Creating Pathways to Success K-12
Near North District School Board
Strategic Plan
Creating Pathways to Success is founded on a vision in which all students leave secondary school with a clear plan for their initial postsecondary destination, whether in apprenticeship training, college, community living, university, or the workplace, and with confidence in their ability to implement, and revise or adapt, their plan throughout their lives as they and the world around them change.

This vision sees students as the architects of their own lives.
Guiding Beliefs and Principles

- What students believe about themselves and their opportunities, and what their peers and the adults in their lives believe about them, significantly influence the choices students make and the degree to which they achieve their goals. The education and career/life planning program policy for Ontario schools is based on three core beliefs, namely, that;

  - all students can be successful;

  - success comes in many forms;

  - there are many pathways to success.
Program Goals

The goals of the education and career/life planning program are to:

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

- provide opportunities for this learning both in and outside the classroom;

- engage parents and the broader community in the development, implementation, and evaluation of the program, to support students in their learning.
To achieve these goals, 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 an education and career/life planning program based on the policies outlined in the Creating Pathways to Success Document.
Overview “Creating Pathways to Success”


2. Focus on developmentally appropriate education and career/life planning programming K-12 Including the all about me portfolio and one page profile K-6.

3. Emphasis on student planning, including a web-based Individual Pathways Plan (IPP), 7-12, and transition plans to secondary and post-secondary.


5. Using tools to track effectiveness of school program aligned with School Effectiveness Framework Component 5: Pathways Planning and Programming.

6. Using tools to track both the effectiveness and the completion rate (established criteria for each grade level) of the IPP.
The Pathways Plan:
1) Framework based on four essential questions

- Who am I?
- What are my opportunities?
- Who do I want to become?
- What is my plan for achieving my goals?

EDUCATION AND CAREER/LIFE PLANNING
**Who am I?**

How would I describe myself right now (strengths, interests, values)? How can I connect who I am to the choices I make?

**What are my opportunities?**

What opportunities should I try while I’m in school?

**What is my plan for achieving my goals?**

What are my goals now and for the near future? Where can I find information about my initial post-secondary destination?

**Who do I want to become?**

How do I develop and review my plan? Who can support me in achieving my goals?
A central goal of the program is for students to learn how to use the model and make a habit of applying it, so that they can become confident, independent, and effective education and career/life planners throughout their lives.
## K-12 Pathways Planning Support Guide

### Inquiry Question

#### Who am I?

**Knowing yourself**
- To help answer the question “Who am I?,” students will:
  - 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 report cards and may include the Essential Skills described in the Ontario Skills Passport).
  - Identify factors that have shaped who they are and that are likely to shape who they become over time.
  - Reflect on how these characteristics influence their thoughts and actions, and this may in turn affect their development as a learner, their relationships, and education and career/life choices.

### Area of Learning (Knowledge and Skills)

#### What are my opportunities?

**Exploring Opportunities**
- To help answer this question, students will:
  - Explore the concept of “opportunity” and how the choices they make can open pathways for them.
  - 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.
  - 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.
  - Investigate the preparation required for a variety of school and community-based opportunities, occupations and jobs (e.g., acquiring the necessary experience, education/training, and specific skills, including Essential Skills and work habits documented in the OSP) and how this preparation can be obtained.

### Guiding Questions

<table>
<thead>
<tr>
<th>Inquiry Question</th>
<th>Area of Learning (Knowledge and Skills)</th>
<th>Guiding Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who am I?</td>
<td>Knowing yourself</td>
<td>What is important to me?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What people need to know to support me?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What people like and admire about me?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What others appreciate about who I am?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What I like about myself?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What I want others to understand about me?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What skills and unique abilities can I offer/share?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What relationships are important to me?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Why are important people in my world?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What am I good at?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What do I value?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What challenges me?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How do I react to change? (including transitions in the day)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What relationships impact my thinking?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What factors have shaped who I am thus far?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What learning skills are my strengths?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What learning skills do I struggle with?</td>
</tr>
</tbody>
</table>

### Sample Activities

- Students create a “One-Page Profile” reflecting some of the guiding questions and/or four inquiry questions.
- Have students look at their own characteristics and aspects of themselves.
- To identify personal skills, a student can draw a picture or produce a photo journal of particular engagements where student uses personal skills.
- Complete a Learning Styles Inventory.
- Create a journal entry reflecting on the results of the Learning Styles Inventory.
- Create a collage of hobbies and interests.
- Enter Volunteer Hours completed in career planning web-based resource.
- Complete a Skills Assessment.
- Reflect on results regarding the Skills Assessment or what the Career Selector reveals about the student.

