

Career Education Framework

IN NEW BRUNSWICK

BACKGROUND

The Francophone and Anglophone sectors, along with the Organization for Economic Cooperation and Development (OECD), came together to develop a career education framework for Early Childhood to Grade 12. This framework complements and supports the existing career education strategy—**Career Connected Learning K-12**—including the new Hopeful Transitions model and planning tool.

The framework builds on relevant historical approaches in the province and across Canada while drawing on international evidence and practice. It has been developed in consultation with key stakeholders and rights holders within the province and beyond and will be viewed as a living document which will be updated in the years ahead. For details of the evidence that informs the development of the framework, see the **Career Education Framework Rationale document**.

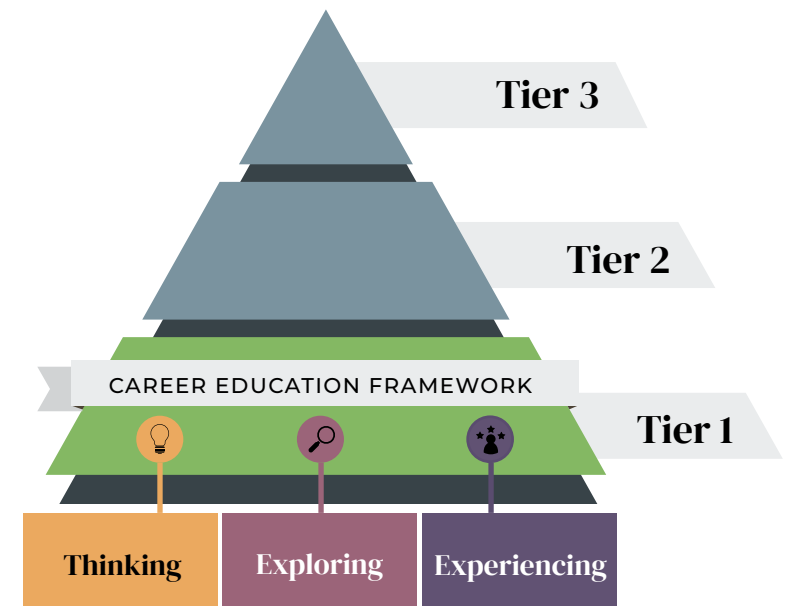
The term “career” within this framework describes the journey through life, learning, and work. It is not limited to employment. The idea of career pathway planning is supported through evidence-based best practices such as experiential learning, labour market information learning, social-emotional learning, global competency learning, and financial wellness learning. The term “I” within this document represents the learner-centred focus of the framework and is intended to include those who support the learner in attaining future success.

PURPOSE AND USE

This research-based framework is intended to be embedded in all subject areas and program blocks by curriculum and resource developers, as well as educators and school communities. Further, within the Hopeful Transitions career education/transition Response to Intervention (RTI) model, the framework provides for Tier 1 foundational learning, which is the responsibility of all educators.

It is designed to ensure that New Brunswick’s provincial curriculum provides each learner with equitable and inclusive career education and pathway planning. Using the principles of Universal Design for Learning (UDL), the framework addresses barriers to quality career education participation, processes, and outcomes, ensuring that each learner is valued and engaged.

Within its overarching strategy to enhance educational provision, the framework articulates the activities and experiences expected of Early Childhood to Grade 12 students attending Anglophone and Francophone early learning centers and K-12 schools in the province. The framework will outline the career development competencies and attitudes associated with better transitions and psychological well-being in young adulthood.





STRUCTURE

The framework contains **three Big Ideas** based on Career Readiness research conducted by the OECD (2021).

- 1 THINKING ABOUT MY POTENTIAL CAREER PATHWAY:** Developing an informed vision for the future linked to my interests, preferences, values, and abilities.
- 2 EXPLORING MY POTENTIAL CAREER PATHWAY:** Critically investigating the labour market and career pathways that I can expect to find most fulfilling.
- 3 EXPERIENCING MY POTENTIAL CAREER PATHWAY:** Learning about career pathways of interest by engaging in frequent and ongoing career-connected experiential learning.

