

Provincial Direction

[Career Education Task Force Final Report 2023](#)

[Ministerial Order 2024](#)

[Guiding Framework for Curriculum 2024](#)

[Premier Mandate Letters 2025](#)

[Career Progressions 2025](#)

[Career Education & Financial Literacy \(CEFL\) 7-9 Curriculum DRAFT 2025](#)



Ministerial Order on Student Learning

Students will engage in **career** education pathways that provide the relevant and timely support they need to prepare for fulfilling **careers**. They will become lifelong learners who will cultivate the competencies of critical thinking, communication, problem solving, collaboration, research and managing information, citizenship, creativity and innovation, and personal growth and well-being.

Students will learn foundational life skills that will enable them to develop and sustain healthy behaviours. This will help them build healthy relationships, manage and resolve conflicts, manage personal finances, build confidence, deal with failure, and be prepared for everyday life.

Students will have rich and diverse opportunities to engage in work experience, including internships, summer jobs, placements, fieldwork, or practicums. Through these experiences, students will develop a strong work ethic, prepare for their future **careers**, explore **career** options, strengthen workplace skills, establish professional connections, enhance their resumé, increase self-confidence, understand workplace culture and etiquette, learn the importance of time management and work-life balance, and strengthen financial literacy.

Students can participate in apprenticeship programs to begin certification in a skilled trade while also completing their academic graduation requirements. This will enable students to start developing trade-specific skills at an early stage and give them a head start on certification and **career** entry, explore **career** options before committing to a particular **career** path, experience a seamless transition from school to work, enhance their employability, increase their financial independence, and strengthen personal growth and self-confidence.

Students will meaningfully apply their learning in a variety of life and work situations, including managing personal finances. Students will learn concepts such as debt and debt management, credit and credit management, interest rates, savings, borrowing, investing, budgeting, inflation, taxes, and planning for the future. This will enable students to practise financial independence, make informed and prudent financial decisions, distinguish between needs and wants, understand and appreciate the value of money and the importance of work, and build healthy financial habits early in their lives to avoid mistakes that may lead to lifelong challenges and implications.

[Ministerial Order on Student Learning \(2024\)](#)
[The Guiding Framework for the Design and development of K-12 Curriculum](#) (updated 2024)

Premier's Mandate Letter

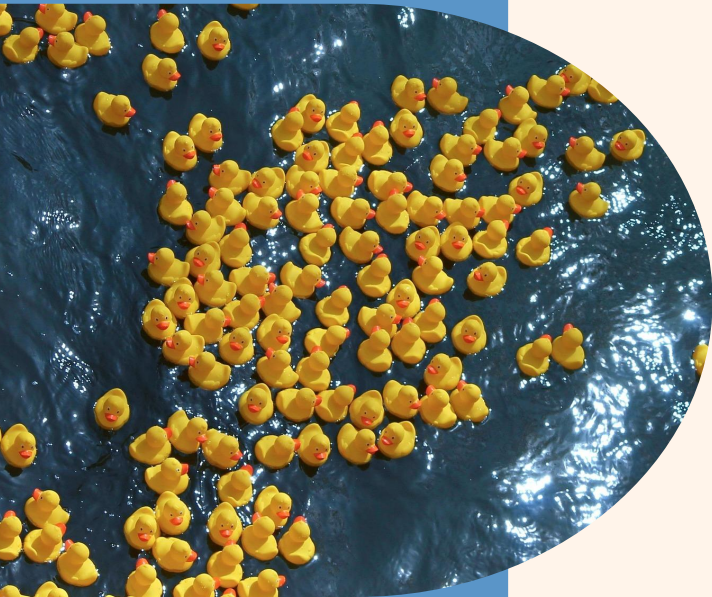


Premier of Alberta

Office of the Premier, 307 Legislature Building, Edmonton, Alberta T5K 2B6 Canada

- Advance the design and implementation of an apprenticeship system (similar to Germany's model) for high school–age students interested in pursuing vocational education and training in the skilled trades.
- Develop and conduct a high school–targeted advertising campaign and increase career fairs to promote high demand careers to students, with a special focus on trades education and apprenticeships.
- Working cooperatively with the Minister of Advanced Education, design and launch an online career counselling website for students and parents to assist with career and education road mapping.
- In partnership with industry, ensure the construction and operation of additional mobile Career and Technology labs to promote careers in the trades to students.

