
- **Super Skills** Create a shape such as a super hero cape or the outline of a hand that show students 'super' skills. Try using a core competency book such as "Be You" by Peter H Reynolds as a prompt and create a word list to support students.
- **Wonderment** Encourage interests and curiosities by having a class 'wonder jar' or 'wonder time' using loose parts, images, or a writing journal. Create a curiosity wall. Try the "Now You Know Series", Learn 360 or "Mystery Doug" Youtube videos as prompts.
- **Values and Personal Attributes** Explore values through anchor books such as the "Our Values Series", "I Care About Series" , "All Kinds of People" series or Adrienne Gear's writing activity "The Best Part of Me" as prompts.

Create Opportunities for Observations and Conversations

Observations and Conversations
- **Access out of classroom activities** through prompts and questions. For example, a student could describe how they built something, new experiences from a holiday, practiced a skill such as learning a new piano song...The in-school learning would be the recognition of interests, skills, and values through reflection, try journals or images.
- **Small Talks** Create unscripted 'small talk' to find out how students see the world. Explore fears, goals, growing up... Try the series "Small Talk", Curio.ca as prompts.
- **Use Spontaneous Moments** and spotlight student learning. For example, a student describing how they tried something new during center time. Why did they do it? What did they feel while trying?

Everyday Self-Awareness - Goal Setting and Reflecting

Goal-Setting and Reflecting
- Identify steps required to help achieve short-term goals thematically with subjects.
  - What do I need to do to ...? or How do I...?
  - Use "I" statements to set goals.
    Try Core Competency or Skills Builder Universal Framework "I Statements".
- Growth Mindset, reframe *I can't* to *I can* or *I'll try again in another way*.
  - Have red and green bean bags to generate statements that can be reframed.
- Set Personal Goals with *My Weekly Goals* and reflect on Fridays.
  - Try a new activity
  - Make a new friend
  - Volunteer to ask/answer a question
  - Make someone smile
  - Keep trying when something is hard
  - Speak in front of others

K-3: Curriculum Connections   Positive Community Engagement

Big Ideas
- Communities include many different roles requiring many different skills.
- Strong communities are the result of being connected to family and community and working together toward common goals.
- Effective collaboration relies on clear, respectful communications.

Curricular Competencies
- Identify and appreciate the roles and responsibilities of people in their schools, families, and communities – and challenge stereotypes by introducing diverse and wide range of roles and responsibilities
- Recognize the importance of positive relationships in their lives
- Share ideas, information, personal feelings, and knowledge with others
- Work respectfully and constructively with others to achieve common goals

Content
- roles and responsibilities at home, at school, and in the local community
- cultural and social awareness:
  - explore self-identity
  - acknowledge cultural differences
  - honour indigenous traditions

Core Competencies: Positive Community Engagement

C Communication
Communication
Collaborating

T Thinking
Creative Thinking
Critical & Reflective Thinking

PS Personal and Social
Personal Awareness & Responsibility
Positive Personal and Cultural Identity
Social Awareness and Responsibility

Fulfilling Needs Students discuss how the needs of their community are met - belonging, fun, power and freedom.

Oyster Farming A student and his father make an interactive presentation about the oyster business.

Roles, rights and Responsibilities Students explored and reflected on their roles in their friendships, and the rights and responsibilities they have to themselves and others.

We Are All Related Students represent their personal interests, abilities, and family relationships on a poster and explored their choices; inspired by "We Are All Related".

We Can Be Different Students explored similarities and differences by making personal connections with "It's OK to Be Different" by Todd Parr. They created self-portraits.

What is a Family? Students investigated the question, "What is a family". They reflected on their own families and began to compare their families with families around the world.

Many learning opportunities can happen organically and spontaneously in the context of other activities in and outside the classroom.

For example:

Developing Positive Friendships

Nature Walks

Showing Love

K-3: Positive Community Engagement Strategies

Activities that Explore Community

Select, Create, Share, and Celebrate
- **Classroom Career Clusters** Ask students to interview their parent(s) guardian, or Elder. What do they do for work? How do they help the community? Create a class list and organize into clusters based on how careers help our community. Expand on this with tools. What tools do people use to help our community? Create a class mural.
- **Explore Needs and Wants** Ask students what needs and wants are? Who helps us meet our needs and wants? Use "All Kinds of People" series as prompts.
- **The Role of Kindness** Try "Fill a Bucket: A Guide to Daily Happiness..." by McCloud and Martin to explore needs and kindness or "Kind" by Alison Green.
- **Favourite Places:** Ask students to share 1-3 artifacts or images of their favourite place.
- **"I Noticed" Community Walk** Walk around the school, to a park, or nearby neighboring area to 'notice'. Ask students to draw or write how they see how people, place, and objects interact with each other? For example, a student may notice a bird feeder in someone's yard to show that people care about animals or a safety sign. Make a collective "I Noticed" product. Try "Gumboots Kids", Curio.ca for outside inspiration.
- **Who is your Community?** Explore communities, family, school, or the neighbourhood.
  - Ask students to create an image of their family, art it up by making a frame for it, such as a popsicle stick frame. Extend this by exploring who else students are connected to outside their family. Can they add the extended connections onto the frames? Do some connections belong outside the frame? Do students need to make more than one community frame? For example, maybe a student wants to make a sports team frame. Alternatively, explore with a community a play mat
  - Try [Build a Community Kit](#) or [Communities Kit](#) , HGEC Library Learning Commons

Activities that Build Community

- **Activities with older Buddies or Buddy Classes**. Invite a secondary school student to volunteer or show an interesting project such as a capstone project.
- **Class Community Days** Focus on building relationships through special days.
  - Birthdays
  - Day of Sucwentwecw, Anti-Bullying Day, Earth Day...
  - Learning outside days - read under a tree, draw the alphabet in the snow
- **Classroom Roles**
  - Read 'The Sharing Circle' by Theresa Larsen-Jonasson, focus on duties and jobs
- **Design and Make It** Ask students to collaboratively design prototypes.
  - Utilize the design thinking process from ADST
- **Gratefulness** Find things that you are grateful for: a person, a place, a family adventure, a favourite view spot...Try "The Thankful Book" by Todd Parr or "The Grateful Book" by Angela Kohler for inspiration.
  - Write a thank you letter or tell a parent, friend, elder...what you are grateful for
  - Create an art product that shows you are grateful and place it in a special spot
- **Spirit Buddies** a group of 2-4 students meet with each other at the start of the day. (see [Spirit Buddies](#) with Aberdeen Elementary School or [UDL @ Nasis](#))
- **Team Movement Games** ribbon of sound, mirror, or code each other around the room.

K-3: Curriculum Connections   Exploring Possibilities

Big Ideas
- Communities include many different roles requiring many different skills.
- Everything we learn helps us to develop skills.
- Learning is a lifelong enterprise.

Curricular Competencies

- Identify and appreciate the roles and responsibilities of people in their schools, families, and communities - and challenge stereotypes
- Recognize the basic skills and competencies required in a variety of jobs in the community
- Recognize the importance of learning in their lives and multiple future career possibilities

Content

- jobs in the local community
- roles and responsibilities at home, at school, and in the local community

Core Competencies: Exploring Possibilities

C Communication
Communication
Collaborating

T Thinking
Creative Thinking
Critical & Reflective Thinking

PS Personal and Social
Personal Awareness & Responsibility
Positive Personal and Cultural Identity
Social Awareness and Responsibility

Cleaning Up the Beach, A student explains the effects of garbage on the beach and his concerns.

Designing Animal Habitats Students use classroom materials to design models of animal habitats.

Lego Creations Students while exploring 3D shapes created different; inspired by "Changes, Changes" by Pat Hutchin.

Making a Book for Younger Children A student creates a new book that will be suitable for "babies."

Exploring Factors that Effect Motion Students collaboratively create ramps to explore the forces that effect motion.

Making Wings Over the course of three days, a student works to create wings during free exploration time. She even inspires seven of her peers to create their own wings.

Making Unique Dough Students measured, communicated, read, problem solved, collaborated, and persevered as they created unique

The Nail Salon A child and her friend create an elaborate series of activities, over several weeks, connected to an imaginary nail salon.

What Matters Inspired by "What Matters" students reflect on their daily lives and brainstormed small acts that they could do and possible ripple effects for each small act.

These examples show students exploring possibilities in diverse play-based learning activities that build positive, ambition affirming expectations for their future. To strongly connect these examples to career education the learning in each example can be connected to numerous careers and guest volunteers that work within these careers. For example, if a student is building wings, have an ornithologist or an aviation engineer visit, or go on a nature walk to look at birds.

K-3: Exploring Possibilities Strategies

Challenge and Aspire

Explore and Engage in

- ⟫ **Career^x Talks** Invite local guest speakers to talk about their career and try some hands on activities with students. Try inviting people with different jobs in your school too. Often young students do not know what a principal or a custodian does.

- ⟫ **Cool Tools** Explore careers through the different things people build to help the world. Try "What We'll Build", by Oliver Jeffers or "10 Cool Inventions", by National Geographic for Kids.

- ⟫ **Increase Students Knowledge of Careers** How can students aspire to be something they do not know? Focus on very visual easy to know local jobs in the community and move into expanding into lesser known jobs. Try career stimulations to 'do' jobs to build an understanding of the variety of jobs. Try "100 Things to Be When You Grow Up", by National Geographic, "Meet My Neighbour..." series,by Marc Crabtree, or the video series "I Love My Job Because...", by Learn 360.

- ⟫ **Inspiring the Future - ReDrawing the Balance** This program invites students to draw what they see as a jobs and then invites guest speakers to challenge the stereotype for that job. For example, if you ask students to draw a police officer the stereotypes of today's norms encourage students to draw male police officers so invite a female officer to visit the class. See Inspiring the Future – Redraw the Balance for the original or Redrawing the Balance in British Columbia, Canada.

- ⟫ **Fantasy Play** encourage students to play many different roles, be detectives, engineers, unicorns, teenage mutant ninja turtles... Try creating 'future me' art.

- 🎈 **Explore Outside and Connect with Nature and Place** Experiencing nature and make getting outdoors a regular classroom routine. Try "Gumboots Kids", Curio.ca.

Connect Everyday Learning to Multiple Careers

Guiding question: How can learning be applied to the world of work?

Ask student to think in the multiple ways that people in the world of work do. For example,
- ⟫ Let's design like an architect
- ⟫ Let's colour like a colourist
- ⟫ Let's explore bugs like an entomologist

Craft learning centers with careers that connect to them. For example,
- 🎈 Explore connection to place and land in learning centers
- ⟫ Add inspirational quotes from local and world perspectives
- ⟫ Career props such as tools or clothes while engaging in the center
- ⟫ Change learning centres from 'kitchens' to a barista, from hospital to search and rescue

Review learning activities where you can bring in specific guests. For example, invite
- 🎈 an archeologist on a class nature walk
- ⟫ an actor to provide speaking tips for presentations
- ⟫ a cartographer for numeracy learning

K-3: Career Education Resources

Self Awareness

Picture Book
Be You, by Peter Reynolds

Series
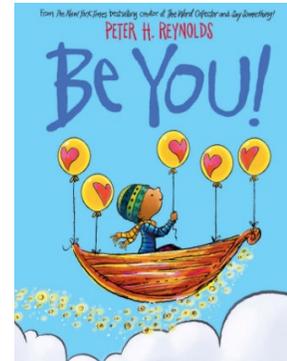*Be Your Best Self*, by Bobbie Kalman
I Care About, by Liz Lennon
Step Forward – series, by Shannon Welbourn or Reagan Miller
Our Values – series, by Kritsy Holmes, Grace Jones, or Stepffi Cavell-Clarke

Videos
"Now You Know ", Learn 360
"Mystery Doug", Youtube Channel

Positive Community Engagement

Picture Book
The Sharing Circle, by Theresa "Corky" Larsen-Jonasson

Series
All Kinds of People, by Anita Ganeri or Judith Heneghan
My World, by Bobbie Kalman
Be The Change, by Megan Kopp, Lisa Dalrymple, or Shannon Welbourn

Exploring Possibilities

Picture Book
I Want to Be a Lot, by Ashley Savage
When I Grow Up, by Weird Al Yankovic
What We'll Build, by Oliver Jeffers

Series
Be An Engineer, by Kylie Burns
Meet My Neighbour, by Marc Crabtree
Full Steam Ahead, by Robin Johnson

Books
100 Things to Be When You Grow Up, by National Geographic
10 Cool Inventions, by National Geographic

Videos
Gumboots Kids, by Curio.ca
I Love My Job Because..., by Learn 360

Career Education Grade 4 and 5

Stage 2: Gr. 4-5 Student development is characterized with students starting to learn about why and how others chose their jobs. They become familiar with the role of interests, strengths, values and needs in career decision making.

This 4-5 guide has three thematic sections with relating curriculum connections, core competency illustrations, and sample strategies followed by suggested Career Education resources. The themes are

Self-Awareness: Students continue to build upon their self-awareness and expand their sense of self, including their digital identity, and how their actions represent themselves and their community. They develop positive and affirming expectations for themselves and future self.

Positive Community Engagement: Students build an awareness of and an appreciation for the influence of peers, family, and community in decision making. They initiate and explore positive community engagement (in-school and with the larger community). They continue to learn about many different roles and skills people offer their communities through developing respect for differences in cultural and societal contributions as well as generational roles and responsibilities in career and volunteer work. Through positive community engagement, students learn to challenge stereotypes and expand horizons by learning about a diverse and wide range of roles and responsibilities.

Exploring Possibilities: Students start to explore possibilities through emergent leadership skills, problem-solving and decision making strategies, as well as reflection on learning and goal-setting in both short term and long term success. They continue to challenge stereotypes and develop positive expectations by learning that they can have numerous careers, regardless of gender, cultural, and social economic differences.

Grade 4-5: Curriculum Connections   Self-Awareness

Big Ideas
- Exploring our strengths and abilities can help us identify our goals.
- Good learning and work habits contribute to short- and long term personal and career-life success.

Curricular Competencies

- Identify and appreciate their personal attributes, values, skills, interests, and accomplishments and their growth over time

- Make connections between effective work-life habits and success in both next steps in learning and future career-life

- Set realistic short- and longer- term learning goals define a path, and monitor progress. These can be intellectual, personal, and social emotional goals.