Each Big Idea contains supporting outcomes with corresponding student-centred activities and experiences for each grade level program block along a continuum, beginning with Early Childhood Education and ending with Grade 12.

* **Early Childhood block** – It is important to note that the learner-centered indicators have been inserted in this document for the benefit of having a continuum to support K-12 curriculum considerations. **The New Brunswick Curriculum Framework for Early Learning and Childcare** focuses on the articulation of common values, broad-based goals and principles that are open to ongoing input and change (NBCF-E, p. 3). For the development of this continuum the values, goals, and principles have been aligned with the Career Development Framework indicators, but it is important to clarify that the intention is for Early Childhood Educators to co-construct curriculum with children, families, and communities. It will be for the educator to interpret the indicators and meet the child where they are. The Early Childhood pedagogy aligns with the three big ideas of the career development framework: thinking, exploring, and experiencing.

THINKING ABOUT MY POTENTIAL CAREER PATHWAY

Developing an informed vision for the future linked to my interests, preferences, values, and abilities

| | EARLY CHILDHOOD EDUCATION | PRIMARY BLOCK GRADES K-2 | ELEMENTARY BLOCK GRADES 3-5 | MIDDLE BLOCK GRADES 6-8 | HIGH SCHOOL BLOCK GRADES 9-12 |
|---|---|---|--|---|--|
| Developing an informed career pathway plan for my future | <p>I am co-constructing my identity. -----</p> <p>I am experiencing growing self-confidence, self-respect, and ability to take initiative. -----</p> <p>I am pursuing interests, passions, and strengths.</p> | <p>I know some things that I like to do and that I don't like to do. -----</p> <p>I can tell you about some of the different roles that adults do at work, at home, and in my community, and whether I would like to do them.</p> | <p>I have discussed the things I most like to do, and not to do, and explored the ways in which I might prefer different types of career pathways when I am older. -----</p> <p>I have learned about lots of different roles that adults do at work, at home, and in the community that I knew nothing about before. -----</p> <p>I understand why some people might like some roles more than others.</p> | <p>I understand that different people tend to find satisfaction and do better in different types of career pathways than other people. -----</p> <p>I have reflected on my own personal preferences and discussed the results with school staff. -----</p> <p>I have learned about potential career pathways and roles that I might find most fulfilling considering my developing interests, preferences, values, and abilities.</p> | <p>I can explain why I would find some career pathways more fulfilling than others. -----</p> <p>I have investigated whether someone with my personal preferences is likely to find satisfaction in the career pathway I am interested in. -----</p> <p>I have a career pathway plan (including back-up plans). -----</p> <p>I can explain why it would be necessary to adjust my career pathway plan.</p> |
| Understanding how my learning can help secure a desirable career pathway | <p>I am becoming knowledgeable and confident in my various identities including cultural, racial, physical, spiritual, linguistic, gender and socioeconomic. -----</p> <p>I am learning about and participating in projects that help others—locally and globally. -----</p> <p>I am transforming knowledge from one form to another.</p> | <p>I can tell you how learning is important in preparing for the future.</p> | <p>I can explain how what I am learning in school is important in preparing for the future.</p> | <p>I understand the connection between what I am learning in (and out of) school and how it helps in achieving my career pathway plans. -----</p> <p>I am familiar with a variety of post-secondary learning options and the differences between them.</p> | <p>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. -----</p> <p>I have identified a post-secondary learning option(s) for achieving my career pathway plans. -----</p> <p>I have considered relevant post-secondary learning options by visiting websites/locations/campuses.</p> |

