



## **Career and life planning in schools**

**Multiple paths; multiple policies;  
multiple challenges**

2017

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**Data from the Survey**

Specific research data from the survey can be provided for a fee. Elementary school data have been collected since 1997, and secondary school data have been collected since 2000. Please contact info@peopleforeducation.ca.

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# Career and life planning in schools

## 2016–17 Ontario School Survey: Quick facts

In response to questions about the requirements of *Creating Pathways to Success*:

- 15% of elementary and 39% of secondary schools report they have career and life planning committees
- 34% of elementary and 56% of secondary schools report that every student has an education and career/life planning portfolio
- 23% of elementary and 40% of secondary schools report professional development on career and life planning is available to their teachers

*Results from People for Education's Ontario School Survey, based on a 22% response rate from schools across the province.*

## Preparing young people for multiple paths

Across Canada, provinces and territories are implementing strategies to ensure that young people are prepared for futures that may no longer include one clear career or life path (see Appendix).

In Ontario, the government has committed to developing “an integrated strategy to help the province’s current and future workforce adapt to the demands of a technology-driven knowledge economy...by bridging the worlds of skills development, education and training.”<sup>1</sup> But an examination of current strategies shows substantial gaps in both integration and implementation.

While Ontario has aspirations for a comprehensive careers’ strategy in education, results from People for Education’s 2016-17 Ontario School Survey show problems, particularly in the implementation of the kindergarten to grade 12 education and career/life planning policy.

The province’s careers’ strategy has a number of components, including revisions to curriculum, a compulsory grade 10 course in Career Studies, 40 hours of community involvement,<sup>2</sup> and *Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools*. The *Creating Pathways* policy, introduced in 2013, is intended to support students as they transition through school and plan for their futures. It includes a number of mandatory components:

- career and life planning committees in every school,
- portfolios for every student from kindergarten to grade 12, and
- professional development for teachers.

These were intended to be implemented by 2015,<sup>3</sup> but in their responses to the 2016–17 Ontario School Survey, principals reported substantial challenges in implementing the policy.

## Career education across Canada

Ontario is not unique in its desire for an integrated and comprehensive approach to supporting children, young people, and adults as they take a potentially non-linear path through life. Across Canada, rapid technological, economic, and social change has prompted public education systems to adapt their models for career and life planning.

Many newly developed programs aim to be comprehensive, focusing not just on potential career paths, but also on teaching students to become lifelong learners, developing marketable skills for changing provincial economies, and providing opportunities to explore their interests and future aspirations. Most of these programs also integrate the development of life skills. These kinds of integrated frameworks put an emphasis on the idea of a career as something that evolves and changes, rather than one particular “path.” For example, Saskatchewan’s Career Education curriculum functions with the aim of exploring the connections between life and work, and developing competencies that help students achieve both life and career goals.<sup>4</sup>

Where provinces differ is in how they offer these programs. Some provinces have a single course—which may or may not be mandatory for graduation—in which students explore their possible life and/or career paths. Other provinces have created an integrated, multi-level curriculum that spans many grades. These curricula may have a different theme or focus each year, or they might be arranged with a single theme explored over a cluster of grades. Provinces also differ in the amount of career education students are expected to complete each year. For example, in Ontario, career education is to be covered throughout the curriculum and in all grades from kindergarten to grade 12,<sup>5</sup> including the mandatory half-credit course in grade 10. On the other hand, Manitoba offers four career education courses from grades 9 to 12, none of which are mandatory.<sup>6</sup>

Though many provinces incorporate well-being in their career education frameworks, only Alberta has built its program on a framework of health and well-being.<sup>7</sup> The goal of Alberta’s Career and Life Management (CALM) program is to “enable students to make well-informed, considered decisions and choices in all aspects of their lives, and to develop behaviours and attitudes that contribute to the well-being and respect of self and others, now and in the future.”<sup>8</sup> To help students achieve this goal, CALM focuses on determinants of health and how career and career choice fit into one’s overall health and well-being.

The four questions in the framework:

- Who am I?
- What are my opportunities?
- Who do I want to become? and
- What is my plan for achieving my goals?

are relevant at any age or stage of development; only context and emphasis change as a student progresses through school, from Kindergarten to Grade 12.

*Creating Pathways to Success*, p. 12

## Broadening the definition of “career”

Ontario’s *Creating Pathways to Success* policy acknowledges that today’s students are facing very different challenges than those of the previous generation. For this reason, the policy does not define “career,” or “career/life” in the traditional sense of a person’s occupation, but in a broader way, as the “sum of a person’s experiences in a variety of roles throughout life.”<sup>9</sup>

The ultimate vision of the policy is that every student in Ontario will leave secondary school with both a “clear plan for his or her preliminary postsecondary destination” and an understanding that this plan needs to be adaptable, so that it can be responsive to changes in their own goals and interests, as well as changes in the world around them.

