support every child reach every student

Creating Pathways to Success
Regional Training Sessions

Fall 2013
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 AM</td>
<td>Breakfast</td>
</tr>
<tr>
<td>9:00 AM</td>
<td>Welcome and Overview</td>
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<tr>
<td></td>
<td>Creating Pathways to Success</td>
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<td></td>
<td>Four-Step Inquiry Process</td>
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<td>Structure/Framework: Four-Step Inquiry Process</td>
</tr>
<tr>
<td>10:30 AM</td>
<td>Break</td>
</tr>
<tr>
<td></td>
<td>Activity: Four-Step Inquiry Process</td>
</tr>
<tr>
<td>12:00 PM</td>
<td>Lunch</td>
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<td></td>
<td>Comprehensive Education and Career/Life Planning Program</td>
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<td></td>
<td>Program Development, Implementation and Evaluation</td>
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<td></td>
<td>Process Steps and Considerations</td>
</tr>
<tr>
<td></td>
<td>Board Team Planning and Sharing</td>
</tr>
<tr>
<td>3:30 PM</td>
<td>Have a safe journey home!</td>
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Session Outcomes

Today, we are:

• gaining an understanding of the *Creating Pathways to Success (CPS)* policy document that describes a K-12 education and career/life planning program

• understanding the alignment and coherence of CPS with Ministry policies, curricula and initiatives to improve student achievement

• building board team capacities to support development, implementation and evaluation of a comprehensive education and career/life planning program in each elementary and secondary school
Who in the room…

Has read the Preview document?

Has participated in training at their board-level related to the Preview document?

What document?
### Phased Implementation

<table>
<thead>
<tr>
<th>Year</th>
<th>Activities</th>
</tr>
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</table>
| 2012-13 | - Release of preview document (Grades 10-12)  
- Funding to implement web-based IPP for Grades 7-12* |
| 2013-14 | - Continue to implement web-based IPP for Grades 7-12**  
- Boards support elementary and secondary schools in developing a plan for a comprehensive education and career/life planning program  
- Ministry funding to support that process  
- Regional training sessions for school and system leaders  
- Additional Funding to support lead board where a PLC is established |
| 2014-15 | - Full implementation begins |

* Report back on use of funding by October 31/13  
** Regional Adobe Connect Sessions to support implementation, December 2013
Implementation Support

Professional Learning Communities ~ Lead Board ($15,000)

Additional funding to design and host regional professional learning opportunities to:

• Facilitate the development of school and board plans and implementation strategies
• Liaise and work with internal and regional partners to support knowledge dissemination and sustain ongoing professional learning
• Support school boards’ development of resources and tools
Minds-On Activity

Read each of the quotations. With the person next to you, select one quotation and share your thoughts on:

What the quotation means to you.

Then explain,

What connections you see amongst all four quotations.
Minds-On Activity - Placemat

Figure out who I am and then allow me to learn more about myself. I think if it’s a learning experience on both ends, then you feel really connected to the person who is trying to guide you. (Minister’s Student Advisory Council, 2012)

Research indicates significant positive outcomes when clearly articulated education and career/life planning programs are implemented across an education system. Implementation is found in areas such as student engagement, the achievement of personal goals, and the development of independence/resilience. (Watts, Tony, 2007; Redekopp, Dave, 2009; Lent, Hackett and Brown, 1999)

In the shift from a transmission to a discourse model of education, researchers verify what classroom teachers know intuitively – that ensuring students are listened to and valued and respected for who they are leads to greater student engagement which, in turn, leads to greater student achievement. (Cummins, et al., 2005; Flessa et al., 2010; Leithwood, McAdie, Bascia, & Rodrique, 2006; Willms, Friesen & Milton, 2009)

District efforts had the greatest impact when they focused on developing the professional capacity of principals and teachers and on creating supportive organizational conditions. (Louis et al 2010)
Today’s transitions are less predictable…

- Transitions from adolescence to adulthood have become less clear.
- Over the past two decades, there has been an increase in the number of young people aged 20-29 remaining or returning to live at home with parents.
- Today’s youth more likely to work many jobs in their lifetime.