Content

- goal-setting strategies
  - steps to achieve short and long term goals
  - S.M.A.R.T goals
- growth mindset
- emergent leadership skills
  - communication
  - motivation
  - direction
  - support
  - initiative
- problem-solving and decision-making strategies

Core Competencies: Self-Awareness

C Communication
Communication
Collaborating

T Thinking
Creative Thinking
Critical & Reflective Thinking

PS Personal and Social
Personal Awareness & Responsibility
Positive Personal and Cultural Identity
Social Awareness and Responsibility

I am from the Leeson and Faithful Family The teacher shared the model of an "I Am From" poem with a class. Students then wrote their own "I Am From" poems and then worked to create a mixed media self-portrait that reflected the imagery and information in their poems.

Identity Recipes Students created an "Identity Recipe" to represent who they are. Students participated in multiple activities designed to help them explore their cultural backgrounds, family, and ancestors, such as family trees, identity bags, crest designs for a paddle, timelines, and pieces on the important people and places in their lives.

Trees and Me Students in a class each chose a tree seedling to adopt. During the year, they investigated their trees' needs and growth. They reflected to compare their trees' 'identity' with their own.

Personality Trees After exploring competencies through picture books, students imagined themselves as trees and created "personality trees" .

Many learning opportunities can happen organically and spontaneously in the context of other activities in and outside the classroom.

For example:

Asking for Math Help

Balancing Homework, Hobbies, and Family Responsibilities

Grade 4-5: Self-Awareness Strategies

Activities that Select, Create, and Share – Who Are You?

Select, Create, and Share
- **Accomplishments** Ask students to share 1-3 artifacts or accomplishments that show personal attributes and preferences, draw a comic, or write about a proud moment.
- **"I am"** Explore values, beliefs, and hopes through anchor book such as "Happy Dreamer" by Peter H Reynolds. Create a product such as a poem or an 'All About Me' poster that shows values, connections, accomplishments, curiosities, hopes, worries, feelings, or learning goals.
- **Emergent Leadership Skills** Create art that celebrates leadership skills. See [Leadership Skills Builder Universal Framework.](#)
  - Create a hand print with 'I am' in the middle and five power words per finger
  - Create the outline of a body and label the qualities of a leader
  - Generate power words around symbolic animals that students connect with
- **Making Mistakes** Explore how mistakes help us learn by sharing 'epic fails'. Try "The Girl Who Never Made Mistakes" by Prett and Grubinstein, or "Famous Failures" by Big Life Journal, or invite an older student to share when they learned from a mistake.
- **Growth Mindset Activities** Try activities from the "Big Life Journal for Kids" or the "Step Forward" series by Shannon Welbourn.
- **Curiosities** Encourage interests and curiosities with 'Wonder Time' or '[Genius Hour'.](#)

Create Opportunities for Observations and Conversations

Observations and Conversations
- **Access out of classroom activities** For example, a student could describe how they participated in an extra-curricular activity or how a family holiday went. The in-school learning would be the recognition of interests, skills, and values through reflection.
- **Use Spontaneous Moments** Spotlight student learning.
  - Emergent leadership skills – how does a student manage a conversation, shared resources, or support other students
  - Problem-solving and decision making strategies – creating plans to solve problems or thinking about the numerous outcomes around decisions

Everyday Self-Awareness - Goal Setting and Reflecting

Goal-Setting and Reflecting
- **Identify Strategies** Help achieve short-term goals thematically with subjects.
  - How do I make decisions?
  - SMART goal setting or review what steps are needed to learn...?
  - "I" statements from [Core Competencies](#) or [Skills Builder Universal Framework](#)
- **The Medicine Wheel** is a reflection tool to show belonging, mastery, generosity and independence (see [SD 73 Aboriginal Resources](#)).
- **Set Personal Goals** with weekly goals and reflect on Fridays to support social emotional learning (SEL) in combination with effective work-life habits.
  - Aiming high, staying positive, teamwork, trying, good listening
- **Scale Reflections** on interest, values, and skills,1 is 'I need to grow' and 4 is 'I have'.

Grade 4-5: Curriculum Connections | Positive Community Engagement

Big Ideas
- Leadership requires listening to and respecting the ideas of others.
- Public identity is influenced by personal choices and decisions.
- Family and community relationships can be a source of support and guidance when solving problems and making decisions.

Curricular Competencies
- Appreciate the influence of peer relationships, family, and community on personal choices and career-life goals - and challenge career stereotypes
- Demonstrate respect for differences in the classroom and career-life community contributions - there are numerous ways to participate in community
- Demonstrate safe behaviours in a variety of environments
- Recognize the intersection of their personal and public digital identities and the potential for both positive and negative consequences
- Recognize the need for others who can support their learning and personal growth

Content
- cultural and social awareness:
  - explore self-identity
  - acknowledge cultural differences
  - honour indigenous traditions
- emergent leadership skills
  - communication
  - motivation
  - direction
  - support
  - initiative
- generational roles and responsibilities
- problem-solving and decision-making strategies
- safety hazards and rules at school, at home, and in the community

Core Competencies: Community Connections and Positive Engagement

C Communication
Communication
Collaborating

T Thinking
Creative Thinking
Critical & Reflective Thinking

PS Personal and Social
Personal Awareness & Responsibility
Positive Personal and Cultural Identity
Social Awareness and Responsibility

Developing a Classroom Constitution my class developed a Classroom Constitution - a code of expectations, responsibilities, values and beliefs.

Developing Ground Rules for Literature Circles Students reflect on their previous experiences with collaboration in order to develop ground rules to use in Literature Circles.

Community Outreach Students collaborate to support community organization's needs.

Teaching younger Students How to Use an App Older students teach younger students how to use an app 'Shadow Puppet' to represent their learning.

You hold Me Up Inspired by the book, *You Hold Me Up,* students take photos of each other and then superimpose words that represent positive traits each student brings with them.

> *Many learning opportunities can happen organically and spontaneously in the context of other activities in and outside the classroom.*
>
> *For example:*
>
> Making Domino Chains

Grade 4-5: Positive Community Engagement Strategies

Activities that Explore How We Interact With Community

Select, Create, Share, and Celebrate
- **Network Exploration and Appreciation**
  - Network Web - Generate a list of everyone that a student knows. Have students select 5-10 people who have the most impact on them and create a network web
  - Interviews – Students select 1-3 people to interview about the role of positive relationships, career choices, roles and responsibilities, and the pursuit of happiness in life. Interview questions can be created together. Share discoveries as a class in a talking circle or presentation format. Highlight careers and experiences that challenge stereotypes, expand horizons, and build aspirations
  - Appreciation – Students can write thank you letters to people in their networks for the positive influences they have
- **Public and Private Identity** Create a Digital Citizenship Pledge, see Common Sense Education or Media Smarts for tools and resources. (Review school FOIPPA policies and procedures).
  - Personal and public digital identities, including positive and negative consequences for individuals and communities
  - See SD73 Digital Skills & Awareness Grade 3-5 Collection for lessons
- **Helping Our Community** use prompts such as "The Flight of the Hummingbird" by M Yahgulanaas or "I am One" by S Verde and explore how people can make a difference.
  - Explore how generational roles and responsibilities help our community for example, what is the role of an elder? How can youth contribute to our community? Interview someone younger and someone older to ask them how they help our community
  - Create individual, team, or whole class projects to help our community. From invasive weed picking at a park to playing a game with a senior citizen
- **Safety Tips** Have students create safety tips in the format of a video or poster for at home, school, in the community, or online activities.

Activities that Build Community

- **Positive Behaviour Support (PBS)** and **Social and Emotional Learning (SEL)**
- **Class or School Community Days** Focus on building relationships through special days or events.
  - Sustainable Development Activities, see Planet Protector Academy
  - Pink Shirt Day, Day of Secwépemc
  - School and district activities: Science Fair, Heritage Fair, or Robotics
- **Classroom Roles** Have formal 'career titles for roles in your class. For example, the student who gathers and distributes classroom resources can be the project manager.
- **Kindness Activities** Try having a school wide kindness week or a kindness project.
- **Partner Classes** Partner different ages to develop mentorship and mentees
- **Spirit Buddies** Rotating groups of 3-4 students meet with each other at the start of the day (see Spirit Buddies with Aberdeen Elementary School or UDL @ Nasis)
- **Team Games** Incorporate movement and reaction with each other.
  - Pass it On, Mirror, Atoms, the 10-Second Machine, Touch and Tell Coding

Grade 4-5: Curriculum Connections   Exploring Possibilities

Big Ideas
- Exploring our strengths and abilities can help us identify our goals.
- Family and community relationships can be a source of support and guidance when solving problems and making decisions.
- Good learning and work habits contribute to short- and long term personal and career success.

Curricular Competencies
- Make connections between effective work habits and career-life success
- Use innovative thinking when solving problems
- Set realistic short- and longer- term learning goals, define a path, and monitor progress
- Question self and others about the role of technology in the changing workplace
- Recognize the need for others who can support their learning and personal growth

Content
- cultural and social awareness
- emergent leadership skills
- goal-setting strategies
- problem-solving and decision-making strategies

Core Competencies: Exploring Possibilities

C Communication
Communication
Collaborating

T Thinking
Creative Thinking
Critical & Reflective Thinking

PS Personal and Social
Personal Awareness & Responsibility
Positive Personal and Cultural Identity
Social Awareness and Responsibility

Genius Hour This is a time when students can pursue their own interests by working on projects of their own choosing.

Making Submersibles   A class was conducting an inquiry on what technology was needed to explore extreme environments such as the depths of the ocean and then made submersibles.

Making Newspaper Shoes Students design newspaper shoes

Mars Mission Students present their application for the Mars One project, explaining how they would be suited to the project and how they would deal with issues they would likely face.

Pull-Tab Snake Students were given the challenge of creating an artistic piece inspired by something from the animal world but constructed from mass-produced objects.

Running Water for a Model House This student made a model house for Science Fair project.

Inquiry: How Do Artists Best Express How They Think or Feel? A student inquired into how artists express themselves, and produced a piece of her own.

Incorporate numerous careers in project-based and inquiry learning activities to create positive future explorations and expectations for students. For example, if a student is building newspaper shoes explore careers that connect to shoes (podiatrist, designer, entrepreneurship), engage a guest speaker, or virtually tour a shoe company.

Grade 4-5: Curriculum Connections　　　　　　　　**Exploring Possibilities**

Challenge and Aspire

Explore and Engage in

- **Career Talks** Invite diverse local guest speakers to talk about their career and try some hands on activities with students. Increase students' knowledge of careers. Focus on building awareness of jobs, start local and expand to the lesser known jobs. Try career stimulations where possible. Use careers from "100 Things to Be When You Grow Up", by National Geographic as prompts. Record and reflect on learning and try finalizing reflections with a vision board.
- **Career Clusters** Ask students to investigate what their parent(s) guardian, a friend, or an Elder does. What Career Area do they work in and how do they help the community? Create a class list and organize into clusters based on how careers help our community. Create a collaborative classroom mural to depict all of the community contributions from each career cluster. Alternatively explore careers through industry sectors. See Industry and Sector Information WorkBC or search by sector with Let's Talk Science.
- **Design and Make It** Ask students to collaboratively design prototypes or products to give opportunity for them to build leadership, team working and collaboration skills. Try "Be A Maker" – series or watch "David Saint-Jacques unveils Canada's best little inventors", CBC Kids News as prompts or for aspiration. Review leadership skills, goal-setting strategies, problem solving, and decision making. Apply for a district Maker Grant for funding.
- **Entrepreneurship** Explore how business are created. Try a Juniour Achievement program or apply for a district Entrepreneurship grant.
- **Create a Best Day x 3**, Try "Imagine A Day" by S Tomson or "When I Grow Up" by A Yankovic as prompts and create three possible future best days that show both career and life choices. These can be in 5, 10, 20... years' time.
  - **Explore Sustainable Development Goals** Encourage students to consider – and shape – the world they live in. Try the Teachers'Toolkit Unesco Schools Network in Canada.
  - Use 'How do you want to participate in the world?' as a guiding question
  - What are the global problems or opportunities that need your attention?
  - What are your talents and experiences that may help address these problems, and in turn improve the condition of our world?
  - What technology do you think will change the world?

Connect Learning to Multiple Careers

How can we connect current subject or thematic learning activities to careers?

- Ask students to think in the multiple ways that people in the world of work do. For example
  - Think like a forensic engineer or a creative writer
  - Build like construction craft worker or interior designer
  - Explore like a climbing arborist or tour guide

- Review learning activities where you can bring in specific guests. For example
  - Walk in nature with a silviculturist or and learn indigenous plant knowledge
  - Learn angles and make connections to numeracy with a designer
  - Exercise with a kineseiologist

Grade 4-5 Career Education Resources

Self Awareness

Picture Book
Happy Dreamer, by Peter Reynolds
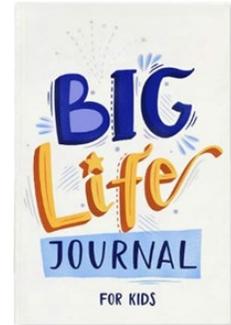*The Girl Who Never Made Mistakes,* by Mark Prett and Gary Grubinstein

Series
Grow your Mind - series by Alice Harman or Izzi Howell
Step Forward - series, by Shannon Welbourn or Reagan Miller
Be Your Best Self – series Bobbie Kalman

Journal
Big Life Journal For Kids

Positive Community Engagement

Picture Book
🐦   "The Flight of the Hummingbird" by Michael Yahgulanaas
"I am One" by Susan Verde

Series
Remarkable Lives Revealed - series by Klinda Barghoon, Ellen Rodger, Kelly Spence, Adrianna Morganelli, or Kylie Burns
Working in Canadian Communities – series by Diane Bailey
Your Positive Digital Footprint - series by Megan Kopp or Anastasia Suen

Programs
Planet Protector Academy
Juniour Achievemnt British Columbia

CBC Kids News
David Saint-Jacques unveils Canada's best little inventors
Want to bring about positive change? Tips from kid activists

Exploring Possibilities

Picture Book
Imagine a Day by Sarah Tomson
Maybe by Kobi Yamada
When I Grow Up, by Weird Al Yankovic

Series
Be An Engineer – series by Kylie Burns
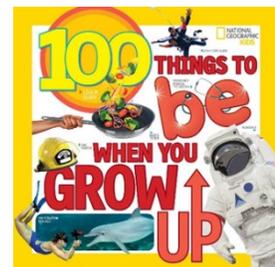*Math on the Job* – series by Richard Wunderlich
Well Made, Fair Trade – series by Helen Greathead
*Be A Maker* – series by Sarah Levet, Rebeca Sjonger, Megan Kopp, or James Bow

Books
100 Things to Be When You Grow Up, by National Geographic
10 Cool Inventions, by National Geographic

Where *do you* want to go?
We'll get you there.