### Who do I want to become?

**Making Decisions and Setting Goals**
- To help answer the question “Who do I want to become?,” students will:
  - 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.
  - Based on the connections they identified, use a decision making process to determine personal and interpersonal goals as well as education and career/life goals.
  - Review and revise their goals in light of any changes that they recognize in themselves, and in the opportunities available to them.

### What is my plan for achieving my goals?

**Achieving Goals and Making Transitions**
- To help answer this question, students will:
  - Create a plan that identifies in detail the steps required to achieve the goals they have set.
  - Identify the resources required to implement their plan.
  - Identify potential obstacles

<table>
<thead>
<tr>
<th>Inquiry Question</th>
<th>Area of Learning (Knowledge and Skills)</th>
<th>Guiding Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who do I want to become?</td>
<td>Making Decisions and Setting Goals</td>
<td>What are my hopes and dreams for my future?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What is my vision for myself?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Personal characteristics that I want to explore (Resiliency and adapting to change)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What do I want to learn?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Explain my decision making process.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What are my future goals?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Who are the people that can help me?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Inquiry Question</th>
<th>Area of Learning (Knowledge and Skills)</th>
<th>Guiding Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is my plan for achieving my goals?</td>
<td>Achieving Goals and Making Transitions</td>
<td>What courses do I want or need to take?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What volunteer opportunities should I investigate?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What transitions do I need to plan for?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What part-time jobs should I strive for in my plan for the future?</td>
</tr>
</tbody>
</table>

### Sample Activities

- Language - develop written expression and oral communication skills for the job search and workplace, My First Resume
- Physical Education - team work, games and sports
- Learning Skills - responsibility and decision making skills
- Create a secondary course plan from grades 9-12
- Review and revise the course plan from grades 10-12
- Create a journal entry reflecting on a post secondary financial plan
The four questions in the framework - Who am I? What are my opportunities? Who do I want to become? and What is my plan for achieving my goals? - are relevant at any age or stage of development; only context and emphasis change as a student progresses through school, from Kindergarten to Grade 12.
2) Focus on developmentally appropriate education and career/life planning programming K-12

<table>
<thead>
<tr>
<th>What is learned</th>
<th>Where it is learned</th>
<th>How the learning is documented and demonstrated</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Framework: Areas of Learning and Inquiry Questions</td>
<td>Learning Opportunities</td>
<td>Evidence of Learning</td>
</tr>
<tr>
<td>• Knowing Yourself</td>
<td>• Curriculum-related, in and outside the classroom</td>
<td>• “All About Me” Portfolio, Kindergarten to Grade 6</td>
</tr>
<tr>
<td>• Exploring Opportunities</td>
<td>• School-wide</td>
<td>• Individual Pathways Plan, Grades 7 to 12</td>
</tr>
<tr>
<td>• Making Decisions and Setting Goals</td>
<td>• In the community</td>
<td></td>
</tr>
<tr>
<td>• Achieving Goals and Making Transitions</td>
<td>Provide learning opportunities in the classroom, school, and community to support students in developing education and career/life planning knowledge and skills.</td>
<td>Encourage students to reflect on the following:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– What insights did I gain? Through which experiences?</td>
</tr>
<tr>
<td>Encourage students to ask themselves:</td>
<td></td>
<td>– What evidence can I gather to show what I’ve learned?</td>
</tr>
<tr>
<td>– Who am I?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– What are my opportunities?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– Who do I want to become?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– What is my plan for achieving my goals?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2) Focus on developmentally appropriate education and career/life planning programming K-12

All about me Portfolio (K-6)

