

# Career Education and Capstone

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Ministry of  
Education



# Plan for the Day

1. Overview of new Career Education curriculum
2. Implementation across the secondary years
3. Closer look at capstone
4. Review of latest draft *Capstone Examples*
5. Planning for students in your school



# Let's activate our thinking!

*Where do you find purpose  
and meaning in your life?*

Create a visual representation of your path of discovery...

Consider:

- Events?
- People?
- Interests?
- Challenges?



# The Educated Citizen



## The overarching goals of education

- 1 - Intellectual Development
- 2 - Human and Social Development
- 3 - Career Development





“For the first time  
we are preparing  
students for a  
future we cannot  
clearly describe.”

David Warlick



# Today's Competencies for Success

## Top Ten Skills Important in the Workforce

**2015**

-  **1. Complex Problem Solving**
-  **2. Co-ordinating with Others**
-  **3. People Management**
-  **4. Critical Thinking**
-  **5. Negotiation**
-  **6. Quality Control**
-  **7. Service Orientation**
-  **8. Judgement + Decision Making**
-  **9. Active Listening**
-  **10. Creativity**

**2020**

-  **1. Complex Problem Solving**
-  **2. Critical Thinking**
-  **3. Creativity**
-  **4. People Management**
-  **5. Co-ordinating with Others**
-  **6. Emotional Intelligence**
-  **7. Judgement + Decision Making**
-  **8. Service Orientation**
-  **9. Negotiation**
-  **10. Cognitive Flexibility**





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# Core Competencies



## CREATIVE THINKING Competency Profiles

OVERVIEW



## POSITIVE PERSONAL & CULTURAL IDENTITY Competency Profiles

OVERVIEW



## PERSONAL AWARENESS & RESPONSIBILITY Competency Profiles

OVERVIEW



## COMMUNICATION Competency Profiles

OVERVIEW



## CRITICAL THINKING Competency Profiles

OVERVIEW



## SOCIAL RESPONSIBILITY Competency Profiles

OVERVIEW







A person's *career* is about their journey through life.

**CAREER - The constellation of life-roles  
an individual plays over their lifetime.**

**“Career Development is the  
lifelong process of managing  
learning, work, leisure, and  
transitions in order to move  
toward a personally  
determined and evolving  
preferred future.”**

*Canadian Standards and Guidelines for Career  
Development Practitioners (2012)*





# Career Education – Lifelong Learning Journey

## Kindergarten-Grade 5: Developing Foundations

- expanding sense of self, developing awareness of personal interests and strengths, reflection on learning and goal-setting
- positive community engagement and how family and school can support their lifelong learning journey

## Grades 6-9: Exploring Possibilities

- continuing to reflect on learning, goal-setting, and self-assessing on personal competency development
- exploring identity, leadership, personal planning, and transferable skills
- introduction to expanded experiential learning opportunities
- learning about ways family, mentors, and community networks can support their continued learning journey



# Career Education 10-12

## Pursuing Preferred Futures



Secondary students learn how to effectively manage their life journey toward preferred future possibilities, developing the confidence, knowledge, and competencies necessary to succeed in an ever-changing world.





## Career Education 10-12

### Career-Life Education (CLE)

#### *Expanding Understanding*

Students focus on gaining clear understanding of the career-life development, knowledge, skills, and strategies needed for life's journey into adulthood

### Career-Life Connections (CLC)

#### *Personal Application*

Students then apply personal career-life development knowledge and strategies to their own life journey, including the *career-life exploration* component and *capstone*



## Career Education across the secondary years: Gr. 10-12 learning standards encourage...

- self-discovery and appreciation of personal strengths
- opportunities to pursue personal passions and aspirations
- appreciation of experiential learning in school & out of school
- reflection and self-assessment about learning and goal-setting
- cultivating supportive networks and social capital
- representing oneself publicly with confidence and in positive ways
- inclusive practices and openness to diverse perspectives/worldviews
- strategies for finding balance among personal/education/work life roles
- exploring ways to contribute in personally meaningful ways
- flexible planning for preferred post-graduation possibilities
- celebration and showcasing life's learning journey (capstone)