Stage 3: Gr 6-7 Student career development deepens their understanding of how interests, strengths, values, and needs affect career decision making. They also begin to take perspectives on the steps needed to achieve multiple possible life pathways.
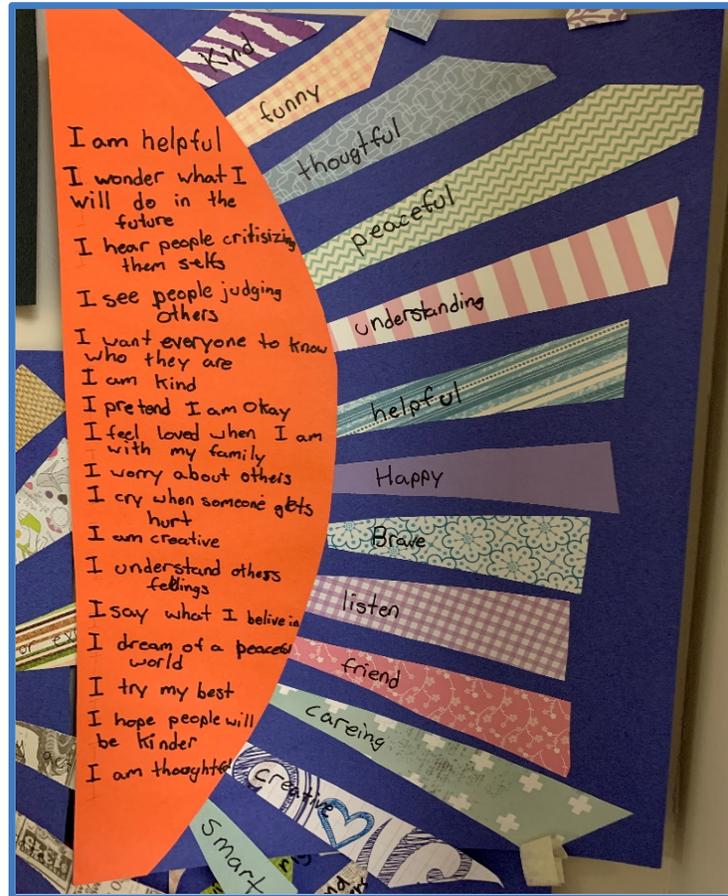
This 6-7 guide has three thematic sections with relating curriculum connections, core competency illustrations, and sample strategies followed by suggested Career Education resources. The themes are

Self-Awareness: Students set realistic short- and longer-term learning goals, define a path, and monitor progress. They also recognize and reflect on personal preferences, values, skills and strengths and expand on self-awareness by exploring public identity and respectful, ethical and inclusive behaviour.

Community Connections: Students explore networking, reciprocal relationships, and ways in which family, mentors, and community networks support their continued career-life development. They recognize the responsibilities of individuals to contribute to community and the world and the benefits of diversity and perspectives in multiple career roles.

Exploring Possibilities: Students explore multiple possible future selves by appreciating the value of new experiences, innovative thinking, and risk-taking. They continue to develop both positive and ambition affirming expectations for the future. They demonstrate leadership and project management skills to solve problems. They also deepen their understanding of particular careers, the vocational and academic routes available, and factors that affect different types of jobs such as role of technology in learning and the changing world of work.

Grade 6-7: Curriculum Connections   Self-Awareness

Big Ideas
- Our attitudes toward careers and life are influenced by our view of ourselves as well as by our friends, family and community.
- Leadership represents good planning, goal setting, and collaboration.

Curricular Competencies

- Recognize their personal preferences, values, skills, strengths, and abilities – and challenge stereotypes
  - Personal preferences include: understanding that learning is holistic, reflective, reflexive, experiential, and relational – focused on connectedness, reciprocal relationships, and a sense of place)
- Set realistic short- and longer-term learning goals, define a path, and monitor progress
- Recognize the influence of peers, family, and communities on career choices and attitudes toward work
  - Habits of mind and motivation are strongly influenced by models, both positive and negative.

Content

- goal-setting strategies
- growth mindset
- self-assessment
  - preferences
  - skills
  - personal attitudes
  - values
  - interests

Core Competencies: Self-Awareness

C Communication
Communication
Collaborating

T Thinking
Creative Thinking
Critical & Reflective Thinking

PS Personal and Social
Personal Awareness & Responsibility
Positive Personal and Cultural Identity
Social Awareness and Responsibility

Artifacts of Who We Are Students use artifacts to represent aspects of their identities.

Creating a Whirligig To demonstrate personal journeys students made personal whirligigs, mobiles, or ya-ya boxes; inspired by Paul Fleischman's novel "Whirligig" by Paul Fleischman and viewing "Pay it Forward".

Life is What You Make It Students were introduced to the story "A Boy in the Ditch" and responded to the prompt "Life is What You Make It." Both before and after the story to demonstrate growth in their assessment of their thinking and self-awareness.

Narrative Essay Students were provided with a variety of topics for narrative essays. All topics related to aspects of the students' lives. This illustration is an outline for an essay that responded to the prompt of "How We Know Who We Are".

Persistence Students were using Art Costa's 'Habits of Mind' to help them identify and use common language around expected behavior in their learning community. Listening with Understanding and Empathy, Managing Impulsivity, and Persisting and Thinking Flexibly were the focus, this student discussed persistence.

Poems About Perseverance Students read and discussed famous poems about perseverance, resilience, and emancipations, such as Walt Whitman's "Oh Me! Oh Life!" and W.E. Henley's "Invictus".

Grade 6-7: Self-Awareness Strategies

Activities that Select, Create, and Share – Who Are You?

Select, Create, and Share
- **Dependable Strengths** Ask students to share accomplishments that show personal attributes and preferences. Try the dependable strengths activity:
  - Tell a story about something you feel you did well, enjoyed doing, are proud of…
  - Elicit power words 'dependable strengths' from these stories – note the interests, values, skills, and passions as well as personal qualities
  - Summarize in a shape story. For example, if the story is from a baseball game, in the shape of a baseball have a title, the story, and the 'dependable strengths'
- **"I am"** Poems and art or **"Artifacts of Me"** that explore interests, values and skills
- **Would you Rather** Try "This or That" by National Geographic for prompts.
- **Build Your Best Day** See Build Your Best Day Reflect on what this day shows about preferences, interests, values and skills.
- **Making Mistakes** Explore how mistakes help us learn by sharing 'wonderful mistakes'
- **Growth Mindset Activities** Try activities from the "Big Life Journal for teens" or the "Grow your Mind" series by A Harman or I Howell, or "A Big Mistake" by R Lovegrove.
- **Curiosities** Encourage interests and curiosities with 'Genius Hour' or inquiry projects.
- **Circle of influence** Create circles of influence with an inner and outer circle showing positive influences and things student can control and negative influences which are often things students cannot control.

Create Opportunities for Observations and Conversations

Observations and Conversations
- **Access out of classroom activities** For example, a student could describe how they participated in an activity or a holiday. The in-school learning would be the recognition of interests, skills, and values through reflection.
- **Use Spontaneous Moments** Spotlight student learning.
  - Growth mindset – how does a student manage a problem, collaborate, or support other students
  - Goal setting strategies – creating plans to solve problems or thinking about the numerous outcomes around decisions

Everyday Self-Awareness - Goal Setting and Reflecting

Goal-Setting and Reflecting
- **Goal setting** with visual posters that can be revisited regularly.
  - SMART goals, immediate, short term, to long term goals
  - Decision making strategies
  - "I" statements from Core Competencies or Skills Builder Universal Framework
- **The Medicine Wheel** A reflection tool to show belonging, mastery, generosity and independence (see SD 73 Aboriginal Resources)
- **Set Personal Goals** Support social emotional learning (SEL) and effective life habits.
  - Aim high, stay positive, be agile, try something new, to perseverance
- **Scale Reflections** on interest, values, and skills,1 is 'I need to grow' and 4 is 'I have'.

Grade 6-7: Curriculum Connections   Positive Community Engagement

Big Ideas

- Our attitudes toward careers are influenced by our view of ourselves as well as by our friends, family and community.
- Our personal digital identity forms part of our public identity.
- Practising respectful, ethical, inclusive behaviour prepares us for the expectations of the workplace.
- Safe environments depend on everyone following safety rules.

Career choices ultimately support the well-being of the self, the family, and the community

Curricular Competencies

- Question self and others about how their personal public identity can have both positive and negative consequences
- Examine the importance of service learning and the responsibility of individuals to contribute to the community and the world
- Appreciate the importance of respect, inclusivity, and other positive behaviours in diverse, collaborative learning, and work environments
- Question self and others about the reciprocal relationship between self and community
- Demonstrate safety skills in an experiential learning environment
- Recognize the influence of peers, family, and communities on career choices and attitudes toward work
  - Learning involves generational roles and responsibilities

Content

- Personal public identity
  - digital presence/footprint
  - representing self and communities
- cultural and social awareness
  - acknowledging cultural differences
  - honouring indigenous traditions
- global citizenship
- local and global needs and opportunities
  - social justice
  - environmental stewardship
  - sustainability
  - effective use of resources
- factors affecting types of jobs in the community
- role of mentors, family, community, school, and personal network in decision making
- technology in learning and working

Core Competencies: Positive Community Engagement

C Communication
Communication
Collaborating

T Thinking
Creative Thinking
Critical & Reflective Thinking

PS Personal and Social
Personal Awareness & Responsibility
Positive Personal and Cultural Identity
Social Awareness and Responsibility

Clean Energy – Site C A class was exploring Environmental Sustainability as it pertains to current resource management topics and problems facing Canada.
Interviewing an Older Adult Students were asked to interview an "older adult from the community" and this student chose to interview a long-time neighbour.
Just Jeans   A class worked on exploring the 'story behind the seams' – issues related to the manufacturing of jeans in sweatshops.
Writing a Story for Kindergarten Buddies Students wrote stories for their Kindergarten buddies.

Grade 6-7: Positive Community Engagement Strategies

Activities that Explore How We Interact With Community

Select, Create, Share, and Celebrate
- **Heroes** Explore contributions people have made to our local and the larger world.
  - Try "Go Show the World" by W Kinew, "Stories for Kids who Dare to Be Different" by B Brooks
  - Create a product, poster, text to celebrate a hero and connect to self awareness
- **Network Exploration: Mentors and Mentee Agency**
  - Network Web - Generate a list of everyone that a student knows. Have students select 5-10 people who have the most impact and create a network web
  - Mentors and Mentee – Students select 1-3 people to interview about the role of networks, mentorship, and mentee agency in career choices, Interview questions can be created together
  - Share discoveries as a class in a talking circle or presentation format. Highlight careers and experiences that expand horizons, and build aspirations
- **Personal Public Identity** Create a digital plan for learning, communication, health and wellness, and personal entertainment. See Common Sense Education or Media Smarts for tools and resources. (Review school FOIPPA policies and procedures).
  - See SD73 Digital Skills & Awareness Grade 6-8 Collection for lessons
- **Panel Discussion - Needs and Opportunities** Explore how the world is changing
  - Invite 3 guests to be panelists (older student, principal, elder, parent...)
  - Create questions about how the world is changing. Include the role of technology, social justice, environmental stewardship, sustainability, and effective use of resources
- **Facility Proposals** Ask students to pitch a new facility for the city to build.
  - Explore what the local municipality and greater region offers through web searches or field trips. For example, book the Water Treatment Centre, tour the inside of the cenotaph, or get a behind the scenes look at the Sandman Centre
  - Create a pitch for a new facility for the city to build and include how it meets community needs and creates opportunities
- **Safety 'How To...'** Have students create a safety 'How To..." in the format of a video or poster for at home, school, in the community, or online activities. How To's can be connected to a passion, a job they do, or for something new they want to try.

Activities that Build Community

- **Class or School Community Days** Such as Orange Shirt Day or SOGI celebrations
  - Orange Shirt Day or SOGI celebrations
  - Invite organizations as guest see Planet Protector Academy or Juniour Achievement
  - Try a competition with Skills Canada Competitions or a MoneyFair
- **Kindness Activities** Try a kindness project.
- **Student Mentoring** Mentorwith partner classes or Spirit Buddies
  - see Spirit Buddies with Aberdeen Elementary School or UDL @ Nasis
- **Talking Circles** or **Morning Check-ins**
- **Team Building Exercises** Incorporate movement with drama team games.
- **Positive Behaviour Support (PBS)** and **Social and Emotional Learning (SEL)**

Grade 6-7: Curriculum Connections — Exploring Possibilities

Big Ideas
- Our attitudes toward careers are influenced by our view of ourselves as well as by our friends, family and community.
- Practising respectful, ethical, inclusive behaviour prepares us for the expectations of the workplace.
- Leadership represents good planning, goal setting, and collaboration.
- New experiences, both within and outside of school, expanded our career skill set and options.

Curricular Competencies
- Connect personal preferences, values, skills, strengths, and abilities to multiple possible career–life choices and multiple pathways (vocational and academic)
- Appreciate the value of new experiences, innovative thinking and risk taking in broadening their career-life options
  - Risk taking involves exploring new activities to develop skills, interests, and passions, such as applied skills, arts, athletics, and academics.
- Apply project management skills to support career-life development
- Use entrepreneurial, risk-taking, and innovative thinking to solve problems
  - Taking risks in order to create opportunities
  - Original, creative; taking an existing idea and making it better
- Demonstrate leadership skills through collaborative activities in the school and community
- Explore volunteer opportunities and other new experiences outside school and recognize their value in career development

Content
- goal-setting strategies
- self-assessment
- project management
  - taking an idea, creating a plan (including timeline and resources), putting the plan into action, and reflecting on the process.
- leadership
- problem-solving and decision-making strategies
- volunteer opportunities
- factors affecting and changing types of job opportunities
- technology in learning and changing the world of work

Core Competencies: Exploring Possibilities

C Communication
Communication
Collaborating

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Creative Thinking
Critical & Reflective Thinking

PS Personal and Social
Personal Awareness & Responsibility
Positive Personal and Cultural Identity
Social Awareness and Responsibility

Exploration of Future Careers Students were asked to imagine themselves and to think about a career they might want to pursue.
Hold High the Torch Students organized a Veterans Appreciation Lunch.
Inquiry and Action Students pursued their own personal inquiry topic.
Roller Coaster An exploration of the design cycle and mechanical engineering.