Students in Kindergarten through Grade 6 are encouraged to “document” what they are discovering about themselves and their opportunities – in pictures, comments, letters to parents or peers, or in any other way they might choose – in a portfolio called “All About Me” (see section 3.4.1).
2) Focus on developmentally appropriate education and career/life planning programming K-12

One Page Profile K-12

<table>
<thead>
<tr>
<th>What people like and admire about me</th>
<th>What this section is</th>
<th>What this section is not</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are your gifts and talents? What do others value about you? What are the positive contributions that you make?</td>
<td>A list of accomplishments or awards – instead it is a summary of your positive characteristics.</td>
<td></td>
</tr>
</tbody>
</table>

What is important to me:
This tells people in your own words what is really important to you, what your hobbies and interests are, who is important to you and what makes a ‘good’ day for you.

How best to support me:
What do others need to know to make sure you get the best support possible?

A list of very general hints – instead it is the specific information that would be useful for other people to know about to make sure you feel supported.

WHAT WE LIKE AND ADMIRE ABOUT ZACH:
- Fun
- Language Development
- Independence
- Friendships
- Interaction with other children
- Break through interaction with an adult
- Consistency
- Responsibility

WHAT IS IMPORTANT TO ZACH?
- Physical growth
- Language development
- Independence
- Friendships
- Interaction with other children
- Break through interaction with an adult
- Consistency
- Responsibility

WHY YOU NEED TO KNOW ABOUT ZACH:
- Sometimes I will need Mr. Cooper or Mrs. Lerner to help others understand me when I am talking.
- Sometimes when I talk to you, you may not understand what I am saying. Please stop me and ask me to start again.
- I need an adult to help me the rules when I am in case I struggle. Sometimes another adult in the group can be a help.
- Try to maintain eye contact and open your eyes so that you can help me follow along.
- My hearing does ring when I am talking. I sometimes have a lot of trouble. Try and do any other activity with me or even include some friends so I might find more excitement about my learning.
- I use an eye signal to ask a better to help me learn.
- I like to have lots of responsibility so please set me up to things by myself and then help me if I go in the wrong direction.
- I am learning to talk as well as when I do not understand what I am doing. E.g., by saying I don’t know.
Available in all Schools and Classroom Support Centre
Laura only talks on her terms, so you need to be ready and available to talk when she is.

Laura needs reminding to do her homework, and some help structuring revision.

When you compliment Laura, you have to make sure that she has taken it in - this may mean repeating it a few times.

Laura often leaves things to the last minute and needs reminding to make sure she remembers everything for school.

She can get anxious at school, and needs to talk about this and encouraged to breathe, and think positively.

Laura's one page profile

**How best to support Laura**

- Laura only talks on her terms, so you need to be ready and available to talk when she is.
- Laura needs reminding to do her homework, and some help structuring revision.
- When you compliment Laura, you have to make sure that she has taken it in - this may mean repeating it a few times.
- Laura often leaves things to the last minute and needs reminding to make sure she remembers everything for school.
- She can get anxious at school, and needs to talk about this and encouraged to breathe, and think positively.
Resources and Activities to Support Implementation K-12

http://www.personalisingeducation.org/

http://www.helensandersonassociates.co.uk/media/38450/oppinschlguide.pdf

http://www.edugains.ca/resourcesDI/TeachingLearningExamples/Arts/GR8ArtsVisualArtsAppropriationAppendix.pdf

http://www.edugains.ca/newsite/di2/divideoclips7_8library.html

www.miprofile.ca
3) Emphasis on student planning, 7-12

Resources and Activities to Support Implementation Secondary

1. Online resources - GLC Course, web-based IPPs, E-portfolios
2. Ontario Skills Passport
3. Contextualized Learning Activities (CLAs);
4. Differentiated Instruction
5. Financial Literacy
6. Experiential Learning
3) Emphasis on student planning, 7-12

Web-based Individual Pathways Plan (IPP)

All students in grades 7-12 will develop an Individual Pathways Plan (IPP) that they will review and revise twice each year.