The goals of the policy are to:

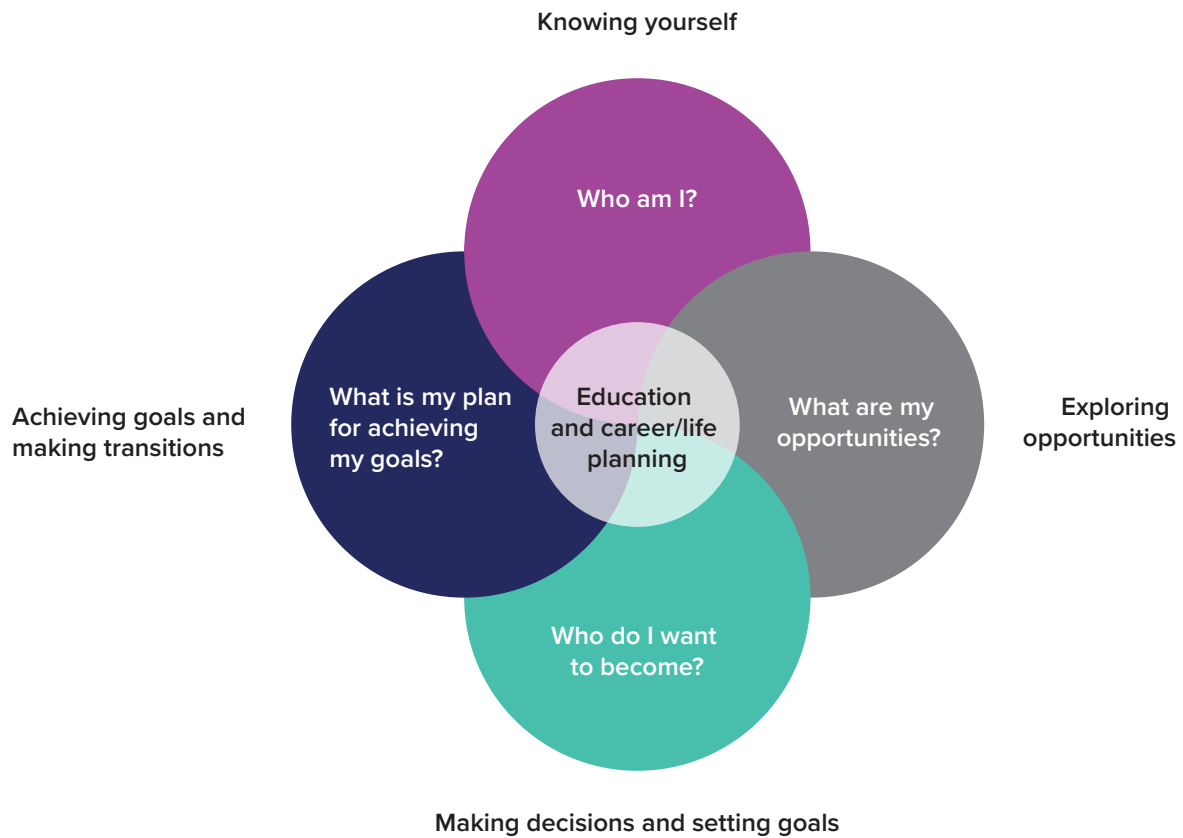
- allow students to develop the skills and knowledge necessary to be able to make education, career, and life choices;
- provide students with opportunities for learning in and out of the classroom; and
- to engage parents and the broader community in the development, implementation and evaluation of the program.

The policy, which replaces the *Choices into Action* policy introduced in 1999,<sup>10</sup> envisions an ongoing learning process in four “areas of learning:” Knowing Yourself; Exploring Opportunities; Making Decisions and Setting Goals; and Achieving Goals and Making Transitions (see Figure 1).

## Taking a comprehensive approach

Unlike the Guidance and Career Education curriculum, which includes *Career Studies* and *Learning Strategies*, the education and career/life planning program is not intended to be confined to a single curriculum. It was envisioned as a whole-school initiative to be integrated into all curricula, and supported by a range of individual and school-wide activities, as well as engagement with the community. The policy states that, “In order for the program to succeed, students, teachers and guidance teachers/counsellors, administrators, parents, and community partners need to be familiar with the framework.”<sup>12</sup>

Figure 1: Education and Career/Life Planning Framework. Adapted from *Creating Pathways to Success*<sup>11</sup>



