

Ontario Individual Pathways Plan (IPP) and Xello





Xello's future readiness model helps meet the requirements of Ontario's Career/Life Planning Program. This document highlights the specific components and interactive lessons in Xello that will help you make sure every student creates their Individual Pathways Plan (IPP).



Knowing Yourself

X_gj n^h]j q_m \[n^h j ^_gg[^n^p^_i o^ærhpb^c['n_rdnj`'_i b[bd^b°
[]o^p^n^c[o^p^g^'n_g fi j r g^b_'i ^'krjh kon_g m`g.]o]i °

WHAT STUDENTS CAN DO°	WHERE TO FIND IT IN XELLO°
<p>Key Question: Who Am I?</p>	
<p>°</p> <p>L_[m^c]r ^æ_ærk_mj i [g^t 'd^l o_mnon 'i ^° [\g^h^nh [d^c^k] m^d_g.] [m_rnk[æ^n°</p> <p>°</p> <p>Ai nr _m^i p_n^j i n^g 'c_g^d^i æt^æ_æh n^mi bæ^n 'd^l o_mnon [\g^h^nh [i ^'q[g_n°</p> <p>°</p> <p>I^_i æt^æ_æh [m^d^b^nd^g [i ^'_sk^g m° c]r 'fi j r d^b^t] p^ng [m^d^b^nd^g.] [i 'c_g° d^i n] c] j g [i ^'d^i `p^p^m^g \n°°</p> <p>°</p> <p>R_g.] o] i ^æ_'_sk_rdi]_n^æ [o^c[q_° nc[k_ ^'r c] ^æ_t^ [m^ [i ^'^_h j i n^o^h^o° æ_æh]] j h k^g^h^i o^°</p> <p>°</p> <p>Esk^g m^r c[o^p]] _m^h_ [i n^g 'æ_h [i ^° _sk^g m^r [t^i^æ_t] [i [] c^d^q_ ^p]] _m^d^° [] [m_rn^æ [o^d^l o_mnon^æ_h °</p>	<p>°</p> <p>ABOUT ME</p> <p>M[d^ch [f_n^Opd^i°</p> <p>P_mj i [g^t 'Opd^i°</p> <p>L_[m^d^b^Sd^g 'Opd^i°</p> <p>Sf^g^L [\ 'Opd^i°</p> <p>Esk_rdi]_n^Tdh_gi _°</p> <p>Sf^g^°</p> <p>li o_mnon</p> <p>R_nph_'Bp^g^_m°</p> <p>S^g^r^h^j [m^°</p> <p>°</p> <p>LESSONS°</p> <p>li o_mnon°</p> <p>Esk^g m^L_[m^d^b^Sd^g n°</p> <p>Sf^g^°</p> <p>P_mj i [g^t 'Sd^g n°</p> <p>Wj r^i V[g_n°</p> <p>D_d^d^d^b^Sp]]_m°</p>

Top Tip for Educators:°

S^p^_i o^ [m_rh_ i o_mnon] [m^d^l o_b^r^h^o^ ^'^_æh] o] d^i g°
X_gj n^m [^'t h [^'_g_mj i n^b^d^d^b^n^p^_i o^ [i '_i b[bd^b°
[i ^'c^d^g^k_mj i [g^l_ ^'_sk_rdi]_ °°



Exploring Opportunities

X_gh n]j h kmc_i ncl_][m_m[i ^n]cj j gkjh`dnic_g`g`nk[rfi`r`d_[n[i ^`
]m[o_[^_k_m]j i i_]gh i`g`nop^_i o`ppom`[nkafgh i n`

WHAT STUDENTS CAN DO	WHERE TO FIND IT IN XELLO
<p>Key Question: <i>What are my opportunities?</i></p>	
<p>Eskg m`[i ^m`g]oj i`[rhi b_j`][m_m`]cj d_n`g` _o`npi ^_md[i ^`][m_m` ^_h[i ^`ml pah^`_`p][gh i`r`j`r`fkgh]_n` [i ^n`gh`n`</p> <p>Eskg m`[i ^n`[q_]j`gh b_[i ^pi`d`matt` kjh`d`nic`[od]gh`^`[]oj i`_i`r`gh`_i`o` nkj`n`n`]j`n`n`[i ^kjh`br`h`n`</p> <p>I^_i`o`dt`o`_nf`gh`[i ^`]c`[rhi]o`r`h`d`nic`[o` h`[f`_`i`om`kmi`_pm`np]]_n`pg`[i ^` d`q`n`ob`[o`k`[o`n`g` _]j`h`d`b`[i` _i`om`kmi`_pm`</p>	<p>ABOUT ME F[gh`p`r`ob`C`gh`no`m`</p> <p>EXPLORE OPTIONS` C[m_m` S]cj`j`gh` Prjh`br`h`n`</p> <p>LESSONS` S]cj`j`g`Sp`le_]o`i`[o`Wj`r`i` Doh]j`q`m`l`[`m`d`b`P`[o`r`[`tn` Eskg`m`C[m_m`M`[d`c`n` Eskg`n`d`b`C[m_n`F`[]`g`m` C[m_n`D`h`[i`^` Ei`om`kmi`_p`r`d`g`S`f`gh`</p>

