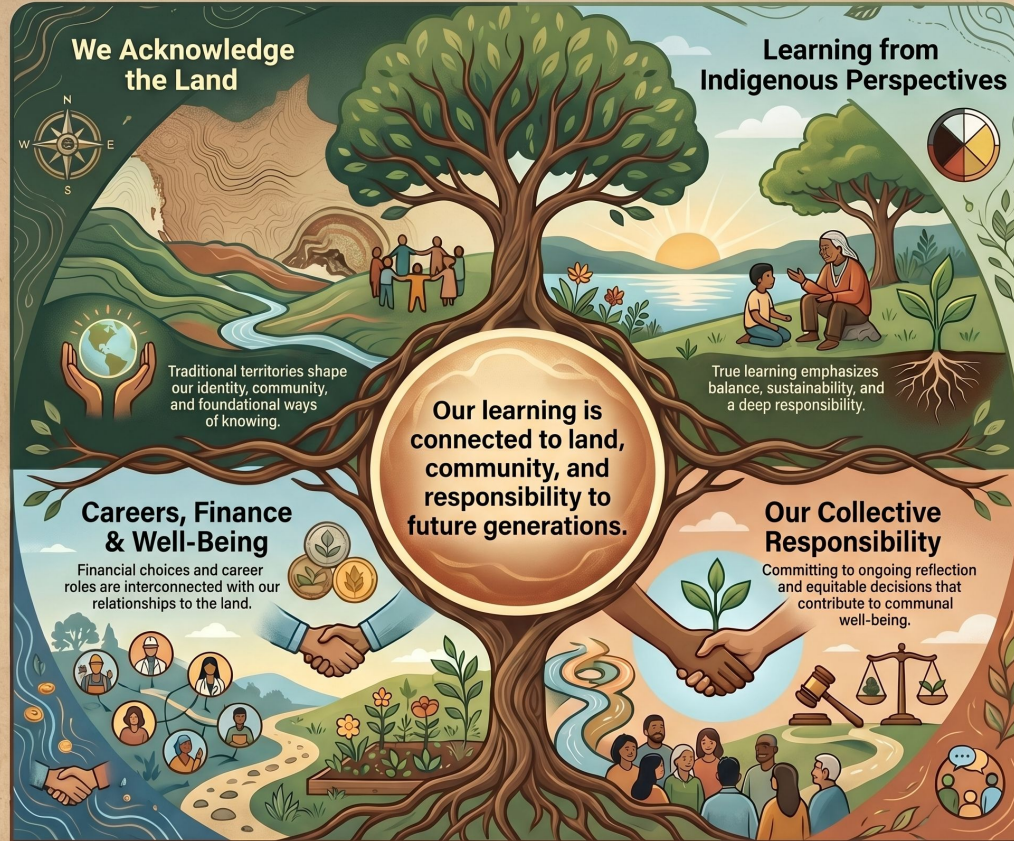


Foundations of Career Education: Empowering Lifelong Career Readiness

The Consortium
Summer Institute
August 19, 2026



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.

Career Foundations as presented within the Foundations of Career Education: Empowering Lifelong Career Education framework. Today we will interact with the elements of career foundations, career theory, pedagogy, and assessment for career readiness as it relates to Career Progressions and Career Education and Financial Literacy.

Facilitator: Lynda Kope & Jackie Taylor

Date/Time: Aug 19, 2026 (1:00 pm to 2:15 pm)

What is Career Education & Financial Literacy?

Career education is a **lifelong, student-centered process** that helps individuals **explore** career options, **build transferable skills**, and make informed decisions for future success through **self-awareness, experiential learning, and community engagement**.

Alberta Education defines financial literacy as having the knowledge, skills, and confidence to make **responsible financial decisions**, including understanding **how money works, budgeting, saving, and managing debt**. It focuses on enabling students to make informed **choices**, distinguish between **needs and wants**, and understand the **trade-offs** involved in **spending** and, in some contexts, **sharing money**.



The Consortium

Foundations of Career Education: Empowering Lifelong Career Readiness





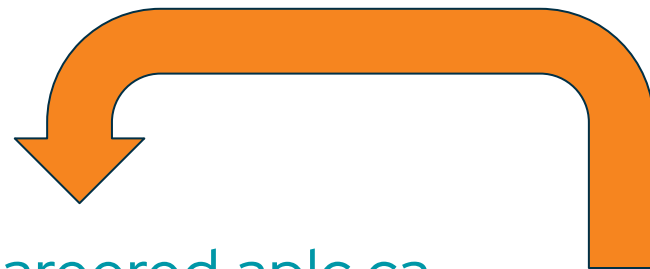
Career Education



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**

Setting the stage!



What excites you about Career Education for your students?

How would you intentionally “design” Career Education?

Let's start here...



Why Career Education?



Ready for the Future?

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



College of
Alberta School
Superintendents



Continuing
Education
Program

[Ready for the Future?](#)

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

College of Alberta School Superintendents (CASS)

OVERVIEW OF THE STUDY

Student Perspectives on Career Readiness

This study was designed to examine student perspectives and provide evidence-informed insights to guide future system education planning.