## Student portfolios

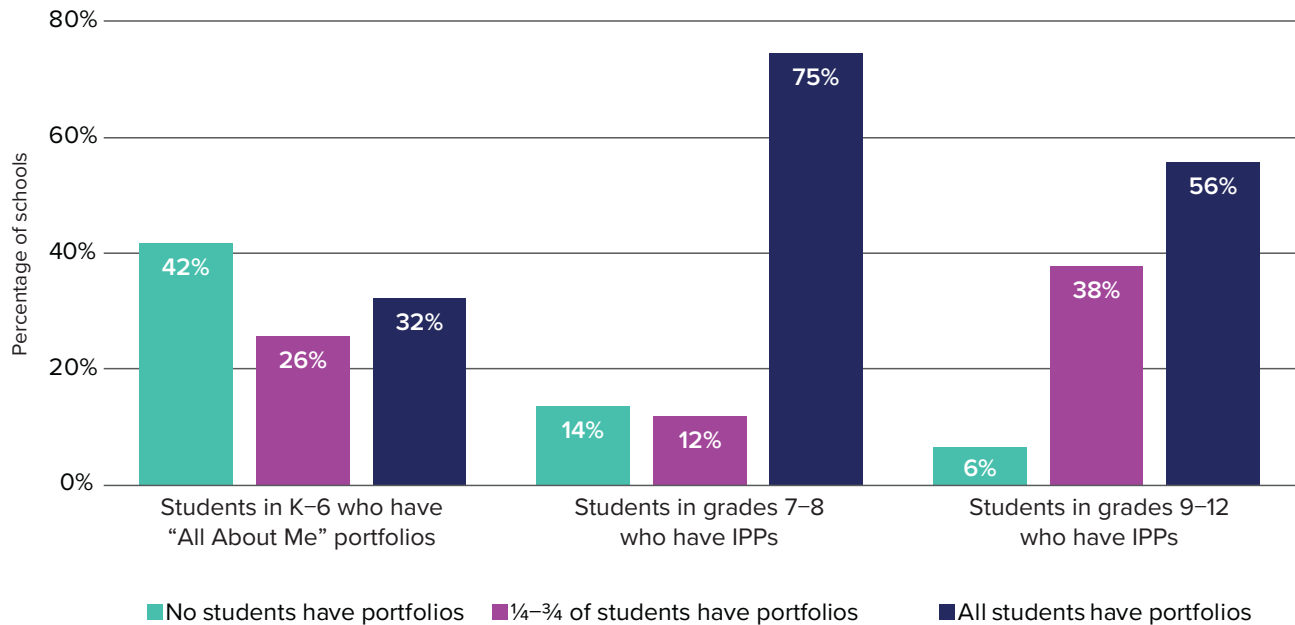
Part of the philosophy of *Creating Pathways to Success* is that it puts “students at the centre of their own learning.”<sup>13</sup> It is intended to support students’ capacity for self-discovery and to build their self-knowledge. The policy provides a strategy for teachers to support students as they develop this self-awareness, and help them reflect on their goals as they move through the education system.

To that end, student portfolios are an important element of the program. All students from kindergarten to grade 12 are required to keep regularly reviewed and updated portfolios. The portfolios track student learning, guide school transitions and course selection, and allow students to reflect on their career and life goals.<sup>14</sup>



Figure 2

## Career and life planning portfolios



“We are just at the very initial stages with the All About Me and IPPs. There have been software glitches and staff have been asked to use other techniques—not where we would like to be either at the school nor board level.”

Elementary school,  
Algonquin and Lakeshore CDSB

From kindergarten to grade 6, students are to document their learning in an “All About Me” portfolio. The students are supposed to use four inquiry questions—Who am I? What are my opportunities? Who do I want to become? What are my goals?—to reflect on what they are learning and decide what to include in their portfolios. The portfolios—which can be online or paper-based—are meant to contain evidence of their learning in a format that is age appropriate (e.g. drawings, self-reflections, hand-outs). They are to be reviewed at least twice a year with the student, teacher, and parents.

The “All About Me” portfolio follows students through grade 6. At that time, they are to summarize and transition the key information into an online Individual Pathways Plan (IPP). The IPP starts in grade 7, and is to be used to support students in the transition to secondary school, including course choices for Grade 9.

From grades 7 to 12, students keep track of their learning through the IPP. While the “All About Me” portfolio focuses more on self-knowledge, the IPP is intended to be the primary planning tool for choosing courses and exploring potential post-secondary destinations. According to the policy, the IPP allows students to take control of their learning and plan for their futures.

## Implementation of portfolios inconsistent

The policy requires every student to have an “All About Me” portfolio or an Individual Pathways Plan (IPP), but our survey results show significant gaps in the implementation.

In comments from the surveys, principals pointed to a number of barriers that appear to have delayed implementation of the portfolios, including:

- a lack of provincial and administrative guidance as to what is expected in using the portfolios.
- technical issues with websites or software used for online portfolios.

## Higher implementation in schools with grades 7 and 8

There is more consistent use of portfolios in elementary schools that include grades 7 and 8. According to comments from the survey, there may be a number of reasons for this, chief among them that the IPPs are seen as useful for supporting transitions to secondary school, including course selection. There also may have been more professional development available to support grade 7 and 8 teachers, and some boards appear to have communicated that “All About Me” portfolios were optional and IPPs mandatory.

It is also possible that grade 7 and 8 teachers were already in the habit of using the Annual Education Plans because they were first made mandatory for all students in grades 7 to 12 in the 1999 *Choices into Action* policy.<sup>15</sup>

“...originally implemented digital portfolio was not easy to manage and no supports [were] available. In the end, implementation failed.”

Elementary school,  
Upper Canada DSB

Every elementary and secondary school will establish an Education and Career/Life Planning Program Advisory Committee to coordinate the development, implementation, and evaluation of the school's program.

*Creating Pathways to Success*, p. 37

In 2016-17, only 15% of elementary and 39% of secondary schools report having education and career/life planning committees.

“More connections [are] required from industry to help give students experiential learning and to see what opportunities wait for them.”

Secondary school,  
Toronto DSB

## Advisory committees

The policy also mandates committees in every school to act as supports and catalysts for comprehensive career and life planning strategies. These Education and Career/Life Planning Program Advisory Committees must include administrators, teachers, students, parents, and members of the community. In secondary schools, the committee must also include guidance staff.<sup>16</sup>

The committees are responsible for coordinating the development, implementation, and evaluation of the school's education, career, and life planning program. They are intended to ensure that career and life planning is integrated into all aspects of school life, and that opportunities are provided for student engagement in the local community. Community participation on the committee is expected to promote connections with local industry, extending student opportunities for practical learning experiences.<sup>17</sup>

## Education and career/life planning committees vital to support implementation

Despite their key role within the education and career/life planning policy, and despite being made mandatory in the previous *Choices into Action*<sup>18</sup> policy, results from People for Education's 2016-2017 survey show that only 15% of elementary schools and 39% of secondary schools report having Education and Career/Life Planning Program Advisory Committees.