What's Your Why?



Dr. Kerry Bernes'

Research findings

- Students in 7-12+ are actively thinking about their career plans and want to explore
- Students have career immaturity - they simply lack career exposure in our traditional design
- The research concluded that students require more effective career development learning within the school system
- The most happy and successful people are in highly meaningful/personal careers/roles

Dr. Kerry Bernes'

- Career education should be integrated across all grade levels and curriculum
- Career development is not simply about course selection or postsecondary advising; it is about cultivating agency, purpose, and informed decision-making across a student's educational journeys
- Students are egocentric dreamers - so let's put meaningful structure to their dreaming

DREAM. PLAN. DO.

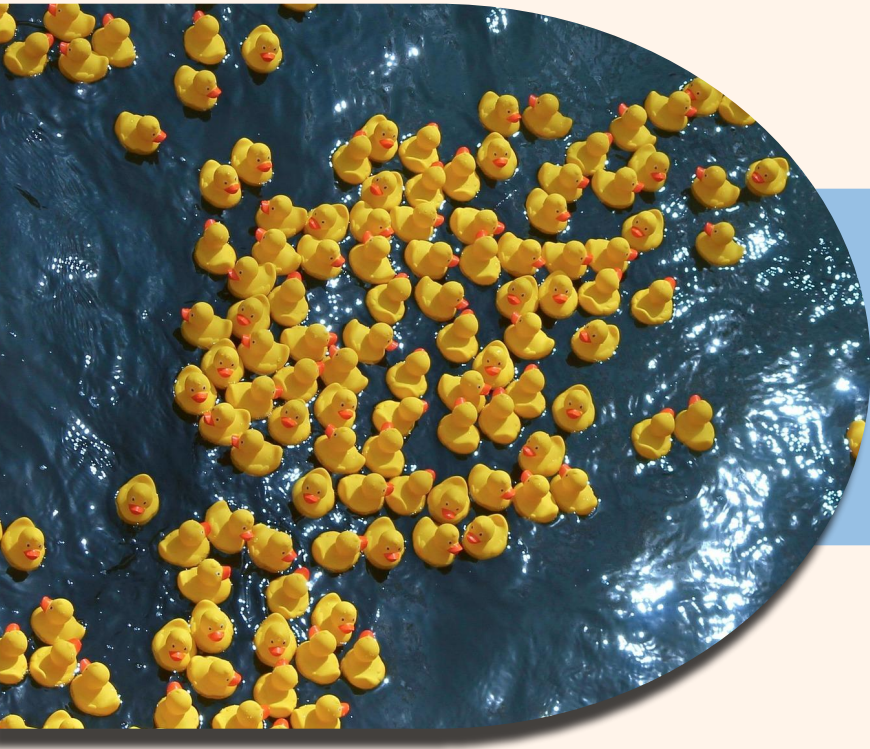
Dr. Kerry Bernes'

Using Adolescent Development

- Develop personal meaning and knowledge of self
- Knowledge of the world of work - create bridges of learning between school and careers
- Apply true reasoning - build skill on goal setting and implementation processes with continuous learning and adaptation experiences.

Our Career Education design needs to support students discovering their fit in the adult world.

As leaders of Career Education, how will we support our teams to design career education design to achieve the needs of students?



Progressions

Features of the Provincial Curriculum



Competency Progressions



Literacy Progressions



Numeracy Progressions



Career Progressions



Career Progressions



Career education ensures students are prepared with the relevant and timely learning opportunities required to transition into meaningful and sustainable pathways in post-secondary education and the workforce. Career progressions are combinations of knowledge, skills, and characteristics that students may demonstrate by the end of the divisional age range.

