

A network diagram with various colored nodes (blue, green, yellow, white) and lines connecting them, overlaid on a dark blue background with faint silhouettes of people. The nodes are represented by small circles, some of which contain a person icon. The lines are thin and light-colored, creating a web-like structure.

# Best Practice for Career Education

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Career Connected Learning

## What is Career Connected learning?

A career is the life you want to lead – not just a job, occupation or profession. It involves preparing for possible and preferred futures.



[www.ceric.ca/principles](http://www.ceric.ca/principles)

## Why should schools focus on Career Connected learning?

Research shows that engaging students in career education is associated with many educational, societal, and financial benefits including:

- ▶ bolsters well-being/mental health and satisfaction in life
- ▶ improves academic achievement
- ▶ increases student engagement and motivation
- ▶ facilitates the development of competencies needed to successfully manage learning, work and transitions
- ▶ prepares students for the workplaces of the future (skills economy)
- ▶ boosts social mobility
- ▶ improves employee engagement and productivity
- ▶ reduces unemployment
- ▶ strengthens economic growth

## Who is responsible for Career Connected learning?

Everyone! Administrators, teachers, guidance counsellors, students, and families all play a role in career development.

## How do we intentionally incorporate Career Connected learning?

Given the rapidly shifting nature of work, career education matters more than ever. The following are some evidenced based practices that are easily and intentionally incorporated in K-12 classrooms:

### 1. Social Emotional Learning (SEL)

SEL is how children, youth, and adults learn to understand and manage emotions, set goals, show empathy for others, establish positive relationships, and make responsible decisions.



<https://casel.org/>

SEL is promoted and taught through explicit instruction. It can be intentionally integrated across all curricula. The goal is to prepare students for long-term success in life and to become responsible, caring citizens in our pluricultural society.

The CASEL Guide to Schoolwide Social and Emotional Learning may be found at:



<https://schoolguide.casel.org/>

## SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

### SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- IDENTIFYING EMOTIONS
- ACCURATE SELF-PERCEPTION
- RECOGNIZING STRENGTHS
- SELF-CONFIDENCE
- SELF-EFFICACY

### SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- PERSPECTIVE-TAKING
- EMPATHY
- APPRECIATING DIVERSITY
- RESPECT FOR OTHERS

### SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- IMPULSE CONTROL
- STRESS MANAGEMENT
- SELF-DISCIPLINE
- SELF-MOTIVATION
- GOAL SETTING
- ORGANIZATIONAL SKILLS

### RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- COMMUNICATION
- SOCIAL ENGAGEMENT
- RELATIONSHIP BUILDING
- TEAMWORK

### RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- IDENTIFYING PROBLEMS
- ANALYZING SITUATIONS
- SOLVING PROBLEMS
- EVALUATING
- REFLECTING
- ETHICAL RESPONSIBILITY



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COLLABORATIVE FOR ACADEMIC, SOCIAL, AND EMOTIONAL LEARNING

[www.casel.org](http://www.casel.org)



Source:  
<https://casel.org/core-competencies/>

## 2. Experiential Learning

Students need multiple opportunities to learn from employers and in workplaces about the realities of diverse work environments, and to develop the skills needed for labour market success.

There are many ways that schools can incorporate experiential learning into their classrooms. Some suggestions include:

- ▶ Volunteer/Service learning
- ▶ Guest speakers
- ▶ Field trips
- ▶ Career crawls
- ▶ Mini internships
- ▶ Career camps
- ▶ Lunch and learn
- ▶ Extracurricular
- ▶ Virtual opportunities
- ▶ Coop and Career Exploration
- ▶ Senior project
- ▶ Essential Skills Achievement Pathway
- ▶ Exchange programs
- ▶ Apprenticeships



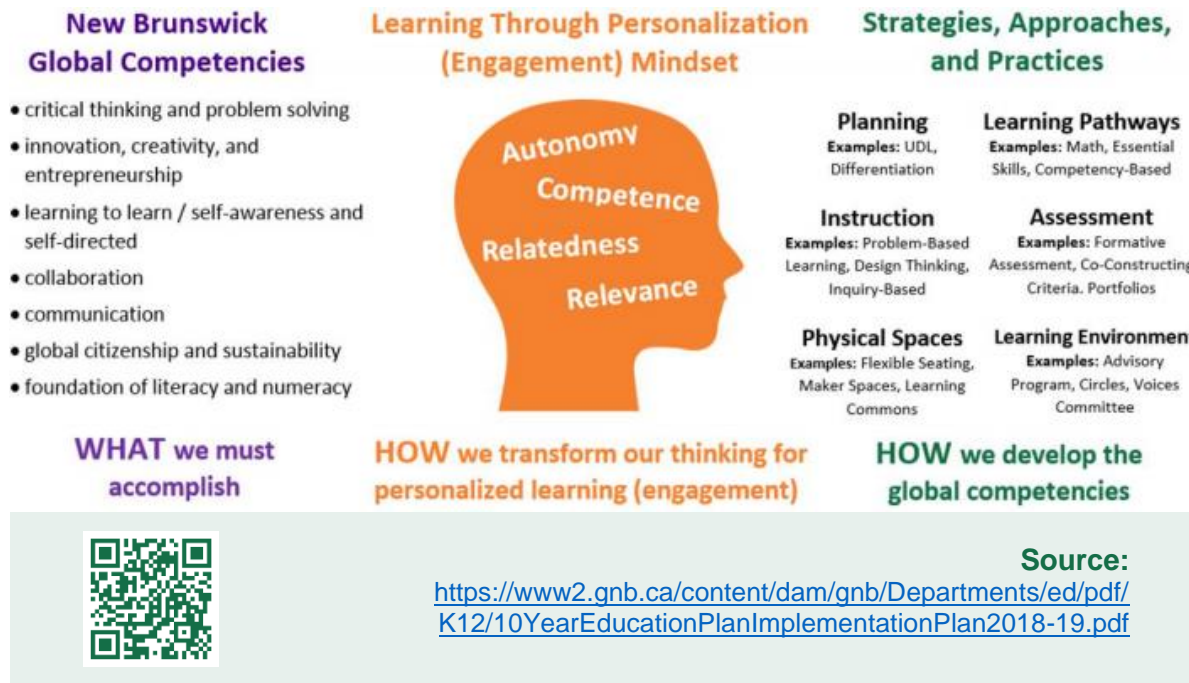
- ▶ **Living Library**  
<http://www.realworldlearning.ca/en/career-week>



