



# Career Life Plan Workshop:

## Where to begin?



# Purpose

We are hopeful that by the end of today's workshop you will have:

- ✓ A solid understanding of what the Career Life Plan is and why it is important for student success
- ✓ Ideas on how to implement the Career Life Plan in your school or classroom
- ✓ Resources that you can access to implement the Career Life Plan in your school or classroom
- ✓ Contacts if you need support or have questions on the Career Life Plan

# Career Life Plan is a new graduation requirement

Effective 2026, high school graduates will need to have a documented Career Life Plan to meet graduation requirements.

The requirement is detailed in [Policy 316 Appendix B](#).

- There will be a [course code in Power School](#) that will need to be added to a student's transcript to confirm they have completed the requirements for the Career Life Plan.

# What is a Career Life Plan?



Comprehensive education, career, and life plan



Flexible in representation, however, has minimum requirements identified



Requires an ongoing and frequent process over grades 9-12.

2026 graduates however will need to complete the requirements in one year



Intentional and universal learning that supports the new high school experience

# Career Life Plan Tasks

## 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.

## 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.

# Benefits of having a career life plan

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

- bolstering well-being/mental health and satisfaction in life
- improving academic achievement
- increasing student engagement and motivation
- facilitating the development of competencies needed to successfully manage learning, work and transitions
- preparing students for the workplaces of the future
- boosting social mobility
- improving employee engagement and productivity
- reducing unemployment
- strengthening economic growth

# Roles

**Learners** hold the primary responsibility for actively engaging in their Career Life Plan by completing a portfolio, reflecting on growth, and participating in career conversations and experiences. They must also monitor graduation requirements and review their plan in Grade 12 to ensure successful completion.

**Educators** play a role in bringing career connected learning to life by integrating career pathway planning into instruction and curriculum. They support students by delivering activities, reviewing portfolios and referring learners for additional support when needed

# Roles

**Resource Team (ESS)** collaborate to provide targeted career pathway transition supports for Tier 2 and Tier 3 students by identifying needs, exploring interventions, and sharing best practices. They also connect learners and families with community resources, support portfolio use, and help plan for life after high school.

**School Counsellors** play an important role in supporting career connected learning, mental health, and well-being by championing career pathway planning. Responsibilities may include career conversations, supporting learners in grades 9–12 and verifying student portfolio completion for graduation.

**Administrators** support career pathway transition planning to ensure every student successfully completes a Career Life Plan. This includes championing its value, creating universal access, communicating its importance, providing structures and resources.



# Implementation Ideas

Due to the wide range of high school compositions, needs and resources, schools have the autonomy to determine how they want to implement the Career Life Plan.

There are several options schools can choose from to ensure their cohort of 2026 graduates will meet the graduation requirement to have a documented Career Life Plan.

School Admin teams will need to consider the specific plan for their 2026 graduation cohort, while also considering what will need to be done to meet the Career Life Plan graduation requirement for their future graduates.

# Implementation Ideas: Advisor or Homeroom Periods

Schools can implement, “Career Life Plan” periods throughout the year and use this time to support students on completing the requirements for the Career Life Plan (i.e. Advisor Periods, Specific Career Life Plan Days or Periods).

Schools could include all grade levels in this practice, for the 2026 graduates more oversight may be required to ensure all the requirements of the Career Life Plan are met.

This option could also be partnered with some of the Career Life Plan requirements being embedded in required course curriculum, such as the resume requirement being completed in ELA or the budgeting requirement being completed in Foundations of Math 110.

# Implementation Ideas: Specific Career Courses

Students can complete the Career Life Plan requirements by completing a career focused course. These courses will build on the career focused curriculum students had in Personal Wellness 9.

- Career Pathway Design
- Skills for Success 120 (previously Goals, Growth and Grit)
- Career Pathway Mentorship 120 (previously Cooperative Education)
- Essential Skills Achievement Pathway
- Career Connected Experiences 110

It is important that a check is done to ensure the outcomes from the Career Life Plan are embedded in the curriculum outcomes for these courses.