**What are your  
students already doing  
in your school?**

Well underway	Dabbling	Not on our radar yet





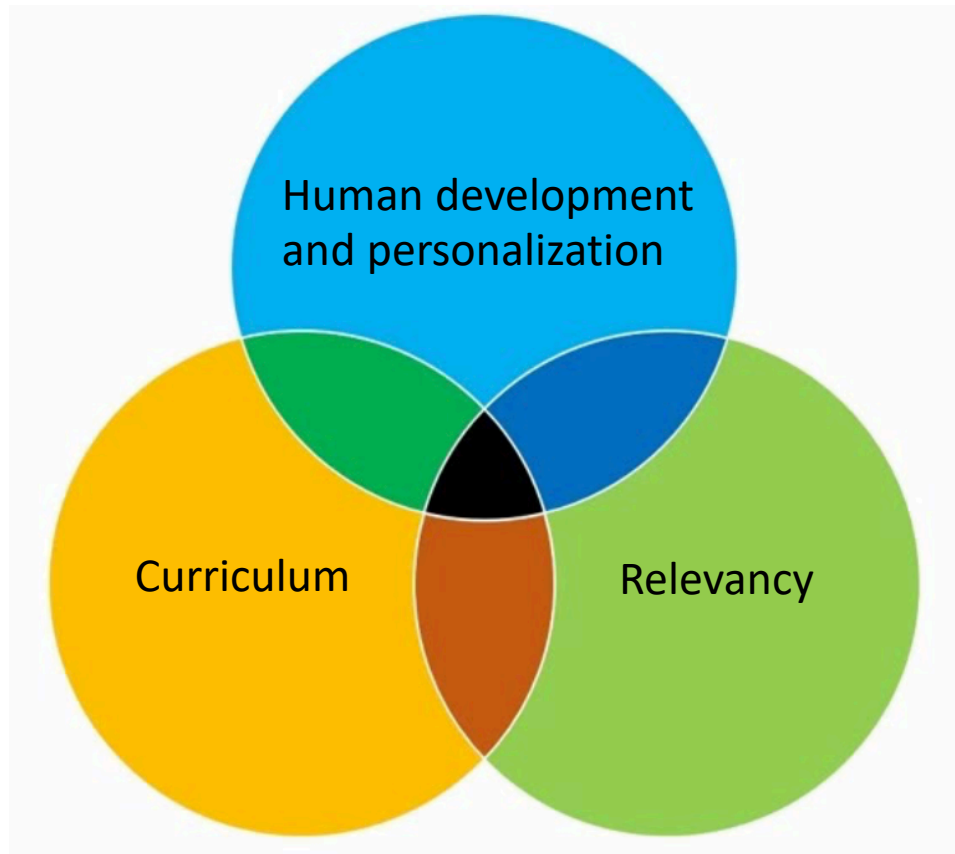
# **Purposeful** Career-Life Development



The redesigned curriculum assists students in finding where their personal interests and strengths overlap with emerging opportunities in the world.



# Key Considerations for *Capstone*





# Human Development

From Adolescence to Young Adulthood



# Thriving in Adolescence

## Characteristics of Positive Youth Development

**Competence** - Assumption of strengths and/or potential

**Confidence** - Positive identity and self-worth

**Connection** - meaningful and supportive relationships with caring adults, family, community, and friends

**Character** - Personal values and social conscience

**Caring** - Empathy and compassion

**Contribution** - Source of change for personal and communities' positive development



# Wellbeing in Adulthood

## Positive Psychology Research

**Positive emotions** - Optimism and positive perspective about the past, present, and future; Enables ability to better manage negative emotions and stressors

**Engagement** - “Flow” that stretches our intelligence and capabilities in areas of passion

**Relationships** - Strong authentic relationships

**Meaning** - Having a purpose and meaning in life

**Achievement** - Pursuing and accomplishing meaningful goals

**BUMPER STICKER**





# **New Curriculum**

## **Opportunities for Deeper Learning**





# Deeper Learning

When students engage in deeper learning opportunities, they:

- Think creatively and critically to grapple with relevant challenges
- Collaborate, seeking ideas and feedback from others
- Take risks and become comfortable with complexity
- Experience “flow” and discover new passions and abilities
- Take on ownership of learning to pursue meaningful goals
- Apply new understandings and strategies in other contexts
- Imagine possibilities and prepare for future





