



# Hopeful Transitions Guide

**IN NEW BRUNSWICK**





## Acknowledgements

We respectfully acknowledge the territory in which we learn as the ancestral homelands of the Wolastoqey/ Mi'kmaw/Peskotomuhkati People. These lands are also the contemporary homelands of the Wabanaki peoples. We pay respect to the Wabanaki perspectives and voices who teach us that learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, reciprocal relationships, and a sense of place). We keep this learning in our hearts as we work towards hopeful futures for our young people. We strive for respectful relationships with the Wabanaki peoples as we search for collective healing and true reconciliation and as we honour this beautiful land together.

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# Chapter 1

## HOW TO USE THIS GUIDE

This Guide was developed to support you to ensure that each learner from Grade 6-12 is actively engaged in planning for their post-secondary life. It is accompanied by an online tool—the **Hopeful Transitions** website—that provides numerous resources, lessons, activities, and interventions. The Hopeful Transitions website should serve as your “one-stop-shop” toolkit so you can feel confident you are accessing curated current and relevant resources to enhance the career pathway planning process.

This Guide and the Hopeful Transitions website uses a “travel guide” theme to navigate your professional journey. Just like any journey, there are multiple ways to arrive at a destination, and you will choose the pathway that works best for you in your context. There will be times when it will make sense to take the main highway and follow a predictable route. There will be other times when you will need to go “off road” and explore new and uncharted territory. You may even find yourself needing to take a detour or changing your destination. However you use the Guide, your professional journey will be an exciting adventure for you and your learners.

“  
**You are here. And  
because you are here...  
anything is possible.**”

**KOBI YAMADA, FROM *MAYBE***

## Before you get too far...



Like any traveller preparing to venture out, it makes sense that you only research and access the information that will be relevant for your journey. While you are always welcome to review the complete Guide, this Guide is NOT intended to be read cover-to-cover.

Your three “must read” sections of this Guide are Chapter 1, Chapter 2, and the chapter that addresses your school-based role.

### Your Three “Must Read” Sections:

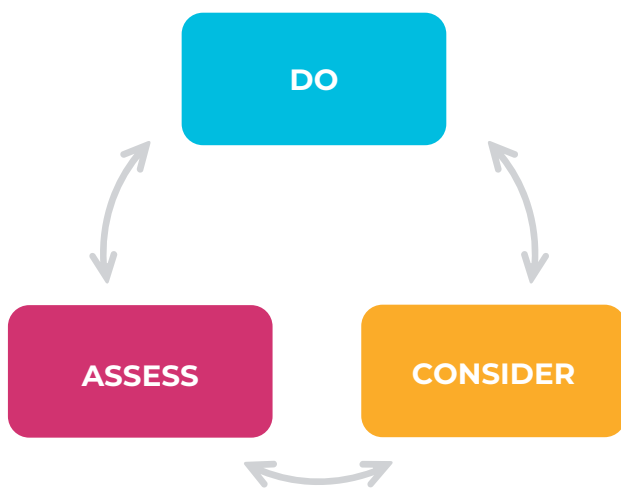
- 1 Chapter 1: HOW TO USE THIS GUIDE**
- 2 Chapter 2: INTRODUCTION TO HOPEFUL TRANSITIONS**
- 3 Your role-specific chapter: GO TO THE CHAPTER THAT REFLECTS YOUR ROLE IN THE SCHOOL.**



# Your Itinerary

To begin your journey of supporting each learner in Hopeful Transitions, you will need a map or “itinerary.” Any experienced traveller appreciates that there may be a need to adjust direction along the way, but it is wise to design a route to take you to your preferred destination. Whatever your role within the school community, you’ll find an itinerary on the Hopeful Transitions website to use as your personal “road map.” It will outline important highlights and lead you to the lessons, resources, and tools you will need to navigate a successful journey.

This Guide and the website align with the **New Brunswick Career Education Framework** and the career-connected philosophy of “Thinking, Exploring, Experiencing.” As part of any journey, you will need to have markers along the way where you monitor and assess your status and make any necessary adjustments to keep you on the right track. The Hopeful Transitions website contains filters and key reminders that will serve as signposts for assistance. When you are ready to explore your role, you will see specific actions and supports that match your required responsibilities for you to “Do, Consider, and Assess.”



## DO

What do I need to do?  
What is my responsibility?

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## ASSESS

How will I know my learners are actively engaged in career pathway transition planning?  
Do any of my learners require additional support?

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## CONSIDER

What will enhance what I'm doing?  
What else do I need to think about?

# Resource and Research Documents

The Hopeful Transitions project reflects the foundational principles of both the Anglophone and Francophone education sectors, and it may be helpful to familiarize yourself with the following guiding documents:

## ANGLOPHONE SECTOR

- [PORTRAIT OF A LEARNER](#)
- [NEW BRUNSWICK K-12 CAREER EDUCATION STRATEGY](#)
- [NEW BRUNSWICK CAREER EDUCATION FRAMEWORK](#)
- [NEW GRADUATION REQUIREMENTS POLICY 316 ANGLOPHONE](#)
- [NEW BRUNSWICK GLOBAL COMPETENCIES](#)
- [POLICY 322 INCLUSIVE EDUCATION](#)
- [WABANAKI WHOLISTIC LEARNING FRAMEWORK 2022](#)

As part of the Anglophone sector's new graduation requirements (found in the EECD [High School Companion Document](#)), every learner will be required to develop a comprehensive and personalized Career Life Plan to support their transition pathway planning. Using the myBlueprint digital portfolio online tool, the Career Life Plan will document each learner's personal career journey from as early as possible, highlighting their learning needs, interests, aspirations, and experiences. This Hopeful Transitions Guide and the website will be an additional resource to support this objective.

The Hopeful Transitions model aligns with and enacts global research and advice from the [Organisation for Economic Cooperation and Development \(OECD\): Career Readiness Project](#). Evidence from this project reinforces the need for young people to be well prepared for their preferred futures, by thinking, exploring, and experiencing.

