

CAREER IS THE JOURNEY THROUGH LIFE, LEARNING AND WORK

Description and Rationale

WHAT IS THE PURPOSE OF THIS COMPANION DOCUMENT?

This Companion Document supports schools in guiding learners to meaningfully complete the minimum standards for the new Career Life Plan graduation requirement.

Schools will plan, strategize, communicate, and create systems and collaborative structures to support staff and learners to successfully implement the intended outcomes of the Career Life Plan.

This guide offers ideas and resources to assist schools to implement a structure for supporting career life planning for each learner.

WHAT IS THE CAREER LIFE PLAN?

As part of the Anglophone Sector's new graduation requirements, every learner is required to develop an ongoing personalized Career Life Plan. 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.

For students expected to graduate in 2026 and after, the graduation requirements are new. (view the High School Companion Document)

At-a-Glance: Key Features of a Career Life Plan

- A comprehensive education, career, and life plan
- Personalized to each learner
- A graduation requirement for 2026 and beyond
- Includes learning activities in grades 9-12
- Includes identified minimum standards
- Flexible in representation and implementation
- An ongoing, frequent, active, responsive, and inclusive process
- NOT a "last-minute" checklist

- A collective responsibility
- Intentional, universal learning supporting the new high school experience
- A source of pride and celebration

Policy 316B indicates that as of 2026, graduates must:

- have met learning requirements prescribed in the Grade 9 curriculum
- have completed compulsory credit-hours in Grades 10 through 12
- have accumulated 100 credit-hours or follow the ESAP program to apply for graduation
- **have developed a documented Career Life Plan**

The new graduation requirements are part of a responsive long-term vision for high school renewal that will provide youth with much-needed agency, skills, knowledge, abilities, connection and hope for a preferred future after high school.

WHY IS A CAREER LIFE PLAN IMPORTANT FOR LEARNERS?

While the Career Life Plan is not a requirement until the 2025–2026-year, career pathway transition planning is well underway in schools across New Brunswick and is vital to strengthening every learner’s opportunity for designing their preferred future.

Given the changes and direction in the high school graduation program, there is even greater need to extend support to learners. They will have more choice, autonomy and agency over their education and are making important pathway decisions earlier in their high school career. Schools need to be pro-active and intentional in preparing and empowering learners to make informed decisions.

The Career Life Plan has been developed as a guiding tool to support learners in meeting intended outcomes of the [New Brunswick Career Education Framework](#). The comments below from school leaders provide perspective as to how the Career Life Plan will strengthen each learner’s pathway forward after high school.

“If each learner leaves your school with a Career Life Plan, what will be the impact?”

- Informed choices
- Brighter futures!
- Opportunity
- A bright future
- Open doors
- A better plan for their future
- Hope and forward momentum
- Better transition for each student
- Opportunity to explore diverse career options
- Ownership of their future
- Goal oriented citizens who contribute positively to their community

- Less fear, more excitement for some students leaving high school
- Help students see the value in education and the importance of further learning

Minimum Requirements

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

EXPLORING EVIDENCE OR ARTIFACT: “CRITICALLY INVESTIGATING THE LABOUR MARKET AND CAREER PATHWAYS THAT I CAN EXPECT TO FIND MOST FULFILLING.”

- Complete the five assessments in myBlueprint. Assessments include Learning Styles, Personality, Interests, 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: “LEARNING ABOUT CAREER PATHWAYS OF INTEREST BY ENGAGING IN FREQUENT AND ONGOING CAREER CONNECTED EXPERIENTIAL LEARNING.”

- 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: “DEVELOPING AN INFORMED VISION FOR THE FUTURE LINKED TO MY INTERESTS, PREFERENCES, VALUES, AND ABILITIES.”

- 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

Schools can address each task (evidence or artifact) in a manner to best suit their context. While some of these activities have a natural sequence to them, (e.g. the 5 self-assessments are a good starting place), there is not a required order for completion. It may be logical for learners to “Explore” and “Experience” career pathways of interest, before creating a goal, action plan and financial plan. Still, there are multiple

entry points, intersection of purpose, and the opportunity to revisit, rethink, and update the tasks as the learner moves through high school, accounting for changes in personal preferences and life experiences.

Each activity can stand alone or be grouped by theme, curricular area, grade level, or program block, depending on the school's implementation choices. It is recommended that schools use the digital portfolio tool in myBlueprint to showcase learner artifacts and evidence for Exploring, Experiencing, and Thinking. The provincial platform myBlueprint is a comprehensive career life planning tool accessible to all educators, learners, and their families. This platform supports documentation of accomplishments and learning through digital inventories, artifacts, and evidence. Learners and educators can use pre-existing activities and resources in the myBlueprint Education Planner online platform as a "one-stop shop" to support the Career Life Plan digital portfolio process. The student-facing checklists in the Appendix are helpful to monitor progress and keep staff and learners on track to stay current and not fall behind with the requirements. Schools can determine additional methods for showcasing artifacts and evidence to accompany the myBlueprint digital portfolio if they choose.

Implementation

Schools have several options to consider when supporting each learner's Career Life Plan. This is a collective responsibility that does not happen without intentional planning and action. Every member of the school community needs to champion Career Connected Learning and has a role to play in supporting the active engagement of career pathway transition planning. The key to meeting the provincial standard is to ensure all students are engaged in intentional decision-making and continuous Career Connected Learning across grades 9-12.

Given the personalized nature of the Career Life Plan process, there is not a "one-size fits all" approach. Each school should consider their context, strengths, and leverage them to intentionally support learners in the development of their own Career Life Plan. Furthermore, the Career Life Plan should not be perceived as an "add-on". Schools already satisfy many of the required minimum standards in their regular activities and should build upon the good work they are already doing. However, despite the good intentions of school staff, it is possible that not every learner is accessing the opportunities provided. These are often the youth that most need the support and without an accountability structure they may not receive the supports needed to develop their Career Life Plan.

Therefore, to ensure success for every learner, schools will need an ongoing mechanism and/or formative structures for identifying those students who need additional support in accessing Career Connected Learning opportunities. For example, schools could consider the following options for ongoing formative assessment:

- Regular "check-ins" aligning with natural breaks in the school year or reporting periods
- Homeroom teacher responsibility to review the digital portfolios twice per year
- Course-based verification for certain tasks completed in curricular areas (ie; English teacher reviews resumes etc.)
- Family sign-off on specific tasks

- Course selection completed in myBlueprint
- Peer-to-peer conversations and check-ins
- Learner self-assessment reflections
- Viewing the learner's digital portfolio as part of a student-led conference or interview process
- A comment on each report card indicating status of the Career Life Plan and/or an annual year-end check to ensure the learner is "on track" for grade 12 completion

IMPLEMENTATION IDEAS:

The Career Life Plan is an ongoing self-reflective growth process happening over time and not a "last minute checklist" beginning in grade 12. The grade 9 year is foundational for creating a growth mindset of exploring, experiencing, and thinking about Career Connected Learning for the Career Life Plan. The process is essential for all subject areas and program blocks, as it connects to individual decision-making about courses and willingness to engage in the multi-faceted high school experience (e.g., courses, social activities, co-and extra-curriculars, community involvement). As schools consider implementation strategies and structures to best suit their learners, they need to plan a 4-year Career Connected Learning experience that builds on prior learning and successes and becomes embedded in the culture of the school.

