

# Career Life Plan Graduation Requirement

## EXPLORING, EXPERIENCING, AND THINKING ABOUT POTENTIAL CAREER PATHWAYS

A Career Life Plan is a comprehensive education, career, and life plan that documents the learning needs, interests, and aspirations of each learner and showcases their strengths and accomplishments.

A Career Life Plan can be developed through three big ideas: Exploring, Experiencing and Thinking About Career Pathways as outlined in the [New Brunswick Career Education Framework](#). The big ideas are based on OECD ([OECD Career Readiness Project, 2021](#)) research that shows that engagement in meaningful Career Connected Learning opportunities provides learners with the agency, skills, knowledge, abilities, connection and hope for life, learning and work after high school.

**EXPLORING POTENTIAL CAREER PATHWAYS:** Critically investigating the labour market and career pathways that learners can expect to find most fulfilling.

**EXPERIENCING POTENTIAL CAREER PATHWAYS:** Learning about career pathways of interest by engaging in frequent and ongoing Career Connected Experiential Learning.

**THINKING ABOUT POTENTIAL CAREER PATHWAYS:** Developing an informed vision for the future linked to a learner's interests, preferences, values, and abilities.

The provincial platform, myBlueprint, is a comprehensive career/life planning and digital portfolio tool that is accessible to all learners, educators and their families. This platform supports documentation of accomplishments and learning through digital inventories, artifacts, and evidence. The digital portfolio feature in myBlueprint is recommended for learners in documenting their Career Life Plan throughout grades 9-12. Alternative methods for showcasing artifacts and evidence of career connected thinking, exploring, and experiencing may also be considered by schools. Learners play a primary role in developing their Career Life Plan to meet the graduation requirement. Research suggests that this supports a learner's sense of agency.

A Career Life Plan is a graduation requirement starting in June of 2026. It is recommended that each school consider their context and strengths, identify what they already do, and leverage it to intentionally support learners in the development of their own Career Life Plan. See the recommended roles and responsibilities (APPENDIX A) and Career Life Plan Companion Document ([link](#))

# MINIMUM STANDARDS FOR THE CAREER LIFE PLAN GRADUATION REQUIREMENT FOR GRADE 12

(ENTERED IN THE CUM FILE AND CHECKED IN POWERSCHOOL FOR THE TRANSCRIPT)

The checklist below describes what every learner must complete to satisfy the minimum standards for the Career Life Plan Graduation Requirement for Grade 12. Schools have the autonomy to determine how to best demonstrate achievement of these requirements based on their unique contexts, strengths, and learner needs.

There are a variety of ways that learning towards the Career Life Plan could be embedded within the existing school structure: homeroom activities, Personal Wellness 9, a whole-school career focus for a half-day each semester, leveraging the cross-curricular opportunities, and/or other activities that best suit the school context.

Schools will find many ideas and examples of how these requirements can be met by accessing the Career Life Plan Companion Document ([link](#)). For further ideas, schools should review the [New Brunswick Career Education Framework](#) and the associated [“I Can” Statements](#).

## EXPLORING EVIDENCE OR ARTIFACT:

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Complete the **five assessments** in myBlueprint. Assessments include Learning Styles, Personality, Interest Survey, Knowledge, and Motivation.

Identify two or more career life **pathways of interest**.

Identify post-secondary **pathways connected to a Career Life Plan**.

## EXPERIENCING EVIDENCE OR ARTIFACT:

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Develop **resume writing** skills.

Develop **cover letter** writing skills.

Engage in an **interview** opportunity.

Participate in an **authentic Career Connected Experiential Learning** opportunity.

Engage in a **student-led conference** of the completed Career Life Plan.

## THINKING EVIDENCE OR ARTIFACT:

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Create a **goal** to show preparation for life beyond high school.

Develop an **action plan** to work towards a career pathway.

Develop a **financial plan** that considers life beyond high school.

