

Inquiry Project Plan

Inquiry Title: <u>Career planning</u>	Time Frame <u>1 week</u>	Inquiry Approach: <u>Design thinking</u>	
Name: <u>Maggie</u>	Subject(s): <u>Career education</u>	Grade(s): <u>6</u>	

Inquiry Project Rationale & Overview

Why does this topic matter to students?

Career education is a problem that each of us will experience. Career education enables students to connect their academic studies with future life and career goals to improve students' own educational experience and future career prospects. (Welde et al., 2016). However, the students' knowledge and understanding of the profession seems to be only on the surface. However, do they have a clear understanding of what a career is and how to plan their own future? Can they discover their own advantages in a certain aspect from a young age, which is beneficial to their future career development? Therefore, when the career planning is carried out, and when students understand their own advantages and interests, they can be clearer about their future career choices and directions. If students are engaged in career development since childhood, they can better engage in self and career exploration (Welde et al., 2016).

Design-based projects will enable students to experience and explore themselves. At the same time, this week-long theoretical study, classroom activities, and extracurricular experience unit design can help students think critically and creatively to clarify their goals and strengthen their understanding. Finally, I hope it is a commitment to long-term reflective practice. Students can get long-term reflection and knowledge learning.

The study of this unit can not only provide students with a space for communication, to share what they have experienced and what they have learned. At the same time, this also provides an opportunity for teachers to provide students with a safe space and support for students to practice in different environments. For teachers, they will also explore teaching and learning from it.

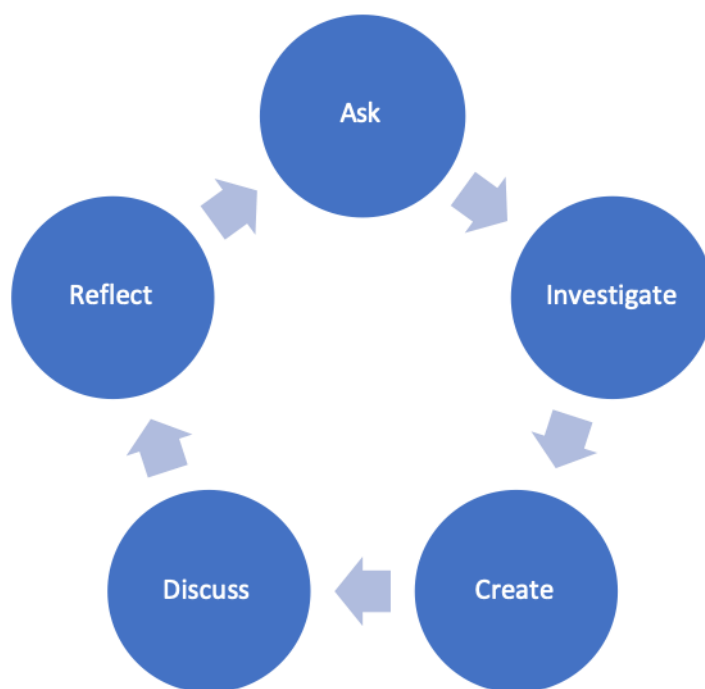
How does this project incorporate the inquiry cycle?

This unit is expected to be able to conduct a single-round of inquiry cycle. Both students and teachers will be invited to explore in this project. The first is the inquiry about the project for teachers and students. Secondly, students will participate in surveys, explore basic questions, and participate in a design-based project. As the unit develops, students will create their own goals and plans. And after the activity is over, provide a space for students and teachers to discuss. In the process of the whole project, teachers can also update and supplement according to the actual development situation to strengthen the exploration of the project.

In a design-based project, although due to time, our inquiry has not been developed in the "creation" phase. However, there is still room for students to discuss and reflect on our practice, discover new knowledge, and start the next round of exploration to understand their own experience through practice.

Key Questions For Inquiry About the Topic of Study

Core Question	Supporting Questions
<p>For teachers:</p> <ul style="list-style-type: none"> ➤ How will I follow up on my teaching model to support the professional development of students? <p>For students:</p> <ul style="list-style-type: none"> ➤ What is career education? ➤ How can career education help me manage my life? 	<p>For teachers:</p> <ul style="list-style-type: none"> ➤ Who can support and share my students' stories or ideas to promote connection with the community? ➤ How to ensure that the students are inclusive of their personal background and experience while exploring themselves? <p>For students:</p> <ul style="list-style-type: none"> ➤ What can I do to find a purpose/calling/career that is well suited to me? ➤ What should we do to better manage ourselves? ➤ How does our career education study help our career development?