## Creating your myBlueprint account:

- 1 Visit your district landing page:  
[WWW.MYBLUEPRINT.CA/ANGLOPHONESOUTH](http://WWW.MYBLUEPRINT.CA/ANGLOPHONESOUTH)  
[WWW.MYBLUEPRINT.CA/ANGLOPHONENORTH](http://WWW.MYBLUEPRINT.CA/ANGLOPHONENORTH)  
[WWW.MYBLUEPRINT.CA/ANGLOPHONEEAST](http://WWW.MYBLUEPRINT.CA/ANGLOPHONEEAST)  
[WWW.MYBLUEPRINT.CA/ANGLOPHONEWEST](http://WWW.MYBLUEPRINT.CA/ANGLOPHONEWEST)
- 2 Click School Account Login and sign in with your school credentials
- 3 If you're creating an account for the first time: Select your role and the grades you require access to.
- 4 Select your school from the drop-down list and click Create Account



# Wabanaki Perspectives: Piluwitahasuwawsuwakon

## *Changing attitudes and walking towards the truth*

*The Mi'kmaw translation is: Piluiankita'suaqn wjit Teliagewey aq Kisaknutmaqñ*

As we work towards honouring and including Wabanaki ways of knowing, understanding, and being, we need to consider explicit and meaningful ways to incorporate the **Wabanaki Framework** into Hopeful Transitions career pathway planning. The Indigenous Principles of Learning align beautifully with the process of planning for a hopeful and inspiring future and should be reflected in the intentions and purpose of the work. For example, you might incorporate a Wabanaki language in the school, or invite an Elder to share Wabanaki content and voice, or incorporate Wabanaki pedagogy into instruction. Depending on where you are situated in New Brunswick, you will want to reach out to your First Nation/Indigenous Education Subject Coordinator and consult with the local First Nations communities to consider how you can authentically engage with local Indigenous cultures, knowledges, and story to embed these principles into the philosophy and delivery of Hopeful Transitions.



## PRINCIPLES OF LEARNING



- *Learning is strengths-based.*
- *Learning supports the well-being of the self, the family, the community, the land, and the ancestors.*
- *Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on a reciprocal relationship, and on a sense of place).*
- *Learning involves respecting and understanding worldviews.*
- *Learning involves generational roles and responsibilities.*
- *Learning involves the need to recognize or include each other's experiences as valid in identity formation within a cultural group.*
- *Learning recognizes the role of Indigenous knowledges and the knowledges of those on and off First Nation communities.*
- *Learning is embedded and honoured in memory, history, story, and contemporary realities.*
- *Learning involves actualizing one's passions through identity exploration.*
- *Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.*

## Reflective Questions:

*At the end of each section in this Guide, you will find a set of reflective questions. These questions are intended to be conversation starters and ideas for exploration and are not intended to be evaluative or judgmental. Feel free to choose any or all, as you think about what you have learned in the chapter and prepare to support career pathway transition planning with learners.*

## Case Studies:

In each section of this Guide, you will find case studies that have been created to spark your thinking and inspire you to explore the website resources and learning activities. While each story is imaginary, they are based on realistic situations you may encounter, and each case study encourages a variety of possible options to support the situation. As you read each case study, ask yourself what would support the person to work their way through the specific career pathway transition planning situation?





# Chapter 2

## INTRODUCTION TO HOPEFUL TRANSITIONS

Life is a journey. Each of us will find a unique path and venture to places and experience learning that will shape who we are now, and who we will become. Transitions are a part of that journey. Transitions happen when we move from one major milestone to another. It's not an event, but a process of change as diverse as the people who experience it (Mitchell, D. & Sutherland, D., 2020). In the school context, the most obvious transitions are from early childhood to kindergarten, from elementary school to middle school, from middle school to high school, and from high school to post-secondary. Schools transition and welcome new students every day. Some may transition from another local school, while others may be adjusting to a completely new culture and language. **These moments can bring about many changes and challenges, but careful preparation can make these sometimes-overwhelming periods hopeful.**

Planning for transitions is not limited to helping students with career choice. The key to successful transitions is providing students with the knowledge, skills, and abilities to improve their well-being and achieve their life goals. This planning cannot be a one-size-fits-all approach for students. Transition planning is unique to each learner as it is student-centered.

HOPEFUL Transitions moves beyond navigating transitions and focusses on proactive planning to foster positive emotions about the future. Before unpacking this concept in detail, we need to first explain some key terms that you will use often.

“ Sometimes it is the journey that teaches you a lot about the destination.

DRAKE

Career describes each learner's journey through life, learning, and work.

## DEFINITIONS

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### CAREER DEVELOPMENT

“The lifelong process of managing learning, work, leisure, and transitions to move toward a personally determined and evolving preferred future.” (*Canadian Standards and Guidelines for Career Development Practitioners, 2012, p.2*)

### CAREER CONNECTED LEARNING

The process of actively engaging learners from K-12 across all curricular areas in thinking, exploring, and experiencing to reflect on their preferred futures. Career Connected Learning incorporates social emotional learning, labour market information, experiential learning, financial wellness, and global competencies.

### TRANSITION PLANNING

An intentional process of personal self-reflection to design an individualized roadmap that respects the learner’s hopes and needs and prepares them for their future, whichever path they may choose.

### CAREER PATHWAY TRANSITION PLANNING

The coming together of Career Connected Learning, career development, and transition planning. This is an active process of self-discovery during which the learner is supported to explore information, resources, and experiences that will assist them in charting options for realizing personal hopes and goals in school and beyond.

### UNIVERSAL DESIGN FOR CAREER PATHWAY TRANSITION PLANNING

Creating accessible opportunities as they relate to career pathway transition services. Creating links between the academic content and career pathway transition planning, instruction, and goals.

## WHAT IS A HOPEFUL TRANSITION?

Our world is changing rapidly, and today’s learners will experience many transitions. To best position them with the skills, knowledge, and abilities for future success, we must recognize the importance of transition planning for each student. Every learner deserves a hopeful transition—one that encourages self-determination—to obtain employment and/or pursue their education, improve their economic and social well-being, and achieve their preferred future.

**“Hope can be described as the perceived ability to walk certain paths leading to a desired destination, and helps people stay motivated when walking these paths.”**

**C. R. Snyder**

**Click here to learn more about [SNYDER’S FRAMEWORK FOR HOPE THEORY.](#)**



Hopeful Transitions emphasizes the role that positive mental health and well-being plays in ensuring that young people have an optimistic view of the future. Snyder’s Hope Theory incorporates pathways thinking and agency thinking. It explains that people who anchor their thinking about the future to specific **goals**, believe in their own capacity (**agency**), and can imagine the steps or **pathway** for achieving their goals, are more hopeful.



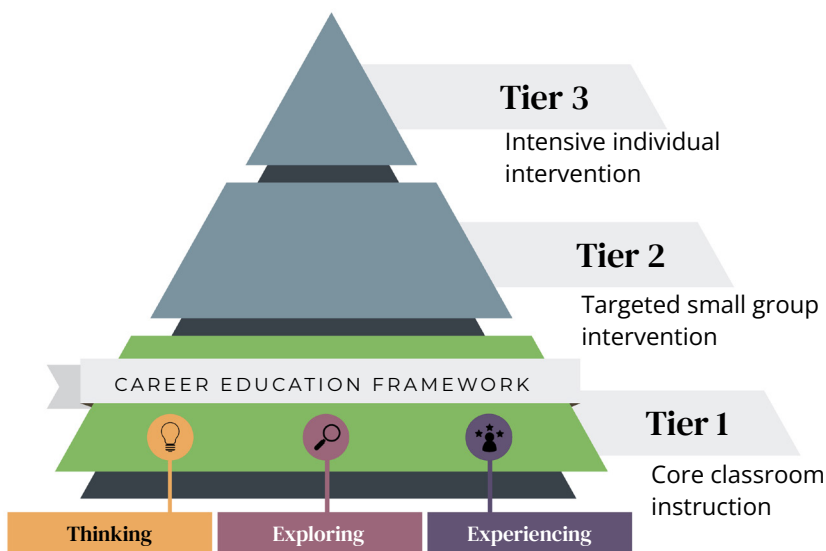
A Hopeful Transition is one that supports positive thinking and emotions about achieving goals, and views barriers as challenges and not roadblocks. In their book, *Strengthening Mental Health Through Effective Career Development: A Practitioner’s Guide*, Redekopp and Huston (2020) provide a compelling case for the link between mental health and career development.