	Division 3 (ages 12–14)	Division 4 (ages 15–18+)
Personal Career Exploration Students reflect on personal aspirations, beliefs about work, and influences when identifying a career pathway that aligns with their interests and skills.		
Agency	I develop career aspirations based on my goals and vision of my desired future.	I make choices that support achieving life and career goals, even when faced with challenges, and manage transitions through proactive planning.
Exploration	I explore career options by researching different fields, connecting with professionals, and considering which careers align with my interests and skills.	I select career pathways that align with my interests, skills, and goals for fulfilment and security.
Attitudes	I reflect on my personal beliefs about the value of work and its impact on individuals, families, and society.	I evaluate how my personal values, beliefs, and lifestyle goals influence decision-making related to work or work alternatives (e.g. taking a year off between high school and post secondary).
Influences	I recognize how biases, family and societal pressures, and representation can influence career choices of self and others.	I make informed decisions about my career pathway, with consideration of perceptions, pressures, and access to opportunities.

Personal Career Exploration

Career Pathway Planning

Career Experiences

Entrepreneurialism

Universal Design for Learning 3.0

Provide multiple means of
Engagement

Affective Networks
The "WHY" of Learning



All students
need to be
engaged

Provide multiple means of
Representation

Recognition Networks
The "WHAT" of Learning



All students
need to
understand

Provide multiple means of
Action & Expression

Strategic Networks
The "HOW" of Learning



All students
need to show
learning

Traffic Light

Green

Indicate where your system already has strong evidence of success

Yellow

Where do processes exist but aren't consistent

Pink

Reveal a total gap

As you examine system readiness for Career Education, reflect on the following criteria:
Supporting Documents: [Career Progressions](#) (2025), the [Financial Literacy Progressions](#), and [CFL Core Curriculum](#)

Strength What are we already doing?	Criteria Applying the Progressions	Gap Analysis What might we consider next?
	Personal Career Exploration Systems, expertise, processes, and tools are designed for students to: Reflect on personal aspirations, processes, beliefs about work, & influences when identifying a career pathway that aligns with their interests & skills. Key components: - Agency - Attitudes - Exploration - Influences	
	Career Pathway Planning Systems, expertise, processes, and tools are designed for students to: Develop a plan for pursuing a career pathway considering learning opportunities, labour demands, future trends, & employment options. Key components: - Planning - Changing World of Work - Employment Options - Learning Opportunities	
	Career Experiences Systems, expertise, processes, and tools are designed for students to: Capitalize on opportunities to experience work environments, enhance knowledge of workplace expectations, refine employability skills, and develop work attainment skills and strategies. Key components: - Work-related Experience - Employability Skills - Work Environments - Work Attainment	
	Entrepreneurialism Systems, expertise, processes, and tools are designed for students to: Develop competencies that prepare them to pursue career opportunities, embrace evolving roles, and create value in professional and entrepreneurial contexts. Key components: - Creativity - Mindset - Initiative - Strategy	
	Financial Literacy Systems, expertise, processes, and tools are designed for students to: Make informed choices, distinguish between needs and wants, understand budgeting, saving, debt and the trade-offs involved in spending and, in some contexts, sharing money. Key components: - Core Skills - Lifelong Application - Informed Decision Making - Well-Being	

Acknowledgment: This guide was developed by The Consortium (Alberta Professional Learning Consortium) to support implementation. It is freely provided in support of improved teaching and learning under the following Creative Commons license: [CC-BY-NC-SA-4.0](#)

The Consortium CASS

[Financial Literacy Progressions](#)

[Career Progressions](#)

[Assessment Rubric](#)

Guiding Questions: Empowering Life-Long Career Readiness
School systems help students discover their talents and purpose by providing the relevant and timely support they need to engage in career education pathways to prepare for fulfilling careers while learning about the value of money, the importance of work, and building healthy financial habits (Minimal Order on Student Learning, 2024).

