



School District #57



Valemount
Timberwolves

CAREER & LIFE



**Graduation Transitions
Guidebook**

CONTENTS FOR
CAREER AND LIFE
Graduation Transitions Guidebook

Ministry of Education Prescribed Learning Outcomes for Career and Life	3
Guidebook Introduction for Career and Life Requirement Education and Career Planning Defined Why a Graduation Transition Plan?	4
Career and Life Worksheet (Criteria # 1 - 5)	5 - 13

CAREER AND LIFE



<p>Name: _____</p> <p>Date: _____</p> <p>Teacher: _____</p> <p>All 5 Criteria completed: ___ YES ___ NO</p>	<h2>Career and Life</h2> <p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • demonstrate the confidence and competency needed to be self-directed individuals, by <ul style="list-style-type: none"> - developing a comprehensive plan that indicates they are prepared to successfully transition from secondary school, which includes <ul style="list-style-type: none"> - completion of transition activities that are relevant to and support their career, life, and learning goals - identification and communication of achievements that reflect the development of the attributes of a BC graduate - identification and communication of costs and funding sources associated with education, career, and life options after graduation - presenting selected components of their transition plan to members of the school and/or community 							
<p>Quality = Action + Reflection</p>	<p>Tips to help you create your evidence</p>							
<h3>Career and Life</h3> <p>You <u>must</u> complete <u>all five</u> criteria to receive credit for this component of Graduation Transitions.</p> <p>★ Criteria #1 Describes your transition plan, outlining options that you have considered related to career, life and learning goals.</p> <p>★ Criteria # 2 Outlines some of the activities you have participated in during grades 10-12 that reflect the attributes of a BC graduate.</p> <p>★ Criteria #3 Selects documentation that is relevant to and supports your career, life, and learning goals.</p> <p>★ Criteria #4 Includes a financial plan relevant to your career, life, and learning goals.</p> <p>★ Criteria #5 Presents selected components of your transition plan to members of the school and/or community.</p>	<p>Criteria Check</p> <table border="1" style="width: 100%; height: 100%;"> <tr><td style="background-color: #cccccc;"> </td></tr> </table>							<ul style="list-style-type: none"> • Graduation Transitions requires students to explore personal and career goals during their secondary school years and create a plan for life after graduation • Transition planning is an ongoing process throughout the graduation program years • Refer to the Attributes of a BC Graduate • Review the transition-related work that you began in Planning 10. • “Post secondary” means education and training options in areas such as trades, arts, design, travel, and technology as well as college, university, and apprenticeship programs. • A transition plan should demonstrate that you have investigated a number of options and should be based on reliable and current information. • Your transition plan must be completed and presented in Grade 12.

GUIDEBOOK INTRODUCTION FOR CAREER AND LIFE

Requirement: Developing a comprehensive transition plan that indicates you are prepared to successfully transition from secondary school. Completed transition activities must be relevant to and support your career, life, and learning goals. Students are required to present selected components of their transition plan to members of the school and/or community.

Education and Career Planning Defined:

Education and career planning refers to the activities that you engage in and the skills that you develop to help plan for life after grade 12.

Examples of Career and Education Planning:

- Research career ideas
- Set short and long term education/career goals
- Prepare job seeking documents such as a resume, cover letter, application form
- Identify possible post-secondary school options
- Plan for transition to the workplace and/or post-secondary education and training.

Why a Graduation Transition Plan?

When you actively engage in planning your own future, you are more likely to experience success.

CAREER AND LIFE WORKSHEET

Criteria #1: Describe your transition plan, outlining options that you have considered related to career, life and learning goals.

1. Complete the Goal Setting charts below:

GOAL SETTING

EDUCATION GOALS:	Completed
List your short-term Education Goals (6 - 12 months)	
What is your long-term Education Goal (5+ years)?	
----- Name and location of School:	
----- Name and length of time of program of study:	
----- Reason(s) you chose this program:	
----- Date you plan to begin the program:	
----- Possible careers that may result from this education:	

CAREER GOALS	Completed
<p>List your short-term Career Goals (6 - 12 months):</p>	
<p>What are your long-term Career Goals (5+ years)? (List your first, second and third possible choices)</p>	
<p>With at least one of the Career Choices you have listed, explain the process that will be necessary to become prepared for this career.</p>	

LIFE GOALS	Completed
<p>Outside of Education and Career Goals, what other Life Goals have you set personally for yourself (e.g. leisure, health, family)?</p> <p>Short-term Life Goals (6 - 12 months):</p>	
<p>Long-term Life Goals (5+ years):</p>	