(Stepping Stones, 2012)
Past Assumptions

With access to accurate information and some guidance, individuals would independently acquire the skills they needed for effective career planning.

Only some students need support and they will seek out assistance as needed.

(Krumboltz and Worthington, 1999)

Creating Pathways to Success, p. 6
Today’s Reality

The challenges and opportunities faced by students in this century are unlike those of any previous generation, and that all students today require specific knowledge and skills in education and career/life planning to support them in making sound choices throughout their lives.

To make sound career decisions people also need to develop tools [e.g. strategies] for processing the information. (Dietsche, 2010)

*Creating Pathways to Success*, p. 6
What we’ve learned...

Career development programs produce significant positive outcomes for individuals in the areas of:

• Student engagement
• Achievement of personal goals
• Independence/resilience
• Effective use of resources

(Redekopp, 2009; Watts, 2007)
What we’ve learned...

Career development is most meaningful when it is integrated with academic curricula, begins early, leverages the benefits of technology and involves a variety of stakeholders – school counsellors, teachers, parents and employers.

(Hooley, Marriott and Sampson, International Centre for Guidance Studies, University of Derby, 2011)
What we’ve learned...

Teachers account for 30% of the variance on student achievement. It is what teachers know, do, and care about which is very powerful in the learning equation.

(Hattie, John 2009)
What we’ve learned…

Top reasons for students not pursuing postsecondary education:

• Uncertainty about career direction
• Fear of making a choice they will regret in their future

(Who Doesn’t Go to Post-Secondary Education: King, 2010)

Lack of career development programs and services are a significant barrier to postsecondary education and training as the lack of financial resources.

What students have told us…

Student Voice

46% of students named career awareness as the most important support their school could provide to help them achieve success.

(Student Forums 2010)
What parents have told us...

In talking about how they see youth and youth culture, parents also spoke about watching their teenage children and their children’s friends grow up and begin to think about their futures. Participants saw this goal-oriented thinking as being a protective factor in their children’s lives.

(Fresh Starts, False Starts, Tilleczek, Kate 2007)
Benefits for Students

Increased student engagement
Achievement of personal goals
Development of independence and resilience
Supports transitions
Benefits for Educators

• Better understand the learner
• Increased student engagement in the learning process
• Supports the implementation of the Kindergarten program and Grades 1 - 12 curriculum in all subject areas
Students indicate, without exception, that they value education, that they want a high-quality education and that they want their education to be personally relevant to them.

(Ferguson et al., 2005)
Supports Delivery of Full-Day Early Learning – Kindergarten Program

Aligns with the overall goals including:

• To improve children’s prospects for success in school and in their lives beyond school.

Learning activities are designed to encourage the children to think creatively, to explore and investigate, to solve problems and engage in the inquiry process, and to share their learning with others.
Supports Delivery of the Curriculum: Elementary

Grade 4 Visual Arts

Specific Expectation D2.4:
Identify and document their strengths, interests and areas for improvement as creators of art.
Supports Delivery of the Curriculum: Secondary

Grades 9 – 12 Science

Strand: Scientific investigation skills and career exploration

Specific Expectation A.2.1: Identify and describe a variety of career related to the fields of science under study and the education and training necessary for these careers.
Supports Delivery of the Curriculum: Secondary

Front Matter in Curriculum Documents

For example,
Social Sciences and Humanities 2013
Education and Career/Life Planning through the Social Sciences and Humanities Curriculum
Currently…

Career Education in Ontario curriculum front matter and expectations
Orientation and Exit Programs
Focus on transition programs
Grades 7 – 12 planning tool
Experiential learning including cooperative education, OYAP, SHSM
Guidance and Career Education courses – e.g. Career Studies
Requirement to measure program effectiveness
Learning in classroom, school and community
Emphasis on student voice and parent engagement
Requirement for a school plan
Portfolios and student-led conferences
Creating Pathways to Success…

Comprehensive Education and Career/Life Planning Program (Ch. 2)
Four-Step Inquiry Model (Chapter 3)
K-6 “All About Me” Portfolio (Chapter 3)
Web-based planning tool – IPP: Grades 7 – 12 (Chapter 3)
Formalized transition planning for all students (Chapter 4)
Increased emphasis on process for capturing the learning: classroom, school-wide, community (Chapter 5)
Increased supports for Career Studies course (Chapter 5)
Emphasis on student voice and parent engagement (Chapter 6)
Requirement to measure program effectiveness (Chapter 6)
Alignment and Coherence
Creating Pathways to Success
Beliefs About Student Success

All students can be successful.