Schools are still in the early stages of interpreting the renewed graduation requirements and the new Career Life Plan. Implementing the Career Life Plan will be a work in progress, and schools will respond to successes and challenges, and adapt accordingly to best meet their needs. It may make sense for schools to begin by leveraging their existing structures to implement the Career Life Plan. Some examples include but are not limited to:

<u>Personal Wellness 9</u>	<ul style="list-style-type: none"> - Compulsory curriculum/course with a strand for Career Connected Learning - A great opportunity to introduce and begin the Career Life Plan with each learner - Career Connected Learning is embedded in this course and is a cornerstone for Grade 9 - Schools can access the activities in the <u>Career Life Plan Curriculum Resource Bundle</u> to support the course learning outcomes
<u>Career Pathway Design 10</u>	<ul style="list-style-type: none"> - Schools could offer this elective course - Utilize the Companion Document to support the Career Life Plan <u>Curriculum Resources and Instructional Tools - CPD10_CompGuide_20231018_v1.0_Final_2028.pdf - All Documents (sharepoint.com)</u> - All Career Life Plan tasks align with the outcomes and intent of this course - (Please note – while a learner could complete almost every requirement for the Career Life Plan within the course, the Exploring, Experiencing and Thinking components of the Career Life Plan are intended as an ongoing process over time)

	<ul style="list-style-type: none"> - A good option for learners new to the province as of grade 11 or 12
New Brunswick Virtual Learning Centre	<ul style="list-style-type: none"> - Schools could access the Career Connected Experiences 110 online course on the New Brunswick Virtual Learning Centre (NBVLC) - This course is available to any high school student within the NBVLC
Micro-credits grades 9-12	<p>(4 credit hours total)</p> <ul style="list-style-type: none"> - Schools could provide 1 micro-credit for the successful completion of the Career Life Plan. - Schools could determine structures to cover the total time (approximately 23 hours over the 4 years) and assign activities per grade - E.g. 2 half days per year, 1 block for 8 consecutive months, Homeroom - <i>(Note: At the time of press, schools may be new to the process of implementing micro-credits and there may be more exploration needed in this area.)</i>
Hopeful Transitions Model and Career Transition Coach	<ul style="list-style-type: none"> - Engage with the Hopeful Transitions model and tool and access the support of the Career Transition Coach. - Reach out to the Directors of ESS to inquire about onboarding. - View the hopeful-transitions-q-a-hs-principals.pdf (gnb.ca) for more information - View the hopeful-transitions-q-a-for-districts.pdf (gnb.ca)
Altered Timetable	<ul style="list-style-type: none"> - Adjusted block rotation periodically throughout the year for the entire school to participate in Career Connected Learning activities - Example - First week of school or first week of semester 2, exam period, end of school year, etc. - Example - One period of every month – rotating the period
Classroom lessons in identified subject areas	<ul style="list-style-type: none"> - Staff could divide the tasks and assign them to specific content areas aligning with their curriculum (e.g. resume and cover letters in ELA, financial planning and budgets in Math, Who Am I? Self-Assessment surveys in Homeroom, pathways of interest and goal setting in the Personalized Well-Being sub-clusters, etc.)
Special designated activities or theme days	<ul style="list-style-type: none"> - Schools could capitalize on pre-existing planned Career-Connected Learning activities or create specific activities tailored to the tasks in the Career Life Plan - Career fairs, course planning events, interviews, community portfolio presentations, guest speakers and presentations, virtual field trips, campus tours, volunteer community projects, Take Our Kids to Work Day, experiential learning opportunities, Centres of Excellence, career-focussed assemblies and gatherings, student reflections of their Career Life Plan digital portfolio, etc)
Career Life Plan Curriculum Bundles	<ul style="list-style-type: none"> - A Career Life Plan Curriculum Resource Bundle (High School Block - NB Curriculum Framework (nbed.ca) provides lesson plans and all

	<p>supporting materials to address every component of the Career Life Plan standards.</p> <ul style="list-style-type: none"> - A collection of 13 lessons (one to satisfy each Career Life Plan task totaling 23-33 hours) that can stand alone or be grouped by theme - Teachers can use them as is or adapt all or parts of them - The entire bundle could become a micro-credit
School-based lead(s)	<ul style="list-style-type: none"> - Identify a school staff member(s) who could champion the Career Life Plan and who could serve as a lead to support staff in building their knowledge and capacity - Be present, visible, and active in sharing expertise - Facilitate connections to the community to build opportunities for Career Connected Learning - Identify and assist staff to work with individual youth needing additional support with their Career Life Plan
Grade 12 interview with school counsellor	<ul style="list-style-type: none"> - The school counsellor could meet with each learner to review the status of their Career Life Plan, checking for task completion and verifying a plan for after high school (ideally there would be more than one check-in per student, but students needing additional support would be prioritized) - Students with additional needs would receive targeted Tier 2 and Tier 3 interventions with the school ESS team staff
School TEAMS Student Survey	<ul style="list-style-type: none"> - Schools could circulate a short TEAMS survey to all students to identify "Who has a plan?" (including a back-up plan") for life after high school. - Schools could create their own questions or use the pre-existing survey questions from the Hopeful Transitions model (See Appendix E for sample survey) - This would provide the school with a concrete starting point to identify those learners without a plan to respond with support - Schools could begin with grade 12 students and work backwards
Course Selection and Career Pathway Planning in myBlueprint	<ul style="list-style-type: none"> - Schools could embed some of the required Career Life Plan tasks into their course planning process and activities (e.g. the learner could identify their career pathways of interest and discuss them with their families.) - Schools could choose to do more, or all of their course planning activities directly in the myBlueprint program. This would ensure every learner accesses the myBlueprint program and keeps their personalized digital portfolio up to date. It would also enhance family awareness and engagement in the course planning process. - Schools can choose to do course selection on myBlueprint by reaching out to their District Directors in the Fall.
Career Life Portfolio Check List	<ul style="list-style-type: none"> - A series of grade-specific checklists (9-12) aligning with the ready-made lessons and digital portfolio activities in myBlueprint myBlueprint Grade 12 Career Life Plan Portfolio Checklist

	myBlueprint Grade 11 Career Life Plan Portfolio Checklist myBlueprint Grade 10 Career Life Plan Portfolio Checklist myBlueprint Grade 9 Career Life Plan Portfolio Checklist
myBlueprint Self-Directed Student Lessons	<ul style="list-style-type: none"> - For certain tasks, schools could use some student directed lessons from myBlueprint and have learners complete the activities on their own (e.g. Future Readiness – Who Am I & Career Portfolios, Future Readiness – Resumes and Job Application Portfolios) - (Note: These are under development at press time.)

