



Career and life planning in schools

Multiple paths; multiple policies;
multiple challenges

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Data from the Survey

The data presented in this document were collected through a survey of teachers in Ontario. The survey was conducted in 2016 and 2017. For more information, please contact us at 1-800-387-7272 or www.pe.ca.

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Career and life planning in schools

Preparing young people for multiple paths

• The current system of career and life planning in schools is based on a linear model of education and training. This model assumes that young people will follow a single path from school to university to a specific career. However, the reality is that many young people are taking multiple paths, such as combining work and study, or pursuing multiple careers. This requires a more flexible and adaptable approach to career and life planning in schools.

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Career education across Canada

As a result of the 2008 recession, the unemployment rate in Canada rose to 11.5% in 2009, and has remained high since then. The unemployment rate for young people (15-24 years old) is particularly high, at 21.5% in 2009. This is a significant problem for young people, as it is difficult to find work and gain experience in the current economic climate.

One of the main reasons for the high unemployment rate for young people is the lack of career education in schools. Many young people do not have the skills and knowledge needed to enter the workforce, and this is often due to a lack of career education in schools. Career education is a type of education that helps young people to explore their interests and abilities, and to make informed decisions about their future careers. It is an important part of a young person's education, and it can help them to prepare for the workforce and to find a career that they are interested in and that suits their abilities.

There are many benefits to career education. It can help young people to explore their interests and abilities, and to make informed decisions about their future careers. It can also help them to develop the skills and knowledge that are needed to enter the workforce. Career education can be provided in a variety of ways, including through school-based programs, community-based programs, and on-the-job training. It is important that young people have access to career education, as it can help them to prepare for the workforce and to find a career that they are interested in and that suits their abilities.

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Broadening the definition of “career”

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.

Career Development Framework
1

The Career Development Framework (CDF) is a comprehensive approach to career development that is designed to help students explore their interests, abilities, and values, and to make informed decisions about their future careers. The CDF is based on 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?

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Taking a comprehensive approach

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Figure 1:  11

Guidance counsellors and career/life planning

Guidance counsellors play a crucial role in helping students make informed decisions about their future. They provide support and resources to students who may be struggling with career choices or life planning. This role is particularly important in secondary schools where students are first beginning to explore their interests and potential. Guidance counsellors often work closely with teachers and other school staff to ensure that students receive a well-rounded education that includes both academic and personal development. They also provide a safe space for students to discuss their concerns and seek advice. In addition, guidance counsellors may offer workshops and seminars on topics such as resume writing, job application processes, and financial planning. Their goal is to empower students to take control of their future and make choices that align with their values and aspirations.

Guidance counsellors in secondary school

In secondary schools, guidance counsellors are responsible for providing students with the information and support they need to make informed decisions about their future. They often work with students on a variety of issues, including career choices, college applications, and financial planning. Guidance counsellors also provide a safe space for students to discuss their concerns and seek advice. In addition, they may offer workshops and seminars on topics such as resume writing, job application processes, and financial planning. Their goal is to empower students to take control of their future and make choices that align with their values and aspirations.

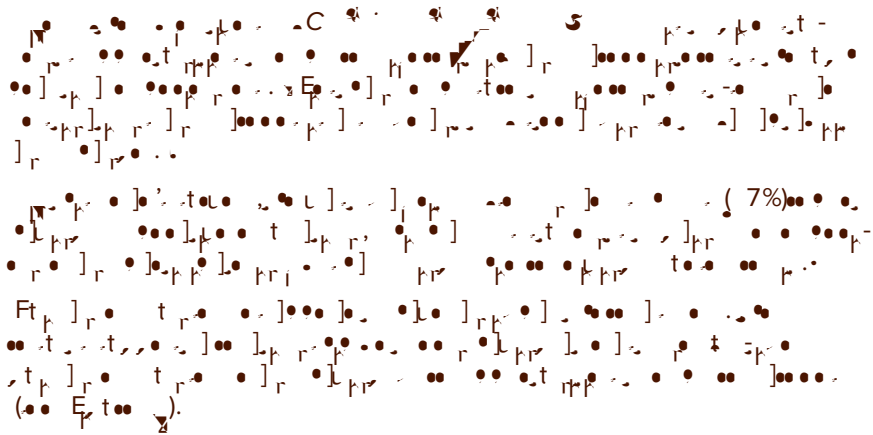
Guidance counsellors in elementary schools

1. The role of the guidance counsellor in elementary schools is to provide a safe and supportive environment for students to explore their feelings, thoughts, and behaviors. They help students develop self-awareness, self-esteem, and social skills. They also provide information and resources to help students make informed decisions about their future.

2. The guidance counsellor works closely with the classroom teacher to identify students who may be struggling academically or socially. They provide individualized support and interventions to help these students succeed. They also provide group counseling and workshops to address common issues such as bullying, peer pressure, and stress management. They collaborate with parents and other school staff to provide a comprehensive support system for students.

3. The guidance counsellor also provides career and college counseling to help students explore their interests and strengths. They provide information about different careers and colleges, and help students develop a plan for their future. They also provide support and resources for students who are struggling with school-related issues, such as test anxiety, procrastination, and lack of motivation. They provide a safe and confidential space for students to seek help and support.

Opportunities for exploring career paths during secondary school



Conclusion and recommendations

The study has shown that the current curriculum for the subject of Music in the primary school is not well aligned with the National Curriculum Framework for School Education. The curriculum is not well aligned with the National Curriculum Framework for School Education. The curriculum is not well aligned with the National Curriculum Framework for School Education.

