



Guiding Students on Their Career-Life Journey



A revamped K-12 Career Education curriculum requires students to identify and develop their personal interests, passions and competencies in pursuit of purposeful career-life planning. Students learn how to set meaningful goals, to recognize and cultivate relevant opportunities and supportive relationships, and to continually re-evaluate and revise their plans to find their place in an ever-changing world.

For most people, career-life planning is not a matter of making one major decision and living with it for a lifetime. Educated citizens in today's ever-changing world are open to multiple possibilities for the future and are flexible and adaptable to emerging opportunities.

Two new career education offerings in the 2018 Graduation Program will give students the opportunity to explore a variety of career-life pathways. Through these new offerings, students will learn to recognize their evolving strengths and interests, refine their learning goals and apply this self-knowledge to exploration of post-secondary possibilities in diverse education, work-related and personal life contexts.



Career-Life Education



In the first offering, [Career-Life Education](#), students gain a clear understanding of career-life development knowledge, skills and strategies for life's journey into adulthood. Students are expected to be able to:

- › examine the influences of personal and public profiles on career-life opportunities;
- › identify the risks and appreciate the 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; and
- › develop preliminary profiles and flexible plans for career-life learning journeys.



Career-Life Connections

The second offering, [Career-Life Connections](#), focuses on applying this learning to the student's own personal journey into adulthood. Career-Life Connections includes an experiential learning component of 30 hours or more that broadens exposure to opportunities outside of the classroom. This includes volunteerism, employment, field work and entrepreneurship. Here are two examples of what this experiential learning component might look like:

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



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

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



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

Career-Life Connections culminates in a **capstone project** which requires students to reflect on their learning experiences in and out of school, self-assess their core competency development and share highlights of their learning journey. Students also design, assemble and present their capstone process and project to a relevant audience.



Vivian Collyer has been seconded to the Ministry of Education over the past two years to finalize the Applied Design, Skills, and Technologies 10-12 and Career Education 10-12 curricula, facilitate Career Education 10-12 implementation, and support the revision and finalization of the core competencies. She says the capstone project is critical, as it ties the student's learning together in a personally meaningful way as part of graduation. According to Collyer,

The purpose of the capstone is for students to demonstrate the knowledge, competencies and passion(s) that they can offer the world, as they integrate personal interests and strengths with preferred future possibilities. It is a representation of the student's learning journey and provides an opportunity to reflect and synthesize – as well as showcase and celebrate.

The capstone is a creative opportunity which can take many forms. If a student's passion is science, they may want to complete a research project and share their results. If a student loves the trades, they may want to design and produce a product. Other representations of learning could include oral storytelling, an exhibit or an animated video.

Finding a Sense of Purpose

Both Career-Life Education and Career-Life Connections exemplify the updated curriculum's emphasis on experiential learning and enhancing the core competencies of Communication, Thinking, and Personal and Social Development. These offerings also encourage students to identify a sense of purpose—finding the area of overlap between emerging opportunities in their communities and workforce and their personal strengths and interests.

Finding that sense of purpose can be challenging, and that's where educators play a crucial role. "Career education can't belong to just one teacher," Collyer says. "We want students to pursue their passions, and we need educators across many disciplines to be part of that picture, in support of ongoing reflection about learning and competency development in their classes and to play the role of mentor to students with similar interests. Everyone has a role in this learning, as we know that meaningful career-life development often requires mentorship and conversations over many years."





Learn More

- › Read the draft [Career Education 10-12 Guide](#).
- › Read the [B.C. Graduation Program Implementation Guide](#) for a summary of the changes in curriculum, assessment, course structures, graduation requirements and more that are part of the new B.C. Graduation Program.

Capstone Project Examples



Looking for ideas for how to set up a capstone project with your students?
See the following pages for examples from B.C. teachers.



Capstone Example 1: Moscrop Secondary (SD 41: Burnaby)

Why a Capstone Project?

“At Moscrop, the capstone project provides students with opportunities to dive into an individualized inquiry and then set a goal that is based on their interests. This process allows students to explore something that fascinates them, to improve their skills or to investigate a related career-life endeavour. All of this culminates in a showcase of their accomplishments at a celebration of learning. It’s a process that we hope students will replicate as they move through life – preparing them to adapt to a rapidly changing world.”