Inquiry Approach/Style and Rationale

This project is based on the design thinking method. For teachers, It provides the possibility for teachers to change the inherent teaching methods in the classroom (Galileo Educational Network, 2021). For a certain objective, people may have different perspectives via inquiry and people could be more creative or have more comprehensive understanding (Bai, 2005). Furthermore, most students believe that participating in career education has helped them learn more about themselves, have a better understanding of their profession, and are excited about what they can do (Welde et al., 2016). Hence, if students can make a plan for their future and are excited about what they imagine, then they may feel closer to their education and more interested in learning how to achieve their future life and career goals. It can also help students better understand themselves and make the best career choice. Understand the problem of career planning for contemporary people to manage themselves and help employment. Through learning, students will experience some silhouette fragments in professional life, and understand the possible help that career planning can provide to people's lives. At the same time, students can also use assessments to check the quality of their work. At the same time, I hope that teachers can play a guiding role in this, and provide students with more opportunities to discover themselves, get to know themselves and social practice.

Core Principles of Effective Teaching (Sharon Friesen)

<p>Core Principle 1: Effective teaching practice begins with the thoughtful and intentional design of learning that engages students intellectually and academically.</p>	<p>Career is something we hear every day, and it is deeply rooted in our daily lives. This allows to connect with our daily natural courses, our choices and the other with which we interact. New routines may be in the classroom and through extracurricular practice to help support student careers. If done correctly, students will begin to understand how our career is closely related to everything we will do and will recognize the different aspects of life that affect our future career choices and development. This in itself will help students form meaning.</p> <p>First of all, in terms of how teachers learn from students, we combine classroom learning and extracurricular practice. At the same time, students will discover their own advantages through classroom activities and apply them to career selection and planning. Secondly, the course is ingeniously designed with powerful investigation-based learning tasks, namely project-based. We focus on students' inquiries on issues related to student life and the world outside the school.</p>
<p><i>**How is the inquiry focused on building disciplinary knowledge and understandings?</i></p>	
<p>Core Principle 2: The work that students are asked to undertake is worthy of their time and attention, is personally relevant, and deeply connected to the world in which they live.</p> <p><i>*What makes this inquiry valuable, meaningful, and "alive" for the students and teachers?</i></p>	<p>Career planning and choices are what each of us will experience and exist in the lives of everyone around us and in the world. For students, this is a very practical and vital thing to their lives. Once students can understand how to find themselves and how to manage themselves and even plan</p>

	their careers, it will have a certain impact on students.
<p>Core Principle 3: Assessment practices are clearly focused on improving student learning and guiding teaching decisions and actions.</p> <p><i>*How do I define learning and success in this inquiry? How is learning expressed and articulated in peer, self and teacher assessments?</i></p>	<p>For the assessment of the project, I will quote a test document that is still guided by the inquiry process. In their process of inquiry-based learning, they set a standard for students to develop and create to access their performance throughout students learning process. The standard roommates that guide students to study and evaluate are designed by experts in the subject and students in collaboration. Hence, they constructed a rubric, which is CSS report card heading that is divided five categories: inquiry, knowledges and skills, communication, enhancing and supporting community, and work habit (Park, 2012). This document could be use in the process of learning. Students can self-assessment their performance based on this table as well.</p>
<p>Core Principle 4: Teachers foster a variety of interdependent relationships in classrooms that promote learning and create a strong culture around learning.</p> <p><i>*How do I connect students with each other, with experts in the field, with larger communities and nature, and across disciplines?</i></p>	<p>How the students' relationship to the work? Students are deeply involved in this work, discover their own interests and advantages through practice, and know why this is important to them.</p> <p>How are students connecting with each other, their teacher, and other community members? Teachers are the guide and motivation for students in the whole unit to carry out deep reflection. They will discuss and give feedback at the end of the project.</p>
<p>Core Principle 5: Teachers improve their practice in the company of peers.</p> <p><i>*How do I reflect on the inquiry together, and/or collaborate with others?</i></p>	<p>First of all, teachers provide students with opportunities to explore areas other than teachers' professional knowledge and understand themselves. In the whole process, students become part of the teaching. At the same time, this unit is also an inquiry item for teachers. Teachers will also adjust their teaching plans based on feedback from students or colleagues.</p>

BC Curriculum Core Competencies

Communication	Thinking	Personal & Social
I communicate confidently, using forms and strategies that show attention to my audience and purpose.		I can recognize my strengths and take responsibility for using strategies to focus, manage stress, and accomplish my goals.