Where Are We Now?	
Culture How would you describe the current culture in your organization as it pertains to supporting Career Education? - Foundational understanding of purpose - Intentionality & Flexibility - Diversity & Culturally Responsive - Confidence & Ownership - Teams of Support - Systemic Strategy & Visioning Would students offer a similar assessment?	Career Education Professional Learning Needs Assessment Confidence: The Right Drivers in Action for Schools, Districts and Systems
Data & Goals Which relevant student data might you explore to guide your planning? How is Career Education embedded in your Education Plan? Possible starting points: - Graduation rates, Post-secondary rates - AERR data - Assurance Survey results - Student Voice collections - Education Plan Goals	Career Progressions (2025) CASS Learning Guide - Assurance Framework, Creating a Data Culture - Reference to Career's 4 Disciplines of Execution
Expertise What expertise do we have? What education and skill sets do staff have in terms of career education and financial literacy? System Leaders? School Staff? What resources are available in the community (families, businesses)? What might be the potential for industry & community partnerships?	Staff Skills Inventory - Career Education ALIS Skills Quiz
Programming How are the Progressions embedded in your current programming? Which CTF options & CTS courses are offered? What CALM data is available (delivery, engagement, grade levels)? What steps have been taken to weave Financial Literacy into student learning? How are teachers of all subjects integrating Careers, Financial Literacy, and the world of work into their planning and instruction (cross curricular)?	Guide to Education Curriculum Progressions - scroll down to Features of the Provincial Curriculum Progressions Financial Literacy Progressions CTE Curriculum
Structures What are the current processes and supports? What career supports and processes are in place for students? How might you support equity across all schools? Are there career focused tools accessible to students? CAREERS: Tradesecrets , Labour Market Inclusion Alberta , FLAA , Alberta Student Aid ?	Supporting Success Through Career Trades, Apprenticeships & Vocational Education

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The Consortium CASS



The Consortium

CSS

Story of Practice Chinook's Edge School Division



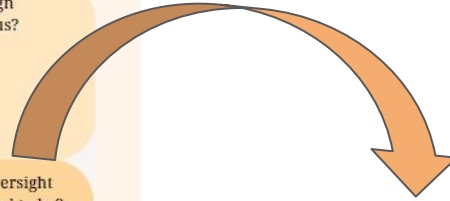
CAREER EDUCATION SYSTEM DESIGN



Our Career Education Design *Where Students Come First*

THE 'WHY' GUIDING DIRECTION

- Career Theory and a Career Education System Design
- Why do this? What does the research and data tell us?
- Provincial guiding documents
 - Career Education Task Force Final Report
 - Ministerial Order
 - Premier Mandate letters
 - Career Progressions

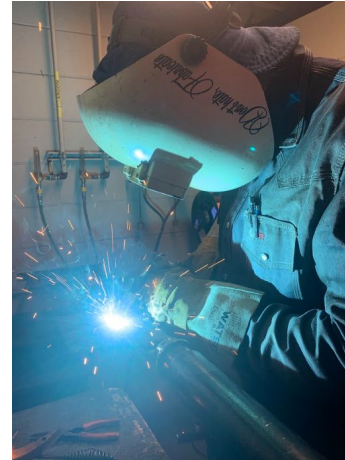


SYSTEM DESIGN OF STUDENT EXPERIENCE

- Establishing Board Support & Senior Leadership Oversight
- Needs Assessment - Where are we, where do we need to be?
- Establishing Vision, Goals & Strategic Plan
- Budget Priority
- Establishing a Core Team - Roles & Responsibilities
- Development of guiding documents i.e. Handbooks and Frameworks
- School Structures for Career Education i.e. advisory/learning commons hub/visuals/timetabling
- Professional Learning & Collaboration Design
 - Building Capacity of all staff and all roles
- Curriculum Pedagogy & Design
 - Career Progressions - All school/staff responsibility to embed effective practices
 - Elevating Career Education in Core/CTF/CTS Programming
 - Elevating meaningful student experiences in Dual Credit, Work Integrated Learning, Green Certificate
 - CEFL 7-9, CEFL 10, CALM
- Frequently collect data to inform effectiveness on students

Career Education Design that provides results for all learners!

