

# Micro-Credential 3: Teaching Career Curricula in Canadian Schools

## COURSE OUTLINE

*The course designers want to acknowledge that this course was created by settlers who live, and work on the traditional, ancestral, and unceded territory of the Coast Salish peoples –Skwxwú7mesh (Squamish), Stó:lō and Səlílwətaʔ/Selilwitulh (Tseil-Waututh) and xʷməθkʷəy̍əm (Musqueam) Nations –as well as the Semiahmoo, Kwantlen, Katzie, Kwikwetlem, Tsawwassen First Nations, Nêhiyawak (Cree), Anishinaabe (Saulteaux), Anishnaabe (Omamiwininiwag) Niitsitapi (Blackfoot), Métis, Dene, and Nakota, Algonquin, Sioux. Thank you to all of those who contributed to this course across Turtle Island. The course aims to deconstruct belonging, productivity, and career from a decolonizing lens and we want to thank those who came before us who challenged the narrative of “career.” Thank you to the land protectors in their commitment, we do not take this land for granted, for without it, this course would not be possible.*

### Course Format

1 credit (i.e., 12 contact hours), facilitated e-learning<sup>1</sup>

### Course Developers

- Lorraine Godden, Carleton University
- William Borgen, University of British Columbia

### Course Prerequisites

- Completion of or current enrollment within a teacher education program.
- Completion of Micro-Credential 1: Fundamentals of Career Development<sup>2</sup>

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<sup>1</sup> Students can expect to spend approximately 40 hours to complete the course activities

<sup>2</sup> Completion of Micro-Credential 2: Career Development and Mental Health Connections is also recommended

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## Course Description

This module is intended to support educators who are currently teaching or would like to develop competency in the delivery of provincially mandated career curricula in their province or territory. An overarching goal is to help teachers develop competency in the delivery of effective careers curricula and advance any provincial careers curricula in their schools.

This course has been developed with support of the *Supporting Canadians to Navigate Learning and Work* project sponsored by the Canadian Career Development Foundations (CCDF) and Employment and Social Development Canada (ESDC).

## Learning Objectives

Upon successful completion of this course, participants will be able to:

- Understand the career environment in which educators teach
- Evaluate what makes a good career development program in school
- Analyze the way career curricula help augment and enhance subject teaching goals, processes, and pedagogy
- Assess current competence and areas for further development of the process/pedagogical skills needed to effectively teach a careers curriculum
- Plan, create, and deliver a career (lesson/course/program) for their school

## Required Texts

None

## Supplemental Materials

Baudouin, R., Bezanson, L., Borgen, W., Goyer, L., Hiebert, B., Lalande, V, Magnusson, K., Michaud, G., Renard, C., & Turcotte M. (2007). Demonstrating value: A draft framework for evaluating the effectiveness of career development interventions. *Canadian Journal of Counselling and Psychotherapy*, 41(3). 146-157. <https://cjc-rcc.ucalgary.ca/article/view/58816/44293>

Council of Ministers of Education, Canada (CMEC). (2020). *Pan-Canadian systems-level framework on global competencies*.

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[https://www.cmec.ca/Publications/Lists/Publications/Attachments/403/Pan-Canadian%20Systems-Level%20Framework%20on%20Global%20Competencies\\_EN.pdf](https://www.cmec.ca/Publications/Lists/Publications/Attachments/403/Pan-Canadian%20Systems-Level%20Framework%20on%20Global%20Competencies_EN.pdf)

Council of Ministers of Education, Canada (CMEC). (2017). *CMEC reference framework for successful student transitions*.

<https://www.cmec.ca/Publications/Lists/Publications/Attachments/372/CMEC-Reference-Framework-for-Successful-Student-Transitions-EN.pdf>

Council of Ministers of Education, Canada (CMEC). (2017). *Student transition benchmark self-assessment tool*. <http://cmec.ca/docs/Student-Transition-Benchmark-Self-Assessment-Tool-EN.pdf>

Council of Ministers of Education, Canada (CMEC). (2017). *Transition action plan template*.

<http://cmec.ca/docs/Student-Transition-Action-Plan-Template-EN.pdf>

Council of Ministers of Education, Canada (CMEC). (n.d). *Council of Ministers of Education, Canada over 50 years of pan-Canadian leadership in education*.

[https://www.cmec.ca/682/Global\\_Competencies.html](https://www.cmec.ca/682/Global_Competencies.html)

UN. (1017). *The 17 goals*. The United Nations: Department of Economic and Social Affairs.

<https://sdgs.un.org/goals>

## Completion Overview

This course is segmented into several lessons, each containing one or more topic and corresponding sub-topics. Students will be guided through the materials (e.g., articles, resources, videos, critical reflections) in a specific order facilitated by an instructor. As evidence of their learning, students must complete all the required lessons and submit the following assignments which are designed to integrate their learning into practice.

| Assignment  | Percentage |
|---|------------|
| Reflection Journal  | 60%        |
| Developing and Planning a Student Career Development Lesson | 15%        |
| Participation   | 25%        |

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## **Accommodation**

The development team has paid careful attention to the requirements of diverse learners. If further accommodations need to be made, please reach out so that our team can work collaboratively to ensure an inclusive, rich, and respectful learning experience.