# Deeper Learning Opportunities

## *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).”



# New Curriculum - Kindergarten to Grade 12

## *Enables deeper learning, including:*

- Core Competencies along with literacy and numeracy foundations underpin all areas of learning K-12
- Increased flexibility for instructional design
- Opportunities for inquiry-based approaches; Processes that foster depth and relevancy (i.e. design thinking and service learning)
- New areas of learning that can be integrated with other areas (i.e. Engineering and New Media)
- Indigenous perspectives throughout (i.e. place-based learning and storytelling)
- Career Education 10-12 (mentorship, experiential learning, and capstone)



Deeper learning “...results when learners are able to develop significant understanding of core academic content, exhibit critical thinking and problem-solving, collaborate, communicate, direct their own learning, and possess an academic mindset...[it] draw[s] together...different disciplines, fields, and traditions.”

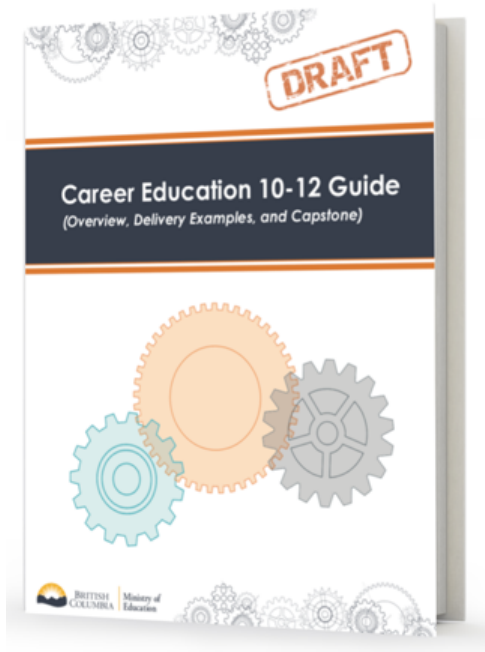
[https://edre.uark.edu/\\_resources/pdf/whywhatwheremehta.pdf](https://edre.uark.edu/_resources/pdf/whywhatwheremehta.pdf)

## TURN and TALK

- *What are you noticing about the connection between First Peoples Principles of Learning and deeper learning?*
- *In what ways can the new curriculum support positive youth development?*



# ***DRAFT* Career Education 10-12**



## **Implementation Resource**

- Overview of career-life development
- Ideas for delivery models
- Career-life exploration – experiential learning
- Capstone and criteria

## **Webinar**

<https://bit.ly/2NeuNtJ>



**A team of teachers are currently working on capstone examples to include in the updated version of the guide.**

[https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/career-education/en\\_career-education\\_10-12\\_career-education-guide.pdf](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/career-education/en_career-education_10-12_career-education-guide.pdf)



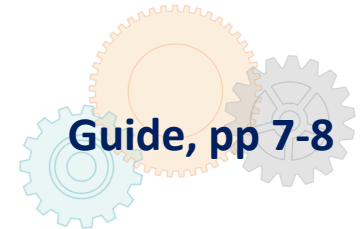
# Relevancy

Learning Experiences Connected to  
Today's World and Communities





# Expectation for Career-Life Connections: *Career-Life Exploration* component



Guide, pp 7-8

EXAMPLES OF CAREER-LIFE EXPLORATIONS	REFLECTING ON CAREER-LIFE EXPLORATION
<p>The Theatre Arts department seeks and trains senior students every year to be part of the lighting crew for performances and events. As part of this volunteer crew, the student decides to use this experience as his career-life exploration.</p>	<p>The Theatre Arts department head and the student's mentor collaborate to develop the expectations for his participation in this career-life exploration, including transferrable skills of technical expertise, work ethic, and collaboration. The student records his reflections about learning, struggles, and successes in these areas at least once per week in a digital folder that is accessible and responded to by his mentor.</p>
<p>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.</p>	<p>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.</p>
<p>The student has a part-time job after school. She selects this employment experience as a good fit for the career-life exploration requirement.</p>	<p>In collaboration with her mentor, the student decides to use a journal format to record her thoughts and wonderings about her experiences on the job at least once a week. She chooses to focus on the themes of customer service and professional interactions with colleagues and her manager in her journal entries. The student uses these entries to share key learnings about the selected themes with her mentor and peers during check-in discussions in CLC.</p>