Simply put, a hopeful transition is a positive mental health intervention. If we believe that every learner deserves a hopeful future, it follows that personalized career pathway transition planning should be universally accessible to all.

The “Hopeful Transitions” model is a new direction in career pathway transition planning, based upon the principles of the Response to Intervention (RTI) Model. Historically, the RTI Model has been associated with literacy and numeracy intervention, not career pathway transition planning.

“Career development interventions and processes strengthen mental health and can create protective factors against mental illness.”

(Dave E. Redekopp and Michael Huston)



View the **New Brunswick Personal Wellness Curriculum** to focus on developing positive mental health and how it relates to career pathway transition planning.

**GRADE 9**

**GRADE 6-8**

The principles of the RTI model apply well, because traditionally, transition planning and career decision-making have not been equitable for all learners in access or delivery. A variety of barriers and factors have prevented a universal approach to career pathway transition planning. As you work through this Guide, you will continually need to consider your learners' unique needs and who may be facing barriers. Students can be marginalized for many reasons, and their disadvantages may be hidden. For example, as you plan, think about language, ethnicity, gender identity, race, socio-economic status, exceptionalities, mental health, physical challenges, family dynamics, and more. **Hopeful Transitions aims to identify and interrupt systemic inequities to provide equitable opportunity and agency for all.**

A Tier 1 (intended for all students) universal application of Career Connected Learning is foundational and required of **every educator**. The tiered approach allows educators to adjust the level of interventions and supports for each learner according to their unique needs. Every person in the school community actively contributes to and shares responsibility for Tier 1 support. The actioning may look different depending on each person's role within the school, but this is a collective responsibility.

Tier 1 Hopeful Transitions supports will NOT be an "add-on" for anyone. **Career Connected Learning exists in every curricular area K-12.** It will be the role of all educators to recognize which learners require additional supports and respond by connecting those learners with Tier 2 level enhancements. Finally, there will be a small number of learners that need targeted intervention at Tier 3 to achieve their hopeful transition. Specific examples of how schools can differentiate the supports will be provided in later sections of this Guide.

**Tier 1 Hopeful Transitions supports will NOT be an "add-on" for anyone.**



**Universal Design** is "the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design."

[Center for Universal Design](#)

### ***Indigenous Principles of Learning***

*"Learning supports the well-being of the self, the family, the community, the land, and the ancestors."*



# Reflective Questions:

1. *What support(s) did YOU receive in career pathway transition planning?*
2. *Who was the person(s) who had the most influence in your career pathway planning?*
3. *What was it that they did to provide that impact?*
4. *What support do you wish YOU had in high school that you did not receive in terms of career pathway transition planning?*
5. *What barriers and challenges do students in your school face when preparing for the future?*

## Case Study:

Kennedy attended a rural school in New Brunswick. As a soon-to-be educator, she is now learning about Career Connected Learning and Hopeful Transitions. While discussing, Kennedy shared that she did not feel prepared for her transition to post-secondary. She explained that she entered a Bachelor of Science degree having never physically been in a science lab. She felt overwhelmed and underprepared for the choice she had made. She wished she had had more opportunities to explore, experience, and think about the post-secondary options she had available to her. Further, she wondered how students such as her – in rural areas of New Brunswick – can access some of the experiences that may not be available within their school and/or community.

## Questions:

*Can you imagine some Hopeful Transitions interventions that could have been provided to Kennedy and those students who find themselves in similar situations today?*

*What is one resource and/or learning activity on the [Hopeful Transitions website](#) that could be of support?*



## Where to next?



Now, it is time to **GO directly to YOUR chapter of this Guide** and learn more!

### Role-Specific Chapters:

#### Chapter 3:

EDUCATORS/CLASSROOM TEACHERS

#### Chapter 4:

RESOURCE EDUCATORS

#### Chapter 5:

SCHOOL COUNSELLORS

#### Chapter 6:

SCHOOL-BASED ADMINISTRATORS

#### Chapter 7:

DISTRICT TRANSITION COACH

# Chapter 3

## THE ROLE OF THE EDUCATOR



**I am not a teacher, but an awakener.**

**ROBERT FROST**



Based on **Policy 322: Inclusive Education**, your role as an **Educator** as part of the Education Support Services Team regarding transitions is to...

- Contribute to ongoing career pathway transition planning for each learner through universally applied Career Connected Learning K-12.
- Support each learner with career pathway transition planning as a key member of the school-based team (e.g., learner, caregivers, educators, Education Support Teachers, education support staff, etc.).

*School-Based Education Support Services Teams: Supporting Inclusive Education*



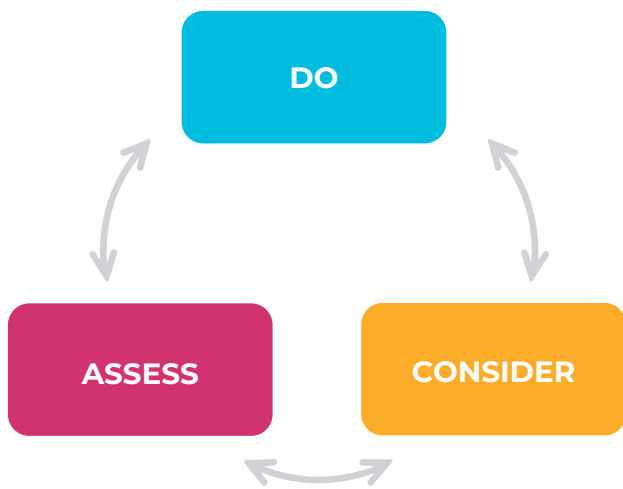
## Getting Started:

### YOUR EDUCATOR ITINERARY

To begin your journey of supporting each learner in Hopeful Transitions, it will make sense to create your map, or “itinerary.” Any experienced traveller appreciates there may be a need to adjust their direction along the way, but it is wise to design a route to take you to your preferred destination. You will find all you need on the **Hopeful Transitions Website**. The website will serve as your personal “road map” to outline important highlights and lead you to the lessons, resources, and tools you will need to navigate a successful journey. As an educator you will take part in a pre and post school self-assessment and will contribute along the route to the collective success of achieving the Hopeful Transitions school goal(s) that will be established.

