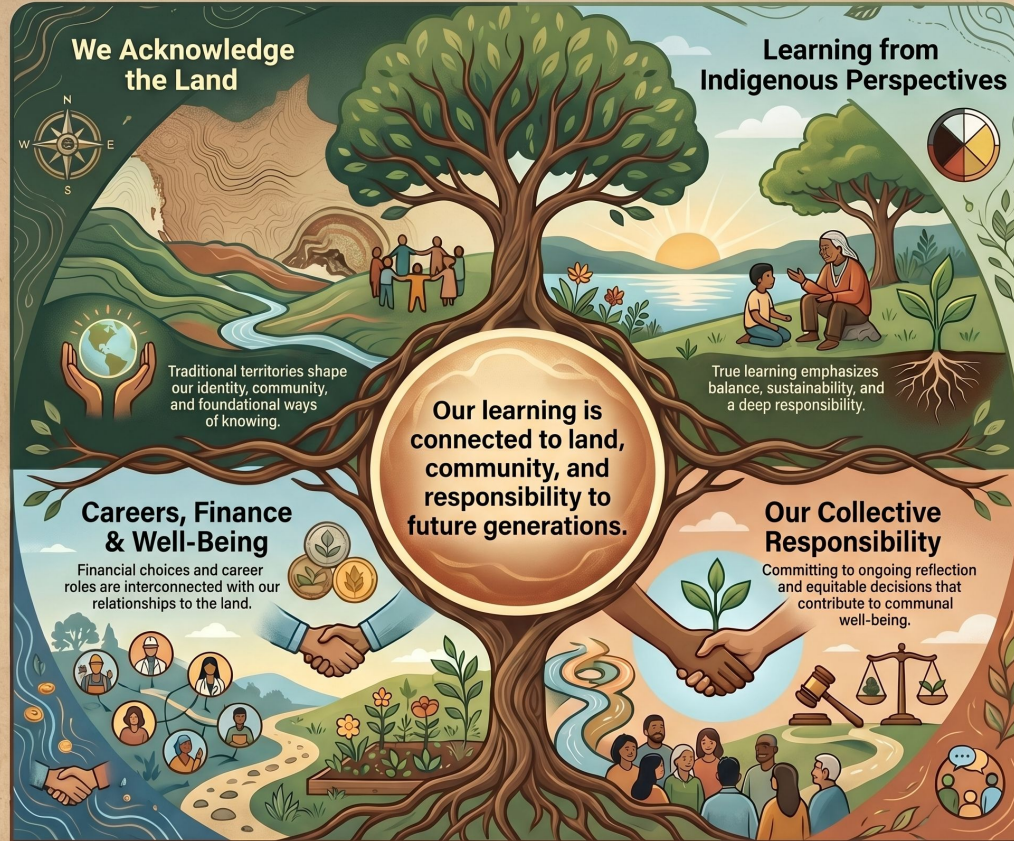


Pulling it All Together: Establishing the Staff Learning Design



Honouring the Land, Learning for the Future



What This Means for Us Today

- We think before we spend.
- We care for our community and land.
- We consider others in our decisions.
- We learn with respect.

Today we are going to explore the Career Education Leader's Toolkit and develop a strong understanding of career education design in action across the province. The session will use the toolkit to look at school-wide implementation of career education and how the toolkit's resources can support staff and program design.

Facilitator: Jackie Taylor & Julia Drefs

Date/Time: Aug 17, 2026 (9:00 am to 10:15 am)

Setting the stage!

Career Education & Financial Literacy is now draft core curriculum from Grades 7-9 (pilot year), with PEW in K-6 leading and CALM 10 following (soon to be CEFL 10). Additionally, we have CTF/CTS and Complementary Curriculum that is designed to support career readiness for youth.

Focus: How do we create stronger Career Education design across our schools?

Organizing Idea	K	1	2	3	4	5	6	7	8	9
Career Exploration: Purposeful exploration of past and present experiences can support a healthy work-life balance, contribute to self-knowledge, and assist in navigating transitions while pursuing career and educational goals.	Integrated into PEW curriculum							CEFL		
Career Opportunities: Volunteer or work-integrated learning experiences can influence career development and promote world-of-work and community interactions.	Integrated into PEW curriculum							CEFL		
Financial Literacy: Informed financial decision making contributes to the well-being of individuals, groups, and communities.	Integrated into PEW curriculum							CEFL		

Starting Here!



STEPS a leader may chose to take to design a Career Education in their school....



STEP #1

Use The Consortium's Career Education resources to support your leadership





The Consortium's Career Education Team's efforts



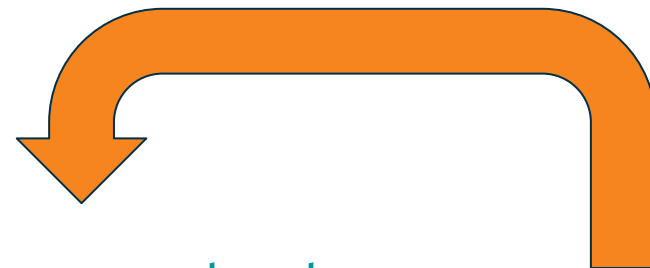
Career Education



Foundations of Career Education: Empowering Life-Long Career Readiness

This resource is designed to support educators with their understanding and design of Career Education. By bringing Progressions to life through strong foundational, pedagogical, and curriculum design, this toolkit supports educators in strengthening student decision-making skills and financial habits essential for their overall well-being and future security.

Learn more about [The Foundation](#), [Complementary Curriculum Supports](#), [Core Curriculum Supports](#), [Integrating Pathways](#), [Progressions](#).



careered.aplc.ca

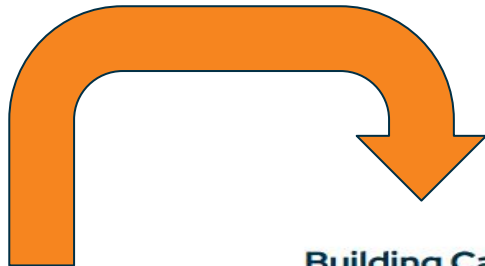
**Go to the
website**

Career Education

[Overview](#)[Progressions](#)[The Foundation](#)[Core Curriculum Supports](#)[Complementary Curriculum Supports](#)[Integrating Pathways](#)

The Foundation

Explore the integration of career foundations and career theory for career readiness as they relate to Career Progressions and Career Education and Financial Literacy.