- Laura Dato, Career Education Teacher and Graduation Transitions Advisor

Capstone Project Details

Module 1: Capstone Proposal & Active Capstone Exploration

Students choose a personal interest goal and prepare a detailed plan to pursue that goal, including timelines and a final product. Students document their journey through a variety of methods, such as photography, journaling, videos, vlogs and/or blogs. Students also identify and reach out to an adult mentor/supporter throughout the process and have a minimum of three documented correspondences.

Module 2: Transition Plan & Capstone Check In

Part way through their Grade 12 year, students complete and submit a Transition Plan, including:

- A capstone check-in, preliminary capstone action log, and mentor correspondence log
- An articulation of their initial post-graduation plans and options
- An estimated budget for the first year after high school discussed with parent or guardian
- An updated and error-free resumé

Module 3: Capstone Presentation

Students present to an audience consisting of a teacher, fellow students and invited family and community members in April of their Grade 12 year. Presentations include:

- Reflection on the Core Competencies, showing evidence of growth/learning/proficiency
- The student’s Transition Plan
- Discussion of possible future career-life options
- Discussion of the student’s 30 Hour Career-Life Exploration Journey
- Demonstration and discussion of the final capstone representation piece



Capstone Example 1: Moscrop Secondary (SD 41: Burnaby)

Capstone Project Examples

- Taking on a new challenge** → e.g. organizing an event or training to run a half-marathon
- Learning a new skill** → e.g. learning a new language, photography skills, how to play an instrument
- Exploring a career area of interest** → through volunteerism, research and interviews
- Creating something** → e.g. an app, animation, film, fashion line
- Working for change** → e.g. fundraising to help animals or taking on an environmental issue

Tips and Tricks

Get your students out there

Connect students to opportunities in the community (such as work experience) and look to parents, fellow teachers and community members to offer mentorship in specific areas of interest.

Create a community of learners

Ensure opportunities for students to discuss each other's capstone projects and offer each other support and advice.

Individualize

Remember that different students need different supports – the flexibility of this capstone process is the key to each student's success.



Capstone Example 2: L.V. Rogers Secondary (SD8: Kootenay Lake)

Why a Capstone Project?

“A capstone project is a celebration of learning and experience. It is designed to encourage students to think critically, solve challenging problems and develop skill sets. It is their venue to connect with the world outside of school and to demonstrate that they have the skills to go on to further their education and/or enter the workforce. Students will use innovation, cross curricular knowledge, and competencies in an area of interest as the basis for the project, which is applicable to a real world concept.”

Jennifer Kidd, Career Education Curricular lead, CLC/ Capstone teacher

The Capstone Project will ...

- Allow students to identify a new opportunity, either for an existing entity or for the creation of a new venture, and apply their skills and competencies to launch their own entrepreneurial venture, research project, service pursuit, event or product; and
- Ensure students meet School District No. 8 (Kootenay Lake) competencies (Academic Success, Creativity and Innovation, Citizenship, Resiliency) and BC Ministry core competencies (Communication, Thinking, and Personal and Social) through the development of the following skills:
 - Communication (oral and written)
 - Public Speaking
 - Research Skills
 - Media Literacy
 - Teamwork
 - Planning and Organization
 - Self Sufficiency
 - Goal Setting



Capstone Example 2: L.V. Rogers Secondary (SD8: Kootenay Lake)

Capstone Project Details

Stage 1 – Preparation

Proposal/Mentor

The student selects a project strand and develops a capstone proposal. Students should review the proposal with parent(s)/guardian(s) and gain approval prior to the submission to the Capstone teacher. The proposal will be reviewed and approved by the Capstone teacher before any work may begin by the student. Each student must identify a mentor as part of their proposal.

Stage 2 – The Capstone Product

Research and Execution (Strands)

The student conducts research and maintains a collection of work product evidence for use later in the capstone. Students are encouraged to be creative in the work products they provide as evidence of their efforts.

Portfolio

The student assembles a portfolio that includes a collection of research, work and evidence. The student should select work that they believe best represents their experience. The portfolio must include the proposal plan, timeline, journal of progress, etc., and may include any other important documents, photos or electronic evidence resulting from the student's efforts.

Stage 3 – Presentation and Reflection

Presentation

The student delivers a 20-minute presentation to a review panel. The presentation should incorporate components of the portfolio and can be delivered in a variety of formats.

Reflection Paper

The student writes a final reflection paper that describes and consolidates their experience.