Success comes in many forms.

There are many pathways to success.

Creating Pathways to Success, p. 9
Creating Pathways to Success

Vision

All students leave secondary school with a clear plan for their initial postsecondary destination (apprenticeship training, college, community living, university, the workplace) and confidence in their ability to implement and revise their plans throughout their lives.
Goals of Creating Pathways to Success

1. Ensure that students develop the knowledge and skills they need to make informed education and career/life choices through effective application of a four-step inquiry process.

2. Provide opportunities for this learning both in and outside the classroom.

3. Engage parents and the broader community in the development, implementation and evaluation of the program, to support students in their learning.

Creating Pathways to Success, p. 8
### What is learned

**The Framework: Areas of Learning and Inquiry Questions**
- Knowing yourself
- Exploring Opportunities
- Making Decisions and Setting Goals
- Achieving Goals and Making Transitions

*Encourage students to ask themselves:*
- Who am I?
- What are my opportunities?
- Who do I want to become?
- What is my plan for achieving my goals?

### Where it is learned

**Learning Opportunities**
- Curriculum-related, in and outside the classroom
- School-wide
- In the community

*Provide learning opportunities in the classroom, school, and community to support students in developing education and career/life planning knowledge and skills.*

### How the learning is documented and demonstrated

**Evidence of Learning**
- “All About Me” Portfolio, Kindergarten to Grade 6
- Individual Pathways Plan, Grades 7 to 12

*Encourage students to reflect on the following:*
- What insight did I gain?
- Through which experiences?
- What evidence can I gather to show what I’ve learned?
Structure - Education and Career/Life Planning Program

What Is Learned

The Framework: Areas of Learning and Inquiry Questions
- Knowing yourself
- Exploring Opportunities
- Making Decisions and Setting Goals
- Achieving Goals and Making Transitions

Encourage students to ask themselves:
- Who am I?
- What are my opportunities?
- Who do I want to become?
- What is my plan for achieving my goals?
Inquiry-Based
A Four-Step Inquiry Process (CPS, p. 13)

Achieving Goals
and Making
Transitions

Knowing Yourself

Exploring
Opportunities

Making Decisions
and Setting Goals
The Inquiry Process
Four Areas of Learning (Knowledge and Skills)