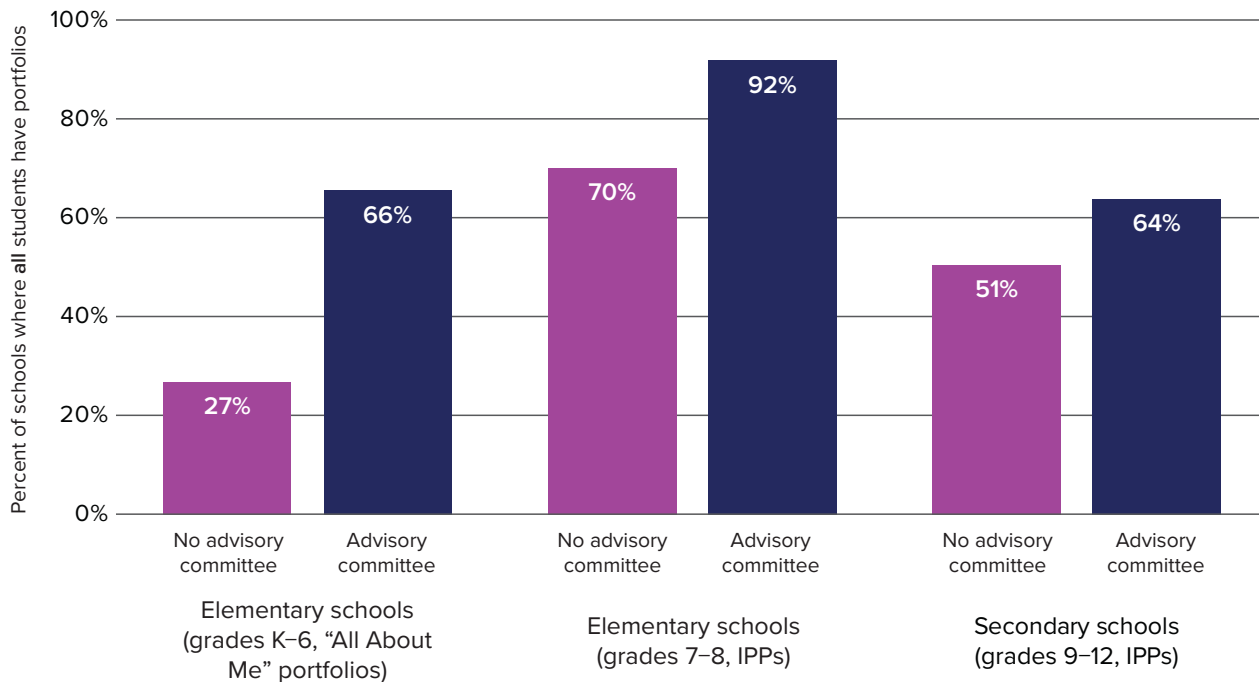
A number of principals commented that parent and community involvement in career and life programs would help to create important links for students to the world outside of the classroom. However, results from the survey show that it has been difficult for most schools to meet the policy's membership requirements.

In the schools (15% of elementary and 39% of secondary) with committees:

- Only 13% of elementary and 8% of secondary schools report having community members on the committee.
- Only 33% of elementary and 12% of secondary schools report their committees include parents.

Figure 3

## Student portfolios: Schools without advisory committees vs. schools with advisory committees



The data also suggest a connection between the presence of a committee and the implementation of other parts of the policy (see Figure 3).

In the elementary schools with advisory committees:

- 66% report that all K-6 students had "All About Me" portfolios, compared to only 27% in schools without an advisory committee.
- 92% of schools with grades 7 and 8 report that all grade 7 and 8 students have Individual Pathways Plans, compared to 70% in schools without an advisory committee.
- 67% offer professional development for teachers, compared to only 12% of schools without an advisory committee.

In the secondary schools with advisory committees:

- 64% report that all students have Individual Pathways Plans, compared to 51% in schools without an advisory committee.
- 64% offer professional development for teachers, compared to only 25% of schools without committees.

## Guidance counsellors and career/life planning

Students in elementary and secondary school are expected to review their portfolios with staff (and parents, if possible), at least twice a year. These reviews are intended to provide students with personalized, one-on-one support from school staff to help students understand more about their own learning, their interests, the transitions they are making, and their career plans. In secondary schools, guidance counsellors are to play a key role in developing and implementing the *Creating Pathways* program.<sup>19</sup> During grades 11 and 12, semi-annual reviews of IPPs are intended to provide an opportunity for students to receive direct guidance from school personnel on crucial course selections and post-secondary planning.<sup>20</sup>

### Guidance counsellors in secondary school

Data from the 2016–17 survey confirm that in the majority (80%) of secondary schools, the guidance counsellor is the primary staff member responsible for supporting students in creating and reviewing Individual Pathways Plans. In the secondary schools that report having an Education and Career/Life Planning Advisory Committee, the vast majority (97%) include guidance counsellors. Results from the survey suggest a relationship between the presence of a full-time guidance counsellor and the proportion of students with IPPs (see Figure 4).