- ▶ **Future NB**  
<https://www.futurenewbrunswick.ca/>

### 3. New Brunswick Global Competencies

The global competencies are what we must accomplish in order for our learners to be at their best. Learning through personalization establishes how we will ensure that all learners (students and educators) are engaged in their learning and the learning process. Teaching the global competencies through personalized learning will ensure we are on the right track for everyone to be at their best. Figure 1, below, highlights the connections and actions to enact the global competencies in New Brunswick education.



#### 4. Labour Market Information (LMI)

Research indicates that youth require access to, and competency with the use of LMI. Post Secondary Education Training and Labour (PETL) provides a wealth of information on the site NBjobs.ca, including an Educator's Toolkit (<https://www.nbjobs.ca/explore/toolkit>).



<https://www.nbjobs.ca/explore/cdtoolkit>

LMI resources include:

- ▶ Chatter High
- ▶ Pathways infographic
- ▶ Hiring demand bulletins
- ▶ Occupational profiles
- ▶ Occupational infographics
- ▶ Careers Here: Occupational videos



#### 5. myBlueprint Educational Planner



[www.myblueprint.ca](http://www.myblueprint.ca)

myBlueprint is an online, comprehensive education and career/life planning tool. It helps students make informed decisions about their future. The site features information and resources that are important for students and all those that work with them. Some key features include.

- ▶ Who am I assessments
- ▶ Course planner
- ▶ Backwards and forward planning features
- ▶ Interactive/online portfolios
- ▶ Resume and cover letter builders
- ▶ Financial literacy
- ▶ SMART goals
- ▶ Class Pass Companion App (experiential learning)

## 6. CMEC Reference Framework for Successful Student Transitions



<https://www.cmec.ca/Publications/Lists/Publications/Attachments/372/CMEC-Reference-Framework-for-Successful-Student-Transitions-EN.pdf>

The Canadian Council of Ministers of Education (CMEC) has created a common set of benchmarks to support the assessment of your current career development practice as you work to improve the transition outcomes for your students. This Reference Framework is accompanied by two assessment and action-planning tools to assist in evaluating your current transition programs and to undertake targeted actions to address identified gaps and priorities.

## 7. Financial Wellness



<http://www.cfee.org/index.php>

Financial wellness is about taking control of one's life. It helps to instill confidence, determination, and commitment. These, in turn, can lead to accomplishment, personal success, and happiness. The world of money is one area where many people often feel they lack control. Incorporating financial education will equip young people knowledge, skills, and experience that will enable them to begin to take more control over their financial future – and improve their chance of achieving success.

## 8. Culturally Responsive Teaching



<https://crtandthebrain.com/>

Culturally responsive teaching focuses on developing all students' capacity for deeper learning. It is a tool for teachers to support the cognitive growth of their culturally and linguistically diverse students. Using the Ready for Rigor framework diverse learners will develop agency that will assist them as they prepare for the future.



**Ready for Rigor framework**

[https://crtandthebrain.com/wp-content/uploads/READY-FOR-RIGOR\\_Final1.pdf](https://crtandthebrain.com/wp-content/uploads/READY-FOR-RIGOR_Final1.pdf)

## Career Connected Learning Modules

### 1. Series Introduction and myBlueprint

This module is the starting point for this series. In this module, you will learn why Career Connected Learning is important for all K-12 educators. You will be given an overview of the Career Connected Learning professional learning series and the tools to document your learning in the digital portfolio, myBlueprint. This module should take approximately 1 hour to complete.

### 2. Labour Market Information (LMI)

In this module, you will learn how to integrate LMI information into career connected classroom practice. This includes what LMI is, why is it useful for all K-12 teachers, and why it is important to understand the current NB labour market information. Further, you will learn the connection between LMI and mental wellness. The module contains links to useful LMI resources for educators and examples of how it could be incorporated in all K-12 classes. This module should take approximately 1 hour to complete.

### 3. Experiential Learning

In this module, you will learn how to integrate experiential learning into your career connected classroom practice and the importance of experiential learning for learner engagement and mental wellness. You will explore the components of experiential learning and how they may be documented and assessed. Practical examples of different types of experiential learning for K-12 students are provided. This module should take approximately 2 hours to complete.

### 4. Financial Wellness

In this module, you will learn how to integrate financial wellness into career connected classroom practice. An explanation of how financial literacy is significant for young people and their mental wellness is provided, along with resources and examples of what this best practice can look like in K-12 classrooms. This module should take approximately 1 hour to complete.

### 5. Global Competencies and Social Emotional Learning (SEL)

In this module, you will learn how to integrate global competencies and SEL into career connected classroom practice. You will examine the New Brunswick Portrait of a Learner and see how the development of global competencies and SEL support its goals. Practical examples of how to intentionally incorporate these strategies in your K-12 classroom are provided. Further, you will learn about how to document and assess this type of learning. This module should take approximately 2 hours to complete.



<https://nbed.sharepoint.com/sites/udce>