Grade 6-7: Curriculum Connections · Exploring Possibilities

Challenge and Aspire

Explore and Engage in
- **The High Five Principles**
  - Know yourself, believe in yourself, and follow your heart, change is constant, learning is ongoing, Focus on the journey, access your allies (see Appendix C)
- **Career Talks** Invite local guest speakers to talk about their careers and try some hands on activities with students to increase students' knowledge of careers.
  - Focus on building awareness of jobs, start local and expand to the lesser known jobs
  - Try career stimulations where possible
  - Record and reflect on learning and try finalizing reflections with a vision board
- **Career Clusters** Explore careers through career sectors or clusters.
  - Explore careers through industry sectors. See Industry and Sector Information WorkBC or search by sector with Let's Talk Science
  - Create a cluster with collective class word webs under various themes such as 'Tinker' or 'Helper'. How many jobs can students list that tinkers or helpers do?
- **Project Management and Innovation** Design current or future prototypes or businesses.
  - Design and Make It, Ask students to collaboratively design prototypes. Try "Be A Maker" – series or watch "David Saint-Jacques unveils Canada's best little inventors", CBC Kids News as prompts. Apply for a district Makers Grant for funding
  - Entrepreneurship, Explore how business are created or make a business pitch. Try a Juniour Achievement program or apply for a district Entrepreneurship grant
- **Sustainable Development Goals** Encourage students to consider and shape the world they live in. Try the Teachers'Toolkit Unesco Schools Network in Canada, "Issues 21" (available at HGEC), or "Want to bring about positive change? Tips from kid activists", CBC. What are your talents and experiences that may help address these problems?
- **Secondary School Exploration**
  - What is the graduation program? What is the difference between a credit and a course?
  - What are career development options at school and district levels?
- **Create 3** Create three possible future selves that show both career and life choices.
  - Draw, make a poster, write a letter
  - What are your interests, values, and skills that each possible future you show?
- **Volunteerism** Explore the value of volunteering and different organizations.
  - Create and engage in opportunities to volunteer
  - Real or mock interviews for volunteer positions

Connect Subject Learning to Multiple Careers

How can we connect current subject or thematic learning activities to careers?
- Ask student to think in the multiple ways that people in the world of work do. For example
  - Use angles like a camera operator or graphs like an environmental scientist
  - Build social awareness like a conservation officer or community planner
  - Collaborate like a social worker or a managing editor
- Review learning activities where you can bring in specific guests. For example
  - Walk in nature as a geocaching specialist or as a wild fire manager
  - Practice communicating like a dispatcher or an advertising marketer
  - Plan an event through the lens of occupational health and safety or an event planner

Grade 6-7 Career Education Resources

Self Awareness

Picture Book
Who Do I Want To Become? By Rumeet Billan
Trying Kobi Yamada

Series
Grow your Mind - series by Alice Harman or Izzi Howell
This or That? By National Geographic

Journal
Big Life Journal for Teens

Positive Community Engagement
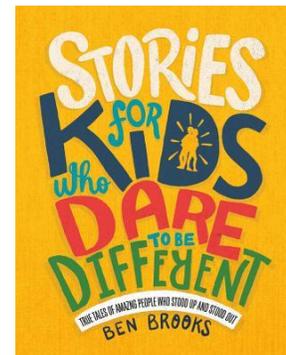
Picture Book
 "I am Human" by Susan Verde

Series
Consumer Nation How to Shop to Change the world - series
Design Thinking for a Better World – series Janice Dyer et al...

Books
Stories for Kids Who Dare to Be Different
Stories for Boys Who Dare to Be Different
Goodnight Stories for Rebel Girls

CBC Kids News
Want to bring about positive change? Tips from kid activists

Exploring Possibilities

Picture Book
What You Do Matters Kobi Yamada

Series
Cutting Edge Careers in STEM by Colin Hyson et al...
Engineering in Action by Robert Snedden et al...
Green-Collar Careers by Ruth Owen el al...
Science in Action by Megan Kopp et al...
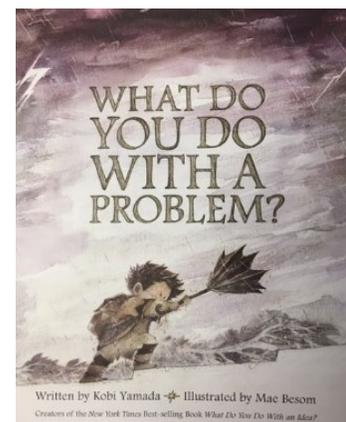*Your Start-Up Starts Now!* by Helen Mason et al...

Book
Activism and Volunteering by John Wood
100 Things to Be When You Grow Up, by National Geographic

Programs
Canadian Foundation For Economic Education (CFEE)
Junior Achievement British Columbia (JABC)
Let's Talk Science
WorkBC and Work BC Indigenous Peoples: Career Resources

Career Education K-7 Guide: Appendix

Appendix A: SD 73 and Career Education
 SD 73 and Career Education

Appendix B: Indigenous Knowledge and Perspectives
 Indigenous Knowledge and Perspectives: Career Education K-12 Curriculum

Appendix C: Guiding Curriculum and Additional Pedagogy
 The Educated Citizen
 The Guiding Principles of Career Development
 A Career Development Tool Kit "The High Five of Career Development"
 The Core Competencies
 First Peoples Principles of Learning
 CAST Universal Design for Learning Guidelines
 OECD 7 Principles of Learning
 OECD Learning Compass 2030

Appendix D: Career Education Curriculum
 Career Education Curriculum
 C^3: Career Curriculum Companion
 Continuous Views - The Big Ideas
 Continuous Views – Curricular Competences
 Continuous Views - Content

Appendix E: Career Education Learning Maps
 K-3 Learning Map
 4-7 Learning Map
 Triangulation of Assessment

Appendix F: Mediagraphy
 SD 73 Career Education Mediagraphy Suggestions

Appendix A: Career Education Curriculum

SCHOOL DISTRICT NO. 73 AND CAREER EDUCATION

School District No. 73 and Career Education

School District No. 73 Strategic Priorities and Career Education

Career Education curriculum is congruent with SD 73's Strategic Priorities. Its implementation supports student acquisition of core competencies and set goals for acquiring foundations skills, it connects students to their passions and interests throughout K-12, it honours the First Peoples' Principles of Learning and Aboriginal worldviews and perspectives, and it is committed to building and fostering a sustainable community. Career Education directly supports key student goals. The following are examples of this alignment.

Career Education and SD 73 Strategic Priorities

Students will...
- demonstrate growth in thinking, communication and personal social skills
- demonstrate proficiency in education, career and life planning
- experience personalized learning that helps them discover their interests and passions
- be able to reflect on their learning and set goals for improvement
- apply their learning to address problems relevant to their lives and communities
- appreciate how cultural identity shapes worldview
- apply their learning to their lives and communities

(SD 73 Strategic Plan)

School District No. 73 Student, Teacher and Administrative Supports

Career Education is a program with supports for career educators and students. These supports are intended to encourage the development of robust student capstones, experiential learning in and out of the classroom, as well as continued growth in expertise of Career Education teachers. Student and teacher supports are provided by school Career Education teachers and the district Career Education team.

District Career and Transitions Department	- Director of Instruction Secondary Education and Learning Services - District Vice-Principal - District Career Education Coordinator - District Trades and Transitions Coordinator - Career Development and Transitions Clerical

The School District No. 73 team provides support through specialist development, workshops and conferences, vetted resources, resource guides for all grades, and Career Talks (a directory of community presenters across a variety of career possibilities).

District Support	- Career Education Resource Guide - Career Education Resource Kit - Career Talks - Classroom Support Grants - Specialist development - Vetted Resources - Workshops and Conferences

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Appendix B: Indigenous Knowledge and Perspectives

INDIGENOUS KNOWLEDGE AND PERSPECTIVES CAREER
EDUCATION K-12 CURRICULUM

Indigenous Knowledge and Perspectives: Career Education K-12 Curriculum

The *Indigenous Knowledge and Perspectives: K-12 Career Education Curriculum* resource is intended to support teachers in authentically integrating Indigenous knowledge and perspectives into their classrooms. Indigenous knowledge and perspectives are integrated throughout all areas of learning and are evident in the curriculum's rationale statements, goals, big ideas, mandated learning standards, and elaborations. In the Career Education Curriculum this integration is through implicit references.

CAREER EDUCATION Curriculum *Indigenous Knowledge and Perspectives: K-12*

CAREER EDUCATION Kindergarten–Grade 3	
Big Ideas	**Strong communities are the result of being connected to family and community and working together toward common goals.** **Communities include many different roles requiring many different skills.** **Learning is a lifelong enterprise.**
Curricular Competencies	**Work respectfully and constructively with others to achieve common goals** **Identify and appreciate the roles and responsibilities of people in their schools, families, and communities**
Content	**Cultural and social awareness** *Achieved by exploring self-identity, acknowledging cultural differences, honouring indigenous traditions, etc.* **Roles and responsibilities at home, at school, and in the community**
CAREER EDUCATION Grade 4-5	
Big Ideas	**Public identity is influenced by personal choices and decisions.** **Leadership requires listening to and respecting the ideas of others.** **Family and community relationships can be a source of support and guidance when solving problems and making decisions.**
Curricular Competencies	**Recognize the need for others who can support their learning and personal growth** **Appreciate the influence of peer relationships, family, and community on personal choices and goals**
Content	**Cultural and social awareness** *Achieved by exploring self-identity, acknowledging cultural differences, honouring indigenous traditions, etc.* **Generational roles and responsibilities**
CAREER EDUCATION Grade 6-7	
Big Ideas	**Our attitudes toward careers are influenced by our view of ourselves as well as by our friends, family, and community.**

Curricular Competencies	**Examine the importance of service learning and the responsibility of individuals to contribute to the community and the world**
	 Appreciate the importance of respect, inclusivity, and other positive behaviours in diverse, collaborative learning, and work environments
	 Question self and others about the reciprocal relationship between self and community
	 Recognize the influence of peers, family, and communities on career choices and attitudes toward work
	 Family and communities:
	     Career choices ultimately support the well-being of the self, the family, and the community. Learning involves generational roles and responsibilities.
	 Attitudes toward work:
	     Habits of mind and motivation are strongly influenced by models, both positive and negative.

Content	**Cultural and social awareness** *Achieved by exploring self-identity, acknowledging cultural differences, honouring indigenous traditions, etc.* **Role of mentors, family, community, school, and personal network in decision making**
	CAREER EDUCATION Grade 8-9
Big Ideas	**The value of work in our lives, communities, and society can be viewed from diverse perspectives.** Our career paths reflect the personal, community, and educational choices we make.
Curricular Competencies	**Question self and others about how individual purposes and passions can support the needs of the local and global community when considering career choices** **Demonstrate respect, collaboration, and inclusivity in working with others to solve problems** **Recognize and explore diverse perspectives on how work contributes to our community and society** *Explore diverse perspectives: question and challenge career perceptions and possible career paths and analyze the relationships between work, society, and the economy* **Question self and others about the reciprocal relationship between self and community** **Appreciate the value of a network of resources and mentors to assist with career exploration** *Mentors: include parents, teachers, elders, coaches, extended family, other adults, or peers*
Content	**Local and global needs and opportunities** ⇨ *Social justice, environmental stewardship, sustainability, effective use of resources, etc.* **Cultural and social awareness** ⇨ *role of mentors, family, community, school, and personal network in decision making*
Content	**Cultural and social awareness** ⇨ *Achieved by exploring self-identity, acknowledging cultural differences, honouring indigenous traditions, etc.* **Role of mentors, family, community, school, and personal network in decision making**

CAREER EDUCATION Curriculum *Indigenous Knowledge and Perspectives: K-12 continued*

	CAREER EDUCATION Career-Life Education (CLE)
Big Ideas	**Career-life decisions are influenced by internal and external factors, including local and global trends.** *Career-life decisions:* 　*How do self-awareness and knowledge of skills, talents, and challenges contribute to career-life choices?* 　*How can local contexts, including sense of place, inform our career-life role choices?* *Internal and external:* 　*for example, internal factors may include personal interests, abilities, and circumstances, and external factors may include place-based, community, and digital influences* **Cultivating networks and reciprocal relationships can support and broaden career-life awareness and options.** *Cultivating networks:* 　*In what ways can our networks of family, peers, and community members help us develop confidence and initiative in career-life development?* **Lifelong learning fosters career-life opportunities.** 　*What habits of mind and attitudes help us develop as lifelong learners?* 　*As lifelong learners, how can we tap into our strengths, interests, and competencies when exploring potential career-life opportunities?* 　*How can we use experiences and reflection to foster our growth as lifelong learners?*
Curricular Competencies	**Apply a mentor's guidance in career-life exploration** **Collaborate with supportive community members to explore the reciprocal influences of career-life choices** *Supportive community:* 　*As determined by the passions, interests, and goals of the student; for example, educators, local First Peoples community leaders, family, local career-life professionals, apprenticeship/college/university students, and peers* **Demonstrate inclusive, respectful, and safe interactions in diverse career-life environments** *Environments:* 　*May include personal, community, education, and workplace contexts* **Explore and connect experiential learning both inside and outside of school with possible and preferred career-life pathways**
Content	**Preferred ways of knowing and learning** 　*Recognizing what works for self and what works for others may be different; awareness of cultural influences, including traditional and contemporary First Peoples worldviews and cross-cultural perspectives*

CAREER EDUCATION Curriculum   *Indigenous Knowledge and Perspectives: K-12 continued*

Content cont'd	**Inclusive practices, including taking different worldviews and diverse perspectives into consideration**
	Inclusive practices:
	    Acknowledging the value of diversity (e.g., First Nations, Métis, and Inuit worldviews, gender, race, sexual orientation, diverse abilities, religious beliefs, anti-sexist and anti-racist practices); Reconciliation as a responsibility for all individuals
	Different worldviews:
	    Particular philosophies of life or conceptions of the world that underpin identity and how people interact with the world; for example, First Peoples, new immigrant, refugee, rural, urban, colonial, geocentric; see https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/aboriginal-education/awp_moving_forward.pdf
	Diverse perspectives:
	    Attitudes of people according to their gender, race, sexual orientation, diverse abilities
	    Factors that both inform career-life choices and are influenced by them, including personal, environmental, and land use factors
	Factors that both inform career-life choices and are influenced by them, including personal, environmental, and land use factors
	Personal: for example:
	    Family values, dynamics, and expectations
	    Friends
	    Community membership
	Environmental: for example,
	    Climate change, impact on ecology, sustainability, stewardship
	Land use:
	    Respectful consideration of First Peoples claims and rights, places of historical and social significance, legal considerations. The connection between people and place is foundational to First Peoples perspectives on the world.
	Ways to contribute to community and society that take cultural influences into consideration
	Cultural influences:
	    On the nature of an individual's contributions, roles, values, duties

	CAREER EDUCATION Career-Life Connections (CLC)

Big Ideas	**Career-life decisions influence and are influenced by internal and external factors, including local and global trends.**
	Career-life decisions:
	    How do we respectfully navigate competing social, familial, and cultural expectations as we pursue our preferred career-life pathways?
	Internal and external:
	    For example, internal factors may include personal interests, abilities, and circumstances, and external factors may include place-based, community, and digital influences

	Engaging in networks and reciprocal relationships can guide and broaden career-life awareness and options.
	Engaging in networks:
	  In what ways can we collaborate with people from our personal and educational/ workplace networks to explore and further meaningful career-life opportunities?
	Lifelong learning and active citizenship foster career-life opportunities for people and communities.
	  As lifelong learners, how do we reflect on formal and informal education/ work experiences to enhance our career-life development?
	In what ways can our passions lead to service for our communities?