2. Complete the Graduation Planning Form on the next page.

GRADUATION PLANNING FORM

GRADE 10 REQUIREMENTS	CREDITS	
<input type="checkbox"/> English 10/Francais 10 <input type="checkbox"/> Social Studies 10 <input type="checkbox"/> Science 10 <input type="checkbox"/> A Math 10 _____ <input type="checkbox"/> PE 10 <input type="checkbox"/> Planning 10	4 4 4 4 4 4	Total Credits: _____ (min. 24)
GRADE 11 REQUIREMENTS		
<input type="checkbox"/> English or Communications 11/Francais 11 <input type="checkbox"/> A Socials Studies 11 _____ <input type="checkbox"/> A Science 11 _____ <input type="checkbox"/> A Math 11 _____	4 4 4 4	Total Credits: _____ (min. 16)
GRADE 12 REQUIREMENTS		
<input type="checkbox"/> English or Communications 12/Francais 12 <input type="checkbox"/> _____ 12 <input type="checkbox"/> _____ 12 <input type="checkbox"/> _____ 12 <input type="checkbox"/> Graduation Transitions 12	4 4 4 4 4	Total Credits: _____ (min. 20)
FINE ARTS &/OR APPLIED SKILLS REQUIREMENT		
<i>REQUIRED: 4 credits of one of these areas during grade 10, 11 or 12</i> <input type="checkbox"/> Fine Arts or Applied Skills _____ 10/11/12	4	Total Credits: _____ (min. 4)
ADDITIONAL COURSES		
<input type="checkbox"/> _____ 12 <i>(a fifth grade 12 course is recommended)</i> <input type="checkbox"/> _____ 10 / 11 / 12 <input type="checkbox"/> _____ 10 / 11 / 12	4 4 4 4 4 4 4 4 4 4 4	Total Credits: _____ (min. 16)
OVERALL TOTAL CREDITS		
		_____ <i>Must be at least 80 Credits</i>

Criteria # 2: Outline some of the activities you have participated in during grades 10-12 that reflect the attributes of a BC graduate.

ATTRIBUTES OF A BC GRADUATE

1. Rate your level of competency in each characteristic listed in the chart below using the scale of:

Developing	Competent	Good	Excellent
1	2	3	4

During a year-long, province-wide consultation, thousands of BC citizens identified the following characteristics of the ideal BC graduate:

	In your intellectual development, graduates should achieve:	Level
1	■ competency in reading, writing, mathematics, social studies and science, including the ability to use these skills in problem-solving and decision-making	
2	■ the ability to use and understand information technologies	
3	■ the ability to communicate effectively with a range of audiences; this includes the ability to access, synthesize and present information; it also includes	
4	■ knowledge of both a first and second language	
5	■ an understanding and appreciation of artistic and aesthetic expression	
6	■ the ability to think critically and solve problems, using information to develop opinions and make sound judgments and decisions	
7	■ an understanding of the importance of a lifelong commitment to continuous learning	
	In your human and social development, graduates should achieve:	Level
8	■ the knowledge and skills required to be socially responsible citizens who act in caring and principled ways, respecting the diversity of all people and the rights of others to hold different ideas and beliefs	
9	■ the knowledge and understanding they need to participate in democracy as Canadian and global citizens, acting in accordance with the laws, rights and responsibilities of a democracy	
10	■ the attitudes, knowledge and positive habits they need to be healthy individuals, responsible for your physical and emotional well-being	
11	■ the attitudes and competencies they need to be community contributors who take the initiative to improve your own and others' quality of life	
	In your career development, graduates should achieve:	Level
12	■ the confidence and competencies they need to be self-directed individuals who display initiative, set priorities, establish goals, and take responsibility for pursuing those goals in an ever-changing society	
13	■ knowledge and understanding of the range of career choices available to them, the prospects for success in those careers, and the actions required to pursue specific career paths	
14	■ experience in planning for, and working towards, career and life goals	
15	■ the skills required to work effectively and safely with others, and to succeed both as individual and collaborative workers	

2. Comment on a success that you have had during grades 10 - 12 in developing each of the attributes of a BC Graduate. This should include a brief description of the activities you have participated in (at school, at work, or in the community) that have helped you develop these attributes.

a. **Intellectual Development:**

b. **Human and Social Development:**

c. **Career Development:**

Criteria #3: Select documentation that is relevant to and supports your career, life, and learning goals.

1. Include at least 5 or more of the following documents that support your career, life, and learning goals:
 - A current resume
 - A letter of application for employment (cover letter)
 - A completed employment application form
 - A current reference letter
 - A career portfolio
 - A completed copy of an application to a post-secondary institution
 - A completed copy of an application for scholarships, bursary or award
 - Copies of training certificates (e.g. Food Safe, First Aid, etc.)
 - Copies of volunteer recognition certificates or letters
 - Sample projects or pictures of completed work (e.g. woodwork project, short stories, restored vehicles, etc.)

NOTE: *These documents should also be included in your presentation in Criteria #5.*

Criteria #4: Include a financial plan relevant to your career, life, and learning goals.

1. Complete the following Financial Plan questions:

FINANCIAL PLAN FOR CAREER, LIFE AND LEARNING GOALS

After graduation, I plan to (specify the type of work, school, travel):

I plan to live in (specify city): _____

My living arrangements will likely be (buy a house, rent alone, share rent, student residences, etc.): _____

For transportation I will (purchase a vehicle, take bus): _____

Complete part A if you plan to work after graduation and part B if you plan to attend post-secondary school.