Top Tip for Educators:

B_] [pn`_`tj`pm`^`d`h`d`oj`m`n]cj`j`gc`[n`]p`r`m`d`p`gh`i`_`^`n`
o`[oh`[t`bj` _`tj`i`^`r`c`[on`[q`[gh` \`g`d` X_gh`n`km`h`[^`_`
g`mj`i`n`n]cj`j`g`^`d`h`d`o`i`[i`_]m`[o`_]p`n`g`h`g`mj`i`n`g`
h`_`o`o`_`g`[m`d`b`m`l`p`ah`h`_i`oj`^`_`[]c`br`h`^`_`



Making Decisions and Setting Goals

X_gh`c_g`nnp^_i`oi`d`_i`ot`_e`_`h`[i`^n`mr`[m`n`[i`^g`ndg`]]`j`i`nd`_r`h`i`nj`^`
e`_`j`kkj`npi`o`n`e`_t`q`_`sk`g`m`^`r`o`k`r`h`k`o`j`m`n`p`^`_i`o`g`_m`g`]`o`j`i`_`c`j`r`^`
e`j`n`_`[g`b`i`_`g`_`e`_`d`r`k`_`m`j`i`[g`l`p`[g`d`n`

WHAT STUDENTS CAN DO	WHERE TO FIND IT IN XELLO
<p>Key Question: <i>Who do I want to become?</i></p>	
<p>D`_`d`_`r`c`[o`n`p`]]`_`m`_`h`_`[i`n`[i`^`m`g`]`o` j`i`r`c`[o`e`_`t`r`[i`o`g`_`[]]]`j`h`k`g`h`c`[`o`n`c`b`c` n`]`c`j`j`g` . li`q`_`n`o`b`[o`_`d`h`k`j`n`d`i`o`[]]`g`_`m`i`r`c`_`i`_`h`[f`d`b`^` []]`[m`_`m`^`_]`o`h`g`i`_`d`]`g`^`d`i`b`r`j`m`i`g`l`^` \ [g`i`]`_`h`j`i`_`t`_`h`[f`d`b`[`^`d`_`m`i`]`_` _`^`p`[o`j`i`_`d`i`o`m`n`o`n`[i`^`b`r`j`r`e`^` . C`m`[o`_`q`o`p`[g`r`j`[`^`h`[k`n`^`t`]]`j`i`i`_]`o`i`l`b`^`e`_` ^`j`o`_`^`_`o`_`_`i`_`e`_`d`i`n`[q`_`^`][m`_`m`n`]`c`j`j`g` [i`^`k`r`j`b`r`h`n`h`[e`_`m`^` .</p>	<p>EXPLORE OPTIONS M`t`_`S`[q`_`^`O`k`o`j`i`n`^` . LESSONS D`_]`o`h`g`i`_`M`[f`d`b`^`^` B`d`n`n`i`_`C`[m`_`m`C`c`j`d`_`n`^` C`[m`_`m`i`_`L`d`_`n`d`g`_`C`j`n`o`n`^` C`c`j`j`n`d`b`[`C`j`_`g`b`_`j`m` U`i`_`o`_`m`d`t`^` P`r`j`b`r`h`_`P`r`j`n`k`_]`o`n`^` C`[m`_`m`B`[]]`f`p`k`_`P`g`i`n`^`</p>

Top Tip for Educators:

A`^`^`m`n`j`p`r`h`_`n`j`i`_`e`_`^`[n`c`^`j`[m`^`j`m`n`p`^`_i`o`g`_`n`_`
r`c`_`i`_`e`_`t`_`g`_`b`i`d`_`g`_`X`_`g`h`_`n`p`]`c`[n`i`g`l`f`n`i`g`_`r`_`^`n`o`b`n`^`
^`j`]`p`h`_`i`o`n`[i`^`j`_`e`_`n`i`m`n`j`p`r`h`_`n`^`