<table>
<thead>
<tr>
<th>Inquiry Question</th>
<th>Area of Learning (Knowledge and Skills)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who am I?</td>
<td>Knowing Yourself</td>
</tr>
<tr>
<td></td>
<td>To help answer the question “Who am I?”, students will:</td>
</tr>
<tr>
<td></td>
<td>• identify the characteristics that describe who they are (e.g., interests, strengths, intelligences, accomplishments, values, and skills, which include the learning skills and work habits evaluated on the provincial report cards and may include the Essential Skills described in the Ontario Skills Passport);</td>
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<tr>
<td></td>
<td>• identify factors that have shaped who they are and that are likely to shape who they become over time;</td>
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<td></td>
<td>• reflect on how these characteristics influence their thoughts and actions, and how those thoughts and actions may in turn affect their development as learners, their relationships, and their education and career/life choices.</td>
</tr>
<tr>
<td>What are my opportunities?</td>
<td>Exploring Opportunities</td>
</tr>
<tr>
<td></td>
<td>To help answer the question “What are my opportunities?”, students will:</td>
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<td></td>
<td>• explore the concept of “opportunity” and how the choices they make can open pathways for them;</td>
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<td></td>
<td>• expand awareness of school- and community-based opportunities (e.g., recreational, social, leadership, volunteer, part-time employment) and how these programs/activities help develop skills and relationships;</td>
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<td>• explore a variety of fields of work, occupations, and careers, and develop awareness of the impact of local and global trends (e.g., demographic, technological, economic, social) on the opportunities available to them;</td>
</tr>
<tr>
<td></td>
<td>• investigate the preparation required for a variety of school- and community-based opportunities, occupations, and jobs (i.e., acquiring the necessary experience, education/training, and specific skills, including the Essential Skills and work habits documented in the OSP) and how this preparation can be obtained.</td>
</tr>
<tr>
<td>Who do I want to become?</td>
<td>Making Decisions and Setting Goals</td>
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<td></td>
<td>To help answer the question “Who do I want to become?”, students will:</td>
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<tr>
<td></td>
<td>• identify the demands, rewards, and other features of the various opportunities they have explored, and reflect on the fit between those features and their personal characteristics;</td>
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<tr>
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<td>• based on the connections they identify, use a decision-making process to determine personal and interpersonal goals as well as education and career/life goals;</td>
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<td>• review and revise their goals in light of changes that they recognize in themselves and in the opportunities that are available to them.</td>
</tr>
<tr>
<td>What is my plan for achieving my goals?</td>
<td>Achieving Goals and Making Transitions</td>
</tr>
<tr>
<td></td>
<td>To help answer the question “What is my plan for achieving my goals?”, students will:</td>
</tr>
<tr>
<td></td>
<td>• create a plan that identifies in detail the steps required to achieve the goals they have set;</td>
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<tr>
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<td>• identify the resources required to implement their plan;</td>
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<tr>
<td></td>
<td>• identify potential obstacles and challenges they may encounter in implementing their plan, and devise possible solutions.</td>
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</tbody>
</table>
Four-Step Inquiry Process
Activity 1 Instructions
Activity 1: Four-Step Inquiry Process
**Structure of the Education and Career/Life Planning Program (Section 3)**

### What is learned

**The Framework: Areas of Learning and Inquiry Questions**
- Knowing yourself
- Exploring Opportunities
- Making Decisions and Setting Goals
- Achieving Goals and Making Transitions

Encourage students to ask themselves:
- Who am I?
- What are my opportunities?
- Who do I want to become?
- What is my plan for achieving my goals?

### Where it is learned

**Learning Opportunities**
- Curriculum-related, in and outside the classroom
- School-wide
- In the community

Provide learning opportunities in the classroom, school, and community to support students in developing education and career/life planning knowledge and skills.

### How the learning is documented and demonstrated

**Evidence of Learning**
- “All About Me” Portfolio, Kindergarten to Grade 6
- Individual Pathways Plan, Grades 7 to 12

Encourage students to reflect on the following:
- What insight did I gain? Through which experiences?
- What evidence can I gather to show what I’ve learned?
Structure - Education and Career/Life Planning Program

Where It Is Learned (Chapter 5)

**Learning Opportunities**

- Curriculum-related, in and outside the classroom
- School-wide – extra-curricular, career exploration activities e.g. Career Days, college/university presentations
- In the community – experiential learning, volunteering, part-time work

*Provide learning opportunities in the classroom, school, and community to support students in developing education and career/life planning knowledge and skills.*
Evidence of Learning

- “All About Me” Portfolio, Kindergarten to Grade 6
- Individual Pathways Plan, Grades 7 to 12

Encourage students to reflect on the following:
- What insight did I gain? Through which experiences?
- What evidence can I gather to show what I’ve learned?
Evidence of Learning in Education and Career/Life Planning

“All About Me” Portfolio, K - 6

• Evidence of a student’s growing sense of themselves and their relation to others in school and in their community

• Development related to the four inquiry questions

• Captured through drawings, collages, pictures, assignments and personal reflections

• Compiled by student with support of the teacher

• Format appropriate to age of the student and transferable from grade to grade – may be an electronic format
‘All About Me” Portfolio

• Artifacts can be shared regularly with parents and peers for input and feedback

• Reviewed at least twice a year by the teacher and student’s parents (where appropriate)

• Provides additional insight into the learning strengths, needs, interests and aspirations of the student.