Guidance counsellors are identified as a key part of the post-secondary planning process, but data from the 2016–17 surveys show that 16% of secondary schools do not have a full-time guidance counsellor. Boards receive funding for guidance counsellors in secondary schools at a rate of one counsellor for every 385 students.<sup>21</sup> This year’s survey indicates that the average ratio per school of students to guidance counsellors is 380 to 1, but in 10% of schools, that ratio is as high as 600 to 1.

Figure 4

Secondary school guidance and IPPs		
Proportion of students with IPPs	In schools with at least one full-time guidance counsellor	In schools with either no guidance counsellor or a counsellor only part-time
None	5%	12%
One-quarter	13%	16%
Half	9%	16%
Three-quarters	15%	12%
All	58%	44%

## Guidance counsellors in elementary schools

One of the purposes of the education and career/life planning strategy is to support students as they make transitions - from grade to grade, from elementary to secondary school, and from secondary school to their post-secondary destinations.

There is evidence that the transition from elementary to secondary school is particularly challenging for many students.<sup>22</sup> To support this transition, the *Creating Pathways* policy envisions a shift in students' portfolios as they move from grade 6 to grade 7. Students are supposed to summarize and transfer what they've learned from their "All About Me" portfolios into the Individual Pathways Plans they will keep from grade 7 to grade 12. The policy requires school boards to ensure that processes and supports are available to support students as they make this shift, from what can be either a paper-based or online portfolio to a strictly web-based one, and from a plan that is focused on self-knowledge to one that is more focused on future plans.

*Creating Pathways* does not specifically identify guidance counsellors as supports for IPPs in grades 7 and 8, or for students making these transitions. But in the 2016–17 Ontario School Survey, a number of principals commented that the lack of guidance staff has contributed to the difficulty of implementing the policy. School boards receive funding for guidance counsellors in elementary school at a rate of one counsellor for every 5,000 elementary students.

Only 17% of elementary schools have guidance counsellors, and the majority are part-time. In elementary schools that include grades 7 and 8—where the more complex IPPs are required—only 23% have guidance counsellors, the majority part-time. As a result, in 69% of schools, the classroom teacher is responsible for the development and review of the IPPs and "All About Me" portfolios.

“We really need additional funding to have guidance counsellors available at the elementary level to facilitate proper life planning and transition to high school. (Elementary school, Hamilton-Wentworth DSB)”

“Despite having 600 students in grades 7 and 8, and 900 students in total (6, 7, 8) our Guidance allocation is only 0.5. It's not enough. We need to put our money where our mouth is and give more support to planning, guidance, and mental health. (Elementary school, Peel DSB)”

“Our guidance counsellor is half-time and shared between two schools. It makes it difficult to follow up and support students when they are away every other day. (Elementary school, Toronto DSB)”

## Professional development for classroom teachers

One of the goals of the *Creating Pathways* policy is that education and career/life planning is integrated into existing curriculum from kindergarten to grade 12. Strategies for integration include things like connecting education and career/life planning goals to overall curriculum expectations (for example, in elementary Language curriculum students are required to “reflect on and identify their strengths as listeners and speakers ...”),<sup>23</sup> or providing teacher prompts (for example, in grade 7 music, a teacher could ask students to “write a résumé highlighting your achievements as a musician. What careers related to music would best suit your interests and areas of strength?”).<sup>24</sup> The policy also requires that all curriculum documents released in 2013 or later contain a section on education and career/life planning.

To support this integration, *Creating Pathways* mandates professional development for teachers on all of the aspects of the education and career/life planning program. This professional learning is seen as vital for staff to be able to effectively integrate program content into their curriculum and teaching plans. In elementary schools in particular, where classroom teachers (working, for the most part, without the support of guidance counsellors), are responsible for implementing the program and developing the “All About Me” portfolios and IPPs, this professional learning could provide much-needed support.

Professional development is a mandatory component of the policy, yet only 23% of elementary schools and 40% of secondary schools report that it is provided to teachers. Among schools reporting professional development, the frequency and time allocated varies dramatically from a single session in a year, to monthly meetings on the topic.

Schools commented that the lack of access to professional development is a major roadblock to the implementation of the “All About Me” and the Individual Pathways Plan portfolios. The lack of professional development may be a factor in the uneven implementation of career and life planning programs, especially programs using new technology and software.

“Staff have difficulty using the *Creating Pathways* software and have not received training for it. The model to train one teacher who provides in-service to all other teachers was not successful.

Elementary school,  
Upper Canada DSB

“More training and support is needed for classroom teachers to integrate this technology into their classrooms effectively. (Elementary school, Lambton Kent DSB)

“Clear direction that is supported with resources and professional learning for teachers would be beneficial. (Elementary school, Thames Valley DSB)

## Opportunities for exploring career paths during secondary school

One of the objectives of *Creating Pathways to Success* is to give students opportunities to explore different life and career interests through practical experiences.<sup>25</sup> Firsthand exposure to different post-secondary destinations and careers is also meant to foster a mindset of adaptability and change.<sup>26</sup>

On this year’s survey, the vast majority of secondary schools (98%) report having cooperative education, which allows students to gain work experience and participate in job shadowing while receiving course credit.<sup>27</sup>

Guidance counsellors appear to have an impact here as well. The results suggest a relationship between having at least one full-time guidance counsellor and having more opportunities to explore careers (see Figure 5).