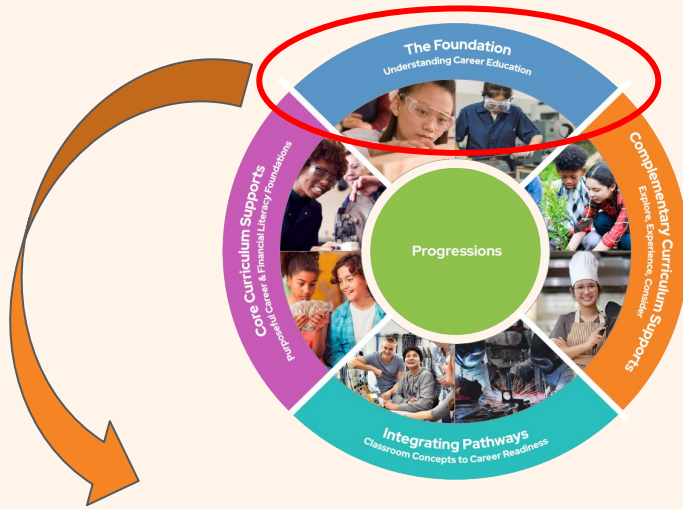
Building Career Education Culture

- [Leaders of Career Education – Toolkit](#)
- [Readiness for Career Education Assessment Rubric](#)
 - [Career Education Staff Skills Inventory](#)

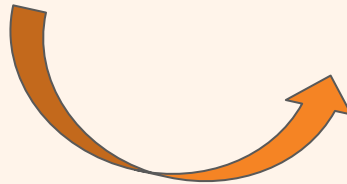


Career Foundations

- [What is Career Education? Digging Deeper](#) (Video)
- [What is Career Education](#) (Slides)
- [What is Career Education Toolkit](#)



[\(LINK\)](#) resources to support your leadership role moving Career Education School Design forward.

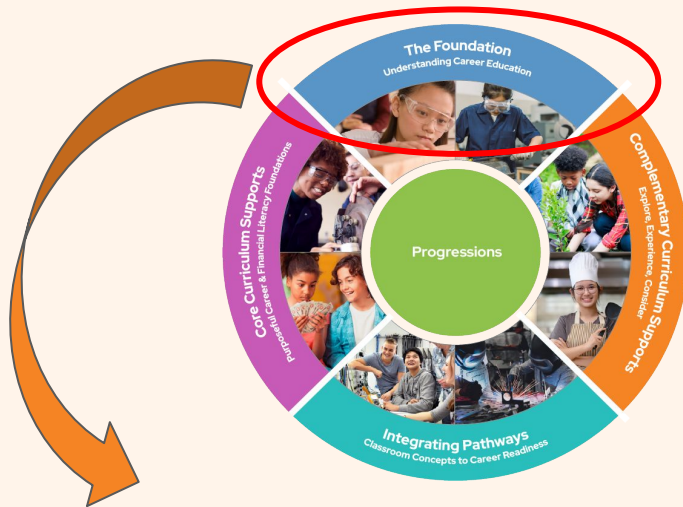


Foundations of Career Education:
Empowering Lifelong Career Readiness

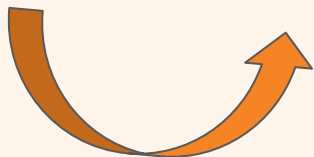
Leaders of Career Education

School Design Toolkit





Use The Consortium's
['Foundations of Career Education' \(LINK\)](#) resources to support your leadership role moving Career Education School Design forward.



CAREER EDUCATION SCHOOL DESIGN

THE 'WHY' GUIDING DIRECTION

- Career Theory and a Career Education System Design
- Why do this? What does the research and data tell us?
- Provincial guiding documents
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 - Premier Mandate letters
 - Career Progressions

SYSTEM DESIGN OF STUDENT EXPERIENCE

- Administrator Instructional Leadership Oversight
- Needs Assessment - Where are we, where do we need to be?
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- Budget Priority
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 - CEFL 7-9, CEFL 10, CALM
- Frequently collect data to inform effectiveness on students

STUDENT CAREER PATHWAY SUCCESS

- Through Planning, Exploration and Experiences
- Developing all of the above with intentionality to create meaningful learning experiences for students that build confidence, skill development and certainty of career pathways which they see themselves selecting K-12.
 - Student career pathway planning processes
 - Supporting student success through staff coaching & advising

SUPPORTING THE DESIGN

- Published goals, actions and measurements
- Strong System Leadership & Learning
- Development of Resources & Handbooks



STEPS for Career Education School Design

STEP 1



APLC LINK



*Go Slow to Go Fast!
3 to 5 years of staff
development...*

Progressions come to life with intentional planning of:

- Actively Plan 3 years+
- System Design
- Instructional Leadership
- Staff Engagement/Roles
- Structures
- Curriculum Design

STEP 4



STEP 2

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STEP 5

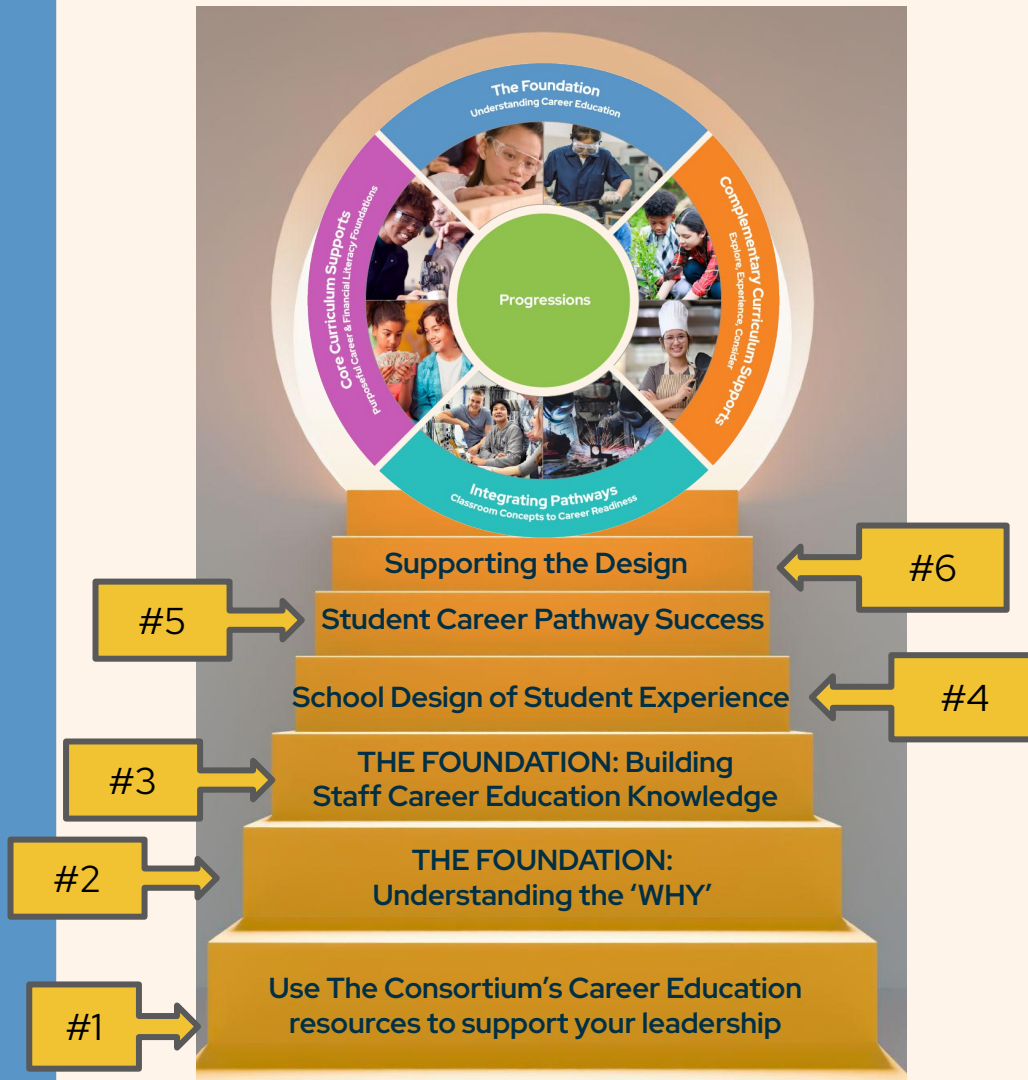
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STEP 6



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Go Slow to Go Fast!
 3 to 5 years (min.) of
 staff development...



