

Career Connected Learning

New Brunswick K–12 Career Education Strategy

PREPARING FOR AND NAVIGATING A NEW WORLD OF WORK

Everyone benefits when New Brunswick youth have the skills, strategies, supports and resilience necessary to successfully pursue their preferred futures. The New Brunswick Department of Education and Early Childhood Development (EECD) is focused on systemically advancing the current design and delivery of career development¹ K-12. Specifically, EECD will continue to ensure effective transitioning for all, including learners with diverse needs.

Education systems worldwide are seeking to build on promising career development practices to prepare young people for future successes and to “...help level the playing field for under-represented/disadvantaged groups and those with complex needs, such as Indigenous students, racialized students, low-income students, and students with disabilities.” (Council of Ministers of Education, Canada, Reference Framework for Successful Student Transitions, 2017)

In an effort to prepare all students for a fulfilling and prosperous future, the [Universal Design for Learning principles](#) will be applied to the design and delivery of Career Connected Learning (CCL) K-12. Universal design for CCL will be designed to meet the needs of all learners using multiple means of engagement, expression, and representation.

CAREER CONNECTED LEARNERS

With advancements in automation and artificial intelligence, job disruption is one of the most pressing issues facing Canada today. Learners must prepare for a new world of work. Change is occurring at an unprecedented pace, and we must consider innovative ways of preparing youth for future job requirements. Shifting learning from a “jobs economy” to a “skills economy²” will prepare learners for future economic, social and technological change. It is about moving beyond credentials to recognizing the importance of human skill development and the building of resilient, mobile careers. “We need schools to teach and certify skills, governments to develop programs that support lifelong learning, and companies to hire for core skills over credentials. By building skillsets that allow them to move from job to job, young Canadians will be able to take advantage in a new economy where it doesn’t matter what you’ve done — it matters what you can do”. See the report, [Humans Wanted: How Canadian youth can thrive in the age of disruption](#), for more information.

CCL will emphasise lifelong learning and the advancement of global competencies³. Providing learners with opportunities to develop these skills and attitudes will provide the foundation of a rapidly changing skills economy.

¹ Career Development is the lifelong process of managing learning (formal and informal), work (paid and unpaid), and the transitions in between in order to move toward one’s preferred future (Council of Atlantic Ministers of Education and Training, 2015).

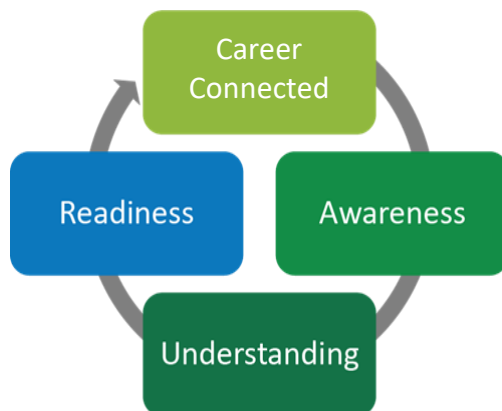
² “A mobile, skilled workforce, constantly learning, training and upgrading to meet the demands of a changing world: That’s a skills economy.” (Humans Wanted, 2018)

³ In the New Brunswick education system, we define competency as the ability to mobilize skills, sets of knowledge, and attitudes to take action in a particular context while self-assessing. (Engaged and Globally Competent Learners: Self-Determined and Capable)

VISION FOR CAREER EDUCATION

“Big thinking precedes great achievement.” (Wilfred Peterson)

In order to support learners in developing the skills required to prosper today and into the future, CCL will be intentionally and purposefully incorporated into K-12 across New Brunswick public schools. It is using career connected best practices and embedding them into existing curriculum and practice. Students will develop career connected skills throughout subjects and grade levels as they cycle through Awareness, Understanding, and Readiness, all the while exploring a variety of career pathways.



New Brunswick CCL will engage all stakeholders (students, educators, families, post-secondary, business/industry, and community organizations) in innovative and collaborative delivery of the following best practices:

Social Emotional Learning (SEL)

SEL refers to the process by which children, youth, and adults learn to understand and manage emotions, set goals, show empathy for others, establish positive relationships, and make responsible decisions (<https://casel.org/>).

Career Connected Learning will include SEL that is intentionally integrated across all curricula. The goal is to prepare students for long-term success in academia, life and to become responsible, caring citizens in a pluricultural society.

Experiential Learning

CCL will include a focused and expanded experiential learning structure K-12. According to an OECD report (Teachers as Designers of Learning Environments, 2018), experiential learning is linked to “improving the well-being of students, boosting motivation and engagement.” Through experiential learning young people will develop competencies such as critical thinking, coordination, social perception, active-listening and complex problem solving.