Roles and Responsibilities

The Career Life Plan is the collective responsibility of all members of the school community. The culminating evidence and activity should be a source of pride and celebration. The key to achieving a successful experience is to ensure that each person involved is meaningfully contributing to the process. The table below provides some ideas as to how each person can actively engage in the Career Life Plan.

ROLE	RESPONSIBILITIES
Administrator	<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"> - Champion the value of career pathway transition planning for all learners - Create the conditions to allow for universal access for all school learners to complete the Career Life Plan - Communicate frequently the importance of ongoing career transition pathway planning with the entire school community (educators, learners, families) - 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). - Provide the necessary resources to support implementation - 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
School Counsellor	<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"> - Champion the value of career pathway transition planning for all learners - Support educators as an advocate for Career Connected Learning - Integrate career conversations with each learner they support whenever possible - Hold a final interview / conversation with every grade 12 learner - Assess the completed Career Life Plan in grade 12 for transition

	<ul style="list-style-type: none"> - Potentially verify completion and check-off on the student transcript - Provide ongoing scaffolding and support for learners in grades 9-12
Educator	<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"> - Champion the value of career pathway transition planning for all learners - Deliver Career Connected Learning activities that allow for completion of grade level Career Life Plan Tasks in the myBlueprint digital portfolio - Review the learners' digital portfolio as part of their instruction and curriculum - Find ways to capitalize and integrate Career Connected Learning into their curriculum, program block, and grade level. - See the Hopeful Transitions Resources & Learning Activities on the website tool and/or the NB Career Education Framework English - Find ways to refer often to the myBlueprint digital portfolio, particularly as it relates to the Career Life Plan - Refer learners who need additional supports while still maintaining what they are doing as the classroom teacher
EST- Resource	<ul style="list-style-type: none"> - 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 - Identify learners who require Tier 2 and Tier 3 supports and explore appropriate interventions to meet their unique needs - Share best practices on differentiating supports for achieving the Career Life Plan - Facilitate community support agencies for students transitioning to post-secondary life - Research ways to support myBlueprint digital portfolios for learners with additional needs - Support families to consider possibilities for life after high school
Learner	<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"> - Complete a digital Career Life Plan Portfolio with artifacts and evidence of learning each year (grades 9-12) - Reflect regularly upon the included artifacts and personal growth - Engage often in career connected conversations with trusted adults - Seek opportunities to engage in career connected experiential learning activities - Meet with the School Counsellor or designate(s) in Grade 12 to review their Career Life Plan - Monitor graduation pathway completion (myBlueprint, Grades 10-12 (gnb.ca))

	<ul style="list-style-type: none"> - Reflect on the New Brunswick Career Education Framework "I" Statements (gncb.ca) (also in Appendix C) to self-assess progress
Family	<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"> - Champion the value of career pathway transition planning for their learner - Stay informed of their learner's engagement regarding career pathway transition planning - Express interest in career conversations with their learner - Follow and encourage the growth in the learner's digital portfolio

Tips to Get Started

The ideas below are suggestions to assist schools in getting started.

Embed a school-based plan as part of the School Improvement Plan	<ul style="list-style-type: none"> - Refer to the minimum requirements and work backwards for intentional and ongoing support across grades 9-12. - Establish timelines and regular "check in's." - Scaffold the implementation to support the learners who will first leave high school with the new Career Life Plan graduation requirement - Build in regular check points for learners - Embed the Career Life Plan process into your school-based goals and improvement initiatives (e.g. learner agency, family engagement, staff efficacy) - Review and adjust your plan annually
Create a team	<ul style="list-style-type: none"> - Garner champions - Who should be involved? - Consider roles and responsibilities - Consider providing time for a school-based Lead to champion and support staff in moving the work forward - Include and inform your community where possible to garner support
What is already happening and working?	<ul style="list-style-type: none"> - Take note of what is already happening. (Where in the school? In what course or activity is the school already achieving the standards?). How can staff ensure that each learner accesses that learning? - Structures, activities, resources, special events, community involvement, speakers, homeroom, course planning activities, etc. - Build on current success - Capitalize on the Career Connected Learning strand in Personal Wellness 9 to establish a positive tone and expectations
Use the supports and	<ul style="list-style-type: none"> - Start by accessing the resources provided (See Appendix)