| | EARLY CHILDHOOD | PRIMARY BLOCK | ELEMENTARY BLOCK | MIDDLE BLOCK | HIGH SCHOOL BLOCK |
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| Understanding that global competencies will help me achieve my preferred future | <p>I am identifying issues and becoming socially active in my local community. -----</p> <p>I am negotiating rules of time, space, and roles. -----</p> <p>I am making collective plans and decisions about the directions of my play.</p> | <p>I can identify skills that will be helpful in life and work. -----</p> <p>I can name some skills and strengths I have.</p> | <p>I am learning how the global competencies are helpful in life and work. -----</p> <p>I can identify how certain skills, strengths, experience, and qualifications help in different career pathways. -----</p> <p>I can identify some skills and strengths that I have and how they would be helpful in life and work.</p> | <p>I understand the skills, strengths, experiences, and qualifications that will be required of me if I am to progress towards career pathways of interest. -----</p> <p>I can identify my skills and strengths related to my career pathways of interest.</p> | <p>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. -----</p> <p>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. -----</p> <p>I have shared my goals with school staff.</p> |
| Developing an informed career pathway with labour market information | <p>I am developing an awareness of the imagined and ordinary worlds I move between as I play. -----</p> <p>I am developing an appreciation for the work of others. -----</p> <p>I am using language to ask for help or information, argue, persuade, clarify, celebrate, or instruct.</p> | <p>I have discussed problems that different careers help to solve. -----</p> <p>I can imagine how career pathways may change in the future.</p> | <p>I have learned about a variety of career pathways that can help to solve problems in the world. -----</p> <p>I understand that there are many labour market factors that change careers over time (e.g., automation, digitization). -----</p> <p>I understand that there are times when, and places where, it is easier to find the sorts of opportunities I am most interested in.</p> | <p>I have explored a range of career pathways in relation to the problems I want to help solve in the world. -----</p> <p>I understand how to use labour market information to explore career pathways. -----</p> <p>I have learned how changes in careers are impacting the need to develop different skills.</p> | <p>I have used labour market information to explore the problems I want to help solve and/or my preferred career pathways. -----</p> <p>I can explain to school staff how labour market information has informed my career pathway plans. -----</p> <p>I am able to re-evaluate or develop new plans based on continuous evaluation of labour market information.</p> |

| | EARLY CHILDHOOD | PRIMARY BLOCK | ELEMENTARY BLOCK | MIDDLE BLOCK | HIGH SCHOOL BLOCK |
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| Recognizing how career development/ transition planning supports positive mental health | <p>I am taking responsibility for personal care. -----</p> <p>I am coping with emotional pressure. -----</p> <p>I am growing in awareness that my actions contribute to the well-being of others.</p> | <p>I know what it means to be mentally healthy. -----</p> <p>I can name people whom I can count on when I need help.</p> | <p>I am learning skills and supports I can use to feel better when in or entering unfamiliar situations. -----</p> <p>I am learning how having a plan can increase hopefulness.</p> | <p>I am learning how to use the skills and supports I need to thrive as I move between grades and into high school. -----</p> <p>I understand that it can be stressful when entering unfamiliar situations and that I will have to use my skills to adapt and thrive. -----</p> <p>I know the people at my school who can help me with developing the skills needed to prosper in my life transitions. -----</p> <p>I understand that having a vision for the future provides hope.</p> | <p>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. -----</p> <p>I have had conversations with school staff about how to best manage my mental health through school, life, and work. -----</p> <p>I know the people at my school who can help me with the skills needed to feel hopeful about change and uncertainty. -----</p> <p>I understand the connection between positive mental health and having a plan/purpose for the future.</p> |
| Understanding how access to desirable work is not always fair and equitable | <p>I am recognizing and challenging inequitable practices and situations. -----</p> <p>I am beginning to understand my rights and responsibilities, and those of others. -----</p> <p>I am growing in my capacity to ask critical questions in relation to stereotypes represented in popular culture.</p> | <p>I can recognize and challenge inequitable practices and situations. -----</p> <p>I can understand my rights and responsibilities, and those of others. -----</p> <p>I can ask critical questions in relation to stereotypes represented in popular culture.</p> | <p>I am aware that it is often more difficult for some groups in society to achieve their desired career pathways. -----</p> <p>I have learned how every person has a role in shaping the future of work and society.</p> | <p>I have learned why it might be harder for some people to secure their desired careers. -----</p> <p>I have shared my ideas on how inequities may be solved. -----</p> <p>I have learned that there are protections that exist to ensure workplaces are free from discrimination.</p> | <p>I can explain why some people might face additional barriers in securing their desired career pathways. -----</p> <p>I can identify how individual and collective actions can help create a fairer working world (including the role of labour unions). -----</p> <p>I have learned about the legislative protections that exist to ensure employment processes (recruitment, promotion, assignment, and termination) are free from discrimination.</p> |