**You will find role-specific itineraries on the website tool for planning!**





**DO**

What do I need to do?  
What is my responsibility?



**ASSESS**

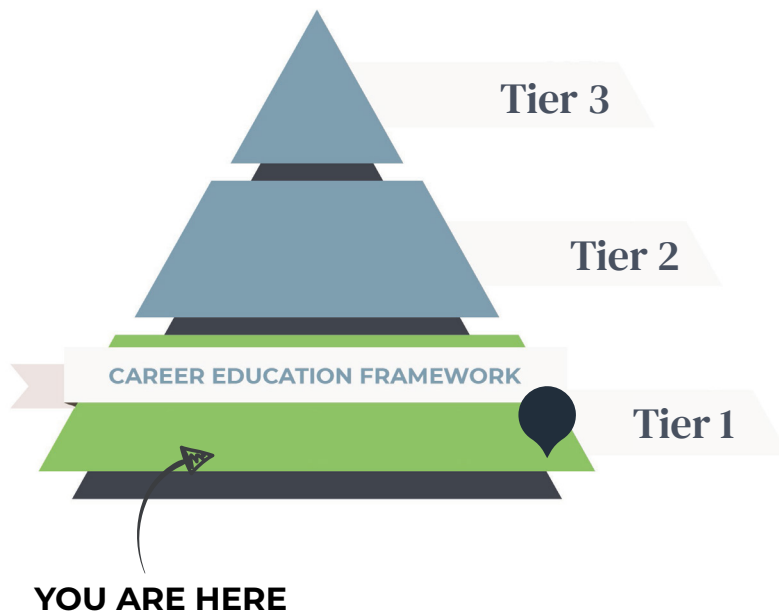
How will I know my learners are actively engaged in career pathway transition planning?  
Do any of my learners require additional support?



**CONSIDER**

What will enhance what I'm doing?  
What else do I need to think about?

Learners should be supported to pursue their career pathway aspirations. As a classroom teacher, you are Tier 1 instruction for Hopeful Transitions. What you do, what possibilities you offer your learners, and the way you choose to do this may shape the choices that young people make. You can be a positive **career influencer** through the links you make to embed Career Connected Learning in your subject area every day. **Career is everyone's responsibility, and your learners need you to enhance the quantity and quality of their career connections.** The [Hopeful Transitions website](#) will provide guidance, resources, and career pathway activities to assist your learners in understanding the opportunities available to them and to document this learning in their [Career Life Plan](#).



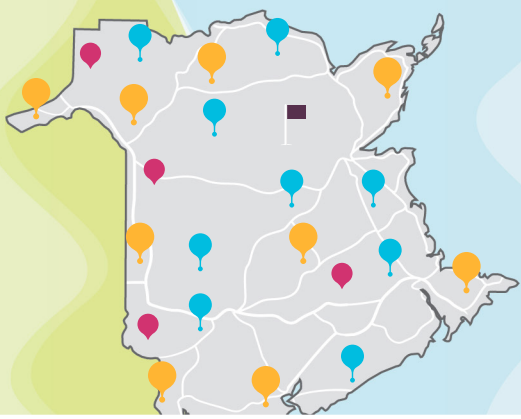
**THINKING ABOUT TIER 1 UNIVERSAL DESIGN**

- ✓ CONTENT REPRESENTED IN NUMEROUS WAYS
- ✓ STUDENTS ENGAGED IN MULTIPLE WAYS
- ✓ KNOWLEDGE EXPRESSED IN MULTIPLE WAYS

**Indigenous Principles of Learning**

*"Learning involves actualizing one's passions through identity exploration."*

Consider booking a virtual session with a knowledge keeper through [World of Wisdom](#).



# Educators

Career pathway transition planning is a personal journey where learners need to explore for themselves, and you as the teacher need to be the tour guide to help them on their way. As you already do for all learners, you will need to differentiate the levels of support based on their unique needs. **The table below outlines some examples of how you can Do, Assess, and Consider hopeful transitions within your role.**



## DO

- Participate in the completion of the pre and post school staff Hopeful Transition Benchmarks Assessment.
- Participate in any professional learning opportunities for Career Connected Learning and myBlueprint.
- Engage your learners in opportunities to explore, experience, and think about the future and how it relates to your curriculum. Answer the question, “Why are we learning this?”
- Get to know your students and have intentional career conversations. They can take as little as one minute.
- Engage learners in the ongoing development of their myBlueprint Career Life digital portfolio.
- Using your school's goal(s) for Hopeful Transitions, identify what you can do in your classroom to support the achievement of the goal(s).
- Use the Hopeful Transitions website tool to search for activities, lesson plans, guest speakers, and other resources. Have fun!
- Regularly assess learners' progress in career pathway transition planning.
- Use the [New Brunswick Career Education Framework](#) to align your content with [Career Connected Learning](#).
- Encourage learners to investigate career opportunities in your content area.
- Investigate and share qualifications of different occupations and courses in your content area.
- Integrate the [Career Connected Learning Modules](#) within your practice.
- Encourage learners to investigate inequality and injustice in the labour market.





## CONSIDER

- Are there some career connected experiential learning opportunities that could easily be integrated into your classroom? Remember this can happen inside the school. Talk to your Experiential Learning Coordinator.
- Ask for support from the School Counsellor in Career Connected Learning related to your curriculum.
- Collaborate with your school's ESS team to support transition planning for learners with more complex needs.
- Incorporate myBlueprint and Career Connected Learning conversations into family/ educator interviews.
- How does your subject area connect to labour market information? Help your learners to understand the labour market and the connections to your curriculum.
- Learners sometimes worry about the future. What Career Connected Learning can you incorporate into your teaching that will ease some of their worries? From money concerns to choosing their career pathway, there are lots of ways we can support learners' mental health with Career Connected Learning.
- How can you integrate myBlueprint into your teaching? Check out [www.myBlueprint.ca/support](http://www.myBlueprint.ca/support).
- Collaborate with colleagues.
- Take time to acknowledge the development of the global competencies and social emotional learning. Are there opportunities for learners to work on these areas while engaged in your curriculum?
- Be aware of and challenge your own personal bias and assumptions in career development. What examples and language do you use? Talk about the challenges that may exist for people in careers.
- Have direct conversations about the importance of career pathway transition planning.
- Create a culture of curiosity and inquiry related to transition planning specific to curriculum content.



## ASSESS

- Monitor completion of the Career Life Plan tasks in myBlueprint.
- Track participation in Career Connected Learning activities so you know what learners have done.
- Incorporate the use of the digital myBlueprint portfolio with your learners to document Career Connected Learning.
- Track completion of the Career Life Plan digital portfolio checklist.
- Link to Career Life Plan standards (Grades 9-12) for graduation requirements.
- Identify from assessment when a learner will require a Tier 2 intervention.