It is so much more than a single course....



STUDENT CAREER PATHWAY SUCCESS

- Through Planning, Exploration and Experiences
- Developing all of the above with intentionality to create meaningful learning experiences for students that build confidence, skill development and certainty of career pathways which they see themselves selecting K-12.
 - Student career pathway planning processes
 - Supporting student success through staff coaching & advising



SUPPORTING THE DESIGN

- Published goals, actions and measurements
- Strong System Leadership & Learning
- Development of Resources & Handbooks

Our 'Team' Culture Approach: Intentional by Design

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Building culture through a focus on engagement and capacity building.

- 1. School Career Connection Teams**
 - School Leads = Admin, Career Counselor & Practitioners, Off Campus
 - Overall staff engagement and capacity building with professional learning and career education school development
- 2. Division Career Connection Team**
 - Division Leads = Associate Superintendent, Director, Coordinator, CAREERS Practitioner
 - Overall senior leadership engagement and capacity building and career education division-wide leadership and direction setting
- 3. Community Engagement/Partnerships**
 - Local families and businesses
 - Other K-12 school authority partnerships
 - Post-secondary Partnerships
 - Industry Partnerships
 - Organizations i.e. CAREERS

Reflection



Strengths
What are we already doing?

Criteria
Intentionally Applying the Design

Gap Analysis
What might we consider next?

Culture: How are Career Progressions Brought to Life?

- How would you describe the current Career Education Culture in your organization?
 - School/Division Team Design
 - Leadership Direction of Career Education
 - Overall Staff Engagement and Planning of Career Education
 - Community & Partnership Engagement
- Would students offer a similar assessment?



Foundations of Career Education:
Empowering Lifelong Career Readiness

Leaders of Career Education

School Design Toolkit



The Why & What

- > [The Why & What' Learning Slideshow](#)
- > [The Why & What' Learning Toolkit](#)

Roles & Structures

- > [Roles & Structures' Learning Slideshow](#)
- > [Roles & Structures' Learning Toolkit](#)

CTF/CTS Design

- > [CTF/CTS Design' Learning Slideshow](#)
- > [CTF/CTS Design' Learning Toolkit](#)

Work Integrated Learning

- > [Work Integrated Learning' Slideshow](#)
- > [Work Integrated Learning' Toolkit](#)

Role of Instructional Leadership

Curriculum as a Tool

Approaches to
Outcome Attainment



Guide to Education



Organization of Instructional Time (Program Planning Gr 1 - 9)

The following requirements and considerations apply to the organization of instructional time:

- *As per the [Funding Manual for School Authorities](#), all students must be provided with a minimum number of hours of instruction. See [Minimum Hours of Instruction: Early Childhood Services](#) and [Minimum Hours of Instruction: Grade 1 to Grade 9](#) in this section.*
- *Subject to the above requirement, **decisions on the organization and scheduling of instructional time are a school authority matter** and should be **flexible** enough on a daily, weekly and yearly basis to **meet the learning needs of students**.*
- *All students should be **provided sufficient opportunity to achieve the outcomes** outlined in the programs of study/curriculum.*
- *Organization for instruction may be based on an **integrated programming model** in which the **outcomes from two or more subject areas are addressed within a common time block**.*

Career Education & Financial Literacy (CEFL)



- Draft 7–9 career education and financial literacy curriculum was released in fall 2025.
 - The **recommended** hours of instruction for draft 7-9 career education and financial literacy curriculum is 50 hours per year.
- Draft 7–9 physical education and wellness curriculum was released in June 2025.
 - The **recommended** hours of instruction for the new 7-9 physical education and wellness course is 125 hours per year, equal to the total instructional hours currently **recommended** for the two individual courses:
 - Physical Education: 75 hours per year
 - Health and Life Skills: 50 hours per year

Scheduling Considerations

The calculations contained are based on sample minutes dedicated to option times in various schools schedules. Most schools used a version of a quarterly system, two in each semester.