Achieving Goals & Making Transitions

X_gh _i [\g.n'np^_i st'g]m[o_`qj gpd b []]i [\g.k'g'i n\'t'm]j m'd b'ae_ah
[[]]j hkg'ch_i st'c[gh_i b_n[i ^'bj [g'd ['nc[m[\g.kj n'j gh 'ae[onkj g'bcn°
r cj 'ae_t[m[i ^'r c_m'ae_t m'c_[^_^°

WHAT STUDENTS CAN DO°	WHERE TO FIND IT IN XELLO°
<p>Key Question: <i>What is my plan for achieving my goals?</i></p>	
<p>I^_i a't'ae'_m'j p'n'_n'g 'c_g'ae_h'k'g'i 'ae_ah k[ae_r [t'ae'_r'j'p'o'ae_t g'd[f'_g' b'oe_m° [i ^'r cj][i 'np'k'j r'oe_h 'd []c'd'q'd b'ae_ah bj [g°</p> <p>Cm[o_`['k_m'j i [g'u_^`] p'm_t_[n]j p'm_'k'g'i ° ae[o`p'g'g'br'h^p[gh_i 'm_l p'ah_i st'[i ^° [gh_i n'g 'np^_i st'bj [g°</p> <p>Esk'g m'ae'_n'f'gh[i ^^_c[gh_i p'm'j p'bc° [`o'm't'_h'k'g't'_m'd 'q[r]p'n][m_m°</p> <p>li q_n'ab[o_`e' \ 'd' o'rq'd_r 'l p_n'gh_i n'd 'ae_° []j i o'soj `'[] [m_m]i ^'_sk'g m [k'k'r'j'k'r'd' o° k'j n'od' o'rq'd_r '_c[gh_i p'm'[i ^'[]gh_i n°</p>	<p>GOALS: PLANS° M't'P'g'i n° C'j p'm_'P'g'i i _m°</p> <p>LESSONS T'r'h_i n'gh_i 'g' 'H'bc'S]c'j j g° G_gh_i b'Esk_r'd_i]_° W'j r'k'g']_ 'S'f'gh_i 'A'ae'p^_n° C'c'j j n'd b['C'j g'b_j m° U'i g'_m'dt°° C[m_n'B[]f'p'k'P'g'i n° C[m_n'P[ae'C'c'j d_n° J'j \ 'l'i o'rq'd_r n°</p>

Top Tip for Educators:

Assignments [gh_r 't'j p'g' [m'di [i ^'st]f'k'r'j'e] st'j m°
nk_]d'd' b'r'j'p'k'n'j `np^_i st'S'q^_i st'd' m'q'r'h'np\h' d°
[]j h'k'g'o^'r'j r'f'j r'm'q'd_r 'ah] gh'd' X_gh



Appendix

The following provides descriptions for each of Xello's features.



M / Glossary

A

E E

Students log their educational achievements in their Experiences timeline, reflecting on what they liked, what they found challenging, and what they learned in each case.

E

Students create a graphical timeline of their education, volunteer, life, and work experiences. Entries include names, organizations, and reflective questions.

Students can review the Career Clusters and save their favourites in the About Me. Students can also see their recommended career clusters and filter their career list by cluster when exploring their options.

Students identify their personal interests. They can select from predefined lists in categories like Science & Technology, Arts & Culture, and Clubs & Organizations, or they can enter their own.

The Learning Styles inventory helps students understand different ways of learning how they best learn.

E

From extracurricular activities to travel to significant life events, students can record meaningful events and experiences, reflecting on what they liked, what they found challenging, and what they learned in each case.

M

The career-match assessment matches students interests directly to careers, allowing students to see exactly why a career is a strong match or not.

M

I The final portion of the career-match interest assessment will refine career matches and give students the best results.

P

A Personality profile (based on the Holland



M / Glossary

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Students map out where they currently live, where they were born, and where their family is originally from.

B

Students take the work they've already done in Xello, including skills, interests, and experiences, and quickly turn it into a professional resume, which they can download and share.

Students identify and rate their skills. They can select from predefined lists in categories like Communication & Teamwork, Leadership, and Information & Analysis, or they can enter their own.

Skills Lab is an assessment that helps students in grades 9–12 understand career fit based on how frequently they'd like to use certain skills.

Storyboard is a place where students can collect artifacts and evidence for who they are and tell their own story through images, videos, documents, links, and more. Once they add something, they can add reflective comments for why they included it and why it is important to them.

E

Students log their volunteer and community service participation in their Experiences timeline, including hours completed, reflecting on what they liked, what they found challenging, and what they learned in each case.

E

Students log their paid and unpaid work experiences in their Experiences timeline, reflecting on what they liked, what they found challenging, and what they learned in each case.