# Implementation Ideas:

## Embed requirements into curriculum

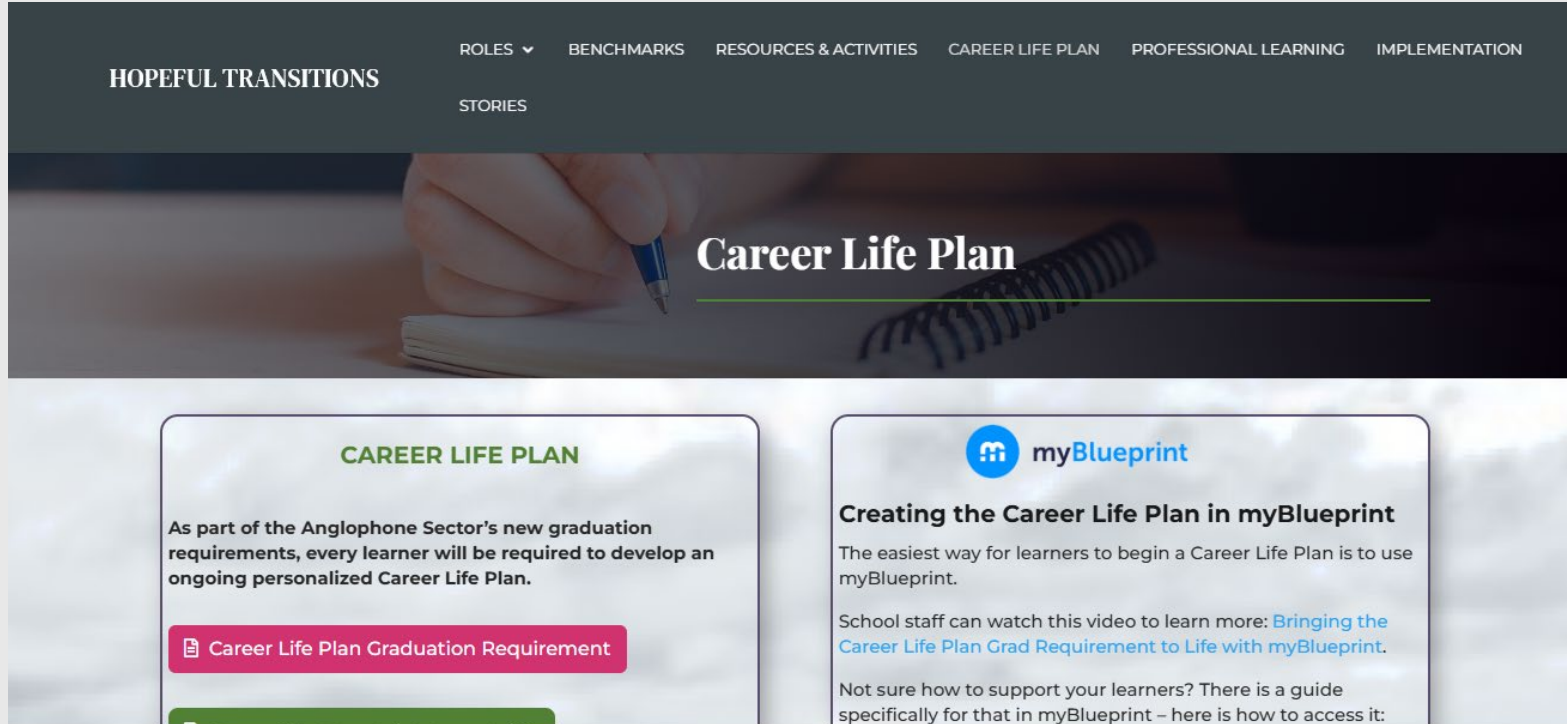
Schools can choose to embed the requirements of the Career Life Requirements into curriculum. This will require developing a way to track student's progress on their Career Life Plan as well as communication amongst staff on when concepts or activities related to the Career Life Plan are occurring so students can be prompted to add items to their portfolios.