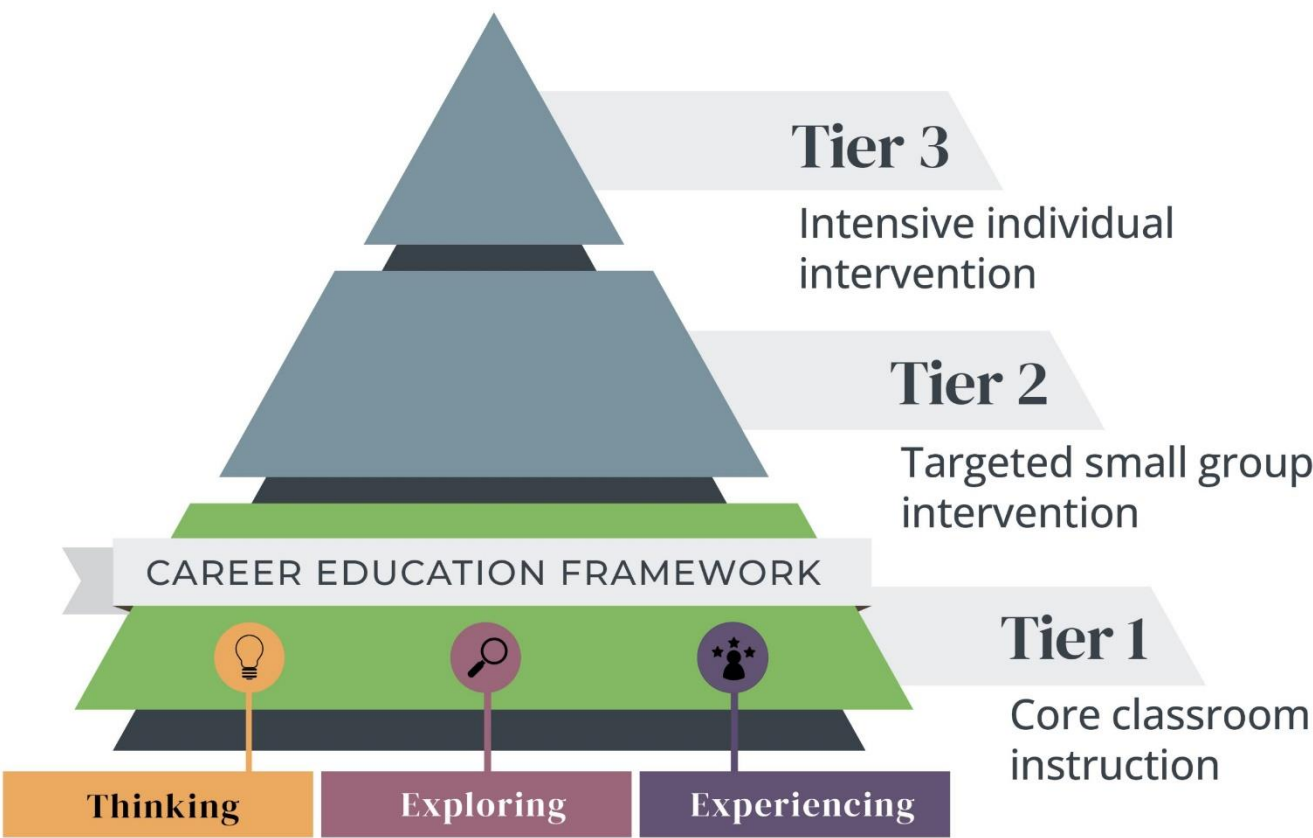
resources provided	<ul style="list-style-type: none"> - Schools can customize them later when there is more collective confidence and experience in the process - Use your professional network and share (<i>Don't "re-invent the wheel"</i>)
Collaborate	<ul style="list-style-type: none"> - Utilize the cross-curricular nature of Career Connected Learning to work collaboratively as a school community - Share the tasks among the entire school across grades 9-12 (e.g. financial plans in Math, resumes and cover letters in Language Arts, interviews in Dramatic Arts, vision boards in Visual Arts, goal setting in Wellness and Physical Education etc.)
Hopeful Transitions and Career Transition Coach	<ul style="list-style-type: none"> - Review the 100+ ideas, activities and resources on the NB - Hopeful Transitions Website - Access the support and expertise of the Career Transition Coach (<i>if your school is or has been engaged in the Hopeful Transition initiative</i>). If your school is not directly involved, network with a school who has benefitted previously from the support of the Career Transition Coach.
Inform Families	<ul style="list-style-type: none"> - Establish a communication structure to keep families informed (e.g. school website, information sessions, District Education Council, etc.) - Encourage families to establish a myBlueprint Family Account
Feedback loop	<ul style="list-style-type: none"> - Seek learner feedback on a regular basis throughout the implementation process and adjust accordingly where possible. -



Hopeful Transitions-Planning for All Learners

The Career Life Plan is a personalized student-centered tool to support positive thinking and emotions about achieving goals, and views barriers as challenges and not roadblocks. As per Policy 322 Inclusive Education, every learner leaving high school deserves a hopeful transition for an optimistic future. Their Career Life Plan should reflect their unique needs, strengths, and career journey.

All staff are responsible for Tier 1 active engagement in Career Connected Learning opportunities. Some learners will require Tier 2 targeted small group intervention, while fewer students will need Tier 3 intensive individual intervention to develop a plan for their successful transition to post-secondary life/learning and/or work. Schools will want to consider accessing the expertise of the Education Support Services (ESS) Teams to ensure the appropriate scaffolds are in put in place for each learner to have a Career Life Plan. Schools are encouraged to refer to the [Hopeful Transitions](#) model and webtool resource for ideas on how to support learners in need of Tier 1, 2, and 3 supports for career pathway planning.



Assessment

As part of bringing the new graduation requirements to life, schools will want to review their School Improvement Plan goals and embed intentional opportunities to identify and discuss learners who require additional supports. The personalized nature of the Career Life Plan necessitates assessment practices that align with the goals of career pathway transition planning. Given the intent of Career Connected Learning (9-12), there will be many opportunities for ongoing and frequent formative assessment. Staff will need clearly articulated roles, responsibilities, and timelines for monitoring learner progress, with regular ongoing opportunities to identify and discuss learners requiring additional supports. If additional support is required, schools can use the tiered Hopeful Transitions model (Response to Intervention) and resources to create a plan on who and how the support will be provided. Following-up and tracking of tiered supports will be essential to ensuring the progress is ongoing for each learner and a well-established feedback loop will safeguard youth who may otherwise fall behind.

There may be various circumstances where additional support may be required (e.g., students who arrive late at the school in grade 12, students who may need direct counsellor support, etc.), but with ongoing and frequent career pathway transition planning it allows schools ample time to create a meaningful scaffolded process for all involved.

The required tasks in the Career Life Plan represent the minimum standard, and learners will likely have much more in their portfolios than just the minimum required artifacts or evidence by the time they are ready to graduate. While learners will not receive a letter grade for their Career Life Plan, the Principal (or designate) will be responsible to verify completion of the Career Life Plan at the end of the grade 12 year, and account for this on the student's transcript.

Reflective practice is a key component of developing a Career Life Plan and should be incorporated throughout every activity as part of a self-assessment process. Students should not simply "complete and check off" the activities but should engage in continuous self-reflection to inform next steps as their decision-making, goals, and plans evolve over their entire high school experience. (See the "I Statements" taken from the New Brunswick Career Education Framework in Appendix C). The myBlueprint | Education Planner platform enables learners to create a personal electronic portfolio to document their Career Life Plan Tasks. Their portfolio will be a formative reflective depository where learners gather and evaluate information relevant to them, describing "Who Am I?" "Who Do I Want to Be?" and "What Do I Need to Do to Achieve My Goals?" Learners can also use their digital portfolio as an effective slideshow to create a type of Capstone culminating presentation.

The Career Life Plan encourages personalized, student-centered, flexible options to evidence learning, address needs, and highlight strengths. Learners can create and upload a variety of artifacts to their digital portfolios to document their career life planning. Some possible examples could be, but are not limited to:

- Multimedia audio/visual recordings and presentations and showcase
- Graphics and visual arts posters
- Interviews and dialogues
- Links to specific websites

- Demonstrations
- Representative artifacts
- Print or written information
- Storytelling and reflections on experiences
- Self-reflection assessment rubrics
- Self-directed Capstone presentation
- Student-led conference - Who am I? What have I learned? What are my next steps?

