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Education and Career/Life Planning: From Theory to Practice

CESBA April 2018

Learning Goals

- Gain a deeper understanding of the education and career/life planning program.

- Consider how the program framework supports adult learners.

- Consider the digital portfolio as a tool for the development and application of skills and as a preparation for transition.

Alignment and Coherence

Achieving Excellence

Ontario Schools: Kindergarten to Grade 12

Creating Pathways to Success
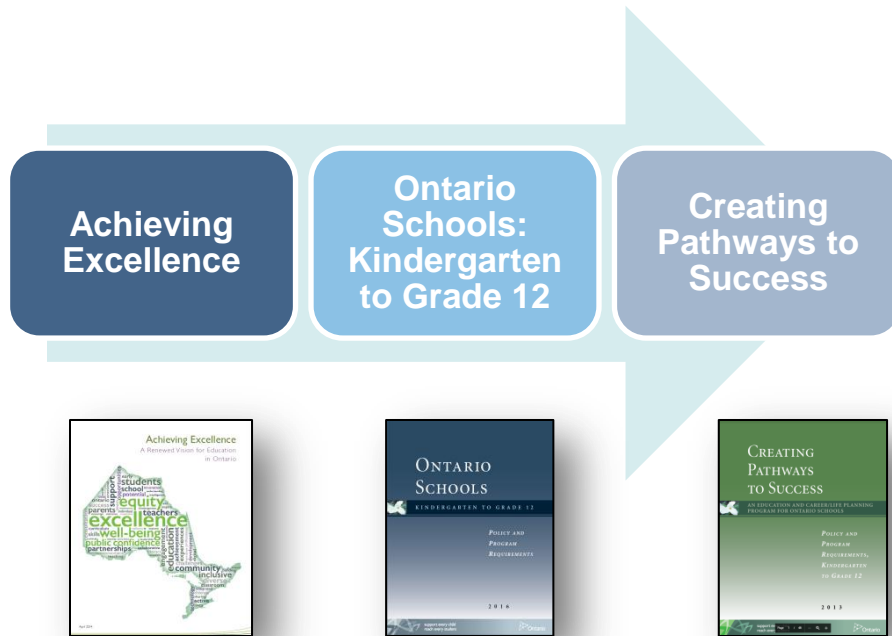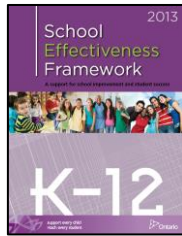
5.1 Comprehensive education and career/life planning programs meet the learning needs, interests and aspirations of all students.

5.2 Opportunities for authentic learning experiences and experiential learning exist in all classrooms and programs.

5.3 Students, parents, families, and educators understand the full range of pathways, programs, options and supports that are available.

5.4 Students build on in-school and out-of-school experiences to further explore and reflect upon their interests, strengths, skills and education and career/life aspirations.

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Creating Pathways to Success, An Education and Career/Life Planning Program for Ontario Schools

Vision:

All students leave secondary school with a clear plan for their initial postsecondary destination (apprenticeship training, college, community living, university, the workplace) and confidence in their ability to implement and revise their plans throughout their lives.

Goals:

- ✓ Ensure that students develop the knowledge and skills they need to make informed education and career/life choices through effective application of a four-step inquiry process.
- ✓ Provide opportunities for this learning both in and outside the classroom.
- ✓ Engage parents and the broader community in the development, implementation and evaluation of the program, to support students in their learning.

Key Components

- The Education and Career/Life Planning Program is based on a framework of four areas of inquiry that support students K – 12 in learning more about:
  - themselves, their **strengths**, areas of interest and aspirations;
  - the school- and community-based **opportunities** available to help them develop the skills and relationships required to **open doors** to potential career pathways;
  - how to set personal, academic and career **goals**, and
  - how to develop **plans** for achieving their goals.

- Students **document their learning** and experiences in the **Individual Pathways Plan (IPP)** as a planning tool as they move through the grades towards their initial postsecondary destination.

- Through development of their portfolio and IPP students are able to **reflect** on their strengths and interests and the various opportunities for future learning and work.

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Structure of the Education and Career/Life Planning Program

What is learned

The Framework: Areas of Learning and Inquiry Questions

- Knowing Yourself
- Exploring Opportunities
- Making Decisions and Setting Goals
- Achieving Goals and Making Transitions

Encourage students to ask themselves:

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

Where it is learned

Learning Opportunities

- Curriculum-related, in and outside the classroom
- School-wide
- In the community

Provide learning opportunities in the classroom, school, and community to support students in developing education and career/life planning knowledge and skills.