| | EARLY CHILDHOOD | PRIMARY BLOCK | ELEMENTARY BLOCK | MIDDLE BLOCK | HIGH SCHOOL BLOCK |
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| <p>Understanding that I am influenced in my choices by who I see represented in various career pathways</p> | <p>I am raising questions and making hypotheses about how and why things happen.</p> <p>-----</p> <p>I am growing in my capacity to ask critical questions in relation to stereotypes represented in popular culture.</p> | <p>I have learned that careers can be done by all different people.</p> | <p>I have identified people who are underrepresented in various pathways.</p> <p>-----</p> <p>I have had discussions with school staff about how career pathways with underrepresented groups may impact my choices.</p> | <p>I have had discussions with school staff about who may be underrepresented in my preferred career pathway.</p> <p>-----</p> <p>I have learned that I can be successful in a career pathway even if people like me are underrepresented.</p> <p>-----</p> <p>I have heard from people like me who are underrepresented in their profession about their experiences.</p> | <p>I understand that I can seriously consider pursuing a career pathway where people like me are underrepresented.</p> <p>-----</p> <p>I have discussed with school staff how career education activities help me to pursue a career pathway where people like me are underrepresented.</p> <p>-----</p> <p>I have had a chance to speak with people like me who are underrepresented in their profession about their experiences.</p> |
| <p>Understanding that there are additional supports available to help me achieve my preferred career pathway</p> | <p>I am raising questions and making hypotheses about why and how things happen.</p> <p>-----</p> <p>I am learning to employ creative approaches to identifying and working out practical problems.</p> | <p>I understand that there are a variety of supports and/or services available in my community.</p> | <p>I understand that there are a variety of supports and/or services available to help people overcome career-related barriers to achieve their preferred career pathways (e.g., disability organizations, multicultural organizations, 2SLGBTQ+ organizations, etc.).</p> | <p>I have learned about a variety of supports and/or services available to help people overcome career-related barriers to achieve their preferred career pathways (e.g., disability organizations, multicultural organizations, 2SLGBTQ+ organizations, etc.).</p> | <p>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.).</p> |

EXPLORING MY POTENTIAL CAREER PATHWAY

Critically investigating the labour market and the career pathways that I can expect to find most fulfilling