• Process to help summarize and transfer key learning from their portfolio to their IPP as they move from Grade 6 to 7

• Becomes the student’s Individual Pathways Plan (IPP) in Grades 7 – 12
Evidence of Learning in Education and Career/Life Planning

Individual Pathways Plan (IPP) Gr. 7 – 12

• The primary planning tool as students proceed through school to initial postsecondary destination

• Provides students with a valuable archive of their learning and resources for planning

• For each area of learning, students report and reflect on what they did, the skills and knowledge they used, what they learned and how they applied or plan to apply what they learned
Evidence of Learning in Education and Career/Life Planning

Individual Pathways Plan (IPP) Gr. 7 – 12

- Students review and share evidence of their learning with their teacher(s) and/or guidance teacher/counsellor, and where possible, their parents at least twice a year.

- Provides additional insight into the learning strengths, needs, interests and aspirations of the student.

- In Grades 10 to 12, one of the two reviews must be made part of the annual course selection process.

- Through OSAPAC, all schools with students in Grades 7 to 12 have access to a web-based IPP as part of a four-year licensing agreement with Career Cruising. Web-based IPP development also available to schools through myBlueprint.
Parent Engagement

The “All About Me” portfolio (K – 6) and the IPP (Grades 7 – 12) provide a structure for student/parent/teacher conferencing as well as evidence to support ongoing planning at home and at school.

“The majority of students view their parents as their primary source of support for career planning” (King et al., 2009).

Creating Pathways to Success, pp. 38-39
Career Moves: Skills for the Journey

*What were you interested in?*

~ Perimeter Institute for Theoretical Physics
LUNCH
Education and Career/Life Planning Program

Every elementary and secondary school, under the direction of the principal and with the assistance of key staff and students, will develop, document, implement, and evaluate a comprehensive education and career/life planning program based on the policies outlined in this document. Every effort should be made to engage parents and community partners in this collaborative process.

Chapter 6: Program Development, Implementation and Evaluation

Creating Pathways to Success, p. 35
Every elementary and secondary school will establish an Education and Career/Life Planning Program Advisory Committee to coordinate the development, implementation and evaluation of the school’s program.

Chapter 6: Program Development, Implementation and Evaluation

*Creating Pathways to Success, p. 35*
Education and Career/Life Planning Program
Advisory Committee

• Includes representatives of all members of the school community: administrators, teachers, students, parents, and members of the broader community

• Where appropriate, may be incorporated into the work of an existing committee

• Cross-panel and family-of-school linkages are established, where possible
Characteristics of a Comprehensive Education and Career/Life Planning Program
Chapter 2

• A comprehensive program creates an engaging education and career/life planning culture within the school that supports the achievement of program goals

• 12 characteristics of a comprehensive education and career/life planning program have been identified

*Creating Pathways to Success*, pp. 9-10
## Characteristics of a Comprehensive Education and Career/Life Planning Program

<table>
<thead>
<tr>
<th>knowledge- and skills-based</th>
<th>inquiry-based</th>
<th>developmentally appropriate</th>
<th>holistic</th>
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Activity 2
Characteristics of a Comprehensive Education and Career/Life Planning Program

Expert Groups:

Expert Group 1: holistic and transformational (Tool 2.1)
Expert Group 2: inclusive and differentiated (Tool 2.2)
Expert Group 3: varied in its method delivery (Tool 2.3)
Expert Group 4: deeply embedded or ‘infused’ (Tool 2.4)
Expert Group 5: whole school approach: educators (Tool 2.5)
Expert Group 6: whole school approach: student voice (Tool 2.6)
Expert Group 7: whole school approach: parent engagement (Tool 2.7)
Expert Group 8: whole school approach: broader community (Tool 2.8)
Expert Group 9: well documented and accountable (Tool 2.9)
Process Steps and Considerations

• Laying the Groundwork
• Developing the Program
• Implementing the Program
• Evaluating the Program

