

Teaching CAREER Using the



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In conclusion, the



provide a powerful framework to help individuals consider their purpose - a grounding for their career aspirations:

- What is the world that I *want* to live in?
- What do I see are the global problems or opportunities that need our attention?
- What are my talents and experiences that may help address these problems, and in turn improve the condition of our world?

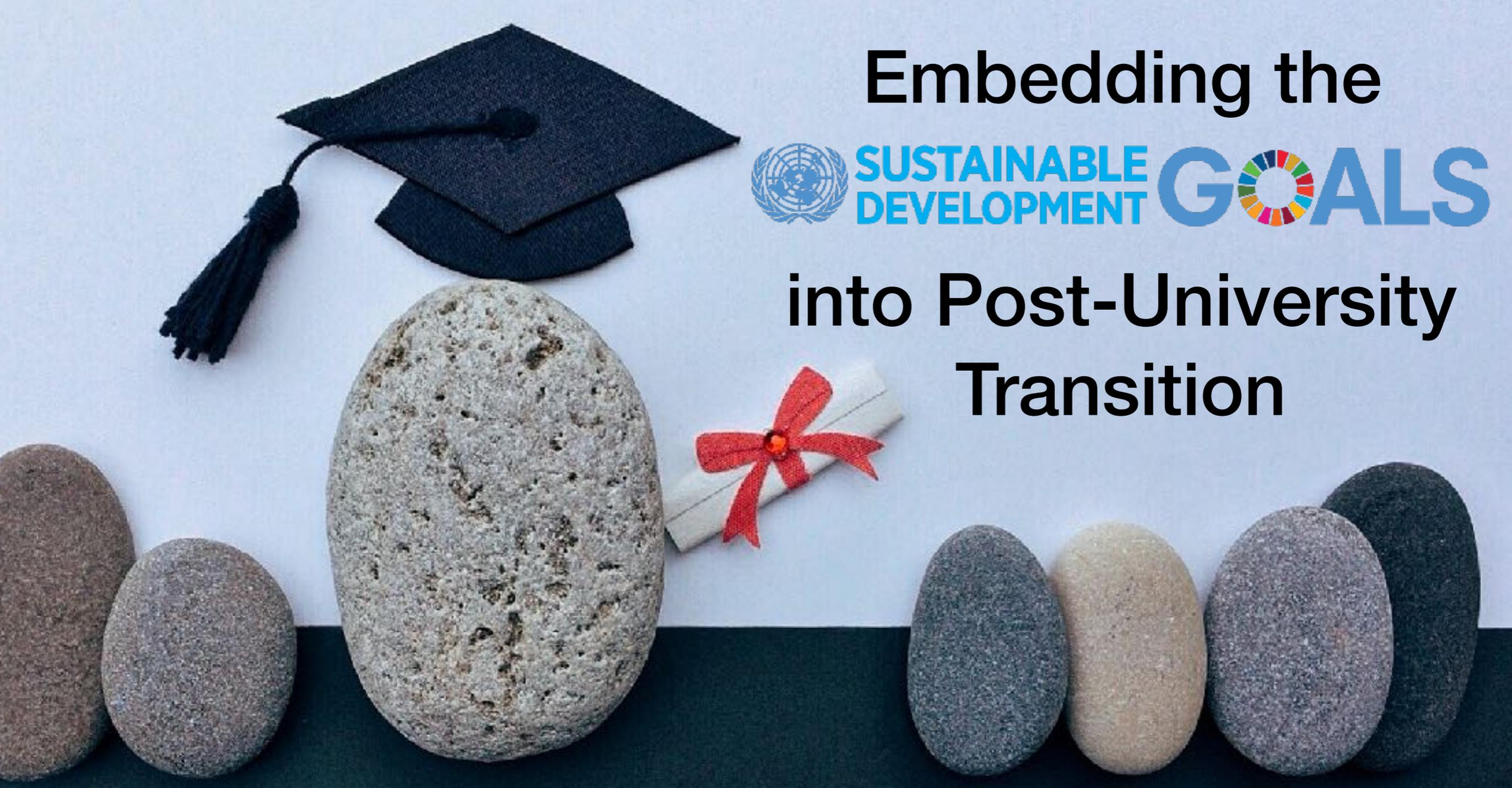
What are the



Derived from the 2030 UN Agenda for Sustainable Development: “...a shared blueprint for peace and prosperity for people and the planet, now and into the future.”