- refers to substantive experiential learning (30 hours or more) that is intended to expand and/or deepen student exposure to career-life possibilities beyond the classroom
- based on student needs and interests
- includes service learning, volunteerism, employment, fieldwork projects, entrepreneurship, and passion projects



# CAPSTONE WITH INTENT

Guide, pp 13-18

## Example 2:

Students hoping to pursue a particular field of study at a post-secondary institution may choose a capstone representation and showcase format that highlights their passion and strengths in that field. For example, students may choose to demonstrate their disciplinary learning and research competence through a field study approach and science display format. In consultation with experts from a post-secondary institution, teachers and students could co-create criteria, including evidence of higher-order thinking, disciplinary knowledge, and research procedures and ethics. These criteria could be used by teachers to assess the capstone representation and inform feedback from post-secondary experts who attend an exhibition of student displays.



## Example 1:

For students who select an oral representation format such as storytelling, the criteria can encompass the elements that demonstrate proficiency in this field. Storytelling reflects the teaching and learning concepts of the [First Peoples Principles of Learning](#) and is a highly regarded traditional communication format for many First Peoples communities. Inviting a local First Peoples storyteller into the school to work with students on developing and improving their storytelling techniques, and to help co-create assessment criteria with students and teachers, is an ideal way to approach this oral representation format. Criteria in this case could include proficient use of voice, facial expression and body language, intonation, use of imagery and other narrative structures, pacing and responsiveness to audience reactions, and overall creativity of the story.



## Example 3:

Students whose career-life interests include pursuing a trades program may choose to design and create a product that demonstrates their creativity, manual dexterity, and technical expertise. Criteria for this aspect of their capstone representation can include industry standards and expert input from a tradesperson in the field. In this case, students can explain how their product meets these criteria, teachers can use these criteria to evaluate this aspect of their capstone representation, and members of the industry community can be invited to share feedback.







# Relevancy – An Example

*How might students approach global challenges through applications in their local communities?*



## TURN and TALK

- *What opportunities for authentic/experiential learning are taking place in your schools?*
- *How might students who are passionate about a particular discipline area approach their capstone in relevant ways?*



# **Importance of Formative Assessment** in the Development of Lifelong Learners



# Lifelong Learners - Habits of Reflection

## KEY QUESTIONS to ask of ourselves:

- **What's working well?** (strengths-based)
- **What could be further developed?** (growth area)
- **What next?** (actionable plan)

“In a **growth mindset**, people believe that their most basic abilities can be developed through dedication and hard work...This view creates a love of learning and a resilience that is essential for great accomplishment...”

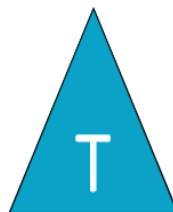
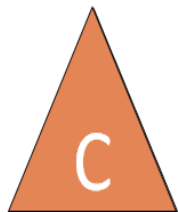
- Carol Dweck, psychologist & researcher





# Purposeful self-assessment requires regular opportunities for reflection on learning experiences

- Self-assessment of the Core Competencies includes reflections about selected authentic demonstrations of learning experiences across multiple areas of learning and over time.
- Students are encouraged to highlight their strengths, accomplishments, and growth in areas of learning and experiences that are personally meaningful.
- Although Career Education 10-12 provides a curricular structure for secondary students to gather authentic evidence of their learning, support from teachers across areas of learning helps students with personal development in areas of interest and need.







# Ways to Support Student Reflection and Self-Assessment

## ***Assessment AS Learning***

- Model and teach how to reflect on learning from experiences.
- Guide students in monitoring their progress and setting goals.
- Make learning intentions/goals explicit.
- Provide descriptive feedback that encourages metacognition.
- Analyze exemplars.
- Co-create criteria.
- Provide students regular opportunities to talk about their learning, to reflect, to share their strengths, and to plan next steps.
- Provide a learning environment where it is safe to take risks in learning.



# BC Curriculum Framework

UNDERSTAND

BC's curriculum has been designed so that students develop the Core Competencies by "doing" the Curricular Competencies in all areas of learning, including all secondary-level subject areas.