STEP #2

THE FOUNDATION: Understanding the 'WHY'

STEPS for Career Education School Design



Supporting the Design

Student Career Pathway Success

School Design of Student Experience

THE FOUNDATION: Building Staff Career Education Knowledge

THE FOUNDATION: Understanding the 'WHY'

Use The Consortium's Career Education resources to support your leadership

#2

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STEPS for Career Education School Design



STEP 2



Foundations of Career Education: Empowering Lifelong Career Readiness

Career Education School Design
Leaders of Career Education Series
The 'Why' & 'What' Toolkit

Concevons l'éducation au choix de carrière:
une série de leadership



STEP #2

Understand your WHY and support your staff in understanding their WHY



THE 'WHY' GUIDING DIRECTION

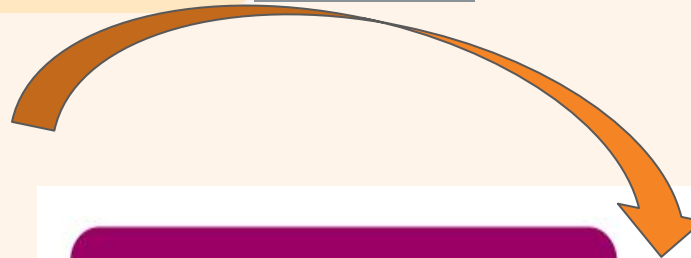
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When our design is right...

- Multi-year, connected learning experiences
- Strong support of the Learner
- Career Coaching

...Career Education has a significant impact on the success of all youth



**Academic
Empowerment**

Mental Health

**Post-Secondary
Transition Success**

Graduation Rates



Dr. Kerry Bernes (University of Lethbridge)



Career Development for Youth Focus

- Career education should be integrated across all grade levels and curriculum (the Career Progressions and Curriculum)
- Career development is not simply about course selection or postsecondary advising; it is about cultivating agency, purpose, and informed decision-making across a student's educational journeys
- Students are egocentric dreamers – so let's put meaningful structure to their dreaming

DREAM. PLAN. DO.

...and repeat these steps over and over in the design of student career education design



Ready for the Future?

Alberta Grade 12 Students'
Perceptions of Essential Conditions
for Career Success



[Ready for the Future?](#)

[Alberta Grade 12 Students' Perceptions of Essential Conditions for Career Success \(LINK\)](#)

College of Alberta School Superintendents (CASS)





I would like to extend my sincere gratitude and recognition to the **Career and RAP Program** at **[School Name]** for the incredible opportunities it has provided my son.

[Son's Name] began his journey in the program in 2020, starting with a welding opportunity at school and [College Name]. He then continued through the RAP program as a Heavy Equipment Technician apprentice. As a result of this early path, [Son's Name] was able to achieve his Heavy Equipment Technician Certification and Red Seal at just 19 years of age.

Today, at only 20 years old, [Son's Name] has founded his own company, and already operates two service trucks in our surrounding area. He is now giving back by mentoring and guiding a fellow student through the apprenticeship program as well — a full-circle example of the career program's positive impact.

I would also like to express my deepest appreciation to the supporting companies in our community. These mentorship programs provided [Son's Name] with invaluable experience working with a wide variety of equipment, as well as the freedom to grow both professionally and personally, to gain the confidence and experience needed to venture forward.

In addition, I wish to acknowledge [TeacherName] who played a pivotal role guiding [Son's Name] through the career program and supporting his development.

On behalf of my family, I want to sincerely thank **[School Name]** for offering such an exceptional career program. This is truly an amazing opportunity that allows students to pursue their passions at an early age and build meaningful careers.

- Transformational
- Connected multi-year experiences cause students to become more confident in who they are and where they are headed
- Over and over parents say, "please do not stop these experiences for the other kids. These opportunities make all the difference."

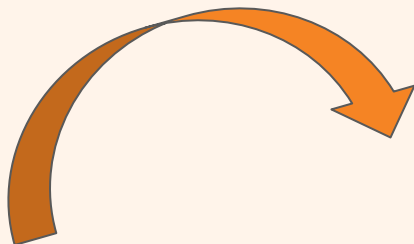


What parents have told us...

STEPS for Career Education School Design



STEP 2



CAREER EDUCATION SCHOOL DESIGN

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Provincial Direction

[Career Education Task Force Final Report 2023](#)

[Ministerial Order 2024](#)

[Guiding Framework for Curriculum 2024](#)

[Premier Mandate Letters 2025](#)

[Career Progressions 2025](#)

[Career Education & Financial Literacy \(CEFL\) 7-9 Curriculum DRAFT 2025](#)



Foundations of Career Education:
Empowering Lifelong Career Readiness

Leaders of Career Education

School Design Toolkit



Reflection

STEP 2

- FOCUS: Understanding the 'WHY' through Research/Data and Provincial Direction
- How might you use the 'Why & What' Toolkit and Slideshow resource in 26-27 with staff in starting to build a strong Career Education School Design?
- Why is it important to establish the 'WHY' with staff and stakeholders?

THE 'WHY' GUIDING DIRECTION

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STEP #3

THE FOUNDATION: Building Staff Career Education Knowledge



STEPS for Career Education School Design



Supporting the Design

Student Career Pathway Success

School Design of Student Experience

THE FOUNDATION: Building Staff Career Education Knowledge

THE FOUNDATION: Understanding the 'WHY'

Use The Consortium's Career Education resources to support your leadership

#3

CAREER EDUCATION SCHOOL DESIGN

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The Foundations

- Career Progressions
- Career Theory
- Career Foundations
- Financial Literacy Foundations

*Go Slow to Go Fast!
3 to 5 years (min.) of
staff development...*

Features of the Provincial Curriculum



Competency Progressions



Literacy Progressions



Numeracy Progressions



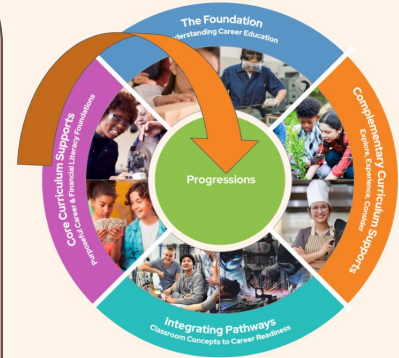
Career Progressions

[Draft Financial Literacy Progressions](#)

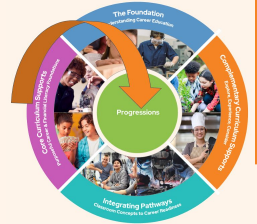
What are Progressions?