| | EARLY CHILDHOOD EDUCATION | PRIMARY BLOCK GRADES K-2 | ELEMENTARY BLOCK GRADES 3-5 | MIDDLE BLOCK GRADES 6-8 | HIGH SCHOOL BLOCK GRADES 9-12 |
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| Interacting with school counsellors around career guidance | <p>I am growing in my capacity to express feelings, concerns and needs. -----</p> <p>I am experiencing trust and compassion with children and adults. -----</p> <p>I am using language to express thoughts, feelings, and ideas.</p> | <p>I have heard from a school counsellor about future career pathways.</p> | <p>I have heard from a school counsellor about planning for future career pathways.</p> | <p>I have learned from a school counsellor how to effectively plan for my future career pathway.</p> | <p>I have met with my school counsellor to discuss how to effectively plan for my preferred career pathway. -----</p> <p>I understand that my school counsellor can help me if I am struggling with career pathway decision making.</p> |
| Making career connections when visiting locations outside of the school | <p>I am making connections between the centre, home, and broader communities. -----</p> <p>I am creating imagined worlds in which I can explore possibilities and test alternative solutions. -----</p> <p>I am seeing people places and things in new ways.</p> | <p>I have visited a location outside of my school and have learned what activities people do there.</p> | <p>I have visited one or more locations outside my school and discussed the different activities people do there.</p> | <p>I have visited several locations outside of my school to discuss the different activities people do there. -----</p> <p>I have considered if any of the activities people do there are of interest to me.</p> | <p>I have visited several locations outside of my school where people do activities that are of interest to me. -----</p> <p>I have observed the roles and responsibilities of a range of people in the activities they do. -----</p> <p>I have reflected on my interest in pursuing this career pathway.</p> |
| Developing the knowledge and skills needed to access work | <p>I am engaging with the symbols and practices of language, music, math, art, and drama. -----</p> <p>I am learning constructive ways to negotiate a range of relationships. -----</p> <p>I am developing vocabulary to describe similarities and differences, patterns, and relationships.</p> | <p>I understand that people share their strengths and abilities to access work.</p> | <p>I understand that people need specific knowledge and skills to access work.</p> | <p>I have learned what a resume and cover letter are and their purpose. -----</p> <p>I have learned what a job interview is and its purpose. -----</p> <p>I have learned how discovering people who do activities that I am interested in can help me to access work.</p> | <p>I have created a resume and cover letter. -----</p> <p>I have practiced the skills of relational networking (i.e., information interviews) as a way of accessing work. -----</p> <p>I have participated in a real or mock job interview.</p> |

| | EARLY CHILDHOOD | PRIMARY BLOCK | ELEMENTARY BLOCK | MIDDLE BLOCK | HIGH SCHOOL BLOCK |
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| Understanding the benefits of engaging in work integrated learning (e.g., Coop, apprenticeships, internships) | <p>I am developing an awareness of the imagined and ordinary worlds I move between as I play.</p> <p>-----</p> <p>I am giving help, comfort, and encouragement, and I value others' contributions.</p> | <p>I understand how it is helpful to learn something by doing it.</p> | <p>I can describe how it is helpful to learn something by doing it.</p> | <p>I have learned about a variety of work -integrated learning opportunities available in school and post-secondary.</p> <p>-----</p> <p>I understand how work-integrated learning can help me prepare for my preferred career pathway.</p> | <p>I understand the benefits of work-integrated learning in helping me to prepare for my preferred career pathway.</p> <p>-----</p> <p>I have considered work-integrated learning in my career/life plan, if available.</p> <p>-----</p> <p>I have evaluated and compared career pathway opportunities based on the availability of work-integrated learning.</p> |
| Engaging in career conversations | <p>I am developing cherished as well as casual friendships.</p> <p>-----</p> <p>I am participating in group initiatives.</p> <p>-----</p> <p>I am learning constructive ways to negotiate a range of relationships.</p> | <p>I have talked to family, friends, and school staff about a variety of career pathways.</p> | <p>I have talked to family, friends, and school staff about specific career pathways of interest.</p> | <p>I regularly talk to family, friends, mentors, and school staff about my career pathway plans.</p> | <p>I regularly talk to family, friends, mentors, and school staff about my career pathway plans.</p> <p>-----</p> <p>I have discussed with family, friends, mentors, and school staff how I plan to achieve my preferred career pathway.</p> |
| Understanding the realities and possibilities of standard and non-standard employment | <p>I am developing an appreciation for the work of others.</p> <p>-----</p> <p>I am becoming knowledgeable and confident in various identities, including cultural, physical, racial, spiritual, linguistic, gender, social, and economic.</p> <p>-----</p> <p>I am learning about and participating in projects that help others - locally and globally.</p> | <p>I understand that people work in different ways (e.g., permanent/full-time, seasonal, self-employment, on call, temporary employment).</p> | <p>I have learned the difference between standard employment (permanent/full time) and non-standard employment (e.g., seasonal, self-employment, on call, temporary).</p> | <p>I have learned the realities and possibilities of both standard and non-standard employment.</p> <p>-----</p> <p>I have learned that not everybody works in a full-time permanent job and that people are working in different ways either because they want to or because they have no choice.</p> <p>-----</p> <p>I have learned about what may contribute to people being in standard or non-standard employment.</p> | <p>I have learned about my options for standard or non-standard employment in my career pathways of interest.</p> <p>-----</p> <p>I have considered my career/life plan in relation to my preference for standard or non-standard employment.</p> <p>-----</p> <p>I have learned that some people are less likely to have the option for standard or non-standard employment.</p> <p>-----</p> <p style="text-align: center;">↓</p> |