DO

## BIG IDEAS

DNA is the basis for the diversity of living things.

Energy change is required as atoms rearrange in **chemical processes**.

**Energy** is conserved, and its transformation can affect living things and the environment.

The formation of the **universe** can be explained by the big bang theory.

## Learning Standards

### Curricular Competencies

*Students are expected to be able to do the following:*

#### Questioning and predicting

- Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal interest
- Make observations aimed at identifying their own questions, including increasingly complex ones, about the natural world
- Formulate multiple hypotheses and predict multiple outcomes

#### Planning and conducting

- Collaboratively and individually plan, select, and use appropriate investigation methods, including field work and lab experiments, to collect reliable data (qualitative and quantitative)
- Assess risks and address ethical, cultural, and/or environmental issues associated with their proposed methods and those of others
- Select and use appropriate equipment, including digital technologies, to systematically and accurately collect and record data
- Ensure that safety and ethical guidelines are followed in their investigations

#### Processing and analyzing data and information

- Experience and interpret the local environment
- Apply **First Peoples perspectives and knowledge**, other **ways of knowing**, and local knowledge as sources of information
- Seek and analyze patterns, trends, and connections in data, including describing relationships between variables (dependent and independent) and identifying inconsistencies

### Content

*Students are expected to know the following:*

- **DNA structure and function**
- **patterns of inheritance**
- mechanisms for the diversity of life:
  - **mutation** and its impact on evolution
  - **natural selection** and **artificial selection**
- **applied genetics** and **ethical considerations**
- rearrangement of atoms in **chemical reactions**
- acid-base chemistry
- law of conservation of mass
- **energy change** during chemical reactions
- **practical applications and implications of chemical processes**, including First Peoples knowledge
- **nuclear energy** and **radiation**
- law of conservation of energy
- **potential** and **kinetic** energy
- **transformation of energy**
- local and global **impacts of energy transformations** from technologies
- formation of the universe:
  - big bang theory
  - **components of the universe over time**
- **astronomical data** and **collection methods**

KNOW

C

T

PS



## Self-Assessment of Core Competencies

- Students will have numerous opportunities to demonstrate the core competencies as they learn through the curricular competencies!
- Notice, name, and nurture them.
- Help them identify evidence that demonstrates the core competencies as it occurs in learning.








# A place for teachers to start...

Students reflecting  
on “I” statements at  
key times in class

Noticing  
and naming  
(metacognition)

Advise on demonstrations of learning  
to add to collection of evidence

Remember: **Core competencies** are reflected in **curricular competencies** in all areas of learning

 **DRAFT**

**Supporting the Self-Assessment and Reporting of Core Competencies**

**Purpose of this resource**

This resource is intended to provide support for teachers in meeting the requirements of the Student Progress Report Order regarding student self-assessment of the Core Competencies in the new curriculum. The three Core Competencies — Communication, Thinking, and Personal and Social — are the sets of intellectual, personal, and social and emotional proficiencies that all students need to develop in order to engage in deep and lasting learning. In the interest of flexibility for students and their learning the ministry does not prescribe how the Core Competencies should be taught or self-assessed. Rather, embedded within this resource are suggestions for supporting student self-assessment, including possibilities for student reflection, which are aligned with reporting requirements.

While students and teachers become familiar with the self-assessment of the Core Competencies this year, it is recommended that students begin by self-assessing on at least one of the three broad Core Competencies on the final report of this school year. Thereafter, students can grow their self-assessment to include further Core Competencies with the goal of self-assessing on all three broad Core Competencies going forward.

**C T PS**

**Core Competencies and the redesigned curriculum**

By design, the Core Competencies are foundational to the Big Ideas, Curricular Competencies, and Content of the redesigned curriculum. This foundation ensures that students are always mindful of their growth in the Core Competencies through self-reflection, self-assessment, and providing evidence of growth. The emphasis on self-reflection promotes personalization, inclusion, diversity, and student ownership of learning as it becomes a natural part of the learning process.

Teachers can support students in self-assessment by intentionally noticing, naming, and connecting the Core Competencies to their learning. There is a relationship between the self-assessment of the Core Competencies by the student and formative and summative assessment of the curriculum by the teacher that is foundational to the curriculum model. This is integral to supporting learners in taking ownership of their personal learning as educated citizens.