Progressions identify knowledge, skills, characteristics, and behaviours that students may demonstrate by the end of the divisional age range. Progressions are the foundation of all curriculum and are linked to each relevant Learning Outcome, intended to be woven in to all learning.

Progressions are combinations of knowledge, skills, and characteristics that students may demonstrate by the end of the divisional age range.



Alberta Curriculum Architecture



Features of the Provincial Curriculum



Competency Progressions



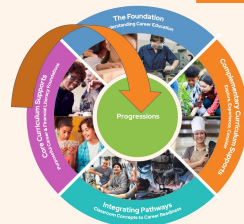
Literacy Progressions



Numeracy Progressions



Career Progressions



STEP #3

How will you lead staff through understanding and planning for the Career Progressions?

All staff are responsible bringing students to these levels of demonstration.

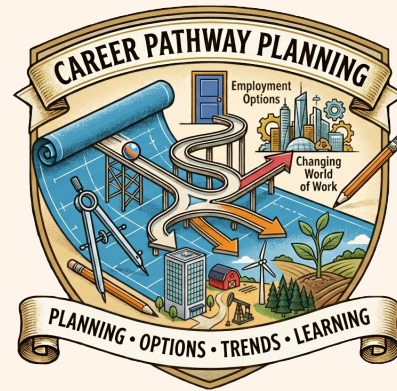
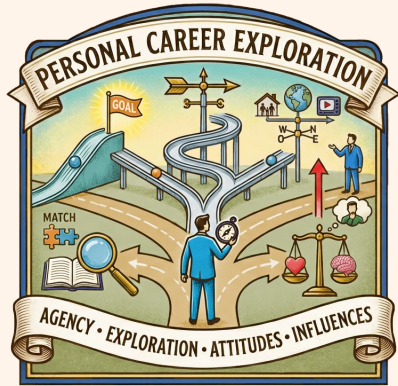
Career Progressions



Career education ensures students are prepared with the relevant and timely learning opportunities required to transition into meaningful and sustainable pathways in post-secondary education and the workforce. Career progressions are combinations of knowledge, skills, and characteristics that students may demonstrate by the end of the divisional age range.

	Division 3 (ages 12–14)	Division 4 (ages 15–18+)
Personal Career Exploration		
Students reflect on personal aspirations, beliefs about work, and influences when identifying a career pathway that aligns with their interests and skills.		
Agency	I develop career aspirations based on my goals and vision of my desired future.	I make choices that support achieving life and career goals, even when faced with challenges, and manage transitions through proactive planning.
Exploration	I explore career options by researching different fields, connecting with professionals, and considering which careers align with my interests and skills.	I select career pathways that align with my interests, skills, and goals for fulfilment and security.
Attitudes	I reflect on my personal beliefs about the value of work and its impact on individuals, families, and society.	I evaluate how my personal values, beliefs, and lifestyle goals influence decision-making related to work or work alternatives (e.g. taking a year off between high school and post secondary).
Influences	I recognize how biases, family and societal pressures, and representation can influence career choices of self and others.	I make informed decisions about my career pathway, with consideration of perceptions, pressures, and access to opportunities.

The 4 Components of the Career Progressions



STEPS for Career Education School Design

STEP 3



Foundations of Career Education:
Empowering Lifelong Career Readiness

Progressions

Progressions Toolkit





PROGRESSIONS

Career Education & Financial Literacy



Reflection

Take time to explore The Progressions Toolkit ([LINK HERE](#)) and answer these questions as a team.

- Why are the Career Progressions important for all staff to understand and actively design as part of a school's career education plan through all curricula delivery?
- How can the Progressions Toolkit be used in the 26-27 school year with your staff?





STEP #3

The Foundations

- Career Progressions
- Career Theory
- Career Foundations
- Financial Literacy Foundations

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STEPS for Career Education School Design



Supporting the Design

Student Career Pathway Success

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THE FOUNDATION: Building Staff Career Education Knowledge

THE FOUNDATION: Understanding the 'WHY'

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#3

CAREER EDUCATION SCHOOL DESIGN

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The Foundation

Explore the integration of career foundations and career theory for career readiness as they relate to Career Progressions and Career Education and Financial Literacy.



Building Career Education Culture

- [Leaders of Career Education – Toolkit](#)
- [Readiness for Career Education Assessment Rubric](#)
 - [Career Education Staff Skills Inventory](#)
- [Grade 9 CTS Opportunities](#)

Career Theory

- [Introduction to Career Theory](#) (Video)
- [Career Theory – Digging Deeper](#) (Video)
- [The Foundation – Career Theory \(Slides\)](#)
- [The Foundation – Career Theory Toolkit](#)

Career Foundations

- [What is Career Education? Digging Deeper](#) (Video)
- [What is Career Education \(Slides\)](#)
- [What is Career Education Toolkit](#)

Financial Literacy

- [What is Financial Literacy?](#) (Video)
- [Foundations of Financial Literacy](#) (Video)
- [Foundations of Financial Literacy \(Slides\)](#)



The Basics - What is Career Education?



**Lifelong,
Student-
Centere**

Explore Career Options

Build Transferable Skills

Self-Awareness

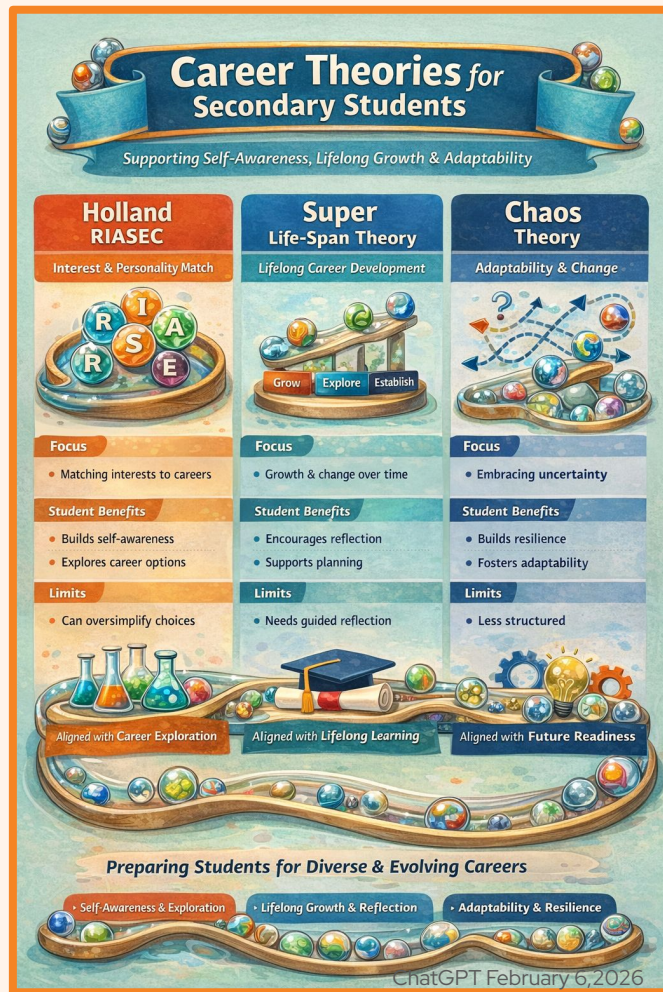
Experiential Learning

Community Engagement



Career Theories for Secondary Students

“Career theory provides a practical framework for working with secondary students.”