How the learning is documented and demonstrated
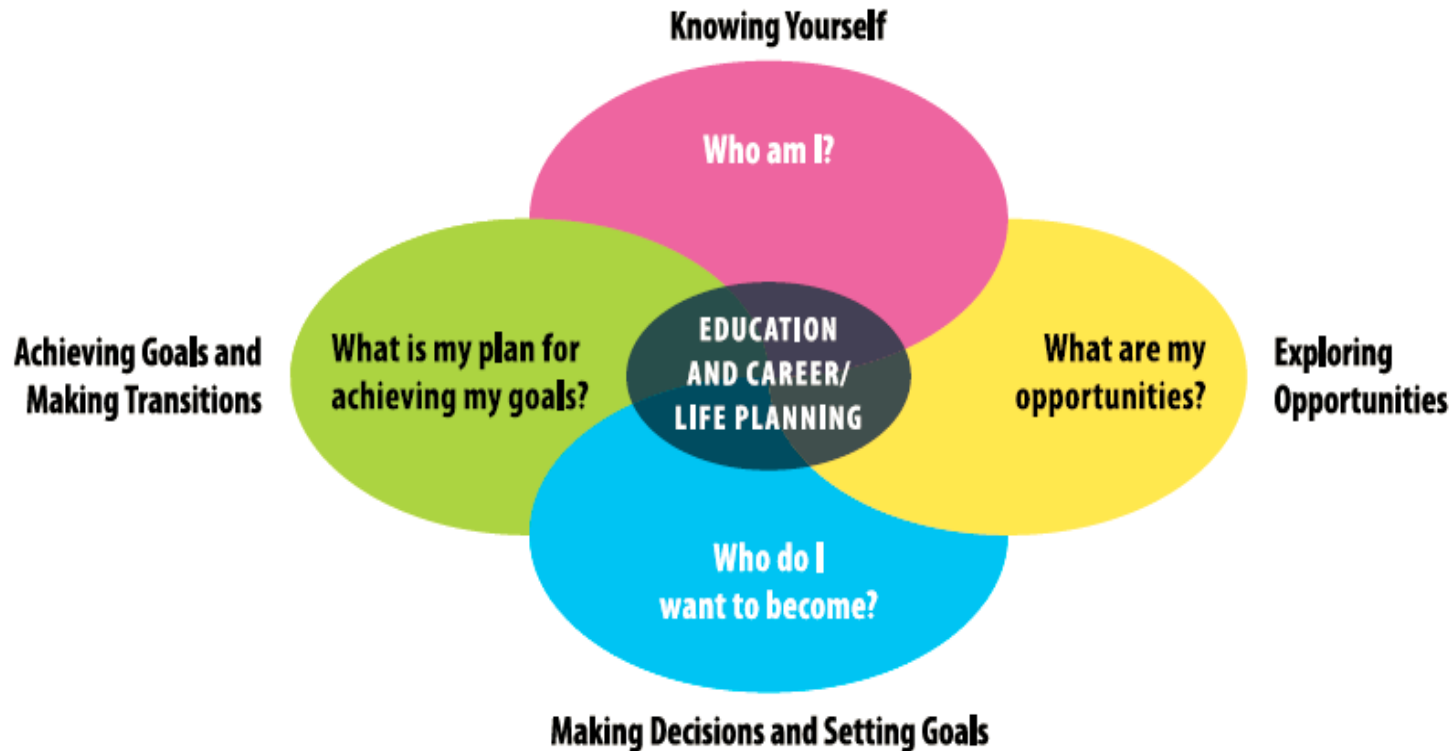
Evidence of Learning

- Digital Portfolio "Individual Pathways Plan" (IPP) Grades 7 to 12

Encourage students to reflect on the following:

- *What insight did I gain?*
- *Through which experiences?*
- *What evidence can I gather to show what I've learned?*

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What is learned?
Areas of Learning and Inquiry Process

Knowing Yourself

Who am I?

Achieving Goals and Making Transitions — What is my plan for achieving my goals?

EDUCATION AND CAREER/ LIFE PLANNING

What are my opportunities? — **Exploring Opportunities**

Who do I want to become?

Making Decisions and Setting Goals

Knowledge of Self	Exploring Opportunities
• Identifying characteristics that describe who students are, factors that have shaped who they are and likely to shape who they will become over time. • Reflecting on how these characteristics influence their thoughts and actions and how these thoughts and actions may in turn affect their development as learners, their relationships and their education and career/life choices.	• Exploring the concept of "opportunity" and how the choices students make can open pathways for them by expanding awareness of school and community-based opportunities. • Students also investigate the preparation required for these opportunities and a wide variety of fields of work.