Curricular Competencies	**Recognize personal worldviews and perspectives, and consider their influence on values, actions, and preferred futures**
	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
	Engage with personal, education, and employment networks to cultivate post-graduation resources and social capital
	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*
	Demonstrate and reflect on inclusive, respectful, and safe interactions in multiple career-life contexts
	career-life contexts:
	  ⇨ *social groups, school community, local community, post-secondary communities, cultural communities, workplace, digital spaces*
	Explore possibilities for preferred personal and education/employment futures, using creative and innovative thinking

Content	**Factors that shape personal identity and inform career-life choices**
	Factors:
	  Such as family expectations, personal awareness, culture, religion, gender, socio-economics
	Social capital and transferrable skills, including intercultural, leadership, and collaboration skills
	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

Appendix C: Guiding Curriculum and Pedagogy

THE EDUCATED CITIZEN
THE GUIDING PRINCIPLES OF CAREER DEVELOPMENT
A CAREER DEVELOPMENT TOOL KIT "THE HIGH FIVE OF
    CAREER DEVELOPMENT
THE CORE COMPETENCIES
FIRST PEOPLES PRINCIPLES OF LEARNING
CAST UNIVERSAL DESIGN FOR LEARNING GUIDELINES
OECD 7 PRINCIPLES OF LEARNING
OECD LEARNING COMPASS 2030

The Educated Citizen

The purpose of the British Columbia school system is to enable learners to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy (Statement of Education Policy Order).

The B.C. Ministry of Education defines the Educated Citizen as having:

Intellectual Development – to develop the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge; to develop in students a lifelong appreciation of learning, a curiosity about the world around them and a capacity for creative thought and expression.

Human and Social Development – to develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well-being; to develop a sense of social responsibility, and tolerance and respect for the ideas and beliefs of others.

Career Development – to prepare students to attain their career and occupational objectives; to assist in the development of effective work habits and the flexibility to deal with change in the workplace. (B.C. Graduation Program: Policy Guide)

The Educated Citizen

- Thoughtful, able to learn and to think critically, and who can communicate information from a broad knowledge base.

- Creative, flexible, self-motivated and who have a positive self-image.

- Capable of making independent decisions.

- Skilled and who can contribute to society generally, including the world of work.

- Productive, who gain satisfaction through achievement and who strive for physical well-being.

- Cooperative, principled and respectful of others regardless of differences.

- Aware of the rights and prepared to exercise the responsibilities of an individual within the family, the community, Canada, and the world.

The Guiding Principles of Career Development

A career is about the life you want to lead – not just a job, occupation or profession. It involves deciding among possible and preferred futures. It answers: "who do I want to be in the world?," "what kind of lifestyle am i seeking?" and "how can I make an impact?"

8 Guiding Principles

The metaphor of a canoe can represent careers – we use it on our journey, we stock it with the tools we need, and we proactively steer it to our destination; sometimes we face rapids, and as conditions change so might our course.
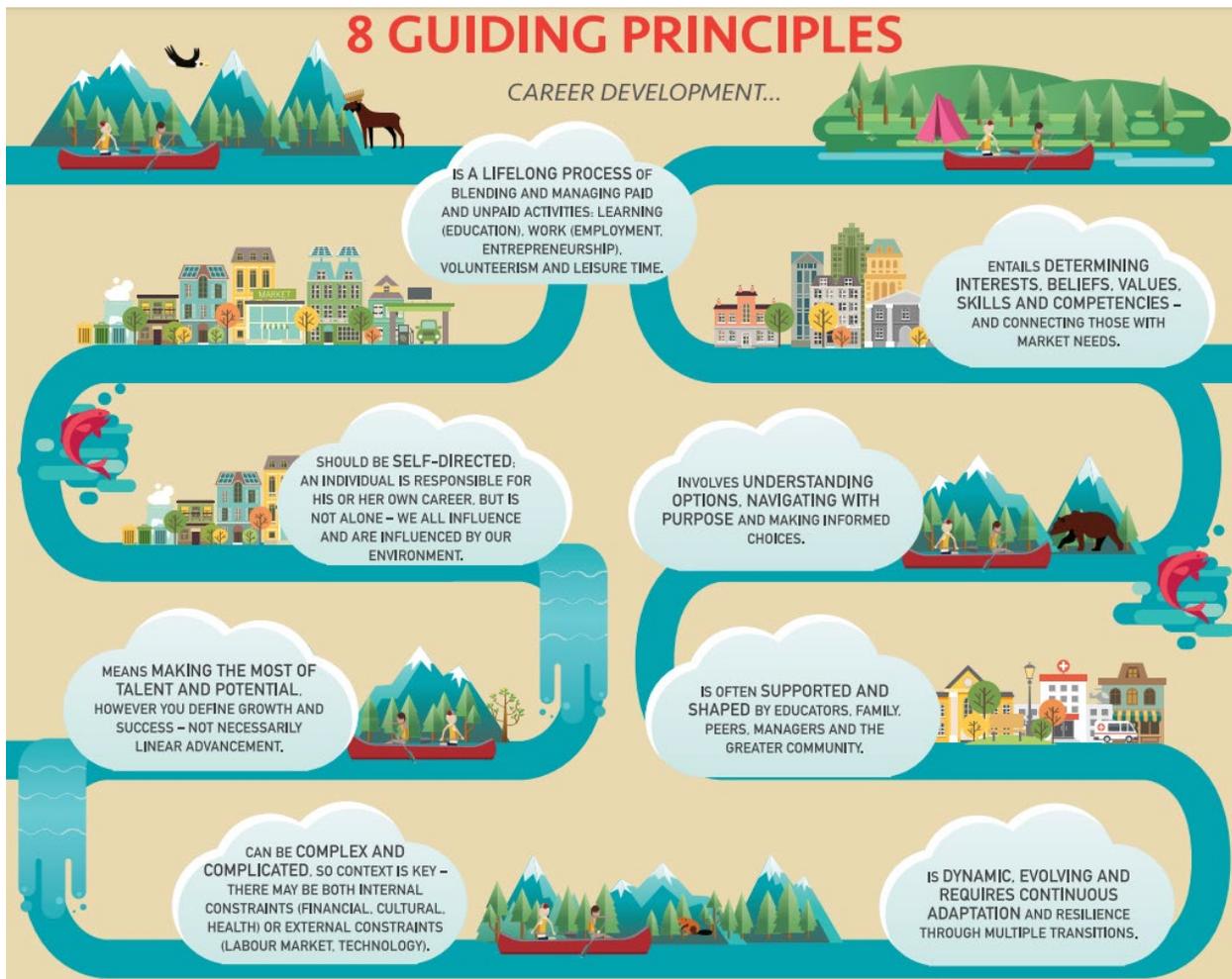
[CERIC](#)

Further Reading from CERIC

M Cahill & E Furey (2017). The Early Years: Career Development for Young Children – A Guide For Educators. CERIC

Career Development Tool Kit
"The High Five of Career Development"

The **High Five Principles** are five messages that can be used as a tool to support students on their career development journey.

Change is Constant: Rapid and continuous technological, economic, demographic, climate and social changes directly influence the world of work. For example, there are dozens of new environmental roles today that did not exist. Entirely new work roles are emerging, and old work roles are changing to require new skills, knowledge and attitudes. Personal change occurs continuously as well. People grow and develop new skills, attitudes, knowledge, beliefs, networks and other assets at varying rates.

Follow Your Heart: When change is constant, guideposts become more important. The 'heart', defined as the set of characteristics that include values, entrenched beliefs and interests is a foundation of self-awareness to use to make purposeful decisions. One's "heart" drives one' s career path. Strengths, skills and knowledge, and attitudes are simply tools that allow the path to be followed.

Focus on the Journey: Focusing on the journey supports students to move away from feeling a need to correctly make 'the' decision (What should I be?) and move toward examining multiple decisions and experiences to continuously answer Who am I? and How do I want to participate in society.

Stay Learning: Learning is constant when change is constant. People learn in effective and enjoyable ways within informal and non-formal learning events.

Be An Ally: Community is important. Many youth see the labour market (or work dynamic) as something external, " out there, " and distant. They do not realize that the labour market surrounds them, as represented by their neighbors, friends' parents and parents' friends. These allies surround youth and are their network. It is not a sign of weakness to ask for help. Rather, it is a sign of strength when one can identify a need, clearly express the need and articulate how others can help one meet the need and build mentorship through self-agency. This is particularly true when one wants to learn continually, keep up with change and adapt to change.

Career Development Theory by Dave E. Redekopp, Barrie Day & Marnie Robb

Where *do you* want to go?
We'll get you there.

BC's Core Competencies
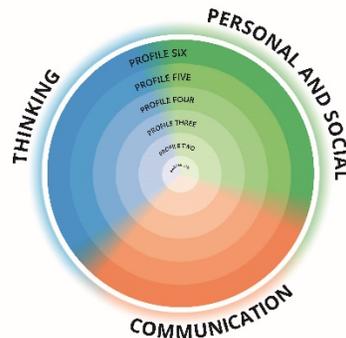
Communication – The Communication competency encompasses the knowledge, skills, processes and dispositions we associate with interactions with others. Through their communication, students acquire, develop and transform ideas and information, and make connections with others to share their ideas, express their individuality, further their learning, and get things done. The communication competency is fundamental to finding satisfaction, purpose and joy.

Thinking – The Thinking competency encompasses the knowledge, skills and processes we associate with intellectual development. It is through their competency as thinkers that students take subject-specific concepts and content and transform them into a new understanding. Thinking competence includes specific thinking skills as well as habits of mind, and metacognitive awareness. These are used to process information from a variety of sources, including thoughts and feelings that arise from the subconscious and unconscious mind and from embodied cognition, to create new understandings.

Personal and Social – The Personal and Social competency is the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society. Personal and social competency encompasses what students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world.

BRITISH COLUMBIA

https://curriculum.gov.bc.ca/competencies

curriculum.gov.bc.ca/competencies

FIRST PEOPLES PRINCIPLES OF LEARNING

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.

Learning is embedded in memory, history, and story.

Learning involves patience and time.

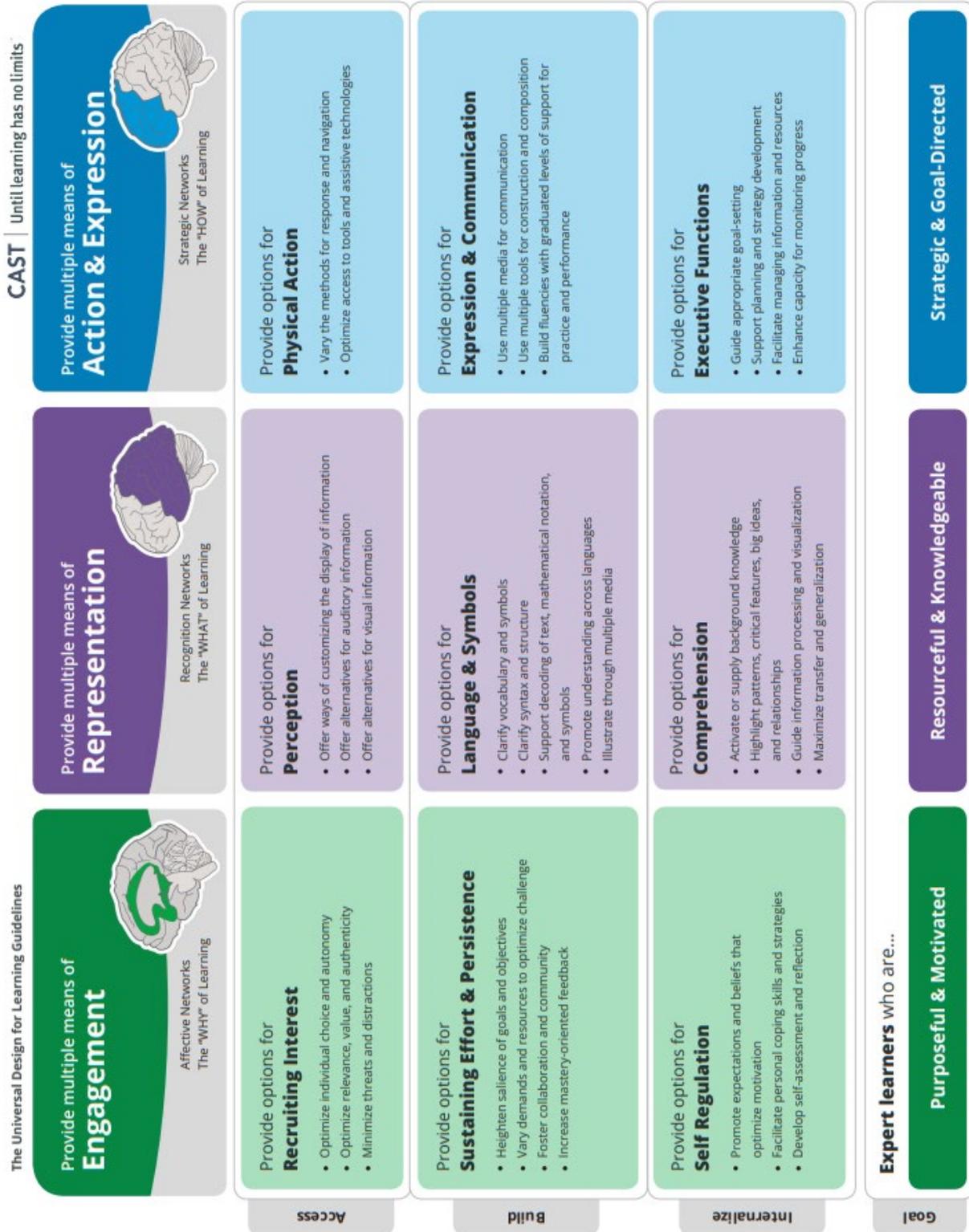Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

For First Peoples classroom resources visit: www.fnesc.ca

fnesc

www.fnesc.ca/first-peoples-principles-of-learning

Where *do you* want to go?
We'll get you there.