INSIGHTS FROM



5,452

GRADE 12 STUDENTS
FROM ACROSS ALBERTA

5,236
ENGLISH

216
FRENCH



33% Large City

33% Small City

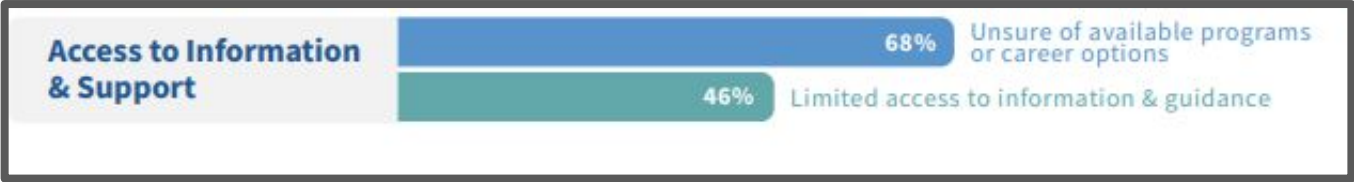
32% Rural Area

1% Remote Community





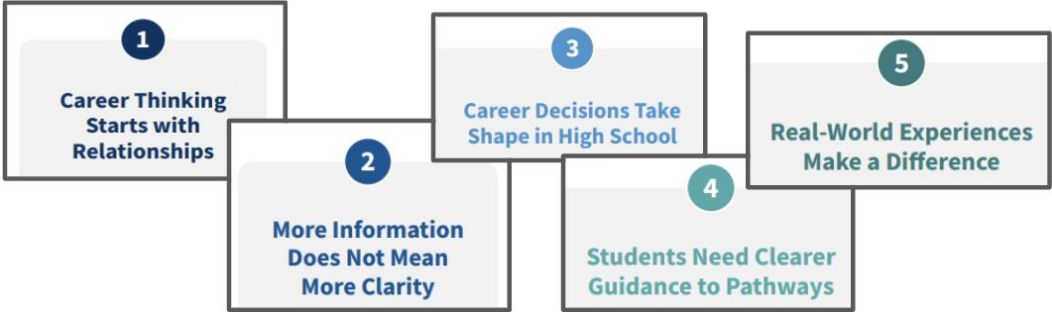
"Teachers helped me see what I'm good at."



"I don't know what options are out there."

Student Voice

Insights from the Study



Dr. Kerry Bernes – University of Lethbridge ([Profile Link](#))

Career Development for Youth Focus

Using Adolescent Development

- Develop personal meaning and knowledge of self
- Knowledge of the world of work – create bridges of learning between school and careers
- Apply true reasoning – build skill on goal setting and implementation processes with continuous learning and adaptation experiences.

Understanding the importance of our design of career education that meets the needs of students while creating meaningful experiences so that students can discover their fit in the adult world.

Dr. Kerry Bernes

Career Development for Youth Focus [ResearchGate LINK](#)

Research findings

- Students in 7-12+ are actively thinking about their career plans and want to explore to better understand
- Students have career immaturity – they simply lack career exposure in our traditional curriculum design
- The research concluded that students require more effective, meaningful career development learning within the school system
- What we know about the happiest people...The most happy and successful people are in highly meaningful/personal careers/roles

Dr. Kerry Bernes

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

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

Progressions



Progressions Toolkit

Features of the Provincial Curriculum



Competency Progressions



Literacy Progressions



Numeracy Progressions

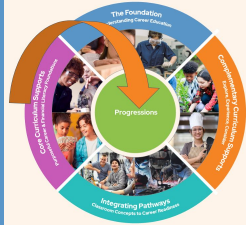


Career Progressions

What are Progressions?

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

They are (or will be) linked to each relevant Learning Outcome and are intended to be woven in to learning.





Career Progressions – A Guiding Document



01

Personal Career
Exploration

02

Career Pathway Planning

03

Career Experiences

04

Entrepreneurialism

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 career transitions.			
Exploration			Division 3 (ages 12–14)		Division 4 (ages 15–18+)		
	Career Pathway Planning						
	Students develop a plan for pursuing a career pathway, considering learning opportunities, labour market demands, future trends, and employment opportunities.						
	Planning		I identify the knowledge and skills needed for career pathways of interest.		I create a plan to attain the skills, education, and necessary to pursue preferred and alternative career pathways.		
	Employment Options		I explore employment options that exist in different career pathways, including standard and non-standard opportunities.		I consider personal preferences in employment settings, and working conditions when determining career pathways.		
	Changing World of Work		I reflect on the changing nature of work by examining trends, technological advancements, and labour market information.		I refine plans for my career pathway based on emerging occupations, future trends, changing conditions, and labour market demands.		
Influences		Learning Opportunities		I explore secondary and post-secondary learning opportunities related to career pathways of interest.		I evaluate post-secondary learning opportunities based on academic achievement, personal preferences, and alignment with life and career goals.	



The Verbs in the Career Progressions

Examine the verbs chosen for the Career Progressions.