Reflection



Take time to explore The Consortium's Career Education Educator Learning Resources ([LINK HERE](#)) and answer these questions as a team.

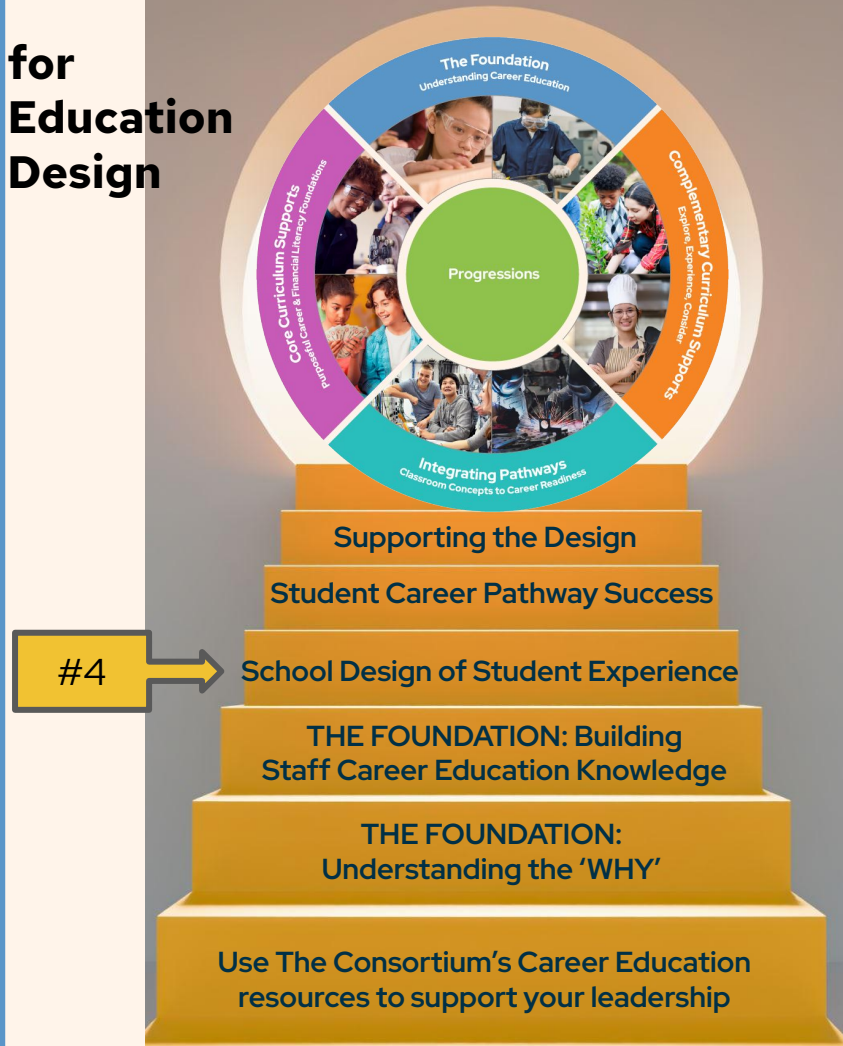
- How can you use the APLC Foundation section with your staff to build their Career Education knowledge and develop your Career Education School Design?
- What will be your 26-27 timeline of staff learning and program planning? How will you carry this work into the future to embed this into your school culture?

STEP #4

School Design of Student Experience



STEPS for Career Education School Design



CAREER EDUCATION SCHOOL DESIGN

THE 'WHY' GUIDING DIRECTION

- Career Theory and a Career Education System Design
- Why do this? What does the research and data tell us?
- Provisional guiding documents
 - Career Education Task Force Final Report
 - Ministerial Order
 - Premier Mandate letters
 - Career Progressions

SYSTEM DESIGN OF STUDENT EXPERIENCE

- Administrator Instructional Leadership Oversight
- Needs Assessment - Where are we, where do we need to be?
- Establishing Vision, Goals & Strategic Plan
- Budget Priority
- Establishing a Core Team - Roles & Responsibilities
- Development of guiding documents i.e. Handbooks and Framework
- School Structures for Career Education i.e. advisory/learning commons hub/virtual/interlabelling
- Professional Learning & Collaboration Design
 - Building Capacity of all staff and all roles
 - Curriculum Pedagogy & Design
 - Career Progression - All school/staff responsibility to embed effective practices
 - Elevating Career Education in Core/CTCTS Programming
 - Elevating meaningful student experiences in Dual Credit, Work Integrated Learning, Green Certificate
 - CTCL 7-9, CTFL 10, CALM
 - Frequently collect data to inform effectiveness on students

STUDENT CAREER PATHWAY SUCCESS

- Through Planning, Exploration and Experiences
- Developing all of the above with intentionality to create meaningful learning experiences for students that build confidence, skill development and certainty of career pathways which they see themselves selecting K-12
- Student career pathway planning process
- Supporting student success through staff coaching & advising

SUPPORTING THE DESIGN

- Published goals, actions and measurements
- Strong System Leadership & Learning
- Development of Resources & Handbooks

Progressions come to life with intentional planning of:

- Actively Plan 3 years+
- School Design
- Instructional Leadership
- Staff Engagement/Roles
- Structures
- Curriculum Pedagogy & Design

Go Slow to Go Fast!
3 to 5 years (min.) of staff development...

CAREER EDUCATION SCHOOL DESIGN

THE 'WHY' GUIDING DIRECTION

- Career Theory and a Career Education System Design
- Why do this? What does the research and data tell us?
- Provincial guiding documents
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 - Ministerial Order
 - Premier Mandate letters
 - Career Progressions

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SUPPORTING THE DESIGN

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STEP #4

Develop a school strategic plan that spans a **MINIMUM of 3 Years...**

Career Education teams are going to create a long range plan with short term plans detailing year by year actions.

- Planning, Timeframe & Milestones
- Reinforcement & Culture
- Active Engagement
- Transfer Ownership
- Monitor Progress

Remember... ***Go Slow To Go Fast!***

STEP #4

Our 'Team' Culture Approach: Intentional by Design



SYSTEM DESIGN OF STUDENT EXPERIENCE

- Establishing Board Support & Senior Leadership Oversight
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- Frequently collect data to inform effectiveness on students

Building culture through a focus on engagement and capacity building.