G

/ Glossary

P

The Course Plan allows students to create a personalized four-year course plan that fulfills graduation requirements and aligns to students' goals. Integrating student course history, custom course lists, diploma tracking ensures students' plans are complete and accurate.

With a click of a button, students can ensure their course plans are configured in an optimal way. Xello offers suggestions to ensure graduation requirements are met and will automatically move courses around for the most optimal plan.

P

Xello helps ensure students are on track to graduate with a sophisticated algorithm that checks to see that students' course selections include all necessary requirements for graduation. It also tracks specializations students work towards in conjunction with their diploma.

M P

O

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Connecting the dots between their saved careers, school, and programs/majors, students create visual roadmaps.

/ Glossary

A

Projects can be submitted and tracked as assignments. Educators can see which students have submitted work and provide feedback to students.

Put links to websites, documents, and other resources right at students' finger th

/ Glossary

L

C

(Recommended Grade 7)

Students identify biases of gender, ethnicity, ability, and class in the workplace and explore how biases can influence career choices.

(Recommended Grade 12)

Students understand the importance of career backup plans, and explore potential backup careers for themselves.

(Recommended Grade 11)

Students learn about job projections and outlook, analyze factors that impact job demand, such as changes in technology, demographics, business practices or production methods, consumer preferences, and workplace restructuring, and explore how their career plans may be shaped by demand for a career that interests them.

B

B

(Recommended Grade 12)

Students understand the career development is a process of constant change, that flexibility and adaptability can help them continually explore their career options, and the importance of re-evaluating their interests, skills, etc. in order to identify the need of **P** desire for a career change.

(Recommended Grade 10)

Students identify some of their most important lifestyle goals and assess whether or not they can achieve their lifestyle goals in a career that interests them.

(Recommended Grade 11)

Students identify which factors are important to them in a potential postsecondary school, and investigate how a college or university stacks up to their priorities.

P

M

(Recommended Grade 6)

Students understand the importance of making informed, responsible decisions when faced with important choices. They learn about the importance of considering the consequences of potential decisions, explore the difference between gut and logic decisions, and reflect on an important decision they've recently made.

(Recommended Grade 12)

Students explore what success means to them in various aspects of life, including their personal life, school, and career, and explore ways they can make a difference and achieve success in a career that interests them.

(Recommended Grade 7)

Students investigate their postsecondary pathway options, explore the postsecondary pathways to various careers, and evaluate the pathways they could take to a career that interests them.

E

(Recommended Grade 11)

Students identify the skills and characteristics that make entrepreneurs successful, investigate paths to becoming an entrepreneur (e.g. starting your own business, buying a franchise, etc.). Students explore the benefits and challenges of becoming an entrepreneur and investigate ways to apply entrepreneurial skills within a career that interests them (develop entrepreneurial opportunities for themselves with any career).

EC

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L

/ Glossary

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(Recommended Grade 7)

After completing the Learning Styles Quiz, students investigate visual, auditory, and tactile learning styles, and explore how understanding their own learning style can help them in school and on the job.

F E

(Recommended Grade 9)

Students further explore the Investigate important factors: work/life balance, money, making a difference, education, interests, growth; assess which of these 6 core factors are important to them when making a career decision, and why; and prioritize the 6 core factors that influence their career decisions.

G E

(Recommended Grade 9)

Students explore different ways they can get work experience now. They identify several ways to get experience while still in school: community service/volunteerism, co-op programs, part-time job, internships, etc. and assess which type of experience is best suited for their career interests and goals.

L

(Recommended Grade 6)

Students reflect on some of the interests they have saved in Xello, explore the link between interests and various careers, and investigate how their interests match up with

I



/ Glossary

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(Recommended Grade 9)

After completing the second part of the career paths assessment, students will be able to identify their strengths and weaknesses. This is a key skill for success in the workforce. **9A** **Ch a** **9w9**

/ Glossary

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(Recommended Grade 6)

Students explain why time management is important in school and on the job, create a time budget to assess how they currently manage their time, and explore ways to improve their time management skills.

H

(Recommended Grade 8)

Students explore ways to make their transition to high school easier and more successful. They identify questions and concerns they have about entering high school; explore clubs, activities, and other resources to help handle transition to high school; and develop other strategies to deal with transitions.

(Recommended Grade 10)

Students explore skills and behaviors that employers look for, such as time management (plan/organize work), dependability, good attitude, communication skills, problem solving, etc. Students explain why these skills and behaviors are important to various careers, and how they manifest on the job, assess their own employability skills.

(Recommended Grade 10)Q

B

L

(Recommended Grade 11)

Students assess how their current work (school) demands affect family life, free time, etc., identify the work demands of a career of interest, and explore strategies for maintaining a healthy life-work balance now and in the future.