- What do you notice about the cognitive expectations?
- These are sorted by Division/age. How else might you sort them? Why?

THE HESS COGNITIVE RIGOR MATRICES

(Hess CRMs):

Integrating DOK and Bloom
Career and Technical
Education

develop

explore

reflect

recognize

identify

experience

enhance

innovate

approach

try

take

Division 3 (ages 12–14)

research

generate

observe

leverage

refine

evaluate

develop

create

select

consider

plan

turn

make

Division 4 (ages 15–18+)



Features of the Provincial Curriculum



Competency Progressions



Literacy Progressions



Numeracy Progressions



Career Progressions

[Draft Financial Literacy Progressions](#)



Financial Literacy

Financial Literacy is embedded in the K-6 PE&W curricula and the 7-9 CEFL curricula.

Financial Literacy 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. Financial Literacy **progressions are combinations of knowledge, skills, and characteristics that students may demonstrate by the end of the divisional age range.**

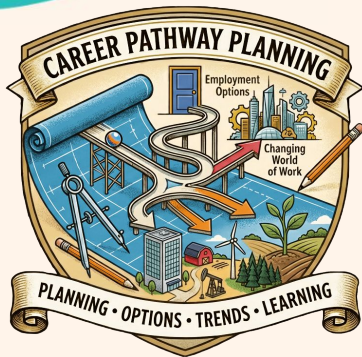
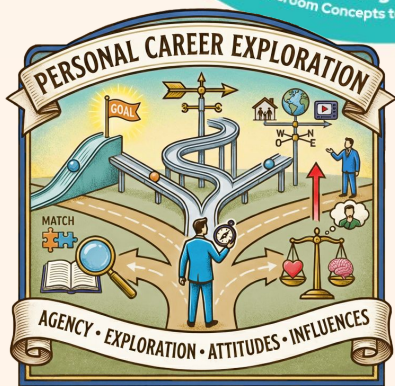


Progressions



Scavenger Hunt and Break Out Dialogue

careered.aplc.ca

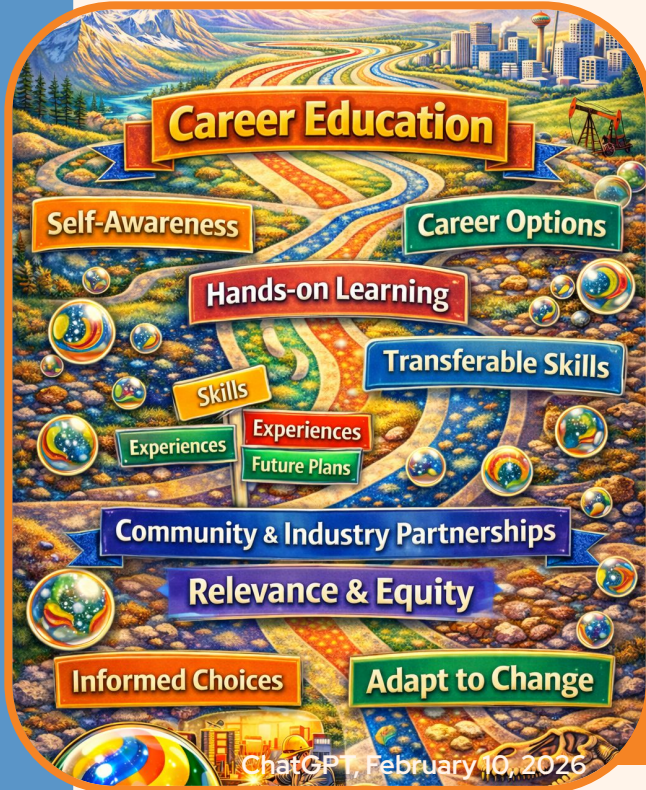


Foundations of Career Education: Empowering Lifelong Career Readiness

Career Foundations



The Theory - Defining Career Education



ChatGPT, February 10, 2026



The Basics - What is career education?



Explore Career Options

Build Transferable Skills

Self-Awareness

Experiential Learning

Community Engagement

**Lifelong,
Student-
Centere**



ChatGPT, February 2, 2026

Big Picture for Students and Families



Learning
about
yourself is
important

1

Exploring
many
options is
encourage
d

2

Careers
change
over
time

3

Being
adaptabl
e is a key
life skill

4



What We Walk Away With...



building
confidence,
flexibility, and
lifelong
learning skills
through
experiences



preparing for
the future



What is Career Education?