Capstone Example 2: L.V. Rogers Secondary (SD8: Kootenay Lake)

Capstone Project Examples

- **Experiment capstone** → e.g. determining if music tempo has an impact on work productivity
- **Event capstone** → e.g. organizing and hosting a fundraising event
- **Project capstone** → e.g. apprenticing with a local teacher and teaching a lesson to the class
- **Career/entrepreneur capstone** → e.g. setting up a personal shopping service for seniors
- **Service-oriented capstone** → e.g. organizing and running a community clean-up effort of a public area

Tips and Tricks

Flexibility

Although guidelines and ‘strands’ or categories have been created, many capstone project ideas will overlap and create a natural multi-strand and/or cross-curricular exploration. Allowing the students flexibility to explore within these varied opportunities will create a more meaningful experience.

Responsibility

With many students seeking out mentors and experiences outside of the school environment, it is essential that district guidelines are sought out, understood and followed by the teacher, student and possible mentors. Parent/guardian knowledge of this policy is crucial; it is recommended they are notified as to the nature of the project and any outside mentors their students will encounter.

Personalization

The span of ideas for capstone projects will be limitless. The basis for this project is to personalize and individualize a student’s learning experience, based on their interests, strengths, and plans for post-graduation. Enabling students to follow their passion or path of interest will result in an authentic and personally meaningful process and product. Enabling students to follow their passion or path of interest will result in an authentic and personally meaningful process and product.

Sharing

The final stage of this project is students sharing their learning. This can take many forms and teachers, schools and districts should create a venue/forum that best suits their need (e.g. formal panel presentation, Capstone Fair, or peer evaluation in small groups).



Capstone Example 3: Bodwell High School (North Vancouver)

Why a Capstone Project?

"The capstone project provides students with a platform to explore their future career pathways in an authentic and meaningful way. We acknowledge and celebrate that our students bring knowledge and experiences from diverse backgrounds that influence the way they see and interact with the world around them. Through the capstone process, students deepen their understanding by developing core skills, connecting with community and going beyond the classroom. This comes together to create a project that highlights students' goals and aspirations in this changing world."

- Daniella Gentile, Career Life Coordinator

Capstone Project Details

Students create a portfolio where they will gather all the information, research and reflections they have accumulated throughout the process. They will connect with a mentor in the school (such as a teacher or other staff member) or a local community member to help guide them through this process. The process includes:

Proposal: Students will create a proposal that includes driving questions, SMART goals for the overall project and a timeline. The proposal will be checked and approved by their CLC teacher and mentor.

Research: Students will conduct research according to their plan/timeline and will document their findings. Research may be conducted online, in the library, or through discussions and connections with their mentor, etc.

Reflections: Students will reflect weekly on their challenges, successes and learning of the week. Students will add these reflections to their portfolio at the end of each Friday.

Presentation: Students will present their project and portfolio at the end of February and in June in two formats:

1. A 15-20-minute presentation in front of their Career-Life Connections class, an invited class and a panel of three staff/community members.
2. At a school Career Life Fair, where Career-Life Education students display their mini-capstone projects and the Career-Life Connection students display their capstone projects.

Self assessment is an important part of this process.



Capstone Example 3: Bodwell High School (North Vancouver)

Capstone Project Examples

Career interest: Animal welfare

Inquiry question: What can we do as a society to decrease the number of homeless cats and dogs?

Service initiative: Volunteering at the local animal shelter once a week and work with the promotions team to learn how to promote animal adoption.

Career interest: Film production

Inquiry question: How can I create a high-quality short documentary using a smart phone?

Experiment: After researching best methods and types of phones, the student creates a short documentary on the selected smart phone.

Career interest: Unsure

Inquiry question: Which career pathway am I most interested in?

Product Creation: The student creates a university program style brochure that demonstrated their research on schools/career clusters/interest areas and a discussion of which area they have decided to focus on.

Tips and Tricks

Start early

In Career-Life Education, we have created a mini-capstone project that focuses on the career pathway that students are interested in exploring. After researching all aspects of this topic, the students present their findings and created inquiry questions they could use for their capstone in Career-Life Connections. By having students think about their capstone early, they are able to feel more prepared and have a foundation to work from.

Keep it simple

Create a simple, to-the-point outline and presentation with expectations and timelines for this project that works for your students. It doesn't need to be complicated.

Creating support systems

For some students, parental support may not be an option. Help to come up with ways students can be supported during this process that does not only count on one teacher. Include other staff, community members and local resources.