# Reflective Questions:

1. *What am I already doing to support career pathway transition planning for each of my learners?*
2. *What further instructional choices could I make that would support career pathway transition planning for each learner?*
3. *How will I identify learners who need more support for career pathway transition planning?*
4. *How am I connecting my curriculum to career pathways and the real world?*
5. *How are we supporting our school community to challenge inequities, stereotypes, and bias in career pathway transition planning*

## Case Study:

When Afraa was in high school, she had career aspirations to become a doctor. Afraa was interested in medicine, liked helping people, achieved excellent grades in biology and math but struggled with chemistry and physics. Afraa's high school science teachers explained that an undergraduate degree in science would be needed for acceptance into medical school. This would mean taking post-secondary chemistry and other related sciences and making top marks to even be considered. They suggested Afraa pursue something "easier" in an area of greater capability. Afraa became discouraged and immediately gave up the dream of becoming a doctor.



## Questions:

*What other steps could have been taken to support Afraa's exploration of the health care sector?*

*What could have done differently?*

*What can you find on the [Hopeful Transitions website](#) tool to support Afraa?*



# Chapter 4

## THE ROLE OF THE RESOURCE EDUCATOR



Those who know, do. Those who understand, teach.

ARISTOTLE



Based on [Policy 322: Inclusive Education](#), your role as a **Resource Educator** as part of the Education Support Services Team regarding transitions is to collaborate with other school-based team members (e.g., learner, caregivers, educators, Education Support Teachers, education support staff, etc.) service providers and community partners, to support a tiered system of career pathway transition planning and document progress for learners with personalized learning plans.

*School-Based Education Support Services Teams: Supporting Inclusive Education*

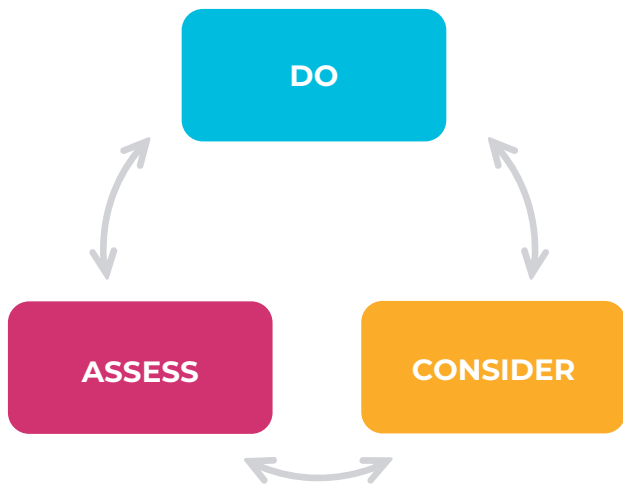


## Getting Started:

### YOUR RESOURCE EDUCATOR ITINERARY

To begin your journey of supporting each learner in Hopeful Transitions, it will make sense to create your map, or “itinerary.” Any experienced traveller appreciates there may be a need to adjust direction along the way, but it is wise to design a route to take you to your preferred destination. You will find all you need on the [Hopeful Transitions website](#). The website will serve as your personal “road map” to outline important highlights and lead you to the activities, resources, and tools you and the school staff will need to navigate a successful journey for learners with additional needs. As a Resource Educator you will take part in the school self-assessment and will contribute along the route to the collective success of achieving the Hopeful Transitions school goal(s) that will be established.

**You will find role-specific itineraries on the website tool for planning!**



### DO

What do I need to do?  
What is my responsibility?

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### ASSESS

How will I know my learners are actively engaged in career pathway transition planning?  
Are my learners receiving universal Tier 1 supports?

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### CONSIDER

What will enhance what I'm doing?  
What else do I need to think about?

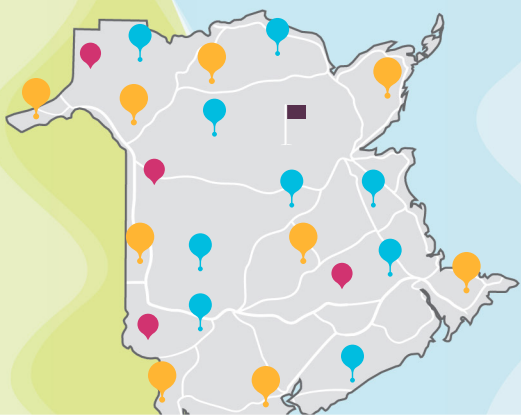
In your role as a Resource Educator, you have the influence to help your school community embed a truly inclusive learning environment where every learner is valued for their true selves and unique gifts, and where they determine their own path. You recognize that one size does NOT fit all, and that it is our collective responsibility to provide a tiered system of interventions to meet each learner's needs. Tier 1 supports will remain the responsibility of all educators for all learners, even if a learner requires additional interventions.

**“Career guidance has a strong commitment to social justice, and it is important that the work we do serves to make the world a bit more equal and a bit fairer rather than exacerbating existing inequalities.”**

**DAVID ANDREWS AND TRISTRAM HOOLEY  
THE CAREERS LEADER HANDBOOK**

## ***Indigenous Principles of Learning***

***“Learning is strengths-based.”***



# Resource Educator

Every learner deserves a hopeful transition and there will be learners who need Tier 2 and 3 interventions along with your advocacy to plan for their preferred future and independence. **The table below outlines some examples of how you can Do, Assess, and Consider hopeful transitions within your role.**



## DO

- Participate in any professional learning opportunities for Career Connected Learning and myBlueprint.
- Access training to support myBlueprint for students with complex needs.
- Plan professional learning opportunities and encourage Education Assistants in supporting students while using myBlueprint.
- Support classroom teachers in achieving the outcomes for Hopeful Transitions.
- With the help of the ESS team, identify students who may need Tier 2 and Tier 3 interventions for transition planning.
- Explore Tier 2 and 3 interventions according to students' needs to help further transition planning and identify goals.
- Work with learners requiring additional supports for transition planning.
- Participate in Transition Teams for students requiring individualized transition interventions.
- Collaborate with community support agencies for students needing extra support in transition to post-secondary life.
- Collaborate with the District Transition Coach to share best practices on differentiating supports to meet unique learner needs.



## CONSIDER

- Explore the All About Me (K-5) and Education Planner (6-12) platforms in myBlueprint.
- Research ways to support myBlueprint for students with complex needs.
- Start transition pathway planning early for learners who require additional supports and scaffolding, and maintain regular interaction with families to support a goal of independence.
- Take time to acknowledge the importance of the development of the global competencies and social emotional learning for transition to post-secondary life.



- Collaborate with colleagues to eliminate unintentional stereotyping and bias in career pathway transition planning.
- Collaborate with the District Transition Coach to develop a plan for supporting learners and families to expand their ideas of what is possible and to develop strategies for more equitable access of opportunity.
- Consider using the Comprehensive Assessment for Learning and Independence (CALI-FSI) for select students.
- Consider hosting a PATH session (Planning Alternative Tomorrows with Hope) for select students.