Assumptions for approximate times: 90 days/semester; 45 days per quarter; 38 weeks/year

Semestered System - Quarter of a Year (1 term)

60 minutes every second day x 45 days = 45 hours

80 minutes every second day x 45 days = 60 hours

45 minutes/day x 45 days = 33.75 hours



The graphic shows a school timetable with a pink header and a grid. The header reads 'SCHOOL TIMETABLE'. The grid has columns for 'MONDAY', 'TUESDAY', 'WEDNESDAY', 'THURSDAY', and 'FRIDAY'. The rows represent time slots: 7:00-8:00, 8:00-9:00, 9:00-10:00, 10:00-11:00, 11:00-12:00, 2:00-3:00, 3:00-4:00, and 4:00-5:00. A small icon of an open book is in the bottom right corner of the grid.

Semestered System - Half of a Year (2 terms)

160 min/week x 19 weeks = 50 hours

120 minutes/week x 19 weeks = 38 hours

80 minutes/week x 19 weeks = 25 hours

Friday STEM/Cross Curricular Learning - every Friday (4 terms)

80 minutes/Friday x 38 weeks = 50 hours

Note: For schedules short of hours, **Cross Curricular** planning with math could include up to **10 hours** of **Mathematics/Financial Literacy** cross curricular instruction and work + a culminating **performance based assessment** of approximately 5-6 hours yielding an **approximate 50 hour** course.

Additionally, within CTF & CTS courses, teachers can directly infuse outcomes from the Financial Literacy and Career Education Organizing Ideas, deepening student experiences and understandings.

Cross Curricular Connections Math 7 and Financial Literacy

Math Outcome (Gr 7)	Math Skills & Procedures	Financial Literacy Outcome (Gr 7)	FL Skills & Procedures	Where They Can Be Taught Together
Operations with Integers	Add/subtract integers; model gains/losses	Investigate personal finance	Discuss income, deductions, spending influences	Gross vs Net Income unit; tracking bank balances
Percent & Proportional Reasoning	Determine percent of quantity; solve percent problems	Investigate personal finance	Explore employment income; economizing; currency exchange	Discounts, tax, and exchange rate comparisons
Ratios & Unit Rates	Determine unit rate; compare proportional relationships	Investigate personal finance	Investigate ways to economize	Unit pricing and consumer decision-making
Multi-Step Problem Solving	Model real-world contexts	Investigate personal finance	Relate personal experiences to financial decisions	Monthly budgeting simulations



Programming Options Junior High CAREER Pathways:

- 5-week rotations/90 min per week
- Possible mentorship from Advanced CTS students
- My Blueprint *led by teachers* during the CAREER ED time
- MYFVSD completed for all grade 9 students – **grade 9 teacher responsibility**
- Grade 8 **CAREER EXPO** (CAREERS TEAM) (Spring)
- Grade 9 **CTR 1010** High School/CAREER Readiness (CAREERS TEAM)

Sample Schedule: Grade 7

Term 1

Explore 1	Explore 2	Explore 3
Career Education 7 (CEFL curriculum)	Careers Academy	Careers Academy

Term 2

Explore 4	Explore 5	Explore 6
Financial Literacy 7 (CEFL curriculum)	Careers Academy	Careers Academy

**Opportunity for students to explore all 12 Academies throughout Junior High.*

Our thanks to
Fort Vermilion
School Division
for sharing this
sample

Integrated CEFL with CTF (semestered)



CEFL embedded in CTF Courses	# of days	
Safety, Tools & Measurement		5
Career Explorations	C.E.	6
Construction	Con.	14
Financial Literacy	F.L.	5
Food Sciences	F.S	14
Human Care & Services	HCS	14
Technology & Design	T&D	8
Celebration		3



Designed for Semester (3-4 classes a week)

Each child receives 6 different courses (14 classes)