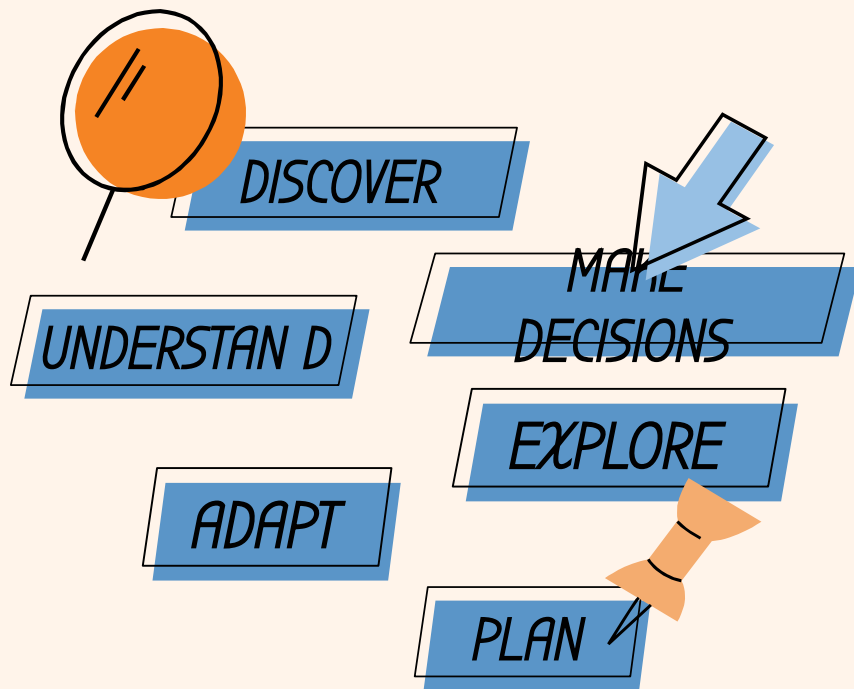
Foundations of Career Education: Empowering Lifelong Career Readiness

| Career Theory



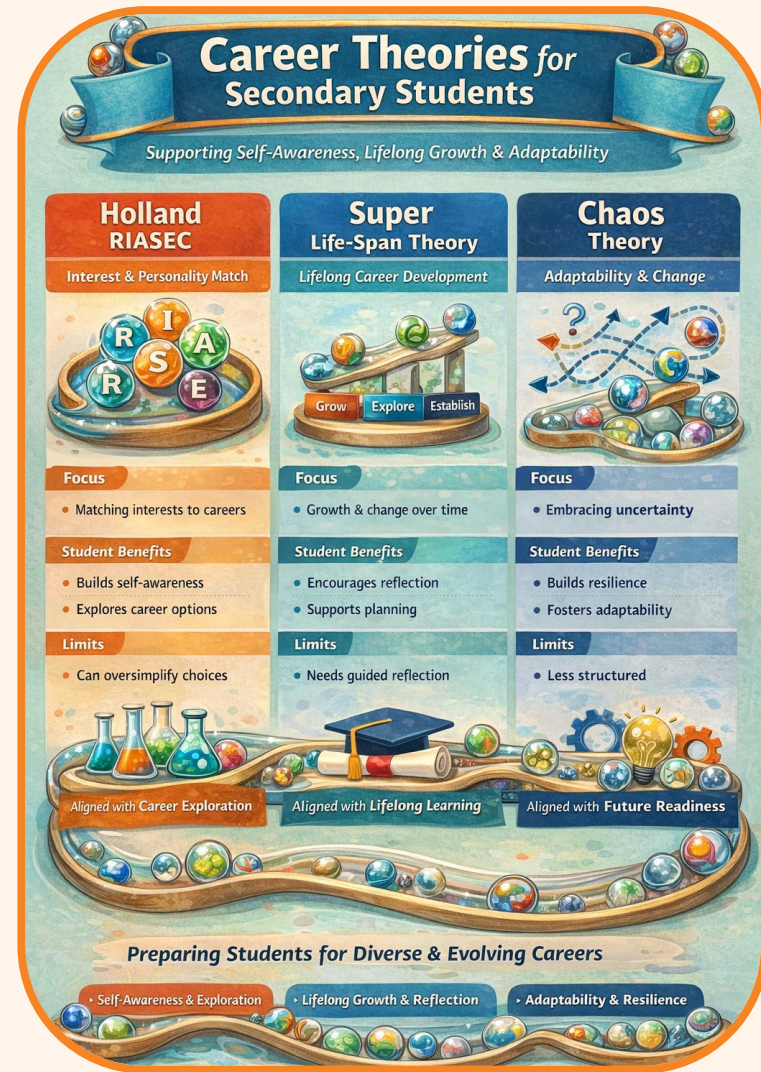


What is Career Theory?



Career Theories for Secondary Students

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



Holland's Code Theory (RIASEC)

R REALISTIC

I INVESTIGATIVE

A ARTISTIC

S SOCIAL

E ENTERPRISING

C CONVENTIONAL



Holland's Code Theory

RIASEC - Matching Interests to Careers



R Realistic "The Doers"

Practical, hands-on, and mechanical. Prefer working with tools, machines, animals, or outdoors.

Examples: Mechanics, pilots, carpenters.



I Investigative "The Thinkers"

Analytical, intellectual, and scientific. Enjoy solving complex problems, researching, analyzing data.

Examples: Biologists, chemists, software developers, researchers.



A Artistic "The Creators"

Creative, intuitive, and unconventional. Prefer unstructured situations to use imagination.

Examples: Graphic designers, musicians.



S Social "The Helpers"

Sociable, responsible, and empathetic. Enjoy teaching, counseling, nursing, assisting others.