## ASSESS

- Monitor Career Life Plan tasks in myBlueprint.
- Track, monitor, and coordinate career connected experiential learning opportunities that learners with additional needs participate in.
- Assess what post-secondary supports and services are available within and outside the school for learners with additional needs for career pathway transition planning.
- Use ESS Connect to keep records and note transition objectives for each learner with additional needs.







## Reflective Questions:

1. *Are my learners equitably accessing career pathway transition planning? If not, what supports could be provided?*
2. *What barriers might my learners face in career pathway transition planning?*
3. *How can I collaborate with the District Transition Coach to improve access of opportunity for every learner?*
4. *What instructional support can I provide for career pathway transition planning?*
5. *How are we supporting our school community to challenge inequities, stereotypes, and bias in career pathway transition planning?*

## Case Study:



Kelsey is a 16-year-old student with Down Syndrome who uses a communication device and loves animals. As an only child, Kelsey has always wanted to have a dog, but her mother is a single working parent who doesn't have the time to care for a dog. Kelsey's resource teacher would like to access some experiential opportunities within the community to explore future career options for Kelsey to work with animals. The teacher arranges a variety of experiential learning opportunities for Kelsey. Despite Kelsey's success in caring for animals, the resource teacher learns that many of the employers would love to have Kelsey as a volunteer, but not a paid employee. Kelsey has indicated an interest in working for money and would benefit greatly from paid employment.



## Questions:

*What can be done within the school and community to support Kelsey?*

*What can you find on the [Hopeful Transitions website](#) to help support Kelsey?*

# Chapter 5

## THE ROLE OF THE SCHOOL COUNSELLOR



**What you do makes a difference, and you have to decide what kind of difference you want to make.**

**JANE GOODALL**



Based on **Policy 322: Inclusive Education**, your role as a **School Counsellor** as part of the Education Support Services Team regarding transitions is to collaborate with other school-based team members (e.g., learner, caregivers, educators, Education Support Teachers, education support staff, etc.), service providers, and/or community partners to provide career pathway transition planning and decision-making supports for each learner via a tiered approach and a support, advocacy, intervention, and leadership (SAIL) model.

*School-Based Education Support Services Teams: Supporting Inclusive Education*

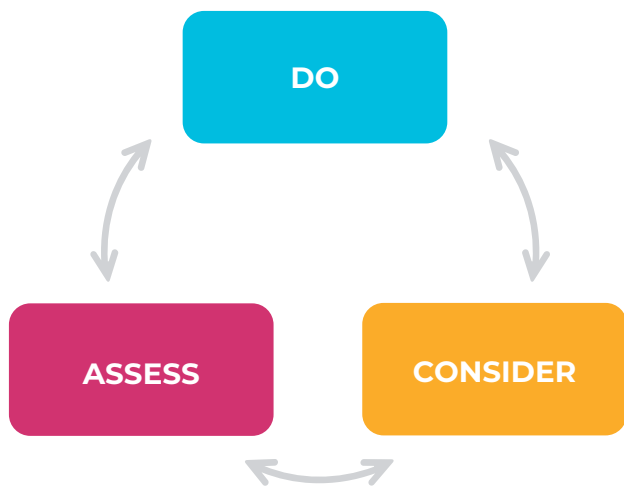


## Getting Started:

### YOUR SCHOOL COUNSELLOR ITINERARY

To begin your journey of supporting each learner in Hopeful Transitions, it will make sense to create your map, or your “itinerary”. Any experienced traveller appreciates there may be a need to adjust direction along the way, but it is wise to design a route to take you to your preferred destination. You will find all you need on the Hopeful Transitions website. The website will serve as your personal “road map” to outline important highlights and lead you to the activities, resources, and tools you will need to navigate a successful journey. As a School Counsellor, you will take part in the school self-assessment and will contribute along the route to the collective success of achieving the Hopeful Transitions school goal(s) that will be established.

**You will find role-specific itineraries on the website tool for planning!**



### DO

What do I need to do?  
What is my responsibility?

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### ASSESS

How will I know my learners are actively engaged in career pathway transition planning?  
Do any of our learners require additional support?

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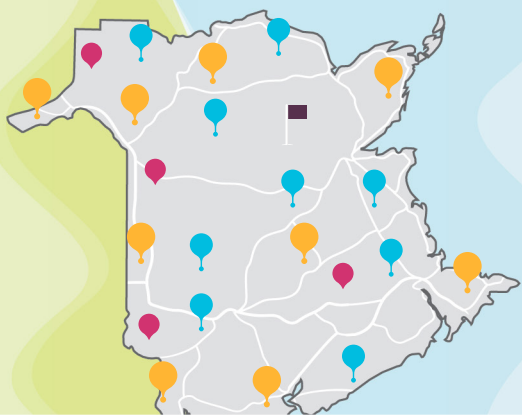
### CONSIDER

What will enhance what I'm doing?  
What else do I need to think about?

The School Counsellor is a key influencer in the school community, and your support of Hopeful Transitions pathway planning will be critical to the success and impact this work will have. As a person with responsibility for the **Personal Wellness** curriculum, you will highlight the direct connection between hopeful career transition planning and improved mental health. The service you provide encourages you to move freely up and down the transition planning pyramid of interventions depending on each learner's unique needs. The "SAIL" model within the School Counselling Framework describes your work as you support (S), advocate (A), intervene (I), and lead (L) through the fields of practice of mental health, social emotional learning, academic learning, and Career Connected Learning.

## ***Indigenous Principles of Learning***

*"Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on a reciprocal relationship, and on a sense of place)."*



# School Counsellor

For this Guide, we will focus on your role as you support Hopeful Transitions for every learner. **The table below outlines some examples of how you can Do, Assess, and Consider hopeful transitions within your role.**



## DO

- Champion the work of Hopeful Transitions pathway planning, the website tool and Career Connected Learning as a mental health intervention.
- Model and promote the use of the website tool with staff to support their professional learning.
- Work with the District Lead and Experiential Learning Coordinators to enable experiential learning opportunities for learners.
- Collaborate on a plan to ensure every learner is included in intentional and ongoing conversations about career planning, hopes, and aspirations.
- Promote awareness and access to information for school staff, learners, and families about post-secondary pathways, opportunities, and requirements.
- Collaborate on a school-based plan for every learner to have a Career Life digital portfolio.
- Provide support and instructional leadership to classes around Career Connected Learning and students' creation of Career Life digital portfolios in myBlueprint.
- Promote the use of myBlueprint for planning for course selection.
- Check in with Grade 12 students to discuss their Career Life Portfolio (student-led conferencing) and their post-secondary life plans.
- Share career and transition information/resources with families and/or post on school website (e.g., how to create a myBlueprint family account).
- Participate in Transition Teams for students requiring individualized transition planning interventions.
- Offer individual career counselling.
- Reach out to community, post-secondary, and other organizations to offer support to learners.
- Offer interventions based on the school's Hopeful Transitions goal (e.g., small group instruction, targeted experiential learning opportunities, mentoring).