1. School Career Connection Teams

- School Leads = Admin, Lead Teachers
- Overall staff (all) engagement and capacity building with professional learning and career education school development

2. Division Career Connection Team

- Division Leads = Associate Superintendent, Director, Coordinator, Practitioner
- Overall senior leadership engagement and capacity building and career education division-wide leadership and direction setting

3. Community Engagement/Partnerships

- Local families and businesses
- Other K-12 school authority partnerships
- Post-secondary Partnerships
- Industry Partnerships
- Organizations i.e. CAREERS



STEP #4

Leveraging School Structures: Intentional by Design

SYSTEM DESIGN OF STUDENT EXPERIENCE

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 - CEFL 7-9, CEFL 10, CALM
- Frequently collect data to inform effectiveness on students

- School and Division lead teams support the redesign of school structures
- Use of a Career Hub i.e. Learning Commons Hub
- Use of school-wide Advisory groupings
- Physical space visuals
- Flexible timetabling - cross curricular outcome achievement

Using all aspects at our disposal to redesign school for the greatest impact of Career Education.

Leaders of Career Education

School Design Toolkit



The Why & What

- > ['The Why & What' Learning Slideshow](#)
- > ['The Why & What' Learning Toolkit](#)

Roles & Structures

- > ['Roles & Structures' Learning Slideshow](#)
- > ['Roles & Structures' Learning Toolkit](#)

CTF/CTS Design

- > ['CTF/CTS Design' Learning Slideshow](#)
- > ['CTF/CTS Design' Learning Toolkit](#)

Work Integrated Learning

- > ['Work Integrated Learning' Slideshow](#)
- > ['Work Integrated Learning' Toolkit](#)

Role of Instructional Leadership

- > ['Role of Instructional Leadership' Slideshow](#)



Career Progressions

- > ['Career Progressions' Toolkit](#)

CEFL: Career Education & Financial Literacy

- > ['CEFL: Career Education & Financial Literacy' Toolkit](#)

Pulling it All Together: Establishing the Staff Learning Plan

- > ['Pulling it All Together: Establishing the Staff Learning Plan' Slideshow](#)



STEP #4

Curriculum Pedagogy & Design

SYSTEM DESIGN OF STUDENT EXPERIENCE

- Establishing Board Support & Senior Leadership Oversight
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- Frequently collect data to inform effectiveness on students

- Aim for Career Progressions within all curricula delivery at each grade level - know the divisional target
- CEFL - start slow and consider using The Consortium resources for teachers to test drive CEFL - becoming comfortable slowly
- CEFL & CTF/CTS - consider starting here
 - All staff
 - Improve CTF/CTS delivery and launch CEFL
- Support teacher learning and planning time with this embedded in your school's time and work

Using all aspects at our disposal to redesign school for the greatest impact of Career Education.

Have staff use the resources found in these sections to support their learning and design of student learning.



Features of the Provincial Curriculum



Competency Progressions



Literacy Progressions



Numeracy Progressions



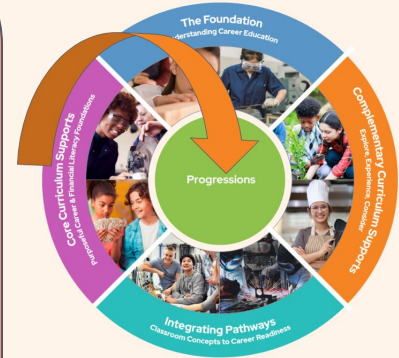
Career Progressions

[Draft Financial Literacy Progressions](#)

Progressions

Progressions identify knowledge, skills, characteristics, and behaviours that students may demonstrate by the end of the divisional age range. Progressions are the foundation of all curriculum and are linked to each relevant Learning Outcome, intended to be woven in to all learning.

Progressions are combinations of knowledge, skills, and characteristics that students may demonstrate by the end of the divisional age range.





STEP #4

Curriculum Pedagogy & Design

Alberta

Guide to Education

Aligning to THE GUIDE TO EDUCATION

EXPLORE

ENGAGE

EXPERIENCE

Designing Divisional Goals/Priorities, Strategic Plans, Actions

In planning for student-centred organization, programming and planning, schools and school authorities should consider:

- ◆ supporting students to *prepare for transitions*
- ◆ *engaging students* in *career* and *personal planning*
- ◆ providing students with *personalized learning opportunities* such as dual credit and off-campus education programs, as well as optional courses
- ◆ creating opportunities for *students* to have *input* into their learning and school environment
- ◆ offering opportunities for *flexible pacing* and programming that is *responsive* to diverse learning needs
- ◆ that programming decisions be *research based, data informed and regularly monitored* and reviewed



STEP #4

Curriculum Pedagogy & Design

CEFL

Curriculum as a Tool

Draft Career Education and Financial Literacy (7–9) Curriculum



	Grade 7			Grade 8			Grade 9		
Organizing Idea	Career Exploration: Purposeful exploration of past and present experiences can support a healthy work-life balance, contribute to self-knowledge, and assist in navigating transitions while pursuing career and educational goals.								
Guiding Question	What factors influence career development?			How does a changing labour market shape the skills, goals, and adaptability individuals need to achieve career success?			How do individuals succeed in a changing labour market?		
Learning Outcome	Students explore the foundations of careers.			Students analyze the dynamic nature of the labour market and develop an understanding of the knowledge, skills, and goals required to build career resilience.			Students recognize that success in career goals requires proactive measures.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	Experiences and education influence and shape careers. Personal identity, interests, values, and experiences influence career aspirations. Individual interests can shift over time, which can influence career aspirations. Careers can be dynamic, and individuals can change careers multiple times as experiences, interests, and education evolve. A job is a specific role or position while a career is an evolving pathway of learning, work, and personal experiences.	Careers are dynamic and are shaped by a variety of factors.	Explore the difference between jobs and careers. Develop a career pathway that involves several unique roles or jobs. Evaluate how different careers align with personal interests and values. Identify different careers that require similar transferable skills. Design a personal growth plan that will improve transferable skills. Explore a personalized future pathway to a career that includes education, training, and	The labour market is dynamic and is influenced by economic cycles, technological advancement, and social change. Technological advancement creates positive and negative impacts on the labour market. Career resilience is the ability of individuals to adapt to changes without losing employment. Job security refers to staying in one role for an extended period of time, whereas career security is the ability to find new employment quickly as circumstances change.	The labour market is dynamic, making adaptability a more reliable career strategy than job stability alone. Career resilience is built deliberately through continuous learning, transferable skills, and purposeful networking. The growth of human capital directly influences career opportunities and long-term employability.	Analyze the positive and negative impacts of technological advancement on the labour market. Explore the various factors that cause changes to the labour market. Build a career plan that contains both short-term and long-term milestones. Identify and rank transferable skills that improve employability.	Automation is the use of technology to perform tasks previously done by humans, which can create labour disruption. Labour markets connect across national borders, increasing competition and creating greater opportunities. Industry sectors can be classified as growing, stable, or declining. Their classification can be determined by labour market trends, government policy, and investment and technological change. Personal branding is the deliberate presentation of an	Individuals who manage and communicate their human capital are better positioned to navigate labour market disruptions. Career success increasingly depends on an individual's ability to identify where the labour market is moving, not just where it currently is.	Analyze how automation and globalization are reshaping specific industries and the roles within them. Identify growing, stable, and declining industries, using current labour market data. Develop a resumé that reflects personal human capital and is tailored to a specific opportunity. Construct a personal brand statement that communicates skills, values, and career goals to a professional audience. Practise interview skills, including



Browse Core Curriculum



Career Education and
Financial Literacy



Language Arts – Français
langue première



Physical Education, Health
and Wellness



Fine Arts



Language Arts – French
Immersion



Sciences



Language Arts – English



Mathematics



Social Studies



STEP #4

Curriculum Pedagogy & Design

Core Curriculum Supports

Explore pedagogy, assessment, and examples of cross-curricular planning in CEFL, PEW, and CALM to enhance student financial literacy, career readiness and pathway exploration.