The plan will help students to:
- identify their interests and strengths
- explore opportunities
- make meaningful decisions
- set goals for the future

Parents and teachers are an important part of this student-led process.


http://www.youtube.com/watch?v=Wc0QFxKTfzo
Possibilities of the IPP

Example of a student-generated product developed through information collected in the IPP
LMS ePortfolio
The Skills Zone is an area where you can have some fun and learn more about the Ontario Skills Passport (OSP) and the Essential Skills and work habits important in work, learning and life. 

**GAMES**

Educators, literacy practitioners and trainers can use the games that focus on Essential Skills and work habits. Please select the games that are appropriate for your audience.

**INTERACTIVE LEARNING RESOURCES**

Educators, literacy practitioners and trainers can use the interactive learning resources that focus on Essential Skills, skill-building activities and work habits. Please select the resources that are appropriate for your audience.

**SAMPLE ACTIVITY DATABASE**

Educators, literacy practitioners and trainers can search for sample activities linking Essential skills and work habits to the curriculum. Educators are invited to adapt these resources to meet learner needs.

**OSP TRAINING MATERIALS**

Educators, literacy practitioners and trainers can use the training materials that focus on Essential Skills, skill-building activities and work habits. Please select the resources that are appropriate for your audience.

---

**SPEAKUP**

Use the SpeakUp Project Worksheet to track your skills demonstrations in Community Involvement, volunteer opportunities (e.g. SpeakUp and Students as Researchers Projects) and extracurricular activities. Update OSP Tracker with these skills.

**Creating Pathways to Success - A Preview for Grades 10 to 12 of the New Education and Career/Life Planning Program for Ontario schools**

This document focuses on the program as it applies to Grades 10 to 12, to support planning that helps students succeed.
The OSP is a free, bilingual website that offers tools and resources to help students assess, build, document and track their Essential Skills and work habits and transfer them to everyday life and the next place they go - whether it’s further education, training or the workplace.

The OSP also links to current information on educational, training, volunteer and labour market information and opportunities at the local and provincial levels.

Training and other supports to assist boards in the implementation of the OSP are provided at an array of educational conferences and meetings.
Contextualized Learning Activities

- Make the course content authentic, relevant, and enable students to connect their learning to their Specialist High Skills Major (SHSM) sector.

- CLAs total 6 - 10 hours in length, and can be one large activity or a series of smaller activities.
Differentiated Instruction

Teaching-Learning Examples (TLXs)

Developed by educators across the province to illustrate the use of a differentiated approach to instruction--variety of subject areas Grades 7 - 12

Grade 8: Pathways Goal Setting & Action Planning
Grade 9: Community Involvement Investigation
Grade 10: Preparation for Transitions and Change
Co-op: The 3”R”s of Reflective Learning

http://www.edugains.ca/newsite/di/index.html
Financial Literacy Vision: Ontario students will have the skills and knowledge to take responsibility for managing their personal financial well-being with confidence, competence, and a compassionate awareness of the world around them (A Sound Investment: Financial Literacy Education in Ontario Schools)

• This is an integrated approach to financial literacy education based on existing curriculum. The Ministry of Education is supporting the integration of financial literacy within existing curriculum through the development of resources and supports that make curriculum connections. There will not be new courses or curriculum expectations.
Online Resources:

1. **Ontario Financial Literacy Videos Clips**: Two highlights videos and ten elementary and eleven secondary videos show teachers implementing financial literacy across a broad range of grades, subjects, courses and pathways. Lesson plans are included for each video illustrating additional context, links and assessment for learning. All materials are available on the financial literacy page of the EduGAINS site at [www.edugains.ca](http://www.edugains.ca).

2. **Subject and Division Associations** have developed subject-specific resources using existing curriculum to address financial literacy knowledge and skills. Links to these resources are posted on [EduGAINS](http://www.edugains.ca).

3. **Scope and Sequence documents**: In order to assist teachers with planning their programs while incorporating financial literacy knowledge and skills, the ministry has developed documents identifying existing expectations in the elementary and secondary curriculum, where connections can be made to financial literacy.