Figure 5

Secondary school guidance and exploring career opportunities		
Activity	In schools with at least one full-time guidance counsellor	In schools with either no guidance counsellor or a counsellor only part-time
Co-op	99%	88%
School trips	93%	84%
Volunteering	84%	64%
Internships	20%	28%
Post-secondary fair	92%	64%
Career day	60%	52%



## Implementation challenges

*Creating Pathways to Success* was to be implemented in a 3-year process.<sup>29</sup> In 2012–13, the Ministry of Education hosted regional information sessions to introduce the policy framework to approximately 2500 guidance and co-operative education teachers. The policy framework laid out a three-year implementation plan, with full implementation envisioned for the 2014–15 school year. It was supported with funding for boards to integrate online tools and provide professional development. The province also funded *Creating Pathways to Success* Professional Learning Communities (PLCs) in eight regions across the province.

In September 2013, the complete *Creating Pathways* document was released and implementation began. Boards were invited to regional training sessions to help them in developing board-level implementation plans. Also, the Ministry of Education supported the establishment of eleven PLCs across the province. These PLCs were to act as liaisons, sustain professional learning and knowledge dissemination, support the development of board implementation strategies, and develop tools and resources.

In the 2016–17 surveys, principals reported many challenges to implementation, including a labour dispute in the first two years of the policy, a lack of technology support, workload issues, and a lack of overall understanding of the policy.

Figure 6

Phased implementation of <i>Creating Pathways to Success</i> . Adapted from Regional Training Session slides. <sup>28</sup>	
2012-13	<ul style="list-style-type: none"> <li>• Release of preview document (grades 10–12)</li> <li>• Funding to implement web-based IPP for grades 7–12*</li> </ul>
2013-14	<ul style="list-style-type: none"> <li>• Continue to implement web-based IPP for grades 7–12**</li> <li>• Boards support elementary and secondary schools in developing a plan for a comprehensive education and career/life planning program</li> <li>• Ministry funding to support that process</li> <li>• Regional training sessions for school and system leaders</li> <li>• Additional funding to support lead board where a PLF is established</li> </ul>
2014-15	<ul style="list-style-type: none"> <li>• Full implementation begins</li> </ul>

\* Report back on use of funding by October 31, 2013

\*\* Regional Adobe Connect Sessions to support implementation, December 2013

## Conclusion and recommendations

Ontario has a range of policies focused on ensuring that students have the capacity, experience, supports, and skills they need to manage transitions, make plans and understand possible career paths. *Creating Pathways to Success*, the Specialist High Skills Major, 21<sup>st</sup> Century Learning, the Ministry of Children and Youth Services' *Stepping Up* framework, and the work of the Highly Skilled Workforce Expert Panel<sup>30</sup> all provide a range of strategies, directions and programs to support students, teachers and the education system.

Ontario is also planning to introduce a new well-being strategy<sup>31</sup> to promote “a positive sense of self, spirit and belonging that we feel when our cognitive, emotional, social and physical needs are being met.” The goals of the well-being strategy are similar to the goals of the *Creating Pathways* strategy, with its aim that students become “confident, independent, and effective education and career/life planners throughout their lives.” The challenge of these multiple strategies/initiatives is in their lack of coherence and overlapping goals. They create the perception that schools are responsible for implementing an ever-increasing roster of individual programs.

People for Education recommends that the province:

1. Provide a greater level of coherence in its policy and goals for students' overall success and well-being, by:
  - > Using the *Creating Pathways* policy, portfolios, and professional development as a key anchor for the Ministry's larger umbrella strategies, such as the upcoming Well-being Strategy, the Renewed Math Strategy, and the implementation of recommendations from Ontario's Highly Skilled Workforce Expert Panel.
  - > Developing consistent language and goals to link the *Creating Pathways* portfolios to the Learning Skills and Work Habits on Ontario report cards.
  - > Using the *Creating Pathways* language and goals to build value for broad essential skills and competencies within classrooms, including those outlined in People for Education's *Measuring What Matters* initiative.<sup>32</sup>
  - > Linking the compulsory 40 hours of community involvement more closely to explorations of career pathways.

2. Implement the following recommendations from its Highly Skilled Workforce Expert Panel:
  - > Review the Guidance and Career Education curriculum to ensure that it exposes students to a variety of learning pathways and opportunities.
  - > Provide students from K-12 with more exposure to the science, engineering and technology fields, as a foundation for the diverse careers of this technological age.
  - > Provide professional development opportunities to teachers with a counselling role, to expand their knowledge of current and future labour market trends, skills requirements and emerging careers.
  - > Encourage school boards and partners with demonstrated capacity to design and implement experiential learning projects to collaboratively develop new ways of introducing students in the classroom to different career pathways.
  - > Develop an Ontario-specific skills and competencies framework, using the experience of other jurisdictions as a guide.
  - > Identify promising ways of teaching students competencies demanded by the evolving economy, such as problem solving, teamwork and entrepreneurial spirit, across curricular and extra-curricular learning opportunities, including through the arts, sports, math and science.
3. Evaluate current education policies that may include guidance counsellors, in order to rationalize Ontario's guidance programs and create greater alignment across the policies.
4. Clarify the role of both elementary and secondary school guidance counsellors in a way that recognizes both the breadth of their responsibilities and their relative scarcity in Ontario's K-12 schools.
5. Improve elementary school guidance capabilities by changing the funding formula so that per-pupil funding for guidance counsellors is provided for students in grades 7 and 8 at the same rate as it is for secondary school students.
6. Explore cost-effective ways for guidance staff supports to be expanded in small town–rural areas, where they are currently lacking compared to their urban–suburban peers.