# of days	5	3	3	2	4	3	2	4	3	2	4	3	2	4	3	2	4	3	4	3	4	3	3	3		
Groups																					Number of classes = 63					(18-19 wks)
A	C.E.	F.L.	F.L.	F.S	F.S	T&D	F.S	F.S	T&D	HCS	HCS	T&D	HCS	HCS	T&D	Con.	Con.	Con.	Con.	C.E.	Celebration & Clean-Up					
B	C.E.	F.L.	T&D	Con.	Con.	F.L.	Con.	Con.	T&D	F.S	F.S	T&D	F.S	F.S	T&D	HCS	HCS	HCS	HCS	C.E.						
C	C.E.	F.L.	T&D	HCS	HCS	T&D	HCS	HCS	F.L.	Con.	Con.	T&D	Con.	Con.	T&D	F.S	F.S	F.S	F.S	C.E.						

Leveraging School Structures: Intentional by Design

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Using all aspects at our disposal to redesign school for the greatest impact of Career Education.

- School and Division lead teams support the redesign of school structures
- Use of a Career Hub i.e. Learning Commons Hub
- Use of school-wide Advisory groupings
- Physical space visuals
- Flexible timetabling - cross curricular outcome achievement



Why Would I?

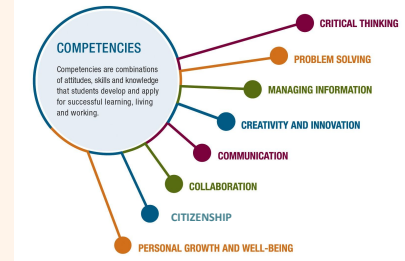
Why would I help my uncle fix lawn mowers in his shop? So I could learn how to fix small engines so I can work as a sled mechanic in the future.

Why would I play hockey with my community team? So I could learn how to work hard for a goal and be a good teammate so I can work as a construction worker in the future.



Why Would I?

1. Create a "Why Would I?" series of three **postcards** to mail to a friend/family member, or a "Why Would You?" **poster** to hang in your personal space/school or a "Why Would I?" **PowerPoint/Canva/Google Slide** presentation or a "Why Would I?" **YouTube video ad** or a "Why Would I?" **podcast** to demonstrate how personal experiences relate to future work choices.



Career Education and Financial Literacy Learning Experiences

Guide to Education



Career Plans (Program Planning Gr 1 - 9)

- Schools are *encouraged* to require students to *develop a program and career plan when beginning junior high school*. The plan should be *updated annually* and *signed off* annually by parents and the principal.

Career & Technology Studies (High School Program Planning - Courses & Programs)

- Some *students may successfully complete all the learning outcomes for individual introductory-level (1000 series) CTS courses offered in grades 7 to 9*. Upon recommendation of the junior high school principal, a student who successfully completes all the learning outcomes for an introductory-level (1000 series) CTS course *may be granted credits associated with that CTS course* by a senior high school principal. Such recommendations should be made on an individual, case-by-case basis. A mark of "P" for pass or a percentage grade may be assigned to the student by the senior high school principal.

CTF Curriculum and Intention

- **Integrate Multiple Occupational Areas:** Each CTF task should **ideally align with at least two occupational areas** to show the interconnectedness of modern careers (e.g., combining *Design Studies* and *Construction* to build a birdhouse).
- **Focus on Competencies:** Use the program to develop universal skills like critical thinking, collaboration, and environmental stewardship.
- **Community Bridging:** Create **authentic learning experiences** by bridging school and community through guest experts, real-world problems, or local issues.
- **Transition to High School:** Design challenges that **introduce** students to the **"specialized" pathways** they will encounter in senior high school CTS programs.
- **Flexibility and Choice:** **Allow students to choose** projects that match their specific passions, which increases engagement and helps them better understand their own career aptitudes.
- **Self-Reflection:** A primary outcome is for students to **"identify and apply career and life skills,"** helping them understand how their specific strengths align with potential future paths.

Foundations of Career Education: Empowering Life-Long Career Readiness