   - [Financial Literacy - Scope and Sequence of Expectations, Grades 4-8](http://www.edu.gov.on.ca/eng/document/policy/FinLitGr4to8.pdf) (PDF, 568 KB)
   - [Financial Literacy - Scope and Sequence of Expectations, Grades 9-12](http://www.edu.gov.on.ca/eng/document/policy/FinLitGr9to12.pdf) (PDF, 1.44 MB)

Examples:

- Guidance - Exploring Postsecondary Funding Options
- Social Science - Impact of Change on Types of Work
Experiential Learning, linked to curriculum
It’s Embedded

The following slides are only some of the examples from a broad range of areas where pathways and career planning and the 4 essential questions are embedded in K-12 curriculum.
Some Links to Current Curriculum

Who Am I?

Grade 8 Health & Physical Education, Personal Skills (PS) 1.1
“Use self-awareness & self-monitoring skills to help them understand their strengths & needs, take responsibility for their actions, recognize sources of stress & monitor their own progress...”

Grade 10 Applied English, Overall Expectation 3
“Reflecting on Skills and Strategies: reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations”

Specific Expectation - Metacognition 3.2
“identify a few different skills in viewing, representing, reading and writing that help them improve their oral communication skills”
Grade 9 - 12 Science

Strand in all science courses “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”

The Arts, Grade 6 (Drama) Specific Expectation B3.2

“Identify and describe key contributions drama and theatre make to the community e.g. provide opportunities for self-expression and creativity to both amateurs and professionals; provide employment for a wide variety of workers; encourage tourism; promote strengthening and healing in Aboriginal communities; Teacher prompts: “What careers related to theatre do not involve acting?”
Some Links to Curriculum

Who do I want to become?

**Grade 4 Visual Arts**
D2.4 Identify and document their strengths, interests and areas for improvement as creators and viewers of art. (e.g. review note and sketches they have made during a visit to a gallery)
Teacher prompts: “What do you notice first when you look at works of art? What do you consider when you give yourself time to think before deciding whether you like an art work.

**Grade 9 - 12 Technological Education - strand career exploration**
D2. identify careers in various technological fields, and describe the educational requirements for them.
Some Links to Curriculum

What is my plan for achieving my goals?

Grade 2 Health and Physical Education - Living Skills, Personal Skills
1.2 use adaptive, management and coping skills to help them respond to the various challenges they encounter as they participate in physical activities....... Student: “When I’m learning something new and I can’t do it right away, if I keep trying, I always get better. Not doing it perfectly helps me learn what not to do”.

The Arts, Grades 1 -8 Music, Grade 7
C2.3 “Identify and give examples of their strengths are areas for improvements as composers, musical performers, interpreters, and audience members” Teacher prompt: “Write a resume highlighting your achievements as a musician. What careers related to music would best suit your interests and areas of strength?”
Experiential Learning: Forms of Experiential Learning and Career Exploration

www.osca.ca
Ontario School Counselors’ Association

www.ontario.ca/shsm
Specialist High Skills Majors

www.edu.gov.on.ca
www.edu.gov.on.ca/studentsuccess
Ministry of Education websites

www.oyap.com
www.apprenticesearch.com
Ontario Youth Apprenticeship Program

WECDSB OYAP webpage

www.careersintrades.ca
<table>
<thead>
<tr>
<th>Experience</th>
<th>Description</th>
<th>Key Requirements</th>
</tr>
</thead>
</table>
| Career exploration activities | Activities that allow students to explore career opportunities through work-site tours, career conferences or competitions (e.g., Skills Canada), simulation activities (e.g., Junior Achievement), and contact with a career mentor.  
- May be incorporated into any credit course  
- Counts towards the experiential learning component required for an SHSM | • Preparation for every activity, including learning expectations, activity protocols, and health and safety  
• Opportunity for students to reflect on the activity  
• Completed field-trip form and transportation agreement |
| Job shadowing                 | One-on-one observation of a worker at a place of employment  
- May be incorporated into any credit course  
- Counts towards the experiential learning component required for an SHSM | • Teacher selection of an appropriate placement in a safe work environment  
• Preparation for the placement, including review of learning expectations, activity protocols, and health and safety  
• Opportunity for students to reflect on the experience  
• Completed field-trip form and transportation agreement  
• WSIB coverage if placement is more than one day |
| Job twinning                  | One-on-one observation of a cooperative education student at his or her placement  
- May be incorporated into any credit course  
- Counts towards the experiential learning component required for an SHSM | • Pairing of a student with a cooperative education student  
• Preparation for the placement, including review of learning expectations, activity protocols, and health and safety  
• Opportunity for students to reflect on the experience  
• Completed field-trip form and transportation agreement |
| Work experience/virtual work experience | A planned learning opportunity that provides students with relatively short-term work experience. Virtual work experience is facilitated through the use of communications technology from the school.  
- May be incorporated into any credit course  
- Counts towards the experiential learning component required for an SHSM | • Placement assessment  
• Pre-placement instruction addressing job-readiness skills, placement expectations, and health and safety  
• Opportunity for students to reflect on the experience  
• Development of a learning plan  
• WSIB coverage |
Engaging Student Voice in the Education and Career/Life Planning Program