Summary

To best position our learners with the skills, knowledge, and abilities needed for future-ready success, the Anglophone Education sector is embarking on an exciting renewal of the high school program. As part of the new road map, the New Brunswick Career Education Framework charts a vision recognizing the importance of career pathway transition planning that is universally accessible for all. Every learner deserves to experience a “hopeful transition”, one that allows them to obtain employment and/or pursue their education, improve their economic and social well-being, and achieve their preferred future.

The Career Life Plan will assist every learner in creating a personalized career pathway to achieve a sense of self and life satisfaction, to ultimately secure their preferred future. While we cannot control the unexpected circumstances that life can bring, we CAN support every learner to leave our high schools with hope and confidence, knowing they have a plan and vision for the next part of their career journey. setup

At-a-Glance

Schools may find the “At-a-Glance” table below helpful for practical tips to begin planning for the Career Life Plan implementation. These ideas will vary based on school context, resources, staffing, and needs and should be used as a springboard for actioning the Career Life Plan.

What could year one implementation look like for schools?	
PHASE 1: Getting Started	<ul style="list-style-type: none"> ✓ Create a plan for implementation of learning activities supporting the Career Life Plan in grades 9,10,11 and 12. ✓ Create a structure to monitor progress and regular check-ins (e.g: monthly meetings with school team, learner check-ins, etc.) ✓ Create a diverse school-based team of champions ✓ Identify a volunteer school lead(s) – if possible ✓ Introduce the Career Life Plan, the Companion Document, the Hopeful Transitions website tool to all staff, using the resources provided (e.g. Powerpoint presentation slides, etc.) ✓ Provide any necessary professional learning ✓ Meet with key school staff (counsellor, resource teacher, administrator responsible, career teacher) and establish roles and responsibilities to support implementation

	<ul style="list-style-type: none"> ✓ Review alignment with School Improvement Plan, noting strengths, gaps in school career pathway transition planning ✓ Review where the Career Life Plan standards are already being met within the school ✓ Establish structures to identify and respond to learners needing additional supports ✓ Create a communication plan for families and community members ✓ Create a plan for ongoing staff professional learning
PHASE 2 Implementation	<ul style="list-style-type: none"> ✓ Establish a structure to check in with all students planning to graduate in June 2026 ✓ Convene subject specific department teachers and/or grade specific teachers to determine natural alignment of Career Connected Learning standards for the CLP ✓ Maximize ongoing opportunities for professional learning and training for staff ✓ Check in with learners needing Tier 2 and Tier 3 supports ✓ Meet with community organizations supporting learners with diverse needs ✓ Keep staff informed: school team periodic report out to staff on successes, challenges to date, changes etc. ✓ Make any adjustments to school implementation plan (if needed) ✓ Update to families ✓ Check in with learners falling behind ✓ Create a plan to gather feedback (e.g. student focus groups, staff meetings, family surveys, etc.) ✓ Begin initial planning for following year
PHASE 3 Celebrating Successes	<ul style="list-style-type: none"> ✓ Check-in with learners who may need additional support or who are still falling behind ✓ Gather feedback, recommendations, and review data (students, staff, families, community members) ✓ Develop plan for the coming year - review successes and challenges and adapt accordingly (what worked well, what should change? Budget – if applicable) ✓ Review and analyze the School Improvement Plan Career Connected Learning goals – review of current year and ideas for the upcoming year ✓ Report out – staff, learners, families, community,

Appendix A: Resources and Supports

There are multiple resources available to meaningfully support learners with the Career Life Plan minimum expectations and schools have the flexibility to select what works best for them. Schools may already have effective resources in place to meet these minimum standards and should feel free to continue using them. Schools are encouraged to access the resources provided below and to watch for additional resources forthcoming soon.

The provincial platform myBlueprint is a comprehensive career life planning and digital portfolio tool accessible to all educators, learners and their families. This platform supports documentation of accomplishments and learning through digital inventories, artifacts, and evidence. Learners and educators can use pre-existing activities and resources in the myBlueprint Education Planner online platform as a “one-stop shop” to support the Career Life Plan digital portfolio process. Alternative methods for showcasing artifacts and evidence for exploring, experiencing, and thinking can be determined by schools. (See the myBlueprint [Quick Start Guide](#) for more information.)

RESOURCE OR SUPPORT	DESCRIPTION
Career Life Plan	Outline for the Career Life Plan Graduation Requirement <ul style="list-style-type: none"> - Includes rationale, list of required tasks, roles and responsibilities and suggested sequence of activities organized by grade level
Career Life Plan Presentation Slides	A ready-made snapshot presentation for administrators to share with the school community that explains the “Why? What? and How?” of the Career Life Plan.
Hopeful Transitions	Hopeful Transitions website Resources and Learning Activities that includes: <ul style="list-style-type: none"> - A comprehensive pdf guide to download - Roles - Resources and Learning Activities - a repository of more than 100+ Career Connected Learning resources, activities, websites
Resources & Learning Activities Hopeful Transitions (nbed.ca)	A list of resources and learning activities found on the Hopeful Transitions website supporting the Career Life Plan requirement
Career Life Plan Curriculum Resource Bundle Teaching Plan Overview: Career Life Plan Resource Bundle High School Block - NB Curriculum Framework (nbed.ca)	A collection of 13 lessons and activities created to satisfy all required tasks for completion of the Career Life Plan. The complete bundle is broken into smaller sections that include: <ol style="list-style-type: none"> 1. Introduction: What is a Career Life Plan and Why Do I Need One? 2. Who Am I? Self-Reflection Assessments 3. The Application Process: Job and Post-Secondary Opportunities 4. Financial Literacy and Budgeting 5. Career Action Planning 6. Celebrating Success: Career Life Plan Student-led Conference Each unit and/or lesson can be grouped or stand alone
School-based Family Information Letter	A sample letter schools can use and adapt to inform parents of the Career Life Plan requirement. See Appendix D.