Examples: Teachers, nurses, counselors, social workers.



E Enterprising "The Persuaders"

Leader-oriented, ambitious, and risk taking. Enjoy influencing others, managing, and pursuing economic gain.

Examples: Managers, entrepreneurs, lawyers.



C Conventional "The Organizers"

Organized, detail-oriented, and structured. Excel at working with data, records, and detailed tasks.

Examples: Accountants, administrative assistants, data analysts, bankers.





Holland's Code Theory

Application with Secondary Students:



Work Personalities Quiz (Holland Codes)

Step 1 of 1



Answer Questions



This activity will take you approximately 12 minutes.

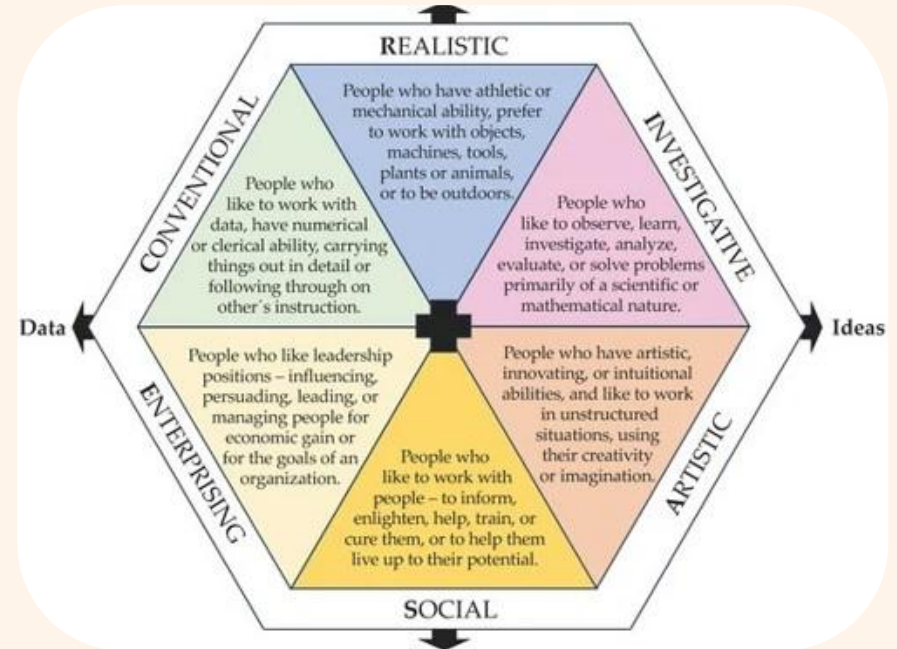
[Work Personality Quiz \(Holland's Codes\)](#) in alis



Holland's Code Theory



Main idea:





Holland's Code Theory



What this means for students:

**I can learn what I enjoy
and what I'm good at.**



**Many careers may suit
me, not just one.**



**I don't need to
decide right away.**





Holland's Code Theory



Why this helps:

makes
career
exploration
easier and
less stressful



builds
self-awareness

Super's Life-Span, Life-Space Theory



**SUPER'S
LIFE
STAGES**

Grow

Explore

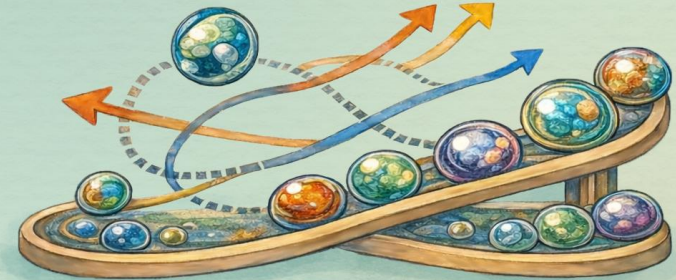
Establish

Manage

Disengagement

Super's Life-Span

Exploring Career Growth Over Time



Grow	Explore	Establish	Manage	Disengagement
Age 0-14	Age 15-24	Age 25-44	Age 45-65	Age 65+
Growth Develop self-concept, skills	Exploration Try & explore different paths	Establishment Focus on career & build roots	Management Achieve stability & advancement	Disengagement Slow down & transition or retire

Career Development Process



- Career plans reflect changing roles over a lifetime
- Self-concept evolves & matures as students grow
- Frequent reflection & adaption are key



Super's Life-Span, Life-Space Theory

Application with Secondary
Students:



Normalizing uncertainty and change

Encouraging goal-setting, reflection,
and career planning

Helping understand how school,
work, family, and
community roles
interact





Super's Life-Span, Life-Space Theory

Main Idea:



Grow

Explore

Establish

Manage

Disengagement

As students learn more about themselves and gain new experiences, their interests and goals may change.



Super's Life-Span, Life-Space Theory

What this means for students:



Normal to
feel unsure



Career ideas
change



School, work,
family, and
life all
connect



Super's Life-Span, Life-Space Theory



Why this helps:



Career
planning is
a lifelong
process not
a final
decision...