Creating Pathways to Success, Chapter 6, pp. 35-37
Program Development, Implementation and Evaluation

Laying the Groundwork

- Establish an Education and Career/Life Planning Program Advisory Committee in each school
- Develop strategies to encourage broad parent and student engagement
- Consider the prevalence or distribution of particular interests, strengths, needs, and aspirations of students
Laying the Groundwork (cont’d)

- Ensure that all educators in the school are familiar with the policy
- Provide professional learning focused on the inquiry-based program framework and on strategies for embedding education and career/life planning
Developing the Program

• Assess how effectively the school’s existing career development program addresses students’ learning needs and identify areas of improvement

• Establish priorities for program development based on the assessment of the current program, and include these in school improvement planning
Developing the Program (cont’d)

• Review the school’s curricular and extracurricular programs to identify active use of learning opportunities and determine what needs to be done

• Create or reinforce structures and processes that support cross-panel collaboration
Developing the Program (cont’d)

• Develop a communication plan

• Develop strategies for strengthening and expanding community partnerships

• Ensure that the program and associated resources align with current ministry policies and initiatives
Implementing the Program

• Ensure that developmentally appropriate teaching and learning activities and resources are available

• Articulate and promote the goal of embedding or “infusing” the program in all aspects of learning and school life and of embracing an inclusive approach, differentiated instruction, and a holistic view of individual students
Implementing the Program (cont’d)

- Implement processes for students to track, document, and share the development of their knowledge and skills in education and career/life planning with teachers, parents, and peers — and in a scheduled review with a teacher and, where possible, their parents at least twice a year.
- Clearly articulate and document program goals and classroom, school-wide, and community implementation strategies.
Develop and implement strategies and procedures for measuring program effectiveness

Evaluation includes:
1. Assessing how well the program is succeeding in helping students develop the knowledge and skills
2. Monitoring implementation of the program

*Creating Pathways to Success*, Chapter 6, pp. 39-40
Measuring Program Effectiveness to Ensure Student Success

Determining indicators
- SEF Component 5: Pathways Planning and Programming
- Characteristics of a comprehensive program
- Development and implementation process

Strategies for monitoring implementation

Strategies for finding evidence of the program effectiveness

*Creating Pathways to Success*, Chapter 6, pp. 39-40
School Effectiveness Framework (SEF)

Alignment and Coherence
Pathways Planning and Programming: Indicator 5.2 (Grades 4-6)

Video can be found at
http://resources.curriculum.org/secretariat/framework/programs2.shtml
Ministry Support for Implementation

Each school board will receive $10,000 to:

- support schools to Lay the Groundwork and Develop the Program as defined in Chapter 6, *Creating Pathways to Success*, in order to implement the program in each elementary and secondary school in September 2014

- participate and contribute to regional and local *Creating Pathways to Success* Professional Learning Communities to support knowledge dissemination, as determined by the region.
Professional Learning Communities

Professional Learning Communities ~ Lead Board (as determined by the region)

Additional funding to design and host regional professional learning opportunities to:

- Facilitate the development of school and board plans and implementation strategies
- Liaise and work with internal and regional partners to support knowledge dissemination and sustain ongoing professional learning
- Support school boards’ development of resources and tools
Board Team Planning and Sharing

Board Team:
In relation to today’s learning, what are your board team’s ‘next steps’?

Large Group Sharing:
Given your board context, what is your ‘next step’?
Wrap-Up

Session Outcomes for today:

We…

• gained an understanding of the *Creating Pathways to Success (CPS)* policy document that describes a **K-12 education and career/life planning program**

• understand the alignment and coherence of CPS with Ministry policies, curricula and initiatives to improve student achievement

• developed board team capacities to support development, implementation and evaluation of a comprehensive education and career/life planning program in each elementary and secondary school
Architects of their lives…

When students design and plan their own lives, they are engaged, they achieve, and they find themselves applying their learning in their daily lives. In an environment that encourages such learning, students develop confidence in knowing that their school programs are created with them in mind, that the world beyond school has something to offer them, and that they have something to offer the world.

*Creating Pathways to Success*, p. 7