# Research method

Unless cited from other sources, the statistics and quoted material in this report originate from People for Education’s 20<sup>th</sup> annual survey (2016–17) of Ontario’s elementary schools, and 17<sup>th</sup> annual survey of Ontario’s secondary schools. Surveys were mailed to principals in every publicly funded school in Ontario in the fall of 2016. Schools in French language school boards received surveys translated into French. Surveys could also be completed online in English and French.

This year we received 1,101 responses from elementary and secondary schools in 71 of Ontario’s 72 publicly funded school boards, representing 22% of the province’s publicly funded schools. Survey responses are also disaggregated to examine survey representation across provincial regions (see Figure 7). Although regional representation in this year’s survey corresponds relatively well with the regional distribution of Ontario’s schools, schools located in the North are overrepresented in the survey by five percentage points.

## Data analysis and reporting

The analyses in this report are based on both descriptive and inferential statistics. The chief objective of descriptive analyses is to present numerical information in an illuminating format that is accessible to a broad public readership. All data were analyzed using SPSS statistical software.

Calculations have been rounded to the nearest whole number and may not amount to 100% in displays of disaggregated categories. The average student to staff ratio was calculated for schools that reported both the total number of students and the full-time equivalents for staff positions. All survey responses and data are kept confidential and stored in conjunction with Tri-Council recommendations for the safeguarding of data.

Figure 7

Survey representation by region		
Region (sorted by postal code)	% of schools in survey	% of schools in Ontario
Eastern (K)	20%	18%
Central (L excluding the GTA)	14%	17%
Southwest (N)	17%	20%
North (P)	16%	11%
GTA	33%	34%



# Appendix

Province	Course Name(s)	Grade(s)	Key Components	Mandatory	Delivery	Theme(s)	Foundation
Alberta	Career and Technology Studies (2009)	9-12	<p>A collection of courses where learners are given the opportunity to explore their interests. The courses are broken into five clusters that represent “broad industry commonalities”<sup>33</sup></p> <ul style="list-style-type: none"> <li>• Business, Administration, Finance &amp; Information Technology</li> <li>• Health, Recreation &amp; Human Service</li> <li>• Media, Design &amp; Communication Arts</li> <li>• Natural Resources</li> <li>• Trades, Manufacturing &amp; Transportation</li> </ul>	No	Multi-grade curriculum	<p>The world of work</p> <p>Life skills</p>	Career exploration
	Career and Technology Foundations (2016)	5-9	<p>Students explore their interests and their likes and dislikes while learning about possible employment options. The course follows 14 learning outcomes that address the learners interest, how to respond to challenges, and working independently and in teams in technology and careers.<sup>34</sup></p>	No	Multi-grade curriculum	<p>The world of work</p> <p>Life skills</p> <p>Building identity</p>	Career exploration
	Career and Life Management (2002)	Senior High School	<p>CALM is an element of the Comprehensive School Health Program in Alberta.<sup>35</sup> The course is organized around three broad student outcomes:</p> <ul style="list-style-type: none"> <li>• Personal Choices – understanding the dimensions of health (psychological, emotional, physical etc.) and how the influence well-being</li> <li>• Resource Choices – learning to make responsible financial decisions</li> <li>• Career and Life Choices – understanding the benefits of lifelong learning and career development</li> </ul>	Yes	Single course	<p>Life skills</p> <p>Lifelong learning</p> <p>Building identity</p> <p>The world of work</p>	Health and well-being

Province	Course Name(s)	Grade(s)	Key Components	Mandatory	Delivery	Theme(s)	Foundation
British Columbia	Career Education (2016)	K-12	<p>This program is broken into three phases of career exploration:</p> <ul style="list-style-type: none"> <li>• Foundation and Awareness – K-5</li> <li>• Exploration – 6-9</li> <li>• Experience and Application – 10-12</li> </ul> <p>The goal of the program is for students to understand the journey between the classroom and the workplace and to incorporate their own interests and roles within their family and the community into discovering their career path.<sup>36</sup></p>	Yes	Multi-grade curriculum	<p>Lifelong learning</p> <p>Building identity</p> <p>The world of work</p> <p>Life skills</p>	Career/life
	Planning 10 (2007)	10	<p>This course gives students the opportunity to explore possible postsecondary direction (whether that be more school or going into the workforce directly). It also helps students navigate their graduation requirements.<sup>37</sup></p>	Yes	Single course	The world of work	Career exploration
Manitoba	Career Development (2007)	9-12	<p>The courses are designed to “connect school learning with workplace and labour market realities.”<sup>38</sup> It gives students the chance to gain experiential knowledge outside the classroom as well as the opportunity to gain skills that can be applied in life, work, and further schooling.</p>	No	Multi-grade curriculum	<p>Lifelong learning</p> <p>Building identity</p> <p>The world of work</p> <p>Life skills</p>	Career/life