## DO



## ASSESS



## CONSIDER





## CONSIDER

- Support professional learning opportunities that reinforce the connection between transition planning, mental health, and social emotional learning.
- Consider hosting a Career and Transition event for the school.
- Research ways to support myBlueprint for students with complex needs.
- Find ways to communicate and link the development of the global competencies and social emotional learning for transition to post-secondary life.
- Work with school staff to engage in Atlantic Canada Career Week and Take Our Kids to Work events and activities each November.
- Get to know the students you work with and have intentional career conversations. They can take as little as one minute.
- Prioritize personalized and dedicated career connected support for newcomers arriving in Grades 10-12 who haven't participated in Personal Wellness 9.



## ASSESS

- Track which learners might be needing additional supports or interventions to achieve their hopeful transition.
- Track completion of the Career Life Plan tasks in myBlueprint.
- Create a plan to monitor each learner's Career Life digital portfolio.



# Reflective Questions:

1. *Who are the learners in our school who may not be receiving equitable support in career pathway transition planning, and how can I support them?*
2. *How can I include families in career pathway transition planning? Why is this important?*
3. *How can we become more culturally competent in supporting career pathway transition planning for each learner?*
4. *How can I communicate the connections to positive mental health and Hopeful Transitions?*
5. *How can I encourage educators to engage in career conversations with their learners?*

## Case Study:

Amin is a 15-year-old recent newcomer from Syria who has recently been referred to the School Counsellor for support in career pathway transition planning. Amin has been struggling in his classes and isolating himself. Amin's Personal Wellness educator has been struggling to support Amin in engaging with the Career Connected Learning outcomes. In meeting with the School Counsellor, Amin shared his dreams of attending university to study engineering but has admitted to feeling pressure to provide for his family financially and has indicated having no hope for a prosperous future.

## Questions:

*What might the School Counsellor do to support career pathway transition planning for Amin?*

*What other steps could be taken to ensure that Amin receives help and guidance to help plan for the future?*

*What can you find on the **Hopeful Transitions website** to support Amin?*



# Chapter 6

## THE ROLE OF THE SCHOOL-BASED ADMINISTRATOR



**Nine-tenths of education is encouragement.**

**ANATOLE FRANCE**



Based on **Policy 322: Inclusive Education**, your role as an **Administrator** as part of the Education Support Services Team regarding transitions is to ensure that school-based teams (e.g., learner, caregivers, educators, Education Support Teachers, education support staff, etc.) are working alongside service providers and community partners to support a tiered system of career transition pathway planning.

*School-Based Education Support Services Teams: Supporting Inclusive Education*

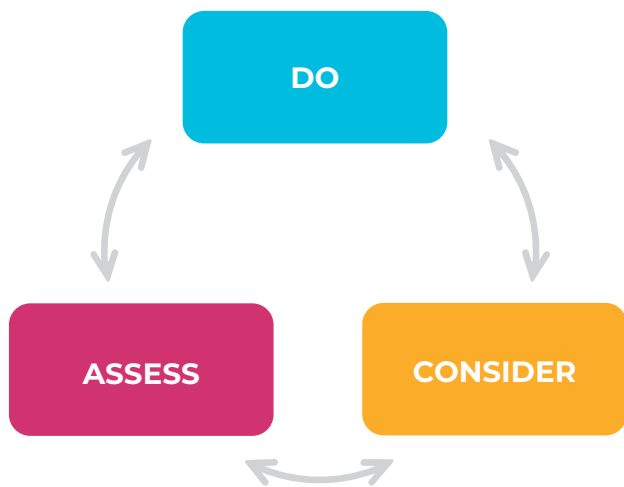


## Getting Started:

### YOUR SCHOOL-BASED ADMINISTRATOR ITINERARY

To begin your journey of supporting each learner in Hopeful Transitions, it will make sense to create your map, or your “itinerary”. Any experienced traveller appreciates there may be a need to adjust direction along the way, but it is wise to design a route to take you to your preferred destination. You will find all you need on the Hopeful Transitions website. The website will serve as your personal “road map” to outline important highlights and lead you to the resources and tools you will need to support your staff in navigating a successful journey. You will promote the importance of staff engagement in the school self-assessment and the self-reflection process that follows. You will support the Core Leadership Team to establish a school Hopeful Transitions goal and will champion the work of the Core Leadership Team to monitor and communicate progress throughout the year.

**You will find role-specific itineraries on the website tool for planning!**



### DO

What do I need to do?  
What is my responsibility?

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### ASSESS

How will I know our staff is actively engaged in supporting career pathway transition planning?  
Do any of my staff require additional support?

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### CONSIDER

What will enhance what I'm doing?  
What else do I need to think about?

## SCHOOL SELF-ASSESSMENT

As a first step, schools will participate in a self-assessment to affirm their strengths and determine areas for growth. This self-assessment is a two-part process; a pre- and a post-assessment. The pre-assessment must take place early in the year, preferably September, before any actions or changes are implemented. **It is for staff only, and not intended for students.** Ideally, the entire staff would complete the assessment, but should this not be possible, it would work to have a substantial sampling of staff including all roles within the school. It would be good to have the staff complete the online assessment during an early day's staff meeting, to show leadership support for the project, highlighting the importance and commitment. **The District Transition Coach will analyze the data and bring it back for discussion with the administration and the Core Leadership Team to determine career pathway transition planning goals for the school year.** At the end of the year, the staff will participate in a post-assessment to assess and celebrate growth and progress, with the hope of embedding the work and future goals into the following year by building on year-one momentum and success. You may wish to consider how you can incorporate the Hopeful Transitions goal(s) in your School Improvement Plan (SIP).