Chaos Theory of Careers

RESILIENCE

ADAPTABILITY

CHANCE
EVENTS

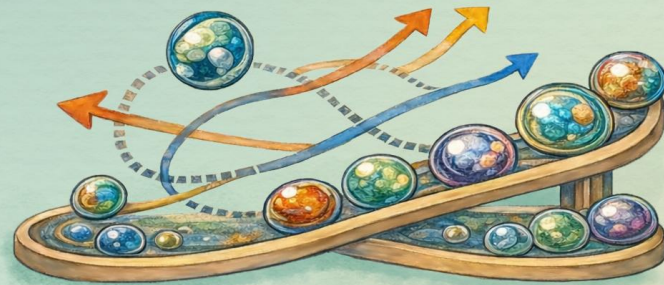
LEARNING
FROM
UNCERTAINTY

ECONOMIC
SHIFTS

PERSONAL
CIRCUMSTANCES

Chaos Theory

Adapting to Change & Uncertainty



Butterfly Effect

Small changes can lead to big impacts



Complexity & Uncertainty

Open-minded, Curious



Attractors

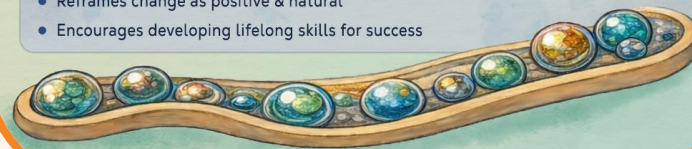
Interests & values
"attract" options & choices



Resilience & Adaptability

Adapting to change
is a lifelong skill

- Builds comfort making career decisions even with unknowns
- Boosts adaptability & creative problem solving
- Reframes change as positive & natural
- Encourages developing lifelong skills for success





Chaos Theory of Careers



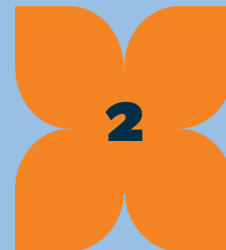
Application with Secondary Students:

One



Reduces
pressure

Two



Encourages
flexibility

Three



Builds
confidence



Chaos Theory of Careers



Main idea:

Chaos Theory of Careers

What you can control



Know yourself



Set goals



Watch the job market



Upskill

Learn to live at The Edge of Chaos

Accept change



Learn from mistakes



Welcome uncertainty



Take planned risks



[Image Search](#) February 5, 2026



Chaos Theory of Careers



What this means for students:

01

Don't need a perfect plan.

02

Being flexible and open is important.

03

Unexpected opportunities can lead to success.



Chaos Theory of Careers



Why it helps:

**REDUCES
PRESSURE**

**HELPS BUILD CONFIDENCE
TO HANDLE CHANGE**

Career Theory - There's More Out There...



Other Career Theories to Consider:

- **Bandura's Theory:**
Go for the Career You Want
- **Parsons' Theory:**
Match Your Traits to Career Factors
- **Planned Happenstance:**
Make Your Own Career Luck



Career Theory Summary



Balanced Career Education Approach:

- Holland builds self-awareness and exploration
- Super reinforces lifelong development and reflection
- Chaos prepares students for change, uncertainty, and adaptability.





Introduction to Career Theory



The Foundation: School Design



Leaders of Career Education: School Design Toolkit



Building Career Education Culture

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

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
 - 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/visuals/timetabling
- Professional Learning & Collaboration Design
 - Building Capacity of all staff and all roles
- Curriculum Pedagogy & Design
 - Career Progressions - All school/staff responsibility to embed effective practices
 - Elevating Career Education in Core/CTE/CTS Programming
 - Elevating meaningful student experiences in Dual Credit, Work Integrated Learning, Green Certificate
 - 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



Scavenger Hunt and Break Out Dialogue

careered.aplc.ca

Curriculum as a Tool

Approaches to
Progressions &
Curriculum
Outcome Attainment

Core Curriculum
Career Education &
Financial Literacy
(CEFL) Supports





Browse Core Curriculum



Career Education and
Financial Literacy



Fine Arts



Language Arts – English



Language Arts – Français
langue première



Language Arts – French
Immersion



Mathematics



Physical Education, Health
and Wellness



Sciences



Social Studies



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		



Career Education & Financial Literacy (CEFL)
is organized around 3 OIs
with supporting LOs and KUSPs.



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.



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

Core Curriculum
Career Education &
Financial Literacy
(CEFL) Supports



Teaching Strategies – Pedagogy Toolkits

Core Curriculum Supports



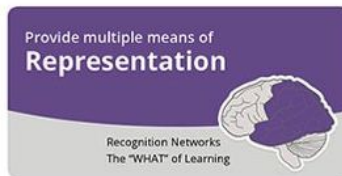
- [Assessing CEFL Outcomes Toolkit](#)
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 - [Integrative – Real World Toolkit](#)
 - [Storytelling Toolkit](#)
 - [Inquiry Toolkit](#)
 - [Cross Curricular Toolkit](#)
 - [Reflective – Self Awareness Toolkit](#)

How might you intentionally “design” implementation?