Making Decisions and Setting Goals	Achieving Goals and Making Transitions
• Creating a detailed plan of steps required to achieve goals, identifying the resources required to implement the plan, potential obstacles and challenges that may arise and possible solutions to these challenges.	• Identifying the rewards and challenges of the various opportunities students have explored and reflecting on the fit between those features and their personal characteristics. • Using a decision-making process to determine personal, interpersonal, education, career, and life goals. • Understanding how to review and revise their goals as required.

Think Pair Share

Where in your adult education program are students supported in developing skills and knowledge in the four areas of learning?

Knowledge of Self

Exploration of Opportunities

Making Decision and Setting Goals

Achieving Goals and Making Transitions

Action

- Make the connections to the four areas of learning explicit to students.

- Provide prompts during discussions and assignments that connect to the four areas of learning:
  - What did you learn about yourself during this assignment/experience?
  - What were some of the challenges you encountered working through this assignment? How did you resolve or overcome them?
  - Identify some of the skills you developed during the course of this assignment/experience. How can you use these skills elsewhere?

- Provide opportunities for students to pursue inquiry-based learning Survey students to identify where their interests lie. Integrate curricular expectations into the inquiry

- Provide opportunities for experiential learning

How is it documented

The Individual Pathways Plan (IPP)

- Four areas of learning form the foundation for the direction of the prompts and thoughts:
  - Who Am I?
  - What are my opportunities?
  - Who do I want to become?
  - What is my plan for achieivng my goals?

- Students curate artefacts in various forms as evidence of their learning.

- Students **reflect** on their learning by making connections between themselves and the content.

Thinking Metacognitively

Metacognition – thinking about thinking

When students are metacognitive, they have an understanding of learning in three areas:

- They understand themselves as learners;

- They understand a given task;

- They understand a variety of strategies and how to use them in a variety of situations.

- Jetton & Dole, 2004

The Digital Portfolio

The digital portfolio is the central and common point for the student experience. It is a reflection of the student as a person undergoing continuous personal development, not just a store of evidence.
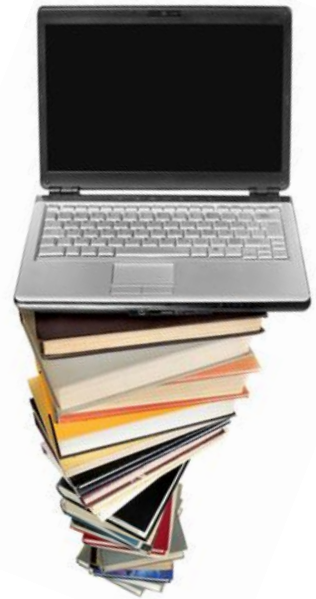
The portfolio…

- Is reflective

- Is an ongoing student narrative

- Is transformational

- Is student-owned

- Is meant for sharing

- Creates a shared understanding

- Celebrates rights of individual learners

- Recognizes student ownership of knowledge

- Actualizes shared responsibility

- Provides voice in learning for everyone

Assessment AS Learning

Students that develop a digital portfolio will see benefits . . from the PROCESS

- They will discover a valuable exercise in **self assessment** through the reflection process.

- Learning will take on a **new depth** through the reflection process.

- **Assessment** of their learning may become more student centered; the learner is involved and authorized to make decisions about will be evaluated.

- Students will be better able to **identify acquired skills** and articulate how/where those skills can be applied.

- They will learn and begin to practice a process that will be used in **life-long** and life wide learning pursuits.

- Their **self-esteem** and **self-confidence** will be enhanced as they take control of their learning.

- They may develop their own **goals** for their learning.

Students that develop a digital portfolio will see benefits …from the PRODUCT

- They will have a tool for **personal development**.

- They will have a **personal learning record**.

- They will have **direction** for career planning.

- They will have a **tool for feedback** from teachers and peers; feedback in the form of comments, as opposed to marks.

- They will have a concrete way of showcasing **strengths** to teachers or future employers.

- They will have an extremely **portable** tool to use no matter where they are in the world.

How do digital portfolios help students?

"I would then add that keeping a portfolio also helps you reflect about that 'professional brand' … in other words it can be a tool for self-reflection. In that sense it is not used to simply 'show off'. Thinking about and looking back at what you have done and are doing helps define your interests and come up with new goals that are aligned with your learning path/life."

- response by a LinkedIn user

Action

Digital portfolio platforms:

- Career Cruising

- myBlueprint

- ePortfolio > Desire2Learn

- Goolge

. . .

Think Pair Share

What kinds of questions could you use to prompt student thinking to help them make connections between their learning and the experience?

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Sample IPP