Career Connected Learning (gnb.ca)	<p>EECD Career Connected Learning Website Anglophone</p> <p>Includes links to:</p> <ul style="list-style-type: none"> - NB Career Education Strategy - NB Career Education Framework English - cadre-d-education-a-la-carriere (French) - Career Connected Learning Best Practices - myBlueprint Education Planner - Career Education and Mental Health - Hopeful Transitions - Career Connected Learning Modules - Media <p>And many other useful links</p>
(OECD Career Readiness Project, 2021)	Career Readiness research conducted by the OECD (Organisation for Economic Cooperation and Development). (OECD Career Readiness Project, 2021)
Career Transition Coach	In 2023-24 year, a few schools in each district received the support of a Career Transition Coach as a 1-year pilot initiative. Effective 2024-25, the Career Transition Coach model is no longer a pilot and is expanding to service more schools. Schools with a Career Transition Coach can access their expertise to support staff with Career-Connected Learning activities to enhance the Career Life Plan implementation process.
Career Connected Learning Modules	<p>Located on the Hopeful Transitions website, the 5 modules include:</p> <p>Module 1: Series Introduction and myBlueprint</p> <p>Module 2: Labour Market Information (LMI)</p> <p>Module 3: Experiential Learning</p> <p>Module 4: Financial Wellness</p> <p>Module 5: Global Competencies and SEL</p>
https://centresofexcellencenb.ca/	The Centres of Excellence are designed to help students discover their passions by strengthening the connection between industry and public education. Current centres include the following sectors: Health, Energy, Entrepreneurship, Digital Innovation, Skilled Trades and Manufacturing, and Language Learning.
Wabanaki Framework	The Indigenous Principles of Learning found in the Wabanaki Framework align with the goals of the Career Life Plan and can be a helpful resource that reflects the intentions and purpose of the work. Depending on where you are situated in New Brunswick, you will want to reach out to your First Nation/Indigenous Education Subject Coordinator and consult with the local First Nations communities to consider how you can authentically engage with

	local Indigenous cultures, knowledges, and story to embed these principles into the philosophy of creating a Career Life Plan.
<u>myBlueprint Education Planner</u>	A “one-stop shop” online platform serving as a career planning tool. Includes educator, learner, and parent/caregiver resources. (See the section below for more)
Student-facing Checklists	A series of grade-specific checklists (9-12) aligning with the ready-made lessons and digital portfolio activities in myBlueprint myBlueprint Grade 12 Career Life Plan Portfolio Checklist myBlueprint Grade 11 Career Life Plan Portfolio Checklist myBlueprint Grade 10 Career Life Plan Portfolio Checklist myBlueprint Grade 9 Career Life Plan Portfolio Checklist
Student-facing Module	Still in development at press time, an online self-directed module to support learners who may need an alternate way to complete the requirement (e.g. a student who arrives in grade 12 from out of province, etc.)
Career Connected Learning Curriculum Resource Bundles Resources – NB Curriculum Framework (nbed.ca)	Presenting All Career Pathways Equally: Gap Year Resource Bundle : These lessons address the need to expose learners to all career pathways equally, including those that may be less encouraged or traditional. S.T.E.M. Careers : This multi-use STEM Career bundle supports Math, Science, Information Technology and Career content areas. This bundle seamlessly incorporates the the NB Career Education Framework to assist learners in exploring the variety of traditional and non-traditional STEM-related career options that complement the corresponding curriculare areas. Barriers in Careers : Students will explore how bias, stereotypes and privilege impact career pathways and how marginalized populations can face barriers. Students will investigate actions and supports to create a fairer working world.
<u>Self-Reflection Rubric for Career Connected Experiential Learning</u>	An example of a self-assessment tool schools could adapt to a specific experiential activity or opportunity. Can be found HERE in the Career Pathway Design 10 Companion document on page 10.
<u>The 4 C's of Critical Reflection</u>	A tool describing reflective practice adapted from the Critical Reflective Model from Eyler and Giles. Schools could consider these 4 C's in implementing the Career Life Plan. (adapted from the Center for Service Learning, Indiana University Indianapolis)

MYBLUEPRINT EDUCATOR RESOURCES

MyBlueprint is an online career life planning tool that provides a variety of resources for New Brunswick schools. Schools should feel free to use and adapt them as they see fit. The weblinks provided below are a few examples, and schools are encouraged to explore the site for additional supports. Find many more lesson plans at www.myBlueprint.ca/support.

MYBLUEPRINT RESOURCE	DESCRIPTION
<u>myBlueprint Education Planner</u>	An online career/life planning tool: <ul style="list-style-type: none"> - Career Life Plan myBlueprint Tasks - Digital portfolio for demonstration of a Career Life Plan
'How to create a portfolio' Poster <u>myBlueprint.ca Support</u>	This one-page portfolio guide walks students through creating a portfolio step-by-step, including a list of reflection prompts to consider when thinking about their learning.
Forwards and Backwards Planning Guide <u>myBlueprint.ca</u>	This two-page guide visually outlines the steps to forwards and backwards planning using myBlueprint - forwards planning for the student who is unsure what they want to pursue after high school, and backwards planning for the student who knows exactly which occupation they want to pursue. It's ideally suited to print out and post.
Forwards and Backwards Planning Lesson Plan <u>myBlueprint.ca</u>	This lesson helps students investigate one of two pathways depending on their aspirations after high school: the Forwards Plan for those who do not have a long-term occupation-related goal, and the Backwards Plan for those who know where they want to end up but are unsure how to get there. It also includes a 2-page visual guide to support forwards and backwards planning with myBlueprint. There is also a Slideshow lesson to help learners engage in forwards and backwards planning.
Transitioning to Post-Secondary Activity <u>myBlueprint.ca</u>	This activity provides a series of reflection questions and a checklist for learners to consider when beginning to plan for their future transitions to post-secondary opportunities.
21st Century Competencies Lesson Plan Package <u>myBlueprint.ca Support</u>	The 21st Century Competencies Lesson Plan Package will help learners with self-assessment of 21st Century Competencies. The package includes a list of suggested lesson plans to reflect on Critical Thinking and Problem Solving; Innovation, Creativity, and Entrepreneurship; Learning to Learn/Self Awareness; Self-Directed Learning; and Collaboration, Communication, and Global Citizenship.
Student-Led Conference Teacher Guide - Grade 9-11 <u>myBlueprint.ca</u>	A student-led conference brings together families and teachers, while the learner leads the discussion regarding their achievements, areas of improvements, goals and next steps for the school year. This resource is a detailed lesson with specific instructions, teacher discussion prompts, extension activities, and student handouts that teachers can easily follow to support the implementation of Student-led Conferences in their classrooms.

Getting Started myBlueprint Support	Guides and documentation to help educators, learners, and families get started with their accounts
"Who Am I and Career Portfolios" myBlueprint.ca Support	Student Directed Learning Future Readiness Video (17:50 min)
"Resumes and Job Applications" myBlueprint.ca Support	Student Directed Learning Future Readiness Video (23:48 min)

MYBLUEPRINT FAMILY RESOURCES

Most of the resources below can be found on the EECD Career Connected Learning Web page. They have been tailored specifically to New Brunswick schools and have links to videos, printable resources, and accessible step-by-step guides to support families in actively engaging in the career pathway planning process.