Ministry of Education — March 2017 — DRAFT

## Supporting the Self-Assessment and Reporting of Core Competencies

<https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/supporting-self-assessment.pdf>

**PS**

**I can...**

- take action to benefit my community and the environment.
- solve problems considering different perspectives.
- value diversity and advocate for human rights.
- develop diverse and intergenerational relationships.

**Malala Yousafzay - Nobel Peace Prize**

**SOCIAL RESPONSIBILITY**



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## Supporting Resource for More Ideas about Self-Assessment of the Core Competencies

<https://curriculum.gov.bc.ca/site/s/curriculum.gov.bc.ca/files/pdf/supporting-self-assessment.pdf>

# A Closer Look at Capstone Examples

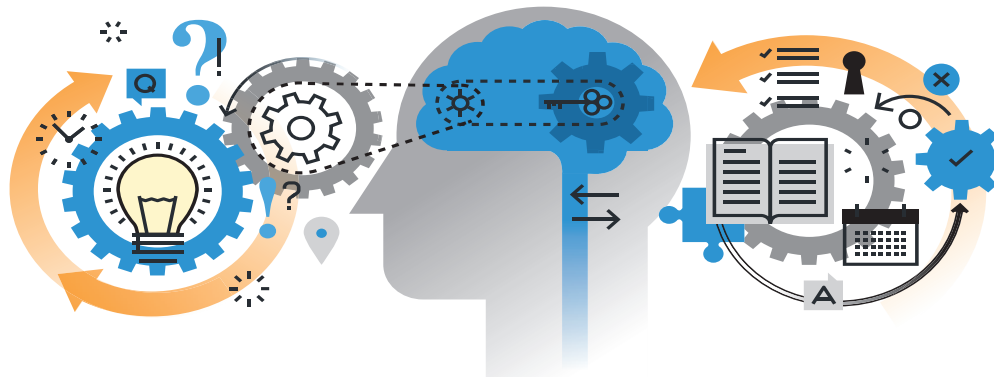
A faint, stylized image of the British Columbia flag is visible in the background on the right side of the slide. The flag features a red field with a white saltire (St. Andrew's cross) and a gold crown above it. The background of the slide is a gradient of blue and white.



# CAPSTONE – Personal / Deeper Learning / Relevancy

The capstone includes:

1. Self-assessment and critical analysis – students reflect on experiences in school and out of school, assess their development in the Core Competencies, and share highlights of their learning journey (past, present, and possible futures) from a strengths-based perspective
2. Representation and presentation – students design, assemble, and present a capstone to a relevant audience to celebrate their learning journey and share next steps in life's journey





# Review of *draft* Capstone Examples



## Capstone – Connect and Collaborate

The connect and collaborate capstone is an opportunity for students to work closely with a learning partner who has professional and/or personal expertise in a field related to the project. This option is characterized by guided experiential learning, including observation, dialogue, and practice, and opportunities for application. Where possible, the student and learning partner should meet primarily in person *in order to* encourage relationship building and to gain deeper understanding.

### Process

#### Identify growth area and develop relationship

- Self-identifying an area of interest with potential for personal growth
- Connect with a community member with experience and/or expertise in growth area (family member, Elder, community member, industry/business professional, etc.) to shadow and share their knowledge and practice
- Co-develop plan of action in growth area

#### Observe and question

- Watch practices with intent to develop a deeper understanding of applied knowledge
- Reflect on practices and personal applications
- Generate questions and dialogue about observations and thoughts behind processes

#### Experience and apply

- Try practices under the guidance of the community member
- Seek and apply descriptive feedback about growth area
- Document applications of learning
- Reflect on personal growth (i.e. journal, photo album and captions)

#### Communicate

- Share growth in new practices and how to apply them to preferred *future plans*

- Capstone with personal intent
- Emerges from student's critical analysis of their learning journey
- Connects to post-graduation plans
- Requires deeper learning and further competency development
- Part of overall culminating presentation to a relevant audience

## TURN AND TALK

- Review capstone processes
- Comments/wonderings/suggestions?