- A. The type of work I will be involved in is (specify occupation):

My monthly income will likely be: _____

OR

- B. Post-Secondary Institution I plan to attend is (name of specific school):

Program I plan to enrol in is: _____

Total length of the program is: _____

NOTE: *Some helpful websites to consult are:*

www.educationplanner.bc.ca

www.canlearn.ca

2. Complete Personal Annual Budget for After Graduation on the next page.

NOTE: *Only fill in the categories that apply to your future situation.*

PERSONAL ANNUAL BUDGET FOR AFTER GRADUATION

What Revenue sources do you have and what Expenses do you have over the next year:

Item	Annual Amount	Consider:
Revenue		
Employment		
Personal Savings		
Family Support		
Agency(s) Support		
Gifts		
Scholarships		Local, External Agencies, Provincial, Other
Bursaries		Local, External Agencies, Provincial, Other
Awards		Local, External Agencies, Provincial, Other
Passport to Education		
Education Saving Plan		
Loans		
Other (specify):		
Total Revenue		
Expenses		
Food		Vegetables/Fruit, Grain Products, Milk Products, Meat Products
Personal Care and Living Supplies		Hair Cuts, Toothpaste, Soaps, Body and Hair Care, Toilet Paper, Tissue Paper, Personal Hygiene, Cleaning Supplies, Other
Accommodation		Apartment, Basement Suite, Room and Board in a House, Post Secondary Residence, Other
Laundry		Machine Use, Laundry Soaps, Dryer Sheets, Fabric Softener, Etc.
Utilities		Natural Gas, Electricity, Water, Sewer, Other
Transportation		Transit Fares; Bike; Vehicle—Fuel, Repairs/Maintenance, Insurance; Car Pool; Greyhound Fare; Airfare; Ferry Fare; Other
Health Fees		Medical Fees, Dental Fees, Eye Care Fees, Prescriptions, Other
Communications		Land Line Phone, Cell Phone, Internet, Stamps
Entertainment		Movies, Concerts, Music, Eating Out
Fitness		Recreation Centres, Clubs, Sports, Other
Clothing		Clothes, Shoes/Boots, Coats, Other
Asset Purchases		Computer, Recreation Equipment, Electronic Devices, Other
Education: Books		
Education: Tuition and Student Fees		
Education: Supplies		Paper, Pens, Specialty Equipment such as Tools, Additional Computer Components, Other
Other (specify):		
Total Expenses		
Total Revenue minus Total Expenses		

3. Reflect on your budget and provide any details that will help someone else understand your budget:

Criteria #5: Present selected components of your transition plan to members of the school and/or community.

SUPPORTING EVIDENCE

1. Gather evidence to support your Graduation Transition Plan:

	Resume		Cover Letter		Reference Letters		Applications to Employers
	Applications to Post Secondary		Applications for Scholarships and/or Bursaries		Volunteer Experience Record		Work Experience Record
	Awards		Certifications		Student's Personal Website		Projects
	Pictures		Career Portfolio		Other:		Other:

PRESENTING YOUR GRADUATION TRANSITION PLAN

2. Self-assess your readiness to present your Graduation Transition Plan:

Graduation Presentation Evaluation	Developing 1	Competent 2	Good 3	Strong 4
<p><i>Demonstrates thoughtful selection of Transition Plan evidence.</i></p> <ul style="list-style-type: none"> ✓ What is there about my evidence that I am most proud of? ✓ How does my evidence show who I am? ✓ Have I chosen evidence that I am comfortable sharing? 				
<p><i>Demonstrates effort, initiative and commitment.</i></p> <ul style="list-style-type: none"> ✓ How much time and energy have I put into preparing for my presentation? ✓ How do I feel about my presentation format? How much have I practiced? ✓ What kind of feedback from peers, parents, and teachers have I incorporated into my presentation? 				
<p><i>Demonstrates meaningful reflection on Transition Plan evidence.</i></p> <ul style="list-style-type: none"> ✓ What are the personal connections that my evidence represents? ✓ How can I explain the reasons for my choices? What do I want to communicate in my presentation? ✓ How do I want my audience to respond to my presentation? 				
<p><i>Demonstrates meaningful reflection on Transition Plan process and learning.</i></p> <ul style="list-style-type: none"> ✓ What have I learned from completing my Graduation Transition Plan? ✓ How can I describe my learning in my own words? ✓ What does my Transition Plan mean to me? 				
<p><i>Demonstrates meaningful reflection on Graduation Transition Plan experience and how it might affect future life choices.</i></p> <ul style="list-style-type: none"> ✓ How will my Graduation Transition Plan learning help me make choices about employment, career and life choices, and post-secondary education and training? ✓ How can I continue to build on the Transition Plan concept after grade 12? 				

3. Share your Transition Plan and short and long-term career, life, and learning goals in a final grade 12 presentation.

NOTE: See your teacher and/or Graduation Transition supervisor for details.