Universal Design for Learning 3.0



All students
need to be
engaged



All students
need to
understand



All students
need to show
learning



Key Pedagogies for Career Education & Financial Literacy

Surface (acquire) - Deep (apply) - Transfer (adapt): How might you engage students as they move from acquiring concepts to applying them, making connections between concepts in supported deep practice (new scenarios, relationships) and offer new scenarios for independent transfer?

Storytelling

- emphasizes learning as the process (rather than a score), which is important as career and financial literacy are growth focused with much opportunity for change
- examines relevant case studies; practices connecting metaphors and analogies to deepen understanding and possibilities
- guides students to organize learning in stories: a conflict and its resolution, an inquiry and its solution (discovery & invention), a mystery or intrigue that is to be solved, modelling elements of narrative structure (such as conflict, resolution, and reflection) to help students explore, develop, and practice critical competencies

Inquiry

- Curiosity-Driven Investigation: leverages student wonder, teaching students to ask questions and participate in guided & independent investigation of authentic, complex, open-ended questions and problems
- Explicit instruction and feedback: develops student abilities to ask quality questions, determine what needs to be learned, which credible sources are required, and to share their learning with real audiences
- Reflective, iterative process: structured, scheduled time for reflection, goal setting and skill building

Student Reflection & Self-Assessment

- student examines their own learning, interests, beliefs, gifts, values, and how they align with potential career paths and financial decisions in scheduled 'looking forward and looking back' reflection cycles
- student reflects on how they can evolve their skills for real world application and contribute to their communities as they consider their evolving career aspirations and financial processes

Integrative - Real World

- connects curricular outcomes with local and global real-world applications, community issues, and/or challenges in the workplace
- emphasizes the learning and theory, as well as broader curriculum connections with clear outcomes and evaluation expectations
- intentionally incorporates the student Competencies
- embeds a rigorous and critical reflection process, before, during, and after the learning engagement

Cross-Curricular Learning

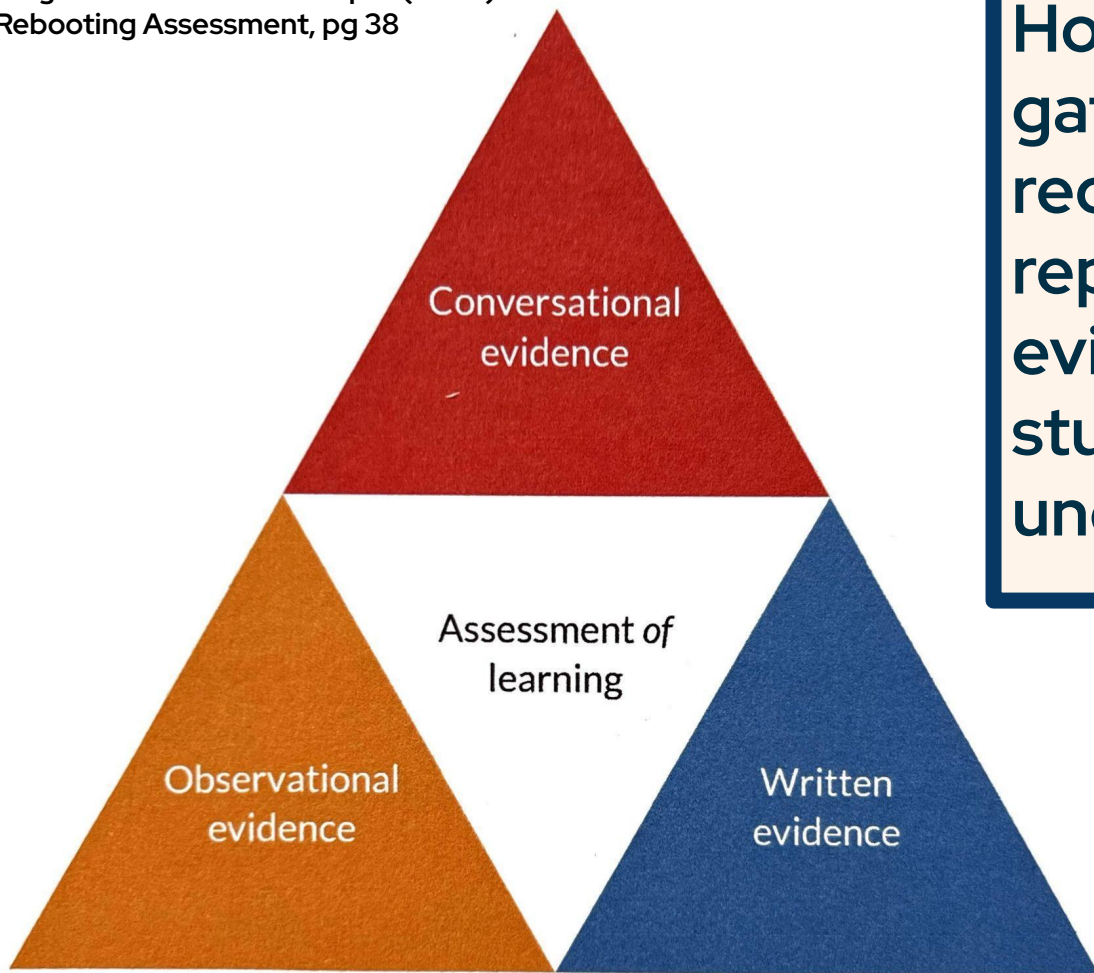
- Content: aligned, authentic concepts from multiples subjects are integrated into a cohesive learning experience through intentional teacher collaboration
- Cognition: deep thinking and essential, transferable skills are intentionally developed in the planning
- Communication: identified discipline specific vocabulary and common content language is modeled, taught, and practiced as students examine and create relevant authentic materials, such as newspapers, stories, websites, documentaries, audio recordings, videos, real-life scenarios and case studies that expose learners to real-world language usage and reinforce language learning across subjects
- Connections: comparisons, connections, and reflections to help students understand the learning and how other people perceive the concepts and language