- Personal Wellness 9 is a required course that will help introduce the Career Life Plan to students allowing them to begin to think and plan for their future beyond high school
- Many courses have elements of the Career Life Plan in their curriculum such as:
  - resume and cover letter in English Language Arts 111/2/3
  - Financial planning (budgeting) in Foundations of Math 110
  - Experiential Learning opportunities occur in Skilled Trades courses, courses with Labs, career connected courses



# Resources: Hopeful Transitions Website

The [Hopeful Transitions](#) website will be the hub where transition coaches post resources for the Career Life Plan.



# Resources: myBlueprint

[myBlueprint](#) has a Career Life Plan guide that is very helpful, as well as many other tools that can be used to support students with their Career Life plans.



# Resources:

## Career Life Plan micro course

EECD has developed a Career Life Plan micro course that will be available in November. The micro course will be available through NBVLC in a blended model.

Micro Courses are 1-credit hour (22.5 hours of learning) courses that can be offered individually, or in blocks, to enhance, extend, or enrich learning experiences – noting that Micro Courses will not duplicate prescribed curriculum. I

# Resources you can access

[myBlueprint: Transition to High School Teacher Guide](#)

[Career Life Plan Companion Document](#)

[myBlueprint Workshop Series for Teachers](#)

[Introduction to the Career Life Plan and Who am I? surveys](#)

[How to build a budget](#)

[Career Connected Learning PL Hub](#)

[Hopeful Transitions Resource Page](#)



# Contacts

## Career Transition Coaches:

Anna Paradis, ASD-East

Mariam Parekh, ASD-South

Sarah McLellan, ASD-West

## EECD:

Tricia Berry, Learning Specialist for Career Connected Learning

# Workshop Schedule

<b>Workshop 2:</b> Five assessments / Identifying Pathways of Interest	Wednesday, September 17, 2025 3:30pm – 4:15pm	<a href="#">Join the meeting now</a> Meeting ID: 249 185 711 745 0 Passcode: 2gj7Y9RC
<b>Workshop 3:</b> Identifying post-secondary pathways / goals / action plans	Wednesday, October 22, 2025 3:30pm – 4:15pm	<a href="#">Join the meeting now</a> Meeting ID: 282 229 433 321 6 Passcode: 6we9JH99
<b>Workshop 4:</b> Developing a financial plan / Participate in an experiential learning opportunity	Wednesday, November 26, 2025 3:30pm – 4:15pm	<a href="#">Join the meeting now</a> Meeting ID: 280 845 620 698 8 Passcode: R6Jq3pV9
<b>Workshop 5:</b> Resume / Cover letter	Wednesday, January 21, 2025 3:30pm – 4:15pm	<a href="#">Join the meeting now</a> Meeting ID: 247 884 541 633 0 Passcode: sY6Sb7Dr
<b>Workshop 6:</b> Interviews	Wednesday, February 18, 2025 3:30pm – 4:15pm	<a href="#">Join the meeting now</a> Meeting ID: 246 870 803 464 3 Passcode: MS9Zk6o4
<b>Workshop 7:</b> Student led conference	Wednesday, March 18, 2025 3:30pm – 4:15pm	<a href="#">Join the meeting now</a> Meeting ID: 225 518 008 767 8 Passcode: U3HR9fP9
<b>Workshop 8:</b> Check-ins	Wednesday, April 22, 2025 3:30pm – 4:15pm	<a href="#">Join the meeting now</a> Meeting ID: 259 710 809 892 Passcode: EF6Pe7ku
<b>Workshop 9:</b> Supports / Planning for next year	Wednesday, May 13, 2025 3:30pm – 4:15pm	<a href="#">Join the meeting now</a> Meeting ID: 226 729 432 886 0 Passcode: c8wv235X