School District No. 73
(Kamloops-Thompson)

CAST Universal Design for Learning Guidelines

The Universal Design for Learning Guidelines

CAST | Until learning has no limits

Provide multiple means of **Engagement**	Provide multiple means of **Representation**	Provide multiple means of **Action & Expression**
Affective Networks The "WHY" of Learning	Recognition Networks The "WHAT" of Learning	Strategic Networks The "HOW" of Learning

	Provide options for **Recruiting Interest**	Provide options for **Perception**	Provide options for **Physical Action**
Access	• Optimize individual choice and autonomy • Optimize relevance, value, and authenticity • Minimize threats and distractions	• Offer ways of customizing the display of information • Offer alternatives for auditory information • Offer alternatives for visual information	• Vary the methods for response and navigation • Optimize access to tools and assistive technologies

	Provide options for **Sustaining Effort & Persistence**	Provide options for **Language & Symbols**	Provide options for **Expression & Communication**
Build	• Heighten salience of goals and objectives • Vary demands and resources to optimize challenge • Foster collaboration and community • Increase mastery-oriented feedback	• Clarify vocabulary and symbols • Clarify syntax and structure • Support decoding of text, mathematical notation, and symbols • Promote understanding across languages • Illustrate through multiple media	• Use multiple media for communication • Use multiple tools for construction and composition • Build fluencies with graduated levels of support for practice and performance

	Provide options for **Self Regulation**	Provide options for **Comprehension**	Provide options for **Executive Functions**
Internalize	• Promote expectations and beliefs that optimize motivation • Facilitate personal coping skills and strategies • Develop self-assessment and reflection	• Activate or supply background knowledge • Highlight patterns, critical features, big ideas, and relationships • Guide information processing and visualization • Maximize transfer and generalization	• Guide appropriate goal-setting • Support planning and strategy development • Facilitate managing information and resources • Enhance capacity for monitoring progress

Goal	**Purposeful & Motivated**	**Resourceful & Knowledgeable**	**Strategic & Goal-Directed**

Expert learners who are...

udlguidelines.cast.org

OECD 7 Principles of Learning

The 7 Principles of Learning

Adapted from OECD's The Practitioner Guide from The Nature of Learning

1 LEARNERS AT THE CENTRE
Learning activities should focus on cognition and growth while allowing students to construct their learning through engagement and active exploration. This calls for a mix of pedagogies, which might include guided and action approaches, as well as co-operative, inquiry-based, and service learning. The aim is to develop 'self-regulated learners'.

2 THE SOCIAL NATURE OF LEARNING
We learn through social interaction, meaning learning environments should be highly social. Co-operative group learning that is well-organised and challenging has clear benefits for achievement, as well as behavioural and affective outcomes. Opportunities for autonomous learning should increase as students mature.

3 EMOTIONS ARE THE GATEKEEPER TO LEARNING
Learning results from the dynamic interplay of emotion, motivation and cognition. Attention to motivations by all those involved is about making learning more effective - better still if it also makes learning more enjoyable.

4 RECOGNISING INDIVIDUAL DIFFERENCES
Students differ in many ways that are fundamental to learning: prior knowledge, ability, conceptions of learning, learning strategies, interest, motivation, self-efficacy, beliefs and emotion; they differ also in socio-environmental terms such as linguistic, cultural and social backgrounds. Flexible learning environments are adaptive to individual learners in ways that are sustainable for both individuals and the group as a whole.

5 CHALLENGING ALL STUDENTS
Being aware of individual differences and needs means being able to constantly challenge learners, no matter what their starting point, to move out of their comfort zone without overloading or excessively pressuring them.

6 MEANINGFUL FEEDBACK FOR LEARNING
The learning environment clearly communicates what is expected from learners, what they are doing and why. Formative assessment should be substantial, regular and provide meaningful feedback. This should be used to constantly shape direction and practice in the learning environment.

7 BUILDING HORIZONTAL CONNECTIONS
Learning should promote connectedness by supporting students to make connections across knowledge and subjects as well as across the community and the wider world. The authentic learning this promotes helps to foster deeper understanding.

Panic
Challenge
Comfort Zone
Learn
Overwhelmed

Based on the contents of The Practitioner Guide from The Nature of Learning: Using Research to Inspire Practice, OECD Publications, 2010.
© OECD 2012 for the Practitioner Guide.
© OECD 2010 for The Nature of Learning: Using Research to Inspire Practice.

ais
nsw

www.oecd.org/education/ceri/50300814.pdf

The OECD Learning Compass 2030

The Learning Compass 2030 defines the knowledge, skills, attitudes and values that learners need to fulfil their potential and contribute to the well-being of their communities and the planet. The OECD Learning Compass 2030 concepts are: agency, core foundations, the anticipation, action and reflection cycle, Knowledge, skills, attitudes and values, transformative competencies, and well-being.
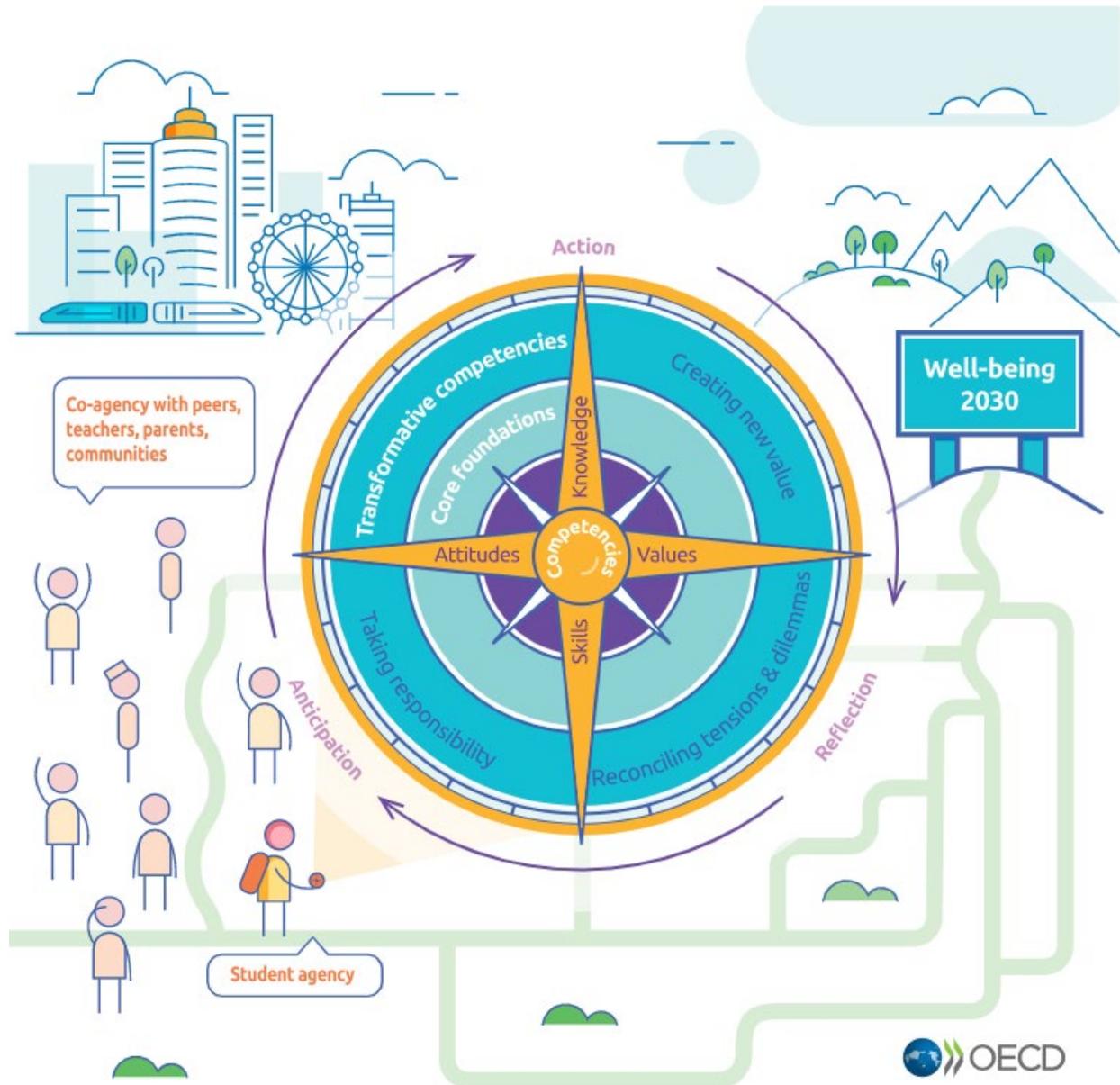
www.oecd.org/education/2030-project/teaching-and-learning/learning/

Appendix D: Career Education Curriculum

THE CAREER EDUCATION CURRICULUM

C³: CAREER CURRICULUM COMPANION
CONTINUOUS VIEWS - THE BIG IDEAS
CONTINUOUS VIEWS – CURRICULAR COMPETENCES
CONTINUOUS VIEWS - CONTENT

The Career Education Curriculum

Career Education and the Educated Citizen

The purpose of the British Columbia school system is to enable learners to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy.

(B.C. School Act)

To achieve this purpose, B.C. has advanced the collective mandate of the Educated Citizen; educated citizens who thrive in a rapidly changing world (see Appendix A). Career Education is a pillar of the collective mandate, alongside intellectual development and human and social development.

> **The Educated Citizen**
> - Intellectual Development
> - Human and Social Development
> - Career Development

(B.C. Graduation Program Policy Guide)

Career Education

Career-life development with intent is *a lifelong journey* for students to be and become who they want to be in the world. Students are encouraged to initiate and explore how they can participate and make meaningful contributions in their communities in an ever-changing world.

The Career Education curriculum supports students in becoming successful, educated citizens by helping them learn how to purposefully manage their life journey toward preferred future possibilities. This area of learning requires students to identify and develop their personal interests, passions, and competencies; reflect on learning experiences in school and their community; build confidence through their contributions; and explore multiple career-life roles and choices. The curriculum fosters lifelong career development and learning, beginning in Kindergarten and continuing through to graduation and beyond.

(B.C. Career Education)

Career Education and Curriculum Structure

The curriculum structure promotes a holistic view of students that facilitates integration across multiple areas of learning through personal development, community connections and contributions, as well as exploring multiple possibilities and choices. The curriculum focuses on career-life development through three major phases, as outlined below, that include consistent and gradual growth in Curricular and Core Competencies. The First Peoples Principles of Learning greatly influence the curricula and are woven implicitly throughout (See Appendix C Indigenous Knowledge and Perspectives: Career Education K-12 Curriculum).

Career Education and Curriculum Integration

SD 73 has created the *C³: Career Curriculum Companion* to support all teachers in weaving career education into their everyday practice through building self-awareness, connections to the community and exploring opportunities (see Appendix C C3 Career Education Curriculum Companion).

> *C³: Career Curriculum Companion*
> - Self-awareness
> - Connections to the Community
> - Exploring Opportunities

Three Phases of the Career Education Curriculum

From Kindergarten to graduation, the Career Education curriculum offers students many opportunities to explore and develop personal interests, strengths, and competencies while making connections with experiential learning, career-life possibilities, and preferred post-graduation opportunities.

Three phases of Career Education
● K-5 Developing Foundations
● 6-9 Exploring Possibilities
● 10-12 Pursuing Preferred Futures.

K-5 Developing Foundations. Career-life development is largely about the expanding sense of self, positive community engagement, reflection on learning and goal-setting, expanding horizons, and building aspirations. Students develop an awareness of their personal interests and strengths, the roles and responsibilities of family, school, and community in laying the foundation to support their lifelong learning, and multiple possible future careers.

6-9 Exploring Possibilities. Students continue to reflect on, self-assess, and set goals in personal competency development and determine their strengths and preferences as they explore career-life concepts such as identity, leadership, personal planning, and transferable skills. Students are introduced to increasingly diverse experiential learning opportunities and ways in which family, mentors, and community networks support their continued career-life development. Students continue to expand their horizons and build aspirations and exploring multiple possible future careers.

10-12 Pursuing Preferred Futures. In Grades 10-12, students further refine personal career-life development goals through experiential learning, cultivating community connections, gathering authentic evidence of learning, and reflecting on competency development. They explore post-graduation possibilities in diverse educational, work, and personal life contexts and build the personal career-life management skills needed to effectively pursue who and how they want to be in the world. Career-Life Education (CLE) and Career-Life Connections (CLC) are part of the graduation requirements, and Career-Life Connections includes a career-life exploration component and a capstone.