Province	Course Name(s)	Grade(s)	Key Components	Mandatory	Delivery	Theme(s)	Foundation
New Brunswick	Personal Development and Career Planning (2000)	6-8	Under the consultation of the school's guidance team, this curriculum consists of three strands: <sup>39</sup> <ul style="list-style-type: none"> <li>• Personal Development</li> <li>• Lifelong Learning</li> <li>• Career Exploration and Planning</li> </ul> The program incorporates a "Linking to the Future" portfolio in which students can keep track of their progress within the program and reflect on what they have learned about themselves.	No	Multi-grade curriculum	Lifelong learning Building identity The world of work Life skills	Career/life
	Career Exploration (2005)	10	This course gives students the opportunity to build employable skills and explore their personal career preferences during a work placement in the community. <sup>40</sup>	No	Single course	Lifelong learning Building identity The world of work Life skills	Career exploration
Newfoundland	Career Development (2010)	10	This course is arranged under six general curriculum outcomes: <sup>41</sup> <ul style="list-style-type: none"> <li>• Self-awareness and positive interaction</li> <li>• Change</li> <li>• Lifelong learning</li> <li>• Relationship of work to society and the economy</li> <li>• Life/work information and roles</li> <li>• Decision making</li> <li>• Independent management of life work building processes</li> </ul>	Yes	Single course	Lifelong learning Building identity The world of work	Career/life
Northwest Territories	Career and Technology Studies (Alberta)	9-12	See Alberta's Career and Technology Studies curriculum above				



Province	Course Name(s)	Grade(s)	Key Components	Mandatory	Delivery	Theme(s)	Foundation
Nova Scotia	Life/Work Transitions (1999)	10	<p>This course incorporates classroom learning, work simulations and community-based experience.<sup>42</sup> It consists of five modules:</p> <ul style="list-style-type: none"> <li>• Planning for a changing world</li> <li>• Workplace readiness</li> <li>• Life/work simulation</li> <li>• Career portfolio</li> <li>• Life/work project</li> </ul> <p>The course is designed to encourage students to examine the relationship between what they're learning in school and their possible postsecondary destination.</p>	No	Single course	<p>Lifelong learning</p> <p>The world of work</p> <p>Life skills</p>	Career exploration
	Career Education Framework (in development)	4-12	<p>This prospective multi-year program will allow students to receive information about careers in science, technology, engineering, arts, and mathematics. All students in high school will also be required to develop an Individual Career Plan for graduation. Nova Scotia committed to the Career Education Framework in its 2015 Action Plan for Education<sup>43</sup> and it has not yet been released.</p>	Yes	Multi-grade curriculum	<p>The world of work</p> <p>Life skills</p>	Career exploration
Nunavut	Career and Technology Studies (Alberta)	9-12	See Alberta's Career and Technology Studies curriculum above				

Province	Course Name(s)	Grade(s)	Key Components	Mandatory	Delivery	Theme(s)	Foundation
Ontario	Education and Career/Life Planning (2013)	K-12	This program is comprehensive and is to be incorporated into all classroom curricula at all levels. It is designed to connect student learning in every class to their possible postsecondary destination and beyond. <sup>44</sup>	Yes	Multi-grade curriculum	Lifelong learning Building identity The world of work Life skills	Career/life
	Career Studies (2006)	10	In this course students examine the world of work around them and how that world relates to their own interests and skills. The course is designed to prepare student for a variety of postsecondary and career options through exploring their goals and aspirations. It also makes use of the Individual Pathways Plan to track student learning and interest. <sup>45</sup>	Yes	Single course	Lifelong learning Building identity The world of work Life skills	Career/life
P.E.I.	Career Explorations and Opportunities (2016)	10	This course enables students to be self-directed learners who are able to set and meet goals. Through the use of a personal career portfolio, students will reflect on their personal preferences and skills and how those preferences and skills relate to the world of work. They will also gain an understanding of financial literacy and explore a range of career options. <sup>46</sup>	Yes	Single course	Building identity The world of work Life skills	Career/life

Province	Course Name(s)	Grade(s)	Key Components	Mandatory	Delivery	Theme(s)	Foundation
Québec	Broader Areas of Learning (Pre-school & Elementary – 2001; Secondary Cycle One – 2004; Secondary Cycle Two – 2007)	Preschool-11	Though not a subject area to itself, personal and career planning is one of the broad areas of learning covered throughout the curriculum. Teachers must use their judgment and skill to know when such subjects should be integrated into other classroom learning. The focus of personal and career planning is to enable student to integrate into society and to help students make and carry out plans. <sup>47</sup>	No	Multi-grade curriculum	Building identity Life skills	Career/life
Saskatchewan	Career Education (2008)	6-12	The goal of this program is to make sure that all students have the competencies to manage and balance their careers and lives. It is built on three broad areas of learning. <sup>48</sup> <ul style="list-style-type: none"> <li>• Building lifelong learners</li> <li>• Building a sense of self and community</li> <li>• Building engaged citizens</li> </ul>	Yes	Multi-grade curriculum	Lifelong learning Building identity Life skills	Career/life
Yukon	Career Education (BC)	K-12	See British Columbia's Career Education curriculum above.				

## Notes

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14. Ibid., 17-9.
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16. Ontario Ministry of Education, *Creating Pathways to Success*, 41.
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