BC Curriculum Big Ideas (STUDENTS UNDERSTAND)

Career education (Grade 6)

New experiences, both within and outside of school, expand our career skill set and options

BC Curriculum Learning Standards (STUDENTS DO)

(STUDENTS KNOW)

Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none"> ➤ Recognize their personal preferences, skills, strengths, and abilities and connect them to possible career choices. ➤ Explore volunteer opportunities and other new experiences outside school and recognize their value in career development. ➤ Apply project management skills to support career development 	<p>Personal Development</p> <ul style="list-style-type: none"> ➤ Goal-setting strategies ➤ Project management <p>Life and Career Plan</p>

Indigenous Connections/ First Peoples Principles of Learning

How will I incorporate Indigenous knowledge and principles of learning?

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning requires exploration of one's identity.

Respectful Relations

How will I invite students of all backgrounds, interests and skills into the inquiry?

- Students will discover and know themselves through classroom activities in advance and help them build self-confidence.
- Students will participate in different types of social practice according to their personal interests
- Invite students to share what they are willing to share.
- Students will gain a certain amount of experience through classroom activities and practice, as well as the guidance of the teacher. So, they can more clearly recognize their strengths and interests.
- Students will participate in the self-assessment process.

Project Overview

Time Estimate		Teacher and Student Activities	Assessment Activities
Ask	Day 1 AM/PM	<p>For students: Icebreaking What is Your Ikigai?</p> <p>-What are you Great at?</p>	<p>-Discovering your Ikigai</p> <p>-Student discussion and feedback as</p>

		<p>-What unique skills do you have that come most naturally to you?</p> <p>-What talents have you cultivated and what do you excel at even when you aren't trying?</p> <p>Outline the intent of the project and formulate the norms for in-class and subsequent outing practices.</p> <p>-What is career education?</p> <p>-How can career education help me manage my life?</p> <p>-What is the history of career education; what are the pros and cons?</p> <p>For teachers:</p> <p>-How will I follow up on my teaching model to support the professional development of students?</p>	formative assessment
Investigate	Day 2-4 AM/PM	<p>Guiding question (For students):</p> <p>-What can I do to find a purpose/calling/career that is well suited to me?</p> <p>-What should we do to better manage ourselves?</p> <p>-What change would you most love to create in the world?</p> <p>The Youth Discovery Trade Program is a course that allows students to learn what trading is from a day's activities of local businessmen.</p> <p>For teachers:</p> <p>-Who can support and share my students' stories or ideas to promote connection with the community?</p> <p>-How to ensure that the students are inclusive of their personal background and experience while exploring themselves?</p>	Guide the smooth progress of student activities and give appropriate prompts. At the same time make sure that all sounds are heard.
Create	Day 5 AM	<p>- What do we need to continue to learn to expand our gains?</p> <p>Create their own interpretation of career planning</p>	Ongoing feedback (self, teacher)
Discuss& Reflect	Day 5 PM	<p>Sharing circle:</p> <p>-Share something that you find meaningful throughout the process.</p>	Students will have discussion and they will do self-assessment.

		Open discussion: -Do you have a certain understanding of the profession? -How does this experience help you? -What do we need to continue to learn? Self-assessment (please see attachment)	
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Materials and Resources (use APA citation format)

Richards, C. (2019, January 14th). Ikigai: Your reason for being. Uplift.
<https://upliftconnect.com/ikigai-finding-your-reason-for-being/>

Organizational Strategies (Optional)

- *Before practicing, students should understand their roles and tasks to be completed.
- *Have the courage to adapt to different environments. When students are in an unfamiliar environment, they must learn to get along with that environment.
- *Students will need to conduct a self-assessment.

Proactive, Positive Classroom Learning Environment Strategies (Optional)

- *Encourage students to express their ideas and let everyone participate in the activity.
- *Enable community members support students' activities and learning.
- *Formulate certain rules and norms so as to ensure the smooth progress of various tasks

Extensions

In addition to discussions and sharing among students, the project also hopes that educators can also share their own experiences and ideas. And if they can, they can not only support the development of the project on a theoretical basis, but also have the possibility of bringing this type of project to the public eye.

Reflections (to be completed after Project Completion)

What did I learn about Inquiry Based Pedagogy?
What challenges and successes did I experience?
What would I adapt for next time?
What questions do I still have about Inquiry Based Pedagogy?

Please see attached rubrics of assessment to support the unit overview.