<u>myBlueprint Family Newsletter Insert</u>	This myBlueprint document gives a template for inclusion in family newsletters. It introduces the features and benefits of myBlueprint and provides sign-up instructions for families which can be customized for your school.
Information for Families <u>Supporting Students With Your Family Account</u>	<p>This "Getting Started How-To Guide" for families provides a step-by-step explanation of how to create a Family account, link it with a student, and explore its features.</p> <p>Includes general background information explaining:</p> <ul style="list-style-type: none"> - What is the myBlueprint Education Planner? - Creating a family account - Engaging with your child's work - Student Account - Student View Button - Helpful Hints - The Class Pass App - Exemplar Portfolios - Video Tutorials <p>Schools can customize this document with the activation key or landing page for their school.</p>
<u>The Value of Education Planner</u>	This 6:45 minute video provides an overview for families of the the value of the myBlueprint Education Planner and outlines specific uses for career life planning for the high school years and beyond.
<u>How to Create a Family Account</u>	This 3:10 minute video shares the steps required to create a family or advisor account in myBlueprint's Education Planner

myBlueprint Family Feedback Prompts for Digital Portfolios	One of the key benefits to using portfolios in the classroom is to engage families to participate in their student's learning. More importantly, digital portfolios foster open dialogues between the learner, teacher, and family. While students self-reflect on the work and progress displayed in their portfolio, families can provide constructive feedback and prompt conversation to engage their learner in sharing their experiences and perspective. This guide provides tips on how family can best provide feedback on a student's portfolio as well as sample conversation prompts.
myBlueprint Activities Package for Families K-12	The content of the Family Activities Package (K-12) was created by the myBlueprint Support Team to better support educators and families in creating an engaging and supportive remote learning environment for K-12 students. The content of this activities package is broken down by grade level, with suggested activities for students to complete and document their learning from home using myBlueprint portfolios.

Appendix B: NB Career Education Framework

“I” STATEMENTS

[New Brunswick Career Education Framework “I” Statements \(gnb.ca\)](#)

The “I Statements” below are taken directly from the New Brunswick Career Education Framework and serve as a culminating list of outcomes for the high school block to demonstrate the learner's thinking, exploring, and experiencing for career. Schools are encouraged to incorporate these statements into the Career Life Plan self-reflection process. They could also be used as conversation starters for staff and families to engage in authentic career conversations with learners.

THINKING ABOUT MY POTENTIAL CAREER PATHWAY	
Developing an informed vision for the future linked to my interests, preferences, values, and abilities	
Developing an informed career pathway plan for my future	<ul style="list-style-type: none"> • I can explain why I would find some career pathways more fulfilling than others. • I have investigated whether someone with my personal preferences is likely to find satisfaction in the career pathway I am interested in. • I have a career pathway plan (including back-up plans). • I can explain why it would be necessary to adjust my career pathway plan.
Understanding how my learning can help secure a desirable career pathway	<ul style="list-style-type: none"> • I can explain the connection between what I am learning in (and out of) school and how it can help me achieve my career pathway plans. • I have identified a post- secondary learning option(s) for achieving my career pathway plans.

	<ul style="list-style-type: none"> I have considered relevant post-secondary learning options by visiting websites/locations/ campuses.
Understanding that global competencies will help me achieve my preferred future	<ul style="list-style-type: none"> I can evaluate how I am doing in developing the skills, strengths, experiences, and qualifications required of me if I am to progress towards career pathways of interest. I have formulated SMART goals on how I can progress in achieving the skills, strengths, and qualifications that are required of me if I am to progress towards career pathways of interest. I have shared my goals with school staff.
Developing an informed career pathway with labour market information	<ul style="list-style-type: none"> I have used labour market information to explore the problems I want to help solve and/or my preferred career pathways. I can explain to school staff how labour market information has informed my career pathway plans. I am able to re-evaluate or develop new plans based on continuous evaluation of labour market information.
Recognizing how career development/ transition planning supports positive mental health	<ul style="list-style-type: none"> I am continuing to work on developing the skills and identifying the supports that will help me as I move between grades and into post-secondary, life, and work. I have had conversations with school staff about how to best manage my mental health through school, life, and work. I know the people at my school who can help me with the skills needed to feel hopeful about change and uncertainty. I understand the connection between positive mental health and having a plan/purpose for the future.
Understanding how access to desirable work is not always fair and equitable	<ul style="list-style-type: none"> I can explain why some people might face additional barriers in securing their desired career pathways. I can identify how individual and collective actions can help create a fairer working world (including the role of labour unions). I have learned about the legislative protections that exist to ensure employment processes (recruitment, promotion, assignment, and termination) are free from discrimination.
Understanding that I am influenced in my choices by who I see represented in various career pathways	<ul style="list-style-type: none"> I understand that I can seriously consider pursuing a career pathway where people like me are underrepresented. I have discussed with school staff how career education activities help me to pursue a career pathway where people like me are underrepresented. I have had a chance to speak with people like me who are underrepresented in their profession about their experiences.
Understanding that there are additional supports available to help me achieve my	<ul style="list-style-type: none"> I know how to access a variety of supports and/ or services available to help me and/ or others overcome career related barriers to achieve preferred career pathways (e.g., disability organizations, multicultural organizations, 2SLGBTQ+ organizations, etc).

preferred career pathway	
EXPLORING MY POTENTIAL CAREER PATHWAY	
Critically investigating the labour market and the career pathways that I can expect to find most fulfilling	
Interacting with school counsellors around career guidance	<ul style="list-style-type: none"> • I have met with my school counsellor to discuss how to effectively plan for my preferred career pathway. • I understand that my school counsellor can help me if I am struggling with career pathway decision making.
Making career connections when visiting locations outside of the school	<ul style="list-style-type: none"> • I have visited several locations outside of my school where people do activities that are of interest to me. • I have observed the roles and responsibilities of a range of people in the activities they do. • I have reflected on my interest in pursuing this career pathway.
Developing the knowledge and skills needed to access work	<ul style="list-style-type: none"> • I have created a resume and cover letter. • I have practiced the skills of relational networking (i.e., information interviews) as a way of accessing work. • I have participated in a real or mock job interview.
Understanding the benefits of engaging in work integrated learning (e.g., Coop, apprenticeships, internships)	<ul style="list-style-type: none"> • I understand the benefits of work-integrated learning in helping me to prepare for my preferred career pathway. • I have considered work- integrated learning in my career/life plan, if available. • I have evaluated and compared career pathway opportunities based on the availability of work- integrated learning.
Engaging in career conversations	<ul style="list-style-type: none"> • I regularly talk to family, friends, mentors, and school staff about my career pathway plans. • I have discussed with family, friends, mentors, and school staff how I plan to achieve my preferred career pathway.
Understanding the realities and possibilities of standard and non-standard employment	<ul style="list-style-type: none"> • I have learned about my options for standard or non-standard employment in my career pathways of interest. • I have considered my career/life plan in relation to my preference for standard or non-standard employment. • I have learned that some people are less likely to have the option for standard or non-standard employment. • I have explored the ways in which people working in careers that I am most interested in sometimes work in non-standard ways and what this might mean for my career plans.
Making use of online tools in career development	<ul style="list-style-type: none"> • I have completed the Individual Pathway Planning tasks for my grade in myBlueprint. • I have created and continually add to a Career/Life digital portfolio for career/ transition planning.