**“As a principal, it’s your goal to optimally prepare your students to exit high school equipped with a sense of purpose, the social-emotional skills to succeed in life and the resilience to reach their goals. Career education is the answer.**

LINDSAY PURCHASE, CERIC

**“Everything begins at the beginning, and quite often the beginning begins when you shift your mind in a new direction.**

LOUIS HERRON



The school will use the **Hopeful Transitions benchmarks** to self-assess. There are 11 key benchmarks identified in the Framework, however the **Hopeful Transitions Assessment** will focus on the 8 key benchmark indicators most applicable to schools. Each school will select the appropriate benchmark(s) that best meet the needs of their learners and school context. The 8 benchmark indicators have been adapted from the original language of the **CMEC Reference Framework for Successful Student Transitions** to focus on contemporary Career Connected Learning and transition planning. They are as follows:

## INDICATORS

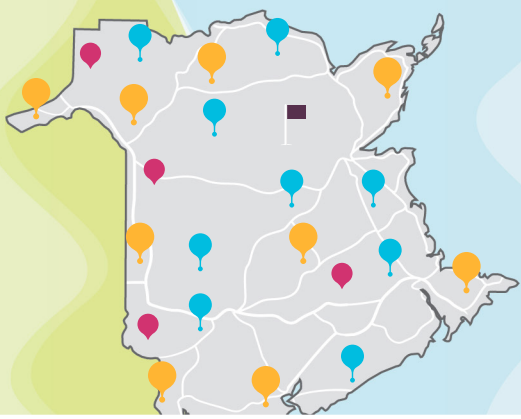
- 1 Intentional and student-centered Career Connected Learning is provided.
- 2 Career Connected Learning best practices are actively developed.
- 3 Policies, programs, and resources are in place and expected to address the unique needs of each student.
- 4 Learning is explicitly linked to career pathways and the real world.
- 5 All learners participate in career connected experiential learning.
- 6 Students learn about all potential post-secondary pathway opportunities.
- 7 Transition planning and Career Connected Learning are underpinned by adequate professional learning for educators.
- 8 Career Connected Learning and transition planning are assessed for continuous improvement.

To access the Hopeful Transition Benchmarks Assessment, visit and share the link/QR code with school staff: <https://forms.office.com/r/jcxeEEW7hS>



### ***Indigenous Principles of Learning***

*“Learning is embedded and honoured in memory, history, story, and contemporary realities.”*



# School-Based Administrator

The table below outlines some examples of how you can **Do, Assess, and Consider Hopeful Transitions** within your role as an Administrator.



## DO

- Collaborate with the District Transition Coach to develop a plan for achieving the Hopeful Transitions goal(s).
- Create a Hopeful Transitions Core Leadership Team and identify roles and responsibilities.
- Complete a school-based pre-assessment using the Hopeful Transition Benchmarks Assessment and in collaboration with the Core Leadership Team establish at least one school-based goal to include as part of the School Improvement Plan.
- Communicate expectations to staff for achieving the Hopeful Transitions goal(s).
- Communicate the school-based Hopeful Transitions goal to all stakeholders and rightsholders.
- Participate in Transition Teams for students requiring individualized transition planning interventions.
- Provide support to the ESS Team to address additional supports for learners.
- Create and communicate a vision that supports the use of the Hopeful Transitions web tool.
- Complete the end-of-school-year re-evaluation of the Hopeful Transition Benchmarks Assessment and work with the develop new goal(s) for the following year.



## CONSIDER

- Provide time during staff meetings for professional learning on Hopeful Transitions.
- Support the use of myBlueprint for all learners.
- Create a culture of Career Connected Learning for each learner within school life.
- Consider hosting a Career and Transition event for the school.
- Take time to acknowledge the importance of developing global competencies and social emotional learning for transition to post-secondary life.
- Consider having a Supplementary Position of Responsibility (SPR) role for Career Connected Learning and transitions.



DO



ASSESS



CONSIDER

- Participate in Transition Teams and ESS Team meetings for learners requiring additional transition planning interventions.
- Provide necessary resources, time, and space for the Hopeful Transitions Core Leadership Team to collaborate.
- Articulate and reference alignment to transition planning for all students with applicable policies such as **Moving Forward: From Policy to Practice: Implementing and Supporting Policy 322, Inclusive Education.**
- Provide resources to support Hopeful Transitions initiatives.
- Collaborate with other schools on Hopeful Transitions initiatives.
- Celebrate successes along the way!



## ASSESS

- Begin with the Hopeful Transition Benchmarks Assessment.
- Define and articulate a school goal to align with the School Improvement Plan.





## Reflective Questions:

1. *How is the School Improvement Plan (SIP) supporting career pathway transition planning for ALL learners?*
2. *How can I support the creation and expansion of Career Connected Learning opportunities for our school?*
3. *How can I champion career pathway transition planning with my staff, students, families, and community?*
4. *How can I support the development and work of the Hopeful Transitions Core Leadership Team?*

## Case Study:



Staff at Hopeful Transition High School have reluctantly completed the pre-Hopeful Transitions assessment and have voiced some concerns as to how this will impact their workload. The results clearly indicate the strengths of the school but also a few areas of career pathway transition planning that could be improved on. The principal would like to include a goal in the School Improvement Plan (SIP) that supports positive mental health.



## Questions:

*How could the principal connect positive mental health and a goal on Hopeful Transitions?*

*How could the principal communicate the importance of career pathway transition planning to the staff?*

*What could the principal use from the [website](#) to demonstrate that Hopeful Transitions is not an add-on?*



# Chapter 7

## THE ROLE OF THE DISTRICT TRANSITION COACH



There are no mistakes. Only new paths to explore

GREGORY DAVID ROBERTS

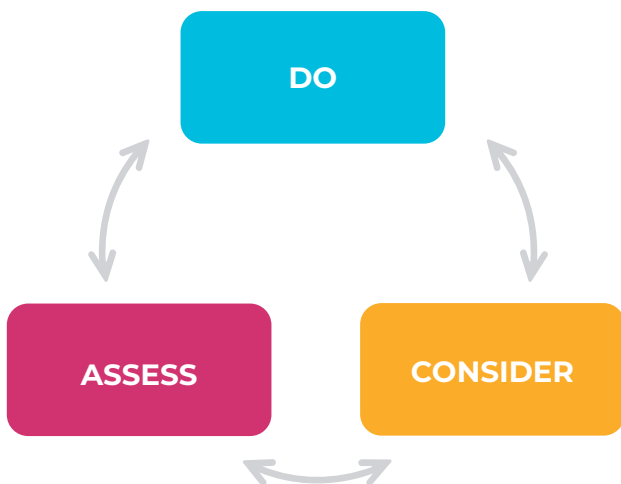


### Getting Started:

#### YOUR DISTRICT TRANSITION COACH ITINERARY

To begin your journey of supporting each learner in Hopeful Transitions, it will make sense to create your map, or “itinerary.” Any experienced traveller appreciates there may be a need to adjust direction along the way, but it is wise to design a route to take you to your preferred destination. You will find all you need on the Hopeful Transitions website. The website will serve as your personal “road map” to outline important highlights and lead you to the activities, resources, and tools you will need to support the staff in navigating a successful journey. You will support the Core Leadership Team to administer the school self-assessment, and will analyze and share the data to assist the staff in establishing the Hopeful Transitions school goal(s). You will then track and monitor progress along the way.

You will find role-specific itineraries on the website tool for planning!



#### DO

What do I need to do?  
What is my responsibility?



#### ASSESS

How will I know all learners and school staff are actively engaged in career pathway transition planning?  
Do any of our learners and staff require additional support?



#### CONSIDER

What will enhance what I'm doing?  
What else do I need to think about?

## SCHOOL SELF-ASSESSMENT

Career pathway