

Graduation and Post-Graduation Plan



Introduction

Developing and maintaining a graduation and post-graduation plan will assist every student in exploring their interests, skills, values and personal traits while considering the many career pathways available to them in Saskatchewan, Canada and beyond. It will guide students in making informed decisions that impact their present and future lives. A graduation and post-graduation plan is a tool to assist students in transitioning smoothly through high school and beyond—to a future that is personally fulfilling and rewarding.

As part of the *Education Sector Strategic Plan*, the Provincial Leadership Team has recognized the importance of every student developing and maintaining a graduation and post-graduation plan, as reflected in the following action from the Graduation Rate outcome:

“Every school division and First Nations education authority in the province will develop a strategy for all Grade 9 students to have a graduation and post-graduation plan, and establish a process for maintaining those plans through Grade 12.”

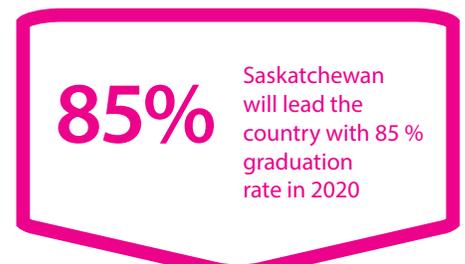
Education Sector Strategic Plan, Cycle 3, (2017-19)

Focus

With the successful completion of compulsory *Career Education 9*, every Grade 9 student will have begun developing a graduation and post-graduation plan. While the initial focus may be on graduation, the plan’s focus will progress to post-graduation as students transition through grades 10-12. In Grade 9, the graduation and post-graduation plan should be developed in *Career Education 9*, and will reflect select portions of the learning that has occurred in middle level career education.

Expectations

It is expected that students will regularly review, revise and update their plans as they transition through high school and that schools will facilitate opportunities for them to do so. Every school division and First Nations education authority in the province will develop a strategy for explicit conversations with each student in grades 10, 11 and 12 through curricular connections, interviews, events and other opportunities to continue the development of the graduation and post-graduation plan beyond Grade 9.



The Grade 9 Plan

The graduation and post-graduation plan at the Grade 9 level includes:

- Completed inventories (e.g. skills, interests, multiple intelligences, learning styles, etc.)
- Grade 10 course options chosen
- Identified areas of interest
- Grade 11 and 12 course options outlined as possibilities with a tentative schedule for completing the graduation requirements
- Exploration of a broad range of career pathways
- Understanding of pre-requisites to secondary courses and graduation requirements
- Stated goals for school, personal and/or community belonging and engagement for the current year and beyond
- Understanding of the full range of post-secondary opportunities (e.g. apprenticeship, university, technical school, private college, employment, starting a business, etc.)
- Personal career documentation such as a resume, cover letter, Young Workers Readiness Certificate, etc.
- An opportunity to share and discuss the plan with an identified supportive adult such as a family member, teacher or other trusted adult



Beyond Grade 9...

The following are suggestions for school divisions and First Nations education authorities to facilitate continued development of the graduation and post-graduation plan beyond Grade 9:

- Establish a process that meets the unique needs of students and allows for regular and ongoing review of their plans.
- Develop a continuum for facilitating opportunities for students to review, revise and update their plans through grades 10-12, recognizing that the focus of individual plans will progress from graduation to post-graduation as students transition through high school.
- Determine and make use of curricular connections in grades 10-12 to support further development of the plan. Examples include:
 - Investigate career paths related to various branches and sub-branches of science. (*Outcome SCI10-C11, Science 10*);
 - Demonstrate understanding of income including: wages, salary, contracts, commissions, piecework, self-employment, gross pay, net pay. (*Outcome WA10.11, Workplace and Apprenticeship Mathematics 10*);
 - Assess, through participation in service learning opportunities and other means (e.g., interviews, discussions, observations), how service learning enhances the well-being of the volunteer and the individual or organization/community. (*Outcome W2, Wellness 10*);
 - Analyze and explore health-science related occupations in Saskatchewan, Canada and the world. (*Outcome HS20-CE1, Health Science 20*); note similar outcomes in *Environmental Science 20* and *Physical Science 20*;
 - Create a variety of written informational (including an essay of explanation of a process, an application letter and resume, and an argumentative or a persuasive essay) and literary (including a reflective or personal essay and an analysis of a literary text) communications. (*Outcome CC20.4, English Language Arts 20*);
 - Research and give a presentation of a current event or an area of interest that requires data collection and analysis. (*Outcome FM30.8, Foundations of Mathematics 30*);
 - Who and what are we? What does it mean to be a human being? What is our purpose for being? (*Unit 1: The Search for Self, possible questions for deeper understanding, English Language Arts B30*); and
 - Compulsory core module on career development integrated into each Practical and Applied Arts curriculum.
- Make use of online/available tools such as myBlueprint and/or SaskCareers to support the development of individual graduation and post-graduation plans.
- Establish a process for students to authentically share their graduation and post-graduation plans with at least one trusted adult or family member. This may include using the graduation and post-graduation plan as a three-way conferencing tool.
- Ensure that individual graduation and post-graduation plans are reviewed at least twice annually at the school level and are checked for indicators such as 'on-track to graduate' using tools such as the Student Profiles report and the Graduation Completion Requirements reports that are available for schools through the Student Data System webpage.
- Establish a process for retaining backup copies in electronic or hard copy format at the school level.