Adopted in 2015 by all UN member states/countries: “...an urgent call for action by all countries...they recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests.”

(<https://sustainabledevelopment.un.org/sdgs>)



Embedding the



into Post-University Transition

In EDUC 4100, students will:

- ✓ reflect on their educational experiences by examining artifacts
- ✓ investigate and prepare for work and further educational opportunities
- ✓ develop representational portfolios for post-university life
- ✓ consider what it means to be “educated” in their own context

Mindmaps

Reflections

**Information
Interviews**

Alumni
Speakers



**Mission
Statement**

**Future Work
Skills**



Purposeful “Interventions”

Is a sense of purpose evident in these reflective components?

Reflections

Information
Interviews

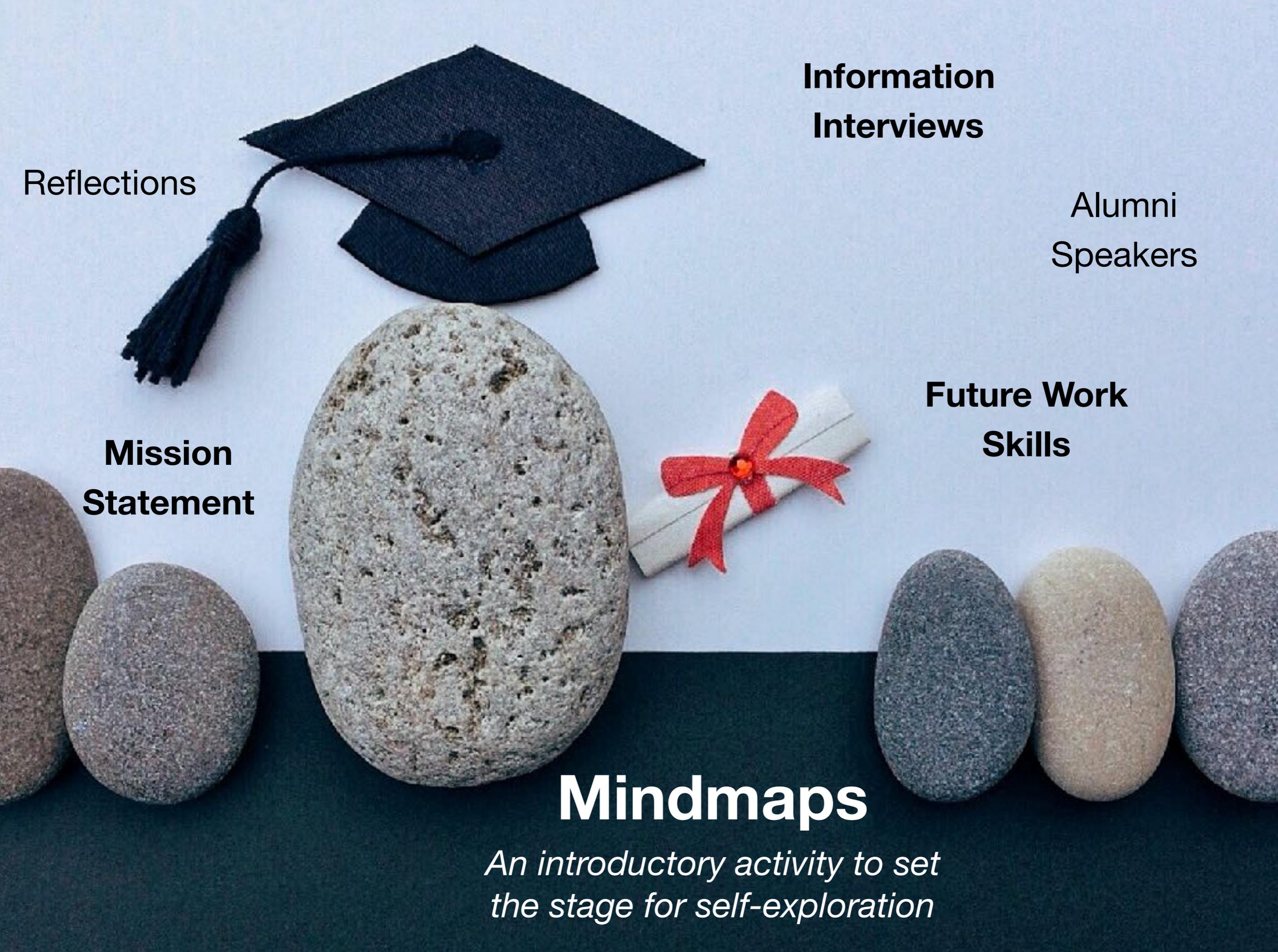
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*An introductory activity to set
the stage for self-exploration*