Spectrum of Student Voice Oriented Activity

<table>
<thead>
<tr>
<th>Expression</th>
<th>Consultation</th>
<th>Participation</th>
<th>Partnership</th>
<th>Activism</th>
<th>Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volunteering opinions, creating</td>
<td>Being asked for their opinion, providing feedback, serving on a focus group,</td>
<td>Attending meetings or events in which decisions are made, frequent inclusion</td>
<td>Formalized role in decision making, standard operations require (not just invite) student involvement, adults are trained in how to work collaboratively with youth partners</td>
<td>Identifying problems, generating solutions, organizing responses, agitating and/or educating for change both in and outside of school contexts</td>
<td>(Co-)Planning, making decisions and accepting significant responsibility for outcomes, (co-) guiding group processes, (co-) conducting activities</td>
</tr>
<tr>
<td>artwork, celebrating, complaining,</td>
<td>completing a survey</td>
<td>when issues are framed and actions planned</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>praising, objecting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Most student voice activity in schools/classrooms resides at this end of the spectrum.

The need for adults to share authority, demonstrate trust, protect against co-optation, learn from students, and handle disagreement increases from left to right.

Students’ influence, responsibility, and decision-making roles increase from left to right.
### Engaging Student Voice in the Education and Career/Life Planning Program

<table>
<thead>
<tr>
<th>Expression</th>
<th>Consultation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volunteering opinions, creating art, celebrating, complaining, praising,</td>
<td>Being asked for their opinion, providing feedback, serving on a focus group, completing a survey</td>
</tr>
<tr>
<td>objecting</td>
<td></td>
</tr>
<tr>
<td>e.g. Students using IPP and OSP; students express what they want to</td>
<td>e.g. Students influence the activities and opportunities available in the school</td>
</tr>
<tr>
<td>explore and learn about</td>
<td></td>
</tr>
</tbody>
</table>
# Engaging Student Voice in the Education and Career/Life Planning Program

<table>
<thead>
<tr>
<th>Participation</th>
<th>Partnership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attending meetings or events in which decisions are made, frequent inclusion when issues are framed and actions planned</td>
<td>Formalized role in decision making, standard operations require (not just invite) student involvement, adults are trained in how to work collaboratively with youth partners</td>
</tr>
<tr>
<td>e.g. Open information sessions/forums for all students; specific invitations to disengaged students</td>
<td>e.g. Students on advisory committees</td>
</tr>
</tbody>
</table>


### Activism vs. Leadership

<table>
<thead>
<tr>
<th>Activism</th>
<th>Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying problems, generating solutions, organizing responses, agitating and/or educating for change both in and outside of school contexts</td>
<td>(Co-)Planning, making decisions and accepting significant responsibility for outcomes, (co-)guiding group processes, (co-)conducting activities</td>
</tr>
<tr>
<td>e.g. Peer-to-peer mentorship and support; students from different grades learning from each other</td>
<td>e.g. Student Council Career/Life Planning subcommittee; integration with existing student governance</td>
</tr>
</tbody>
</table>
Next Steps

• Packages to be distributed to Principals to facilitate introduction of the plan to Teachers.

• Implementation of All about me and One Page Profile at K-6 Schools

• Implementation of IPP and Transition planning at Secondary level 7-12

• Exploration of tools to track and port student profiles