# Appendix A:

## ROLES AND RESPONSIBILITIES FOR THE CAREER LIFE PLAN GRADUATION REQUIREMENT

ROLE	RESPONSIBILITIES
<b>ADMINISTRATOR</b>	<p>As the formal leader, the school administrator(s) will need to model and prioritize career pathway transition planning. To support every student in creating the Career Life Plan, the administrator(s) may want to consider the following ideas:</p> <ul style="list-style-type: none"> <li>• Champion the value of career pathway transition planning for all learners</li> <li>• Create the conditions to allow for universal access for all school learners to complete the Career Life Plan</li> <li>• Communicate frequently the importance of ongoing career transition pathway planning with the entire school community (educators, learners, families)</li> <li>• Determine the structure(s) that will support completion of the Career Life Plan. Where and how will the myBlueprint portfolio be completed in each year? (e.g. Homeroom, Personal Wellness, English).</li> <li>• Provide the necessary resources to support implementation</li> <li>• Review and/or assign a designate to sign each student's transcript to confirm successful completion of the graduation requirements, including the Career Life Plan</li> </ul>
<b>SCHOOL COUNSELLOR</b>	<p>As a key influencer and champion of Career Connected Learning, mental health and well-being, the school counsellor has a vital role to play.</p> <ul style="list-style-type: none"> <li>• Champion the value of career pathway transition planning for all learners</li> <li>• Support educators as an advocate for Career Connected Learning</li> <li>• Integrate career conversations with each learner they support whenever possible</li> <li>• Hold a final interview/conversation with every grade 12 learner</li> <li>• Assess the completed Career Life Plan in grade 12 for transition</li> <li>• Potentially verify completion and check-off on the student transcript</li> <li>• Provide ongoing scaffolding and support for learners in grades 9-12</li> </ul>
<b>EDUCATOR</b>	<p>As someone who engages with the learner on a regular basis, educators have the power to influence and bring Career Connected Learning to life in every class.</p> <ul style="list-style-type: none"> <li>• Champion the value of career pathway transition planning for all learners</li> <li>• Deliver Career Connected Learning activities that allow for completion of grade level Career Life Plan Tasks in the myBlueprint digital portfolio</li> <li>• Review the learners' digital portfolio as part of their instruction and curriculum</li> <li>• Find ways to capitalize and integrate Career Connected Learning into their curriculum, program block, and grade level.</li> <li>• See the Hopeful Transitions Resources &amp; Learning Activities on the website tool and/or the NB Career Education Framework English</li> <li>• Find ways to refer often to the myBlueprint digital portfolio, particularly as it relates to the Career Life Plan</li> <li>• Refer learners who need additional supports while still maintaining what they are doing as the classroom teacher</li> </ul>

ROLE	RESPONSIBILITIES
<b>EST- RESOURCE</b>	<ul style="list-style-type: none"> <li>• Collaborate within the ESS team to ensure additional supports for career pathway transition planning are provided to Tier 2 and Tier 3 students needing them</li> <li>• Identify learners who require Tier 2 and Tier 3 supports and explore appropriate interventions to meet their unique needs</li> <li>• Share best practices on differentiating supports for achieving the Career Life Plan</li> <li>• Facilitate connections with community support agencies for students transitioning to post-secondary life</li> <li>• Research ways to support myBlueprint digital portfolios for learners with additional needs</li> <li>• Support families to consider possibilities for life after high school</li> </ul>
<b>LEARNER</b>	<p>The learner plays the primary role and needs to actively and meaningfully engage in completing the Career Life Plan, recognizing the value, growth, and agency that the document will capture.</p> <ul style="list-style-type: none"> <li>• Complete a digital Career Life Plan Portfolio with artifacts and evidence of learning each year (grades 9-12)</li> <li>• Reflect regularly upon the included artifacts and personal growth</li> <li>• Engage often in career connected conversations with trusted adults</li> <li>• Seek opportunities to engage in career connected experiential learning activities</li> <li>• Meet with the School Counsellor or designate(s) in Grade 12 to review their Career Life Plan</li> <li>• Monitor graduation pathway completion (myBlueprint, Grades 10-12 (gnb.ca))</li> <li>• Reflect on the New Brunswick Career Education Framework “I” Statements (gnb.ca) to self-assess progress</li> </ul>
<b>FAMILY</b>	<p>The family can be an integral support in the process and has access to their learner’s myBlueprint profile so they can be part of the conversation.</p> <ul style="list-style-type: none"> <li>• Champion the value of career pathway transition planning for their learner</li> <li>• Stay informed of their learner’s engagement regarding career pathway transition planning</li> <li>• Express interest in career conversations with their learner</li> <li>• Follow and encourage the growth in the learner’s digital portfolio</li> <li>• See the Career Life Plan Companion Document for a Family Letter draft</li> </ul>

## References

Career Connected Learning K-12 (GNB) [Career Connected Learning](#)

[career-education-framework-rational.pdf \(gnb.ca\)](#)

[New Brunswick Career Education Framework](#)