Your
strengths

Your
interests

Your
favourite
course(s)
and why



Your current
professional
aspiration(s)

Your UN
SDG(s):
[https://
vimeo.com/
138852758](https://vimeo.com/138852758)

Your goals for
this course

Mission Statement

An ePortfolio component asking: "How do you transform the lives of others?"



“Nurturing the minds of children, using quality education, with openness and compassion for each child, so they can learn and grow to be their best selves.”
(Destinee, Psychology student)



Reflection: My mission statement tackles both quality education [SDG4] and no poverty [SDG1] because I hope to be a quality educator [who]... make a difference in young people’s lives [so that they] can hopefully grow and become positive and purposeful people...I hope I can teach my students the value of life and the need to address poverty in the world, so they can be knowledgeable and understanding in their future.

Mission Statement

An ePortfolio component asking: "How do you transform the lives of others?"



“Contributing my wealth of experience to exercise reasonable discretion and humane control while working with offenders, to maintain the peace and safety of Canadian citizens.”

(Breanna, Criminology student)



Reflection: I identified with gender equality [SDG5] through practicing [consistency] for every type of offender. My ability to exercise reasonable discretion to every gender will ensure I am treating this population with humane control and dignity.

Information Interviews



Connect with individuals with relevant work and/or life experiences and reflect on these conversations

"My sustainable development goal was good health and well being [SDG3]. Many of these conversations focused on self love and overall well being...**It was less about how I can use my career for the healthy well being of [one]self [and instead for the] community...**Being a student in the health science program, my end goal is to be able to pursue a career where I may **help individuals with their physical, mental and or spiritual health in one way or another...**Whether that is psychiatry, physical therapy, pharmaceuticals and or even personal training and nutrition, there are many options for which I can achieve."

(Zachary, Health Science student)

Information Interviews



Connect with individuals with relevant work and/or life experiences and reflect on these conversations

“My UN SDG was to ensure the clean and adequate supply of water for all [SDG6]. **I think, as I write this response, that this may be my drive to pursue law.** I know that I want to help those throughout the world to ensure people do not die of malnutrition, and to ensure everyone has the right not to worry about a clean safe supply...Anecdotally, **I know that legal arguments most certainly can be made to ensure a clean safe supply, as this is a human right.** Maybe, human rights is an avenue of law I should explore. [Interviewee 1], for example, pursued law to potentially pursue and protect human rights. [Interviewee 2], similarly, did the same. This is something for me to consider.”
(Kory, Criminology student)

Future Work Skills



Consider key drivers shaping the future of work and implications to career aspirations

“The relevance of a **globally connected world** to my future career in either corrections or policing is that in both fields, **diversity is expected especially since Canada is so multicultural...** I must be aware and understand other people spiritually, beliefs, and cultural differences. I need cultural sensitivity. This relates to my SDG because **to keep peace, justice, and inclusive institutions, there does need to have that aspect of globally connected world.** We need to have the skills to connect with people around the world to keep the peace and have justice. We have to **help others around the world fight their own crimes like war, human trafficking, and homicide.**”
(Natalie, Criminology student)

Future Work Skills



Consider key drivers shaping the future of work and implications to career aspirations

“As communication transitions towards **visual media**, it will be crucial to **understand the basics of video production and the ability to convey messages through visual campaigns as a marketer...** [Findings from the report] support my UN SDGs (quality education and decent work and economic growth) as **visual communication will allow accessible education individuals in areas with limited experts in certain topics/skills.** This will allow individuals to use online media as an educational tool and adapt new skills based on current needs.”

Next Steps



- Continue to analyze reflective components
- Conduct literature review (purpose; value-based career development; SDGs)
- Conduct student focus groups
- Survey alumni guest speakers

Thoughts? Questions?



Thank you!

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“Rather than focus solely on passion, career-related discussions with students should include **authentic conversations about purpose, meaning, and the shifting future of work**—and how students might best prepare for these changes.” (Stebleton, 2019, p. 163)