# CAPSTONE – Personal / Deeper Learning / Relevancy





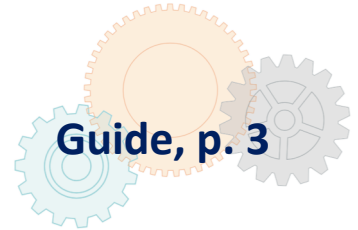
# Capstone Assessment – Guiding Principles

- Strength-based
- Learning is on a continuum
- Progress over time
- Responsive, descriptive, timely feedback
- Feedback about processes including how to reflect
- Feedback on competencies related to evidence demonstrated
- Self-assessment and student ownership
- Self-advocacy, learning how to ask for what I need/support
- Application to their post-grad plans





# Importance of Mentorship across the Secondary Years



Guide, p. 3

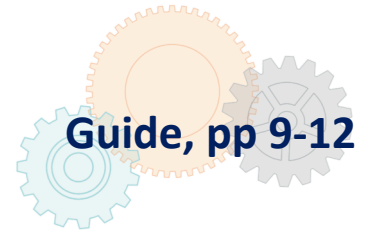


**The role of the teacher will be so important as we guide and support students in creating a profile of who they are and what they can do throughout their education journey! They will take this profile to their next adventure after K-12...and beyond...**



# Career Education - Delivery Models 10-12

Exploring creative ways to foster purposeful career-life development through meaningful mentorship



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



# School Team Planning



## Capstone

- Intent – informed by self-assessment of core competencies and critical analysis of the learning journey
- Personal – interests, strengths, and potential plans for post-grad
- Deep learning
- Relevancy – connects to community/world and post-grad possibilities
- Formative assessment and guidance from a mentor

## School structures to support

- Purposeful career-life development across secondary years
- Meaningful mentorship
- Engaging other educators
- Community connections
- Student choice and diversity
- Capstone - celebration and sharing with parents and broader community
- Alignment with your school vision for student learning and success



# School Team Planning

**Generate a graphical representation (i.e. mind map)**

- How will you engage students in learning through Career-Life Education and Career-Life Connections (including capstone) in your school?
- Be prepared to post and share.





# Implementation of *purposeful* career-life development and *personally meaningful* capstones

In thinking about next steps to support  
implementation at your schools...

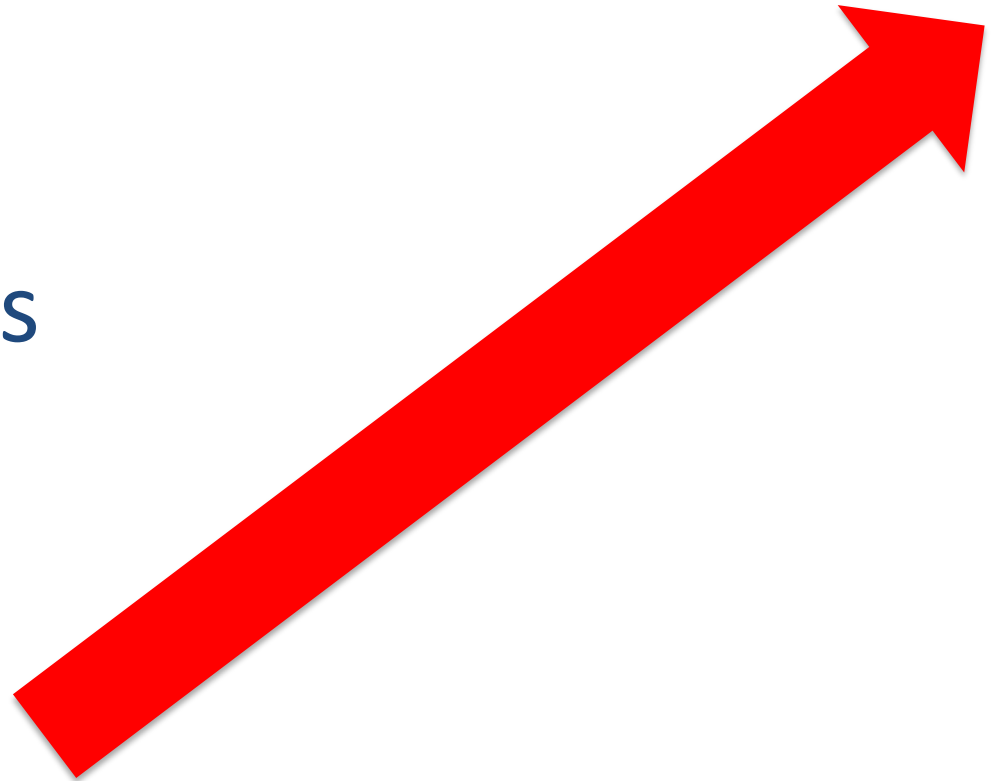
What actions and resources  
would be helpful in supporting

- students?
- educators?
- parents?
- others?



