

## SYSTEM-WIDE VISION & LEADERSHIP

How clearly is the vision for career pathways articulated across your school or division?



## SYSTEM-WIDE VISION & LEADERSHIP

In what ways is your school or division aligning its structures (scheduling, staffing, resources) to support career pathways?



## SYSTEM-WIDE VISION & LEADERSHIP

What barriers exist in your school or division to creating a “layered” system of support for students’ career exploration and transitions?



## ROLES & COLLABORATION

What role do administrators, Career Pathways Teachers (CPTs), and guidance counsellors each play in supporting student transitions?



## ROLES & COLLABORATION

What sort of supports (time, professional learning, school-leadership advocacy) do you believe is most important for an effective Career Practitioner?



## ROLES & COLLABORATION

What role do administrators, Career Pathways Teachers (CPTs), and guidance counsellors each play in supporting student transitions? How do these roles differ (or do they?)



## STUDENT-CENTERED PROGRAMMING

How early and how often are students exposed to career exploration opportunities (e.g., exploratory learning days, CTF/CTS courses)?



## STUDENT-CENTERED PROGRAMMING

What systems are in place to guide students in selecting and adapting their career pathways from Grades 5 through 14?



## STUDENT-CENTERED PROGRAMMING

How do you ensure that career programming remains flexible and responsive to students' changing interests and needs?



## EQUITY AND ACCESS

What strategies are in place to support complex learners in career exploration and planning?



## EQUITY AND ACCESS

How are rural students (e.g., from remote or outreach schools) provided equitable access to dual credit or work-integrated learning opportunities?



## COMMUNITY AND POST-SECONDARY PARTNERSHIPS

How are you leveraging local industries, post-secondary institutions, and organizations like CAREERS to expand student opportunities?



## COMMUNITY AND POST-SECONDARY PARTNERSHIPS

What relationships with business or community partners exist, and how are they nurtured and sustained?



## COMMUNITY AND POST-SECONDARY PARTNERSHIPS

How do you evaluate the impact of dual credit and internships on student transitions to post-secondary or the workforce?



## COMMUNITY AND POST-SECONDARY PARTNERSHIPS

How do you reignite the desire to take on RAP, Work Experience or Internship students in the community if there has been a history of difficult placements?



## DATA, REFLECTION, AND IMPROVEMENT

How do you use student data (e.g., transition rates, course selection reasons) to inform your approach to career education?



## DATA, REFLECTION, AND IMPROVEMENT

What systems are in place to track and support students at risk of not meeting career planning benchmarks (e.g., “watching for dips below 70%”)?



## DATA, REFLECTION, AND IMPROVEMENT

What does success look like for students in your school's or division's career pathways—and how do you know when you're achieving it?



## SUSTAINABILITY AND SCALING

How are you building capacity within yourself and your staff to continue and expand career pathway work?



## SUSTAINABILITY AND SCALING

What supports do you need from the division to deepen and sustain this work in your school context?