	<ul style="list-style-type: none"> I have used the features/ information within myBlueprint to make informed career and post-secondary pathway decisions.
Understanding the range of post-secondary pathway education/ training/community opportunities	<ul style="list-style-type: none"> I have visited/explored specific post-secondary education and training institutions, and/or opportunities that support my career pathway plan. I can discuss my options for post-secondary education and training in my preferred career pathways. I have heard from a diverse range of people (including people underrepresented in their career pathway) about alternative post-secondary opportunities such as self-employment, gap year, direct-to work, other community opportunities, etc. I have been able to speak with people working in careers that I am most interested in to learn more about my options in pursuing my preferred career pathway.
Planning for transition in early learning, school and beyond	<ul style="list-style-type: none"> I have developed a plan, including specific resources and supports needed for post- secondary life. I have discussed my plan in detail with people I trust (i.e., family, school staff, elder) each year.
EXPERIENCING MY POTENTIAL CAREER PATHWAY	
Learning about career pathways of interest by engaging in frequent and ongoing career connected experiential learning	
Engaging in authentic career-connected experiences	<ul style="list-style-type: none"> I have had various cross- curricular career-connected experiential learning opportunities. I have discussed how I can use my experiences to confirm or challenge my career thinking. I can describe the connection between what I am learning in the classroom, my real-world experiences, and my preferred career pathway. I can discuss how engaging in and contributing to family, community, hobbies, and extra- curricular activities has contributed to my preparing for future career pathways. I have a connection with someone that I can learn from that shares my interests/passions (i.e., a respected knowledge holder)
Exploring the realities and possibilities of working (paid/unpaid) alongside education	<ul style="list-style-type: none"> I have learned how to find part-time and/or summer work I have learned how working part-time or in the summer can help me to understand career pathways and my plans for the future. I have learned about work/ life balance.
Exploring the possibility of volunteering alongside education	<ul style="list-style-type: none"> I have learned how to find volunteer opportunities. I have learned how volunteering can help me to understand career pathways and my plans for the future.

Appendix C: Family Communication

Research shows that parents and caregivers have significant influence in career pathway transition planning and can serve as a support. The Career Life Plan provides a meaningful avenue to engage them in their adolescents' high school experience; to effectively bring them alongside their adolescents' education. Career development is a very different journey for high school students today compared to the experience of the previous generation. The options and pathways look different, and parents and caregivers need to be well-informed to support their adolescents' decision making, goal setting, and pathway planning.

Some key points:

- Parents are the most significant influencer in their child's career decisions.
- Parents often rely on out-of-date and inaccurate information to support their children and may lack confidence in their knowledge and ability.
- Parents are busy, dealing with multiple issues in addition to supporting their child, and lack time and resources to regularly engage with the school.
- Schools and teachers lack the time and resources to generate parental engagement programs that go beyond career expos or information sessions, despite their best efforts.
- Existing parental engagement programs for career development, where they exist, prioritize one-way communication, and require the parent to attend school, usually in an evening.
- Career best practice requires multiple touchpoints between parents and schools.

SAMPLE FAMILY INFORMATION LETTER RE: CAREER LIFE PLAN

Dear _____

As part of the Anglophone Sector's new graduation requirements, every learner is required to develop an ongoing personalized [Career Life Plan](#). 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.

For students expected to graduate in 2026 and after, the graduation requirements are new.

Policy 316B indicates that as of 2026, graduates must:

- have met learning requirements prescribed in the Grade 9 curriculum
- have completed compulsory credit-hours in Grades 10 through 12
- have accumulated 100 credit-hours to apply for graduation
- **have developed a documented Career Life Plan**

Career is the journey through life, learning and work. Aligned with the [New Brunswick K-12 Career Education Strategy](#) and the, [New Brunswick Career Education Framework](#), this new graduation requirement will ensure that every learner is supported to actively engage in personalized career pathway planning. Our

youth need to be optimistic about their future. To best position them with the skills, knowledge, and abilities needed for future-ready success, learners need to think about, explore, and experience career-connected learning opportunities to support a hopeful transition from high school - one that allows them to obtain employment and/or pursue their education, improve their economic and social well-being, and achieve their preferred future.

Starting in Grade 9, the Career Life Plan will help your learner chart a personalized career pathway to achieve a sense of self and life satisfaction, to ultimately secure their preferred future. They will leave grade 12 with a completed portfolio that highlights their strengths and accomplishments to provide direction for their next steps.

You will be hearing more about the new Career Life Plan in the coming months, and we encourage you to become an active participant and champion in your learner's career pathway journey. Please review the information on our school's website at *(insert school website link HERE)* to learn more and keep updated.

This is an exciting time in New Brunswick Education, and we look forward to working with you as we open doors to a brighter future for your learner(s).

Sincerely,

Appendix D: Student Survey

The following are potential questions that could be asked of learners in a Teams Form.

CAREER PATHWAY TRANSITION PLANNING STUDENT SURVEY

I have a plan (including back-up plans) for what I will do after high school.

- No
- Yes

What option(s) are you considering for achieving your plans for after high school?

- Military
- College
- University
- Apprenticeship
- Entrepreneurship
- Direct to work
- Time to explore opportunities
- Community involvement
- Other

I know how to achieve my career pathway plan.

- No
- Yes
- I could use some help

Glossary

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
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C

Career Connected Learning

The process of actively engaging learners from K-12 across all curricular areas in thinking, exploring, and experiencing to reflect on their preferred futures. Career Connected Learning incorporates social emotional learning, labour market information, experiential learning, financial wellness and global competencies.

Career Development

The lifelong process of managing learning, work, leisure, and transitions to move toward a personally determined and evolving preferred future.” (Canadian Standards and Guidelines for Career Development Practitioners, 2012, p.2)

Career Pathway Transition Planning

The coming together of Career Connected Learning, career development and transition planning. It is an active process of self-discovery where the learner is supported to explore information and experience to inform and chart a direction towards life throughout high school and beyond that addresses their personal hopes and goals.

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T

Transition Planning

An intentional process of self-reflection to design a personalized roadmap to guide a learner through the steps needed to move from one time and place in their life to another. In educational circles, the term “transition” has sometimes been associated with learners with diverse abilities and disabilities, however, this narrative is changing. We now know that it is imperative for each learner to have the opportunity to be actively engaged in career pathway transition planning.