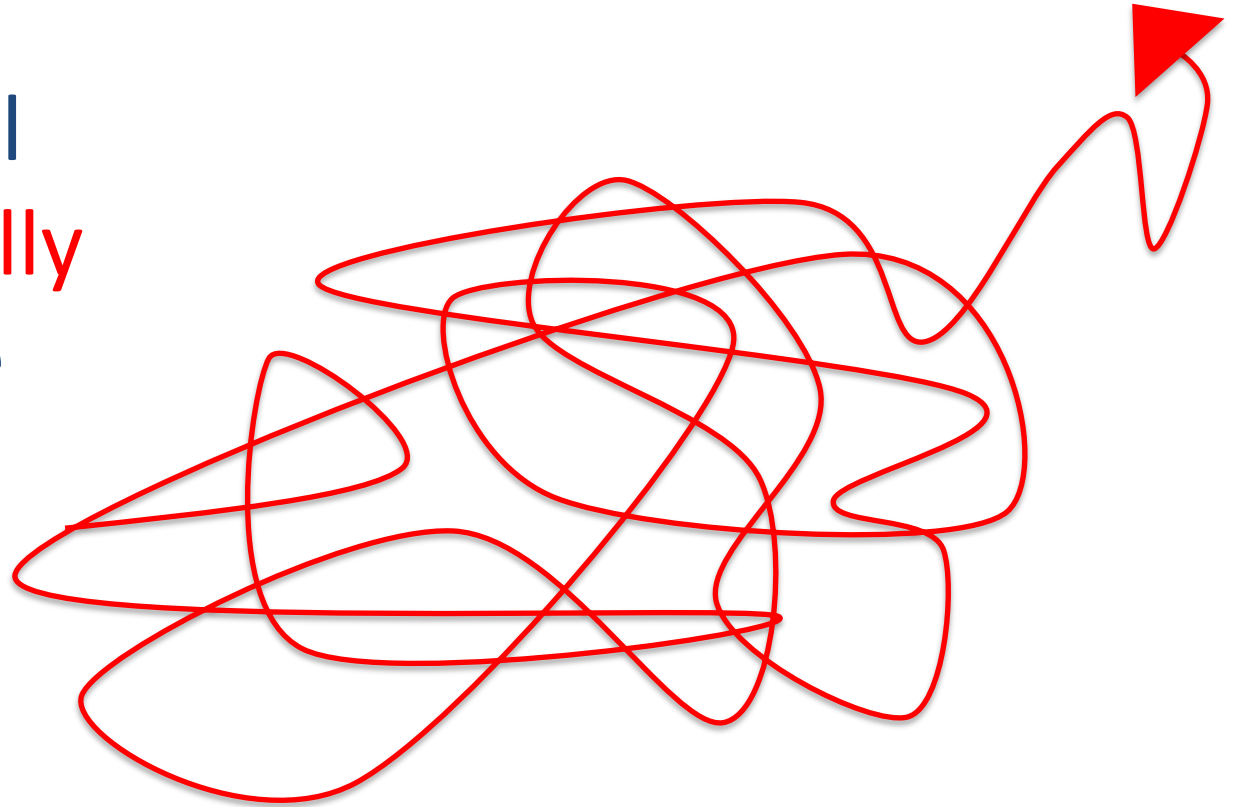


What many  
*think*  
successful  
change efforts  
look like





What  
successful  
change **really**  
looks like





## Career Education for **MY** Life Story



The life stories of too many people turn into **biographies**.

Our goal as educators is to put the pen into our students' hands,  
guiding them in authoring **autobiographies**.

***Purposeful*** Career-Life Development



## Contact Information

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Ministry Seconded

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*Thank You*



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