| | EARLY CHILDHOOD | PRIMARY BLOCK | ELEMENTARY BLOCK | MIDDLE BLOCK | HIGH SCHOOL BLOCK |
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| | | | | | 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 | <p>I am representing my experiences with technologies in everyday life.</p> <p>-----</p> <p>I am accessing and using digital technologies.</p> | I have learned how to access and use digital technologies to explore career pathways. | <p>I have learned about the online career/life tool myBlueprint and know how to use it.</p> <p>-----</p> <p>I have explored the All About Me platform in myBlueprint.</p> | <p>I have completed the Individual Pathway Planning tasks for my grade in myBlueprint.</p> <p>-----</p> <p>I have created a digital Career/Life Planning portfolio for career/transition planning.</p> | <p>I have completed the Individual Pathway Planning tasks for my grade in myBlueprint.</p> <p>-----</p> <p>I have created and continually add to a Career/Life digital portfolio for career/transition planning.</p> <p>-----</p> <p>I have used the features/information within myBlueprint to make informed career and post-secondary pathway decisions.</p> |
| Understanding the range of post-secondary pathway education/training/community opportunities | | I have learned that there are different types of post-secondary pathway education/training/community opportunities. | <p>I have learned about post-secondary education and training for different career pathways.</p> <p>-----</p> <p>I have heard from a diverse range of people (including people underrepresented in their career pathway) about different post-secondary pathways.</p> | <p>I have learned about post-secondary education and training options for my preferred career pathways.</p> <p>-----</p> <p>I have heard from people who spoke about different post-secondary education and training options (apprenticeships, gap year, university, college, community opportunities).</p> <p>-----</p> <p style="text-align: center;">↓</p> | <p>I have visited/explored specific post-secondary education and training institutions, and/or opportunities that support my career pathway plan.</p> <p>-----</p> <p>I can discuss my options for post-secondary education and training in my preferred career pathways.</p> <p>-----</p> <p style="text-align: center;">↓</p> |

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| | | | | <p>I have heard from a diverse range of people in various career pathways (including people underrepresented in their career pathway) about what their careers are like, and options for following that career pathway.</p> | <p>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.</p> <p>-----</p> <p>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.</p> |
| <p>Planning for transition in early learning, school and beyond</p> | <p>I am becoming familiar with the sights, sounds, rhythms, and routines of new situations.</p> <p>-----</p> <p>I am generating a shared repertoire of narratives and memories.</p> <p>-----</p> <p>I am making connections between the centre, home, and broader communities.</p> | <p>I am learning how to plan and prepare for changes in school.</p> | <p>I have had discussions with people I trust (i.e., family, school staff, elder) about preparing to go to middle school.</p> <p>-----</p> <p>I have participated in activities that prepare me for the transition to middle school.</p> <p>-----</p> <p>I have identified what will be the same and what will be different in middle school.</p> <p>-----</p> <p>I can describe how I can adapt to potential changes.</p> | <p>I have started to develop a plan for post-secondary.</p> <p>-----</p> <p>I have had discussions with people I trust (i.e., family, school staff, elder) about the transition to high school and beyond.</p> <p>-----</p> <p>I have participated in activities that prepare me for transition to high school and beyond.</p> <p>-----</p> <p>I can describe how I can adapt for the transition to high school.</p> | <p>I have developed a plan, including specific resources and supports needed for post-secondary life.</p> <p>-----</p> <p>I have discussed my plan in detail with people I trust (i.e., family, school staff, elder) each year.</p> |