New Brunswick Global Competencies Learning

CCL will include a focus on the development of global competencies through personalized learning. This will ensure that learners are equipped with the skills and attitudes necessary to be successful in life and work. Learning through personalization allows all learners (students and educators) to be meaningfully engaged in the learning process.

Labour Market Information (LMI) Learning

Research indicates that youth require access to, and competency with LMI as they plan and prepare for the future. EECD is partnering with the Department of Post Secondary Education Training and Labour (PETL) to develop more timely, effective, and innovative means of connecting learners, educators and families with labour market information.

myBlueprint Educational Planner Tool

myBlueprint as an online, comprehensive education and career/life planning tool that will assist and support educators, students, and families to move along the career development continuum. CCL will continue to work towards systemic whole school implementation of the *myBlueprint Educational Planner 6-12* and the *myBlueprint All About Me 4-5*. This tool will help learners, along with family participation, to document and reflect on their career connected growth.

Financial Wellness

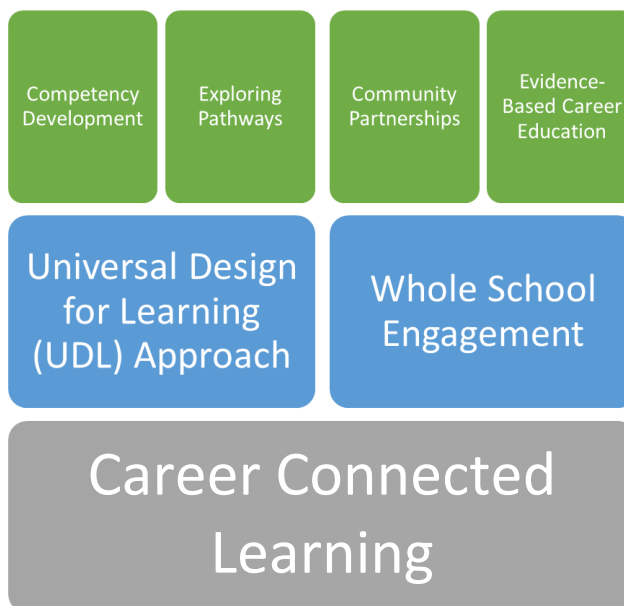
Financial wellness is about taking control of one's life. It helps to instill confidence, determination, and commitment. These, in turn, can lead to accomplishment, personal success, and happiness. The world of money is one area where many people often feel they lack control. Incorporating financial education in Career Connected Learning will equip young people with knowledge, skills, and experience that will enable them to begin to take more control over their financial future – and improve their chance of achieving success.

PRINCIPLES

New Brunswick CCL will use several principles to guide the practice of schools, community, and families, as students develop career connected skills through phases of Awareness, Understanding, and finally, Readiness.

Schools will use the following principles to evaluate their current and/or proposed career connected practices and to determine specific gaps and priorities. CCL principles include:

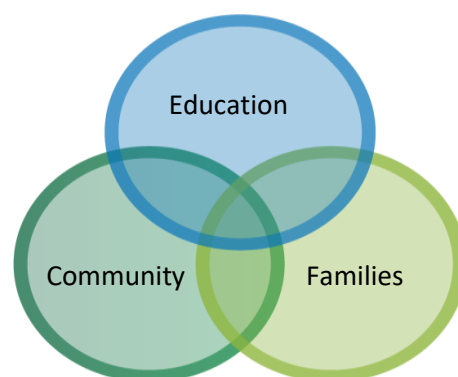
- career connected skill development
- universal design for learning (UDL) approach
- whole school engagement
- community partnerships
- evidence-based career education
- exploring pathways



CAREER EDUCATION IS EVERYBODY'S RESPONSIBILITY

"If your actions inspire others to dream more, learn more, do more, and become more, you are a leader. (John Quincy Adams)

Everyone benefits when New Brunswick youth have the skills, strategies, supports and resilience needed today and as they pursue their preferred futures. The New Brunswick career connected strategy is intended to be a collaborative effort between three broad stakeholder groups: education, community members, and families. It is about creating a culture of career development where all stakeholders recognize their influence and how to prepare students for the future.



The impact of a strong career education strategy is far reaching. It can help "reduce high school drop-out rates, increase student academic achievement...provide more motivated and intentional learners, reduce demand for social programs and improve the standard of living in urban and rural communities." (Future in Focus: <https://camef-camef.ca/images/eng/pdf/Future%20in%20Focus%20Framework%20English-FINAL.pdf>, 2015)

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

CAREER CONNECTED LEARNING INITIATIVES

Career Connected Learning principles and best practices have been reviewed in consultation with students and educators. This has allowed for the New Brunswick Career Connected Learning strategy to truly reflect the needs of our youth.

It is key for the strategy to continue to be communicated consistently and across the province. The goal is for schools to see the importance of engaging in Career Connected Learning and to identify the practices and strategies that are best suited for their school and learners.

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