(B.C. Career Education)

Career Education and Curriculum Design

Career Education is structured to include *Core Competencies*, *Big Ideas*, and *Learning Standards* - Curricular Competencies and Content with Indigenous knowledge and perspectives implicitly woven throughout (see Appendix B). All areas of learning are based on a "Know-Do-

Know-Do-Understand
● Content – the "Know"
● Curricular Competencies – the "Do"
● Big Ideas – "The Understand"

Understand" model to support a concept-based competency-driven approach to learning with continuous views from K-9 for the Big Ideas, Curricular Competencies, and Content (See Appendix B).

The Core Competencies are sets of intellectual, personal, and social and emotional proficiencies for all students that support the engagement of deep, lifelong learning and are directly related to students becoming educated citizens. They include: Communication, Thinking, and Personal and Social Responsibility (see Appendix A). Students develop Core Competencies when they are engaged in the "doing" – the Curricular Competencies – within all learning areas. Students in grades K-9 self-assess on Core Competencies yearly. Students in grades 10-12 continue their ongoing reflection and self-assessment of the Core Competencies to their capstone.

The Core Competencies

- Communication
  - Communicating
  - Collaborating

- Thinking
  - Creative Thinking
  - Critical & Reflective Thinking

- Personal and Social
  - Personal Awareness & Responsibility
  - Positive Personal & Cultural Identity
  - Social Awareness and Responsibility

(B.C. Developing and Supporting K-12 Student Reflection and Self-Assessment of Core Competencies)

For **Core Competency Lessons** and **I Statements** from SD 73 see MySD73

my.sd73.bc.ca/en/schools/lessons.aspx

The Big Ideas contain key concepts, principles, and theories that are generally timeless and transferable to other situations; which is why they are broad and abstract. They represent what students are expected to understand; the "understand" component of the know-do-understand model. Collectively, the Big Ideas progress in both sophistication and degree of connection with the lives of students throughout the Kindergarten to the Graduation curriculum. Big Ideas guide growth in further understanding as well as questioning or inquiry. In CLE and CLC, the curriculum elaborations provide sample questions derived from the Big Ideas (see Appendix C).

The Learning Standards
The mandated Learning Standards are explicit statements of what students are expected to know, understand, and be able to do. There are two types: **curricular competencies**, explicit statements of what students are expected to be able to do, and **content,** define what students should know.

Career Education Curricular Competencies are action-based statements that identify what students will do to demonstrate the skills, strategies, and processes they are continually defining and developing. They reflect the "do" in the know-do-understand model. Students continually develop the ability to examine, interact, experience, initiate and share (See Appendix B). While Curricular Competencies are more specific they are connected to the Core Competencies.

Curricular Competencies

- Examine
- Interact
- Experience
- Initiate
- Share

Career Education Content detail the essential topics and knowledge at each grade level. They reflect the "know" in the know-do-understand model. Students are asked to know three areas that support meaningful career-life development: personal development, community connections, and planning (K-5 focuses on the first two areas) (See Appendix B).

Content
◉ Personal development
◉ Community connections
◉ Planning

(B.C. Career Education)

Indigenous Knowledge and Perspectives: Career Education K-12

In B.C.'s redesigned curriculum, Indigenous knowledge and perspectives are integrated throughout all areas of learning and are evident in the curriculum's rationale statements, goals, big ideas, mandated learning standards, and elaborations (see Appendix B). The First Peoples Principles of Learning greatly influence the curricula and are woven implicitly throughout. The principles promote experiential and reflexive learning, as well as self-advocacy and personal responsibility in learners (see Appendix A).

(Indigenous Knowledge and Perspectives in K-12 Curriculum)

Key B. C. Ministry of Education Documentation

- ◈ B.C. Core Competencies
- ◈ Career Education Kindergarten to Grade 7 Curriculum
- ◈ Continuous Views – Career Education
- ◈ Indigenous Knowledge and Perspectives in K-12 Curriculum – Career Education K-12
- ◈ The Core Competencies

C³: Career Curriculum Companion

C³ (Career Curriculum Companion): Educated Citizens in an Ever-Changing World

Career Education is a life-long journey that is personally meaningful and goal-oriented in an ever-changing world.

Self-Awareness

Who do you want to be in the world? *not* What do you want to be?

- Expanding sense of self; developing awareness of personal interests, strengths, and values; and reflecting on learning and goal-setting

- Personal competency development, embrace essential skills, and utilize technology to meet potential

- Exploring identity, leadership, personal planning, and transferable skills with purpose

Positive Community Engagement

How can you make meaningful contributions in your community?

- Learning and valuing ways family, mentors, community, and networks support lifelong learning journeys

- Communicate and interact collaboratively with others, valuing diversity of people, perspectives, worldviews, ideas, and opportunities

- Connect to an ever-changing, growing and shifting world

Exploring Possibilities

How do you make career plans in an ever-changing world?

- Grow new interests, knowledge, skills and competencies and connect experiences to career clusters

- Engage in and reflect on diverse experiential learning opportunities both inside and outside the school

- Use personal knowledge to inform purposeful career-life choices with flexibility as opportunities and challenges arise

Continuous Views - The Big Ideas

Stage 1 (K-3)	• Confidence develops through the process of self-discovery. • Strong communities are the result of being connected to family and community and working together toward common goals. • Effective collaboration relies on clear, respectful communications. • Everything we learn helps us to develop skills. • Communities include many different roles requiring many different skills. • Learning is a lifelong enterprise.
Stage 2 (4-5)	• Public identity is influenced by personal choices and decisions. • Exploring our strengths and abilities can help us identify our goals. • Leadership requires listening to and respecting the ideas of others. • Family and community relationships can be a source of support and guidance when solving problems and making decisions. • Good learning and work habits contribute to short- and long term personal and career success.
Stage 3 (6-7)	• Our attitudes toward careers are influenced by our view of ourselves as well as by our friends, family and community. • Our personal digital identity forms part of our public identity. • Practising respectful, ethical, inclusive behaviour prepares us for the expectations of the workplace. • Leadership represents good planning, goal setting, and collaboration. • Safe environments depending on everyone following safety rules. • New experiences, both within and outside of school, expanded our career skill set and options.
Stage 4 (8-9)	• Reflecting on our preferences and skills help us identify the steps we need to take to achieve our career goals. • The value of work in our lives, communities, and society can be viewed from diverse perspectives. • Achieving our learning goals requires effort and perseverance. • Adapting to economic and labour market changes requires flexibility. • Our career paths reflect the personal, community, and educational choices we make.
Career Life Education	• 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. • Cultivating networks and reciprocal relationships can support and broaden career-life awareness and options • Finding balance between works and personal life promotes well- being • Lifelong learning fosters career opportunities
Career Life Connections	• 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

Continuous Views – Curricular Competencies

Grade	Examine	Interact	Experience	Initiate	Share
K-3	• Identify and appreciate their personal attributes, skills, interests, and accomplishments • Demonstrate effective work habits and organizational skills appropriate to their level of development	• Work respectfully and constructively with others to achieve common goals • Identify and appreciate the roles and responsibilities of people in their schools, families, and communities	• Recognize the importance of positive relationships in their lives • Recognize the importance of learning in their lives and future careers	• Set and achieve realistic learning goals for themselves	• Share ideas, information, personal feelings, and knowledge with others • Recognize the basic skills required in a variety of jobs in the community
4-5	• Identify and appreciate their personal attributes, skills, interests, and accomplishments and their growth over time	• Demonstrate respect for differences in the classroom • Appreciate the influence of peer relationships, family, and community on personal choices and goals	• Use innovative thinking when solving problems • Make connections between effective work habits and success	• Recognize the need for others who can support their learning and personal growth • Set realistic short- and longer- term learning goals, define a path, and monitor progress • Demonstrate safe behaviours in a variety of environments	• Recognize the intersection of their personal and public digital identities and the potential for both positive and negative consequences • Question self and others about the role of technology in the changing workplace
6-7	• Recognize their personal preferences, skills, strengths, and abilities and connect them to possible career choices • Question self and others about the reciprocal relationship between self and community	• Appreciate the importance of respect, inclusivity, and other positive behaviours in diverse, collaborative learning, and work environments • Recognize the influence of peers, family, and communities on career choices and attitudes toward work	• Appreciate the value of new experiences, innovative thinking and risk taking in broadening their career options • Explore volunteer opportunities and other new experiences outside school and recognize their value in career development	• Set realistic short- and longer- term learning goals, define a path, and monitor progress • Apply project management skills to support career development • Demonstrate leadership skills through collaborative activities in the school and community • Demonstrate safety skills in an experiential learning environment • Use entrepreneurial and innovative thinking to solve problems	• Examine the importance of service learning and the responsibility of individuals to contribute to the community and the world • Question self and others about how their personal public identity can have both positive and negative consequences

Where *do you* want to go?
We'll get you there.

Where *do you* want to go?
We'll get you there.

Continuous Views – Curricular Competencies continued

Grade	Examine	Interact	Experience	Initiate	Share
8-9	• Use self-assessment and reflection to develop awareness of their strengths, preferences, and skills • Recognize the impact of personal public identity in the world of work	• Question self and others about how individual purposes and passions can support the needs of the local and global community when considering career choices • Demonstrate respect, collaboration, and inclusivity in working with others to solve problems • Question self and others about the role of family expectations and traditions, and of community needs in career choices	• Explore volunteer and other new learning experiences that stimulate entrepreneurial and innovative thinking • Apply decision-making strategies to a life, work, or community problem and adjust the strategies to adapt to new situations • Recognize the influence of curriculum choices and co-curricular activities on career paths	• Set and achieve realistic learning goals with perseverance and resilience • Apply a variety of research skills to expand their knowledge of diverse career possibilities and understand career clusters • Demonstrate safety skills and appreciate the importance of workplace safety	• Appreciate the value of a network of resources and mentors to assist with career exploration • Recognize and explore diverse perspectives on how work contributes to our community and society
CLE	• 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	• 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	• 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	• 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	

Grade	Examine	Interact	Experience	Initiate	Share
CLC	• Recognize personal worldviews and perspectives, and consider their influence on values, actions, and preferred futures • Analyze internal and external factors to inform personal career-life choices for post-graduation planning • Assess personal transferable skills, and identify strengths and those skills that require further refinement • Explore and evaluate personal strategies, including social, physical, and financial, to maintain well-being	• Collaborate with a mentor to inform career-life development and exploration • Engage with personal, education, and employment networks to cultivate post-graduation resources and social capital • Create and critique personal and public profiles for self-advocacy and marketing purposes • Demonstrate and reflect on inclusive, respectful, and safe interactions in multiple career-life contexts	• 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		• 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 project

Grade	Personal Development	Connections to Community	Life and Career Plan
K-3	• goal-setting strategies • risk taking and its role in self-exploration	• cultural and social awareness • roles and responsibilities at home, at school, and in the local community • jobs in the local community	
4-5	• goal-setting strategies • problem-solving and decision-making strategies • emergent leadership skills	• cultural and social awareness • generational roles and responsibilities • safety hazards and rules at school, at home, and in the community	
6-7	• goal-setting strategies • self-assessment • project management • leadership • problem-solving and decision-making strategies	• local and global needs and opportunities • cultural and social awareness • global citizenship • volunteer opportunities	• factors affecting types of jobs in the community • technology in learning and working • role of mentors, family, community, school, and personal network in decision making

8-9	• goal-setting strategies
	• self-assessment for career research
	• reflection
	• project management
		• local and global needs and opportunities
		• cultural and social awareness
		• factors affecting types of jobs in the community
		• career value of volunteering
			• graduation requirements
			• role of mentors, family, community, school, and personal network in decision making
			• influence of technology in learning and working
			• workplace safety
			  – hazard evaluation and control
			  – rights and responsibilities of the worker
			  – emergency procedures
			• role of community, school, personal network, and mentorship in career planning

Grade	Career-life Development	Connections with Community	Career-life Planning
CLE	- 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	- inclusive practices, including making 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	- 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
CLC	- mentorship opportunities - competencies of the educated citizen - self-advocacy strategies - factors that shape personal identity and inform career-life choices - strategies for personal well-being and work-life balance - reflection strategies - employment marketing strategies - rights and regulations in the workplace, including safety	- 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	- 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

Appendix E: Career Education Learning Maps

K-3 LEARNING MAP
4-7 LEARNING MAP
TRIANGULATION OF ASSESSMENT

Note: Learning Maps will be updated to reflect the new four-point proficiency scale.

K-3 Career Education Learning Map

Where *do you* want to go?
We'll get you there.