Teaching Strategies – Assessment Toolkit



Core Curriculum Supports

Image source: Damian Cooper (2022)
Rebooting Assessment, pg 38



How do you
gather relevant,
recent,
repeated
evidence of
student
understanding?



Key Assessment Strategies for Career Education & Financial Literacy

Surface (acquire) - Deep (apply) - Transfer (adapt)

How will you assess students as they move from acquiring concepts to applying them, making connections between concepts in supported deep practice (new scenarios, relationships) to independent transfer (new scenarios, relationships), allowing you to use recent, repeated evidence of understanding and skills in reporting cycles?

Storytelling

The storytelling or narrative process emphasizes learning as the process (rather than a score), which is important as career and financial literacy are growth focused with much opportunity for change! Students should be provided structure and space to engage in self-reflection, learning to frame their new understandings, challenges, and growth as a meaningful narrative.

- Gather a variety of rich narrative evidence, artifacts that reveal a student's metacognition, growth, and demonstration of targeted skills.
- Emphasize competency-based learning, modeling elements of narrative structure (such as conflict, resolution, and reflection) to help students explore, develop, and practice critical competencies.
- Foster authentic demonstration, encouraging creative responses and personal reflections, connecting learning to meaningful, real-world context to allow students to share the story of their personal growth, making it visible and measurable.

Inquiry and Cross-Curricular Learning

Rubrics designed around the Learning Outcomes and KUSPs for Career Education & Financial Literacy, as well as connected Outcomes from other subject areas, and the Progressions (Literacy, Numeracy, Competency, and Careers) are key to assessing student learning while allowing them the independence needed in identifying questions and areas of interest in this area.

- Performance indicators alongside expectations outlined as triangulated assessments (observations, conversations, and products) are key resources for teachers to use in feedback and evaluation.
- A single point rubric, sharing the criteria for proficiency, is useful in guiding students. It blends high expectations (proficiency criteria) with narrow focus, respecting potential limits of cognitive load.
- Continuing the Storytelling process within these projects allows for students to select relevant artifacts to add to their portfolio; ensures ongoing reflection and growth; and offers a variety of lenses for student growth (conflict, harmony, perspective, reflection, and craft through storytelling).

Student Reflection & Self-Assessment

Structure opportunities for students to examine their interests, beliefs, and values as they relate to careers and financial education with ongoing reflection to allow for the growth and change that will occur in career pathways. Iterative access to a variety of industry developed surveys and case studies is important and these become artifacts in a student's portfolio. The ongoing reflection process should be designed to enable student choice within a structured system, guiding the regular looking forward and looking back cycles.

Integrative - Real World

Integrative experiences are designed for students to make connections among curricular concepts and life experiences so that information and skills can be applied to address novel and complex real-world problems. Work samples with some of the following criteria may be used in assessing integrative learning:

- Connections to Experience & Disciplines: connect relevant experience (work & volunteer) and academic knowledge; make connections across disciplines and perspectives
- Transfer: adapt and apply skills, abilities, theories, or methodologies gained in one situation to new situations
- Integrated Communication: enhance communication through choice of format and language relevant to the audience
- Reflection and Self-Assessment: demonstrate a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts

Curriculum as a Tool

Approaches to
Progressions &
Curriculum
Outcome Attainment

Complementary Curriculum



Career Education

[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](#)

Supporting Students

Information to support what students need to know

Integrating Pathways



Career Education



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[Complementary Curriculum Supports](#)

[Integrating Pathways](#)

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](#)

Foundations of Career Education:
Empowering Lifelong Career Readiness

Integrating Pathways

Career Clusters CTF/CTS Toolkit



 The Consortium

 CASS

aplc.ca

Foundations of Career Education:
Empowering Lifelong Career Readiness

Integrating Pathways

CAREER PLANNING Toolkit



 The Consortium

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Supporting every educator
in every classroom



Foundations of Career Education:
Empowering Lifelong Career Readiness

Integrating Pathways

HIGH SCHOOL PROGRAMMING Toolkit



 The Consortium

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Core/Complementary Integrating Pathways



Scavenger Hunt and Break Out Dialogue

careered.aplc.ca



Questions?

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



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