First Steps with CEFL ([APLC LINK](#))

CEFL Teaching Strategies

Pedagogical approaches and assessment strategies for CEFL:

- [Assessing CEFL Outcomes Toolkit](#)
- [Pedagogy & Assessment – CEFL](#) (2 Page Summary)
 - [Integrative – Real World Toolkit](#)
 - [Storytelling Toolkit](#)
 - [Inquiry Toolkit](#)
 - [Cross Curricular Toolkit](#)
 - [Reflective – Self Awareness Toolkit: Pedagogy & Assessment](#)

CEFL Learning Experiences

- **Grade 7**
 - [Oh! The Fun Places We Will Grow](#) (CEFL)
 - [The Power of Planning](#) (FL & Math)
 - [Designing a Community Skate Park Unit](#) (Math & FL; Integrative)
- **Grade 8**
 - [Freshwater Guardians: Floating Aquatic Research Station Learning Experience](#) (CEFL + Math + Sci)
- **Grade 9**
 - [Job Fair](#) (CEFL)
 - [The Adaptive Worker](#) (CEFL, SS, PEW)

CEFL External Resources

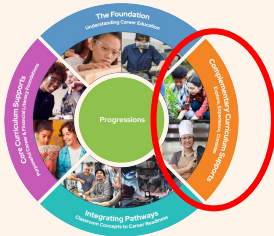
Coming Soon...

- Grade 7
- Grade 8
- Grade 9

Curriculum Links

- [Curriculum Flow](#)
- [K-9 Financial Literacy Curriculum Numbered Outcomes](#) (from PE&W/CEFL)
- [7-9 Career Education & Financial Literacy Curriculum](#) (CEFL)
- [CALM](#)
- [Career Education and Financial Literacy \(7-9\) Numbered Outcomes](#)

Consider
using
these...



Step 4 Complementary Curriculum

[Overview](#)[Progressions](#)[The Foundation](#)[Core Curriculum Supports](#)[Complementary Curriculum Supports](#)[Integrating Pathways](#)

Complementary Curriculum Supports

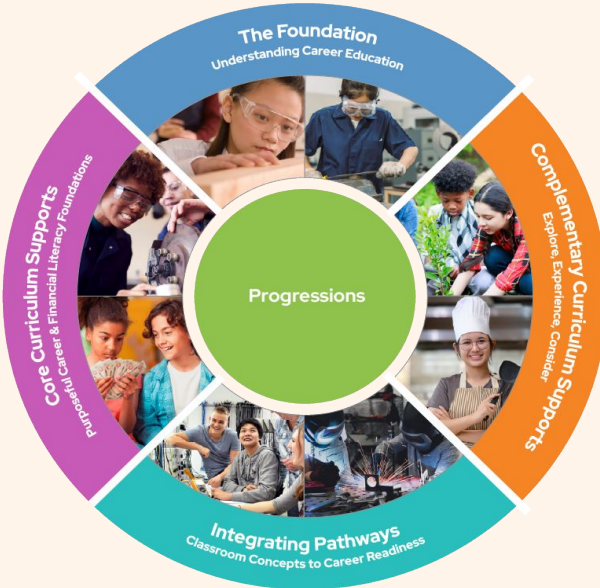
Explore Alberta's complementary courses designed to improve student career readiness and pathway exploration.

- [Career & Technology Foundations \(CTF\) Toolkit](#)
- [Career & Technology Studies \(CTS\) Toolkit](#)
- [CTS Apprenticeship Pathways Toolkit](#)
- [Dual Credit Toolkit](#)
- [External Learning Toolkit](#)
- [Locally Developed Courses Toolkit](#)
- [Off Campus Green Certificate Toolkit](#)
- [Off Campus Work Experience Toolkit](#)
- [Off Campus Career Internship 10 Toolkit](#)
- [Registered Apprenticeship Program \(RAP\) Toolkit](#)



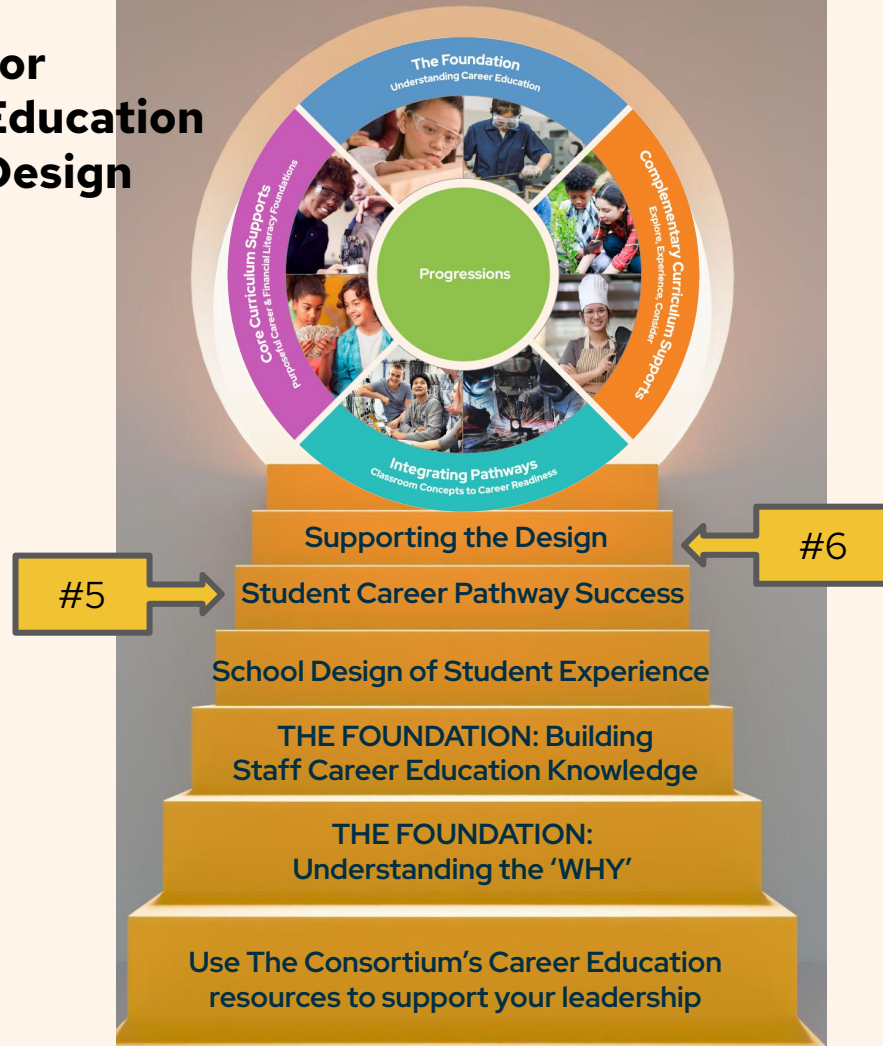
Reflection

Take time to explore The Consortium's Career Education Educator Learning Resources [\(LINK HERE\)](#) and answer these questions as a team.