Students...	Approaching	Meeting	Exceeding
1. Identify and appreciate their personal attributes, skills, interests, and accomplishments	Is able to identify a personal attribute, skill or accomplishment.	Is able to identify and appreciate their personal attributes, skills, interests and accomplishments.	Instinctively uses these set of qualities to display risk taking and its role in self-exploration.
Informal Conference (C) Presentations (O) Interviews (C) Portfolio (P) Peer Feedback / Evaluation (P,C,O) Self-Assessment (C,P)			
2. Recognize the importance of positive relationships in their lives	Give examples of positive relationships (mom, friend, teacher) .	Gives an example of 'why' it is important to have positive relationships (love, food, friendship, etc.) and explores how they can make new relationships.	Describes in detail how, why, and who they have positive relationships with and creates opportunities to make new relationships.
Student Involvement (O) Dramatization (P) Informal Conference (C)			
3. Share ideas, information, personal feelings, and knowledge with others	With support is able to share ideas, information, personal feelings and knowledge with others.	Can independently share ideas, information, personal feelings, and knowledge with others.	Independently shares ideas, information, personal feelings, and knowledge with others; plus takes risks and leadership roles.
Student Conversations (O) Active research (O) Informal Conference (C) Self Assessment (C,P) Presentations (P,C,O)			
4. Work respectfully and constructively with others to achieve common goals	Can achieve common goals with some support.	Has been able to work respectfully and constructively with others to achieve a common goal.	Works respectfully and constructively to achieve common goals in multiple settings.
Portfolio Self Evaluation (O,C,P) Self Assessments (O,C,P) Reflections (O) Demonstrations (O,P) Peer Feedback / Evaluations (P,C,O)			
5. Recognize the importance of learning in their lives and future careers	Can communicate or recognize the importance of learning in their lives or a future career.	Can communicate and recognize the importance of learning in their lives and a future career.	Can communicate and recognize the importance of learning in their lives and a future career. Plus clearly communicate the steps it takes to achieve a future career.
Web Based Assessments—Google Docs / Video Reflections / eportfolios (P,C,O) Problem Statement (P) One Column Rubric (P,C,O)			
6. Set and achieve realistic learning goals for themselves	With support is able to set and achieve realistic learning goals and access support at home, school and in the community.	Can independently set and achieve realistic learning goals for themselves and access support at home, school and in the community.	Can independently identify required steps to set and achieve realistic learning goals for themselves and identify sources of support at home and in the community.
Student Collaboration (O) Progress Monitoring (O) Articulate Learning Goals (C) Self Reflection (P)			
7. Identify and appreciate the roles and responsibilities of people in their schools, families, and communities and their jobs.	With support is able to identify roles and responsibilities of people in their schools, families, and communities; including cultural differences and indigenous traditions.	Can identify roles and responsibilities of people in their schools, families, and communities; including cultural differences and indigenous traditions.	Can identify roles and responsibilities of people in their schools, families, and communities; including cultural differences and indigenous traditions.
Presentation (P) Dramatization (P) K-W-L Charts (C) Reflections (O) Demonstrations (O,P)			
8. Demonstrate effective work habits and organizational skills appropriate to their level of development	Completes work and stays on task some of the time, is more consistent in a set setting.	Completes work and stays on task the majority of the time and a few settings.	Completes work and stays on task consistently and in multiple settings. Demonstrates examples of being a peer leader.
Student Journal (O,P) Rubric (P,C,O) Self-Evaluation (C) Exit Interview (C) Presentation (P) Reflective Piece Linked to Competencies (P)			
9. Recognize the basic skills required in a variety of jobs in the community	With support can recognize basic skills required in familiar jobs in the community.	Independently recognizes the basic skills required in a variety of jobs in the community.	Independently recognizes the basic skills required in a variety of jobs in the community and has a self awareness of skills and passions that relate to global careers.
Student & Teacher Conversation (C) Self-Evaluation (C) Presentation (P) Model/Diorama (P) Dramatization (P) Prezi (P) Choice of Presentation Mode (P,C,O)			

Triangulation of Assessment*   O Observation   C Conversation   P Product

*Cameron, C. and Gregory, K. (2014). *Rethinking Letter Grades*. 1st ed. Winnipeg: Portage & Main Press, p.9.   **Synthesized, 2018 SD No. 73 Professional Development Session

4-7 Career Education Learning Map
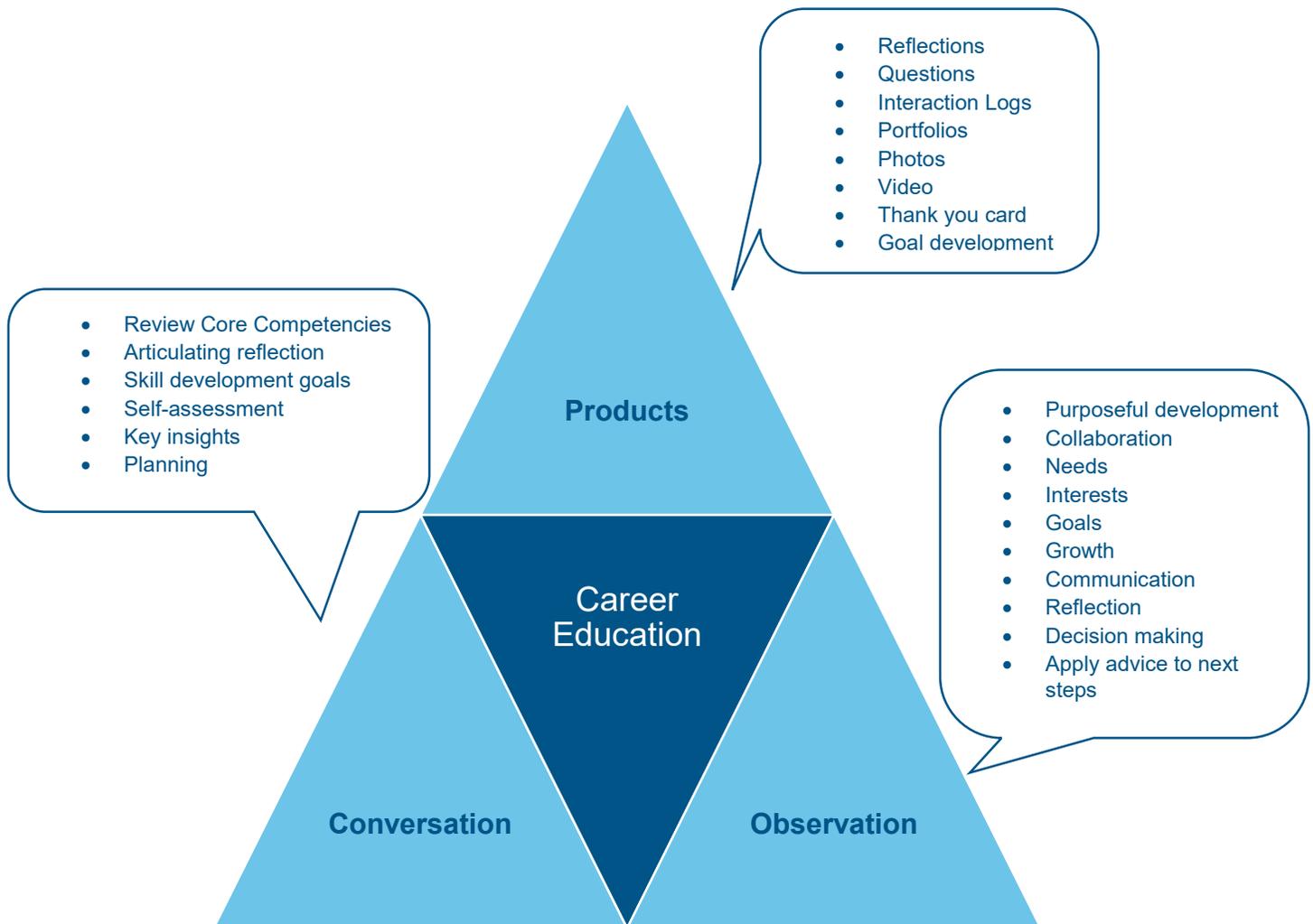
Where *do you* want to go? We'll get you there.

Students...	Approaching (C– to C)		Meeting (C+ to B)		Exceeding (A)	
	50% 58% 66%		67% 74% 85%		86% 92% 100%	

L E A R N I N G S T A N D A R D S

	Approaching	Meeting	Exceeding
1. Personal Growth	I can identify or appreciate my personal preferences and skills. I can identify positive influences.	I can recognise my personal preferences and skills and connect them to my personal growth. I can identify a support network that can help me reach my goals.	I can recognise my personal preferences and skills and connect them to my personal growth and career options. I can access a support network that can help me reach my goals.
	Informal Conference (C) Presentations (O) Interviews (C) Portfolio (P) Peer Feedback / Evaluation (P,C,O) Management of Frustration / Failures / Roadblocks (O,C)		
2. Identity Awareness	I can recognise that I have a personal and digital identity and it is influenced by my personal choices and decisions.	I can recognise that my personal and digital identities are connected and influenced by my personal choices and decisions.	I can question myself and others about how personal and public identities can have positive and negative consequences.
	Student Involvement (O) One Column Rubric (P,C,O) Group Discussion (C) KWL Chart (P,C) Web Based Assessments - Google Docs / Video Reflections / e-portfolios (P,C,O)		
3. Respect for Diversity	I can demonstrate respect for differences in the school environment. I can identify the importance of cultural differences and Indigenous traditions.	I can appreciate the importance of respect, inclusivity, and positive behaviours in collaborative learning and work environments. I can recognize cultural differences and Indigenous traditions.	I understand that practicing respectful, ethical, inclusive behaviour prepares me for expectations in the workplace. I can acknowledge cultural differences and Indigenous traditions.
	Student Conversations (O) Active research (O) Informal Conference (C) Self Assessment (C,P) Presentations (P,C,O)		
4. Innovative Thinking	I can use innovative thinking when solving problems.	I can combine entrepreneurial skills and innovative thinking, such as perseverance, risk-taking and creativity, to solve problems.	I can appreciate the value of new experiences, innovative thinking, and risk-taking in broadening my growth mindset. I can explain how these skills apply to future career options.
	Portfolio Self Evaluation (O,C,P) Self Assessments (O,C,P) Reflections (O) Demonstrations (O,P) User Feedback (O,C,P) 2D/3D Model (P) Design an Evaluation Tool (P)		
5. Goal Setting	I can explore my strengths and abilities to help me identify my goals.	I can set S.M.A.R.T (Specific, Measurable, Attainable, Realistic, and Timely) goals and measure my success.	I can recognise that good planning, goal setting, and collaboration develop my leadership skills.
	Management of Frustration / Failure / Roadblocks (O,C) Articulate Learning Goals (C) Problem Statement (P) One Column Rubric (P,C,O)		
6. Work Habits	I can make connections between effective work habits and success.	I can understand that good learning and work habits contribute to short- and long-term personal and career success.	I can connect effective work habits to my project management skills as one way to support my career development.
	Student Collaboration (O) Progress Monitoring (O) Articulate Learning Choices (C) Self Reflection (P)		
7. Safety	I can understand that safe environments depend on everyone following safety rules.	I can recognise and follow safety rules in various environments.	I can use my leadership skills to foster a safe environment for everyone. I recognise that safety rules are different depending on the environment.
	Presentation (P) Dramatization (P) Tool Use (O,C,P) Student Peer Evaluations (O)		
8. Citizenship	I can be a positive classroom citizen by listening, and respecting the ideas of others.	I can understand that I support, and get support from, my school and community.	I can develop my responsibility to, and relationship with, my community by exploring volunteer opportunities and service learning opportunities outside of school.
	Student Journal (O,P) Model/Diorama (P) Self-Evaluation (C) Exit Interview (C) K-W-L Charts (C) Presentation (P) Dramatization (P) Reflective Piece Linked to Competencies (P)		
9. Technology Awareness	I can recognise that there are different forms of technology for particular jobs.	I can select effective forms of technology to serve a specific purpose.	I can question myself and others about the impact of technology in the changing workplace and world.
	Student & Teacher Conversation (C) Self-Evaluation (C) Exit Interview (C) Presentation (P) Model/Diorama (P) Dramatization (P) Prezi (P) Choice of Presentation Mode (P,C,O)		

Triangulation of Assessment* O observation   C   Conversation   P   Product

*Cameron, C. and Gregory, K. (2014). *Rethinking Letter Grades*. 1st ed. Winnipeg: Portage & Main Press, p.9.   **Synthesized 2018 SD No. 73 Professional Development Session

Career Education Triangulation of Assessment

- Reflections
- Questions
- Interaction Logs
- Portfolios
- Photos
- Video
- Thank you card
- Goal development

- Review Core Competencies
- Articulating reflection
- Skill development goals
- Self-assessment
- Key insights
- Planning

Products

Career
Education

- Purposeful development
- Collaboration
- Needs
- Interests
- Goals
- Growth
- Communication
- Reflection
- Decision making
- Apply advice to next steps

Conversation

Observation

Evidence for assessment can come in many forms that fall under three categories: products, conversations, and observations. This supports the know-do-understand model structured of the curricular competencies. The triangulation of assessment promotes the use of a wide variety of evidence that is both quantitative and qualitative allowing for more formal assessment, assessment of student learning in and out of the classroom, and assessment of spontaneous moments.

Appendix F: Mediagraphy

SD 73 MEDIAGRAPHY CAREER EDUCATION SUGGESTIONS

SD 73 Mediagraphy Career Education Suggestions

Checkout resources from the HGEC Library Learning Commons, visit the Maker and Teacher Collaboration Space for ideas. See the Library Learning Commons Handbook and brochure.

Visit media.sd73.bc.ca

Select 'Mediagraphies' and then Career Education for a list of all resources tagged Career Education

Searching Tips
- Try the curricular linked sub-sections: self-awareness, positive community engagement and exploring possibilities
- Search *Learn360* or HGEC content or both
- Try the Core Competency Picture Books mediagraphy for great titles such as *Magnificent Homespun Brown*, The *Girl Who Never Made Mistakes*, or *Imagine a Day*
- Try an inquiry learning with resources such as *Issues 21* or the *Take Action* series.
- Try a Kit such as the *Education Light Cube*, *Leggo Classic* or *Build a Community*
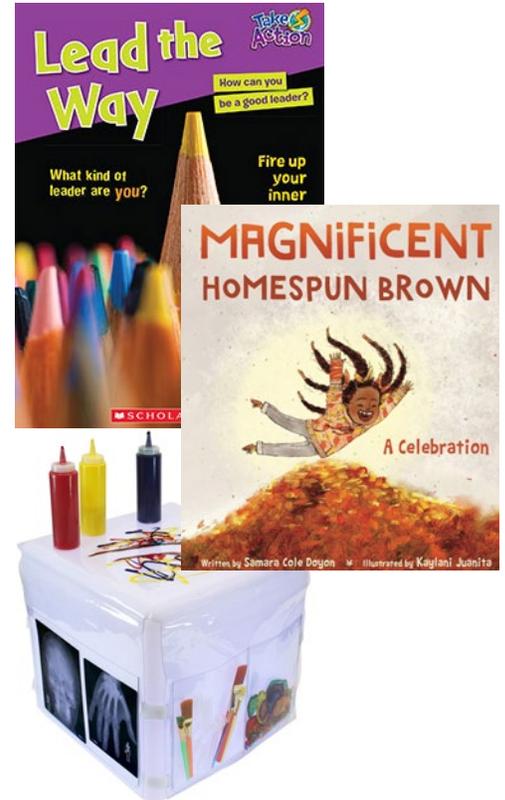
Visit Digital Databases

Searching tips
- see the BC Digital Classroom Handbook
- CBC Curio has digital access to favourites such as CBC *Small Talks*, *Gumboot Kids* and *My World Media Literacy*
- Gale has digital access to National Geographic Kids and Global Issues in Context
- Celebrate diversity and perspectives with KnowBC.com, 4 Canoes, and Worldbook Online
- Get access to vetted videos with the National Film Board
- Learn 360 has numerous series such as *Now You Know* and *I Love My Job Because*

Blueprint

Canoe Kids

CBC Curio

Ebsco Bundle

ERAC

Gale Resources

Know BC

Learn 360

NFB-ONF Screening Room

Teens 101

TigTag

World Book Online