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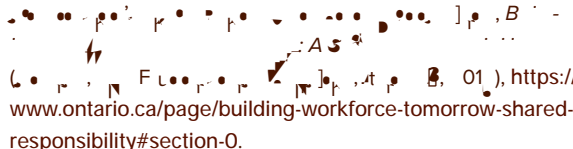

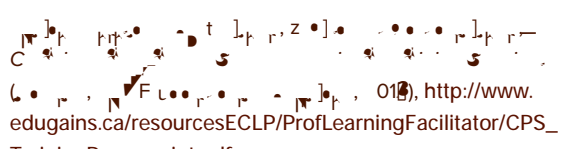
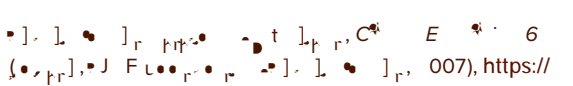
Research method

The research method used in this study is a qualitative approach.

Province	Course Name(s)	Grade(s)	Key Components	Mandatory	Delivery	Theme(s)	Foundation
BC	Math 10 (01)	10	<p>Number and Numerical Operations</p> <p>Algebra</p> <p>Geometry</p> <p>Measurement</p> <p>Statistics and Probability</p>	Yes	<p>Individual</p> <p>Small Group</p> <p>Large Group</p> <p>Self-Directed</p> <p>Blended</p> <p>Hybrid</p> <p>Distance</p>	<p>Mathematics</p> <p>Personal Development</p> <p>Personal and Social Responsibility</p> <p>Communication</p> <p>Health and Physical Education</p> <p>Environment and Sustainability</p> <p>Global Education</p> <p>Indigenous Education</p> <p>Technology Education</p> <p>Visual Arts</p> <p>Music</p> <p>Drama</p> <p>Physical Education</p>	<p>Mathematics</p>
AB	Math 10 (01)	10	<p>Number and Numerical Operations</p> <p>Algebra</p> <p>Geometry</p> <p>Measurement</p> <p>Statistics and Probability</p>	Yes	<p>Individual</p> <p>Small Group</p> <p>Large Group</p> <p>Self-Directed</p> <p>Blended</p> <p>Hybrid</p> <p>Distance</p>	<p>Mathematics</p> <p>Personal Development</p> <p>Personal and Social Responsibility</p> <p>Communication</p> <p>Health and Physical Education</p> <p>Environment and Sustainability</p> <p>Global Education</p> <p>Indigenous Education</p> <p>Technology Education</p> <p>Visual Arts</p> <p>Music</p> <p>Drama</p> <p>Physical Education</p>	<p>Mathematics</p>
SK	Math 10 (01)	10	<p>Number and Numerical Operations</p> <p>Algebra</p> <p>Geometry</p> <p>Measurement</p> <p>Statistics and Probability</p>	Yes	<p>Individual</p> <p>Small Group</p> <p>Large Group</p> <p>Self-Directed</p> <p>Blended</p> <p>Hybrid</p> <p>Distance</p>	<p>Mathematics</p> <p>Personal Development</p> <p>Personal and Social Responsibility</p> <p>Communication</p> <p>Health and Physical Education</p> <p>Environment and Sustainability</p> <p>Global Education</p> <p>Indigenous Education</p> <p>Technology Education</p> <p>Visual Arts</p> <p>Music</p> <p>Drama</p> <p>Physical Education</p>	<p>Mathematics</p>

Province	Course Name(s)	Grade(s)	Key Components	Mandatory	Delivery	Theme(s)	Foundation
Alberta	Mathematics 10	10	Number, Algebra, Geometry, Trigonometry, Probability, Statistics		Classroom, Online, Hybrid	Mathematics, Science, Technology, Society, Environment	Mathematics
British Columbia	Mathematics 10	10	Number, Algebra, Geometry, Trigonometry, Probability, Statistics		Classroom, Online, Hybrid	Mathematics, Science, Technology, Society, Environment	Mathematics
Manitoba	Mathematics 10	10	Number, Algebra, Geometry, Trigonometry, Probability, Statistics		Classroom, Online, Hybrid	Mathematics, Science, Technology, Society, Environment	Mathematics
Ontario	Mathematics 10	10	Number, Algebra, Geometry, Trigonometry, Probability, Statistics		Classroom, Online, Hybrid	Mathematics, Science, Technology, Society, Environment	Mathematics
Quebec	Mathematics 10	10	Number, Algebra, Geometry, Trigonometry, Probability, Statistics		Classroom, Online, Hybrid	Mathematics, Science, Technology, Society, Environment	Mathematics
Saskatchewan	Mathematics 10	10	Number, Algebra, Geometry, Trigonometry, Probability, Statistics		Classroom, Online, Hybrid	Mathematics, Science, Technology, Society, Environment	Mathematics
Yukon	Mathematics 10	10	Number, Algebra, Geometry, Trigonometry, Probability, Statistics		Classroom, Online, Hybrid	Mathematics, Science, Technology, Society, Environment	Mathematics

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5. http://www.edu.pe.ca/threeoaks/general/resources/registration/program_of_studies.pdf.

6. http://www1.education.gouv.qc.ca/sections/programmeFormation/secondaire2/medias/en/2_QEP_Chap02.pdf.

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