- How can you use the Leaders of Learning Toolkit and the Core/Complementary Curriculum sections with your staff to develop your Career Education School Design?
- What steps might you take in 26-27 with staff to achieve the design of Career Education in your school?

STEPS for Career Education School Design



CAREER EDUCATION SCHOOL DESIGN

THE 'WHY' GUIDING DIRECTION

- Career Theory and a Career Education System Design
- Why do this? What does the research and data tell us?
- Personal guiding documents
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STUDENT CAREER PATHWAY SUCCESS

- Through Planning, Exploration and Experiences
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- Student career pathway planning process
- Supporting student success through staff coaching & advising

SUPPORTING THE DESIGN

- Published goals, actions and measurements
- Strong System Leadership & Learning
- Development of Resources & Handbooks

Go Slow to Go Fast!
3 to 5 years (min.) of staff development...

STEP #5



STUDENT CAREER PATHWAY SUCCESS

Through Planning, Exploration and Experiences

- Developing all of the above with intentionality to create meaningful learning experiences for students that build confidence, skill development and certainty of career pathways which they see themselves selecting K-12.
- Student career pathway planning processes
- Supporting student success through staff coaching & advising

Integrating Pathways

Explore resources and practices that support student career readiness and their successful transition to life beyond high school.

- [Career Clusters](#)
- [Career Pathways Toolkit](#)
- [Career Planning Toolkit](#)
- [Financial Aid & Scholarships Toolkit](#)
- [High School Completion Toolkit](#)
- [High School Programming Toolkit](#)
- [Supporting Successful Transitions Toolkit](#)



Go Slow to Go Fast!

Planning Staff CEFL Readiness

SUPPORTING THE DESIGN

- Published goals, actions and measurements
- Strong System Leadership & Learning
- Development of Resources & Handbooks



Using The Consortium's Career Education Educator Learning Resources ([LINK HERE](https://aplc.ca/curriculum-resources/career-education/))

<https://aplc.ca/curriculum-resources/career-education/>

Plan your leadership actions that will support staff in their learning and readiness for CEFL and your school's Career Education Design.

What actions are you going to take over the next several months for staff learning and planning?

How might you begin? And then?

August

September

October

November

December

January

February

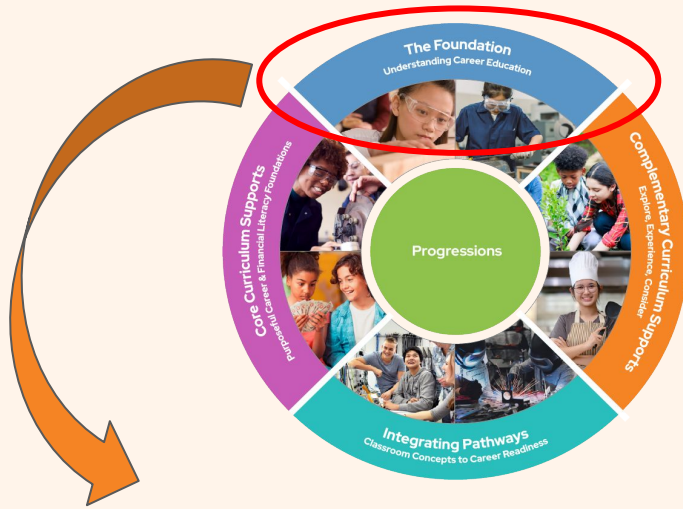
March

April

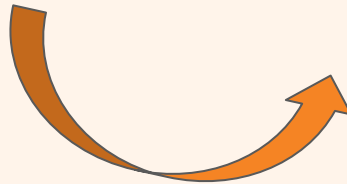
May

June

Next Steps Beyond....



[\(LINK\)](#) resources to support your leadership role moving Career Education School Design forward.



Foundations of Career Education:
Empowering Lifelong Career Readiness

Leaders of Career Education

School Design Toolkit





Staff Reflection Use Frequently

Check Mark ✓

Indicate where there is already
strong evidence of success

Arrow ⇨

Where do processes exist but aren't
consistent

Exclamation !

Reveal a total gap

Guiding Questions: Empowering Life-Long Career Readiness

School systems help students discover their talents and purpose by providing the relevant and timely support they need to engage in career education pathways to prepare for fulfilling careers while learning about the value of money, the importance of work, and building healthy financial habits (Ministerial Order on Student Learning, 2024).

Where Are We Now?	
Culture How would you describe the current culture in your organization as it pertains to supporting Career Education? - Foundational understanding of purpose - Intentionality & Flexibility - Diversity & Culturally Responsive - Confidence & Ownership - Teams of Support - Systemic Strategy & Visioning Would students offer a similar assessment?	Career Education Professional Learning Needs Assessment Career: The Right Drivers in Action for Schools, Districts and Systems
Data & Goals Which relevant student data might you explore to guide your planning? How is Career Education embedded in your Education Plan? Possible starting points: - Graduation rates, Post-secondary rates - AERR data - Assurance Survey results - Student Voice collections - Education Plan Goals	Career Progressions (2025) CASS Learning Guide - Assurance Framework: Achieving a Data Culture Reference to Covey's 4 Disciplines of Execution
Expertise What expertise do we have? What education and skill sets do staff have in terms of career education and financial literacy? System Leaders? School Staff? What resources are available in the community (families, businesses)? What might be the potential for industry & community partnerships?	Staff Skills Inventory - Career Education ALIS Skills Quiz
Programming How are the Progressions embedded in your current programming? Which CTF options & CTS courses are offered? What CALM data is available (delivery, engagement, grade levels)? What steps have been taken to weave Financial Literacy into student learning? How are teachers of all subjects integrating Careers, Financial Literacy, and the world of work into their planning and instruction (cross curricular)?	Guide to Education Curriculum Progressions - scroll down to Features of the Provincial Curriculum Financial Literacy Progressions CTE Curriculum
Structures What are the current processes and supports? What career supports and processes are in place for students? How might you support equity across all schools? Are there career focused tools accessible to students (My Blueprint, alis, Job Bank, CAREERS, Tradesecrets, Labour Market, Inclusion Alberta, ELAA, Alberta Student Aid)?	Supporting Success Through Soft Skills, Apprenticeships & Vocational Education

Acknowledgement: This guide was developed by The Consortium (Alberta Professional Learning Consortium) to support implementation. It is freely provided in support of improved teaching and learning under the following Creative Commons license: [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)

The Consortium **CASS**

Go Slow to Go Fast!





Questions?

If you have any questions about this resource or curriculum implementation professional learning opportunities, please reach out info@aplc.ca



aplc.ca