EXPERIENCING MY POTENTIAL CAREER PATHWAY

Learning about career pathways of interest by engaging in frequent and ongoing career connected experiential learning

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|---|--|--|--|--|---|
| Engaging in authentic career-connected experiences | <p>I am taking up and reshaping cultural experiences. -----</p> <p>I am making collective plans and decisions about the directions of my play. -----</p> <p>I am creating imagined worlds in which I can explore possibilities and test alternative solutions.</p> | <p>I have had an opportunity to engage in a real-world, authentic experience (e.g., visiting a workplace). -----</p> <p>I have learned about the benefits of contributing to family, community, hobbies and extra-curricular activities.</p> | <p>I have had opportunities to engage in cross-curricular career-connected experiential learning. -----</p> <p>I have learned how engaging in and contributing to family, community, hobbies, and extra-curricular activities may be part of preparing for future career pathways.</p> | <p>I have had various cross-curricular career-connected experiential learning opportunities. -----</p> <p>I can describe the connection between what I am learning in the classroom and my real-world experiences. -----</p> <p>I have learned how engaging in and contributing to family, community, hobbies, and extra-curricular activities helps me to learn what I am interested in. -----</p> <p>I have made a connection with someone that I can learn from that shares my interests/passions (i.e., a respected knowledge holder).</p> | <p>I have had various cross-curricular career-connected experiential learning opportunities. -----</p> <p>I have discussed how I can use my experiences to confirm or challenge my career thinking. -----</p> <p>I can describe the connection between what I am learning in the classroom, my real-world experiences, and my preferred career pathway. -----</p> <p>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. -----</p> <p>I have a connection with someone that I can learn from that shares my interests/passions (i.e., a respected knowledge holder)</p> |
| Exploring the realities and possibilities of working (paid/unpaid) alongside education | <p>I am developing an appreciation for the work of others.</p> | <p>I have learned about working (paid/unpaid). -----</p> <p>I have learned about the benefits of working (paid/unpaid).</p> | <p>I have learned about how people find work. -----</p> <p>I have discussed what people can learn when they are working. ----- ↓</p> | <p>I have learned about the types of work that are available to someone my age. ----- ↓</p> | <p>I have learned how to find part-time and/or summer work. ----- ↓</p> |

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| | | | I have learned how work can be paid or unpaid (caring roles within families/communities). ----- | I have learned how working can help me in career pathways and transitions. ----- I have learned how I can find work now and in the future. | 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 | I am identifying issues and becoming socially active in my local community. ----- I am learning about and participating in projects that help others—locally and globally. ----- I am participating in the care of plants and domestic animals; stewardship of local plant, insect, and animal life; and local restoration and regeneration projects. | I have learned about volunteering. ----- I have learned about the benefits of volunteering. | I have learned about volunteering. ----- I have learned the benefits of volunteering. ----- I have discussed ways that I can volunteer. | I have learned how to find ways to volunteer. ----- I have learned how volunteering can help me to make career pathway decisions. | 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. |



Resources

Cahill, M., & Furey, E. (2017). *The Early Years: Career Development for Young Children – A guide for educators*. CERIC Foundation House: Toronto, ON.

Government of New Brunswick, (2008). *New Brunswick Curriculum Framework for Early Learning & Childcare – English*. Retrieved from:
<https://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/ELCC/ECHDPE/nb-curriculum-framework.pdf>

[Organisation for Economic Cooperation and Development \(OECD\): Career Readiness Project](#)

[CAST: About Universal Design for Learning](#)

[Career Connected Learning \(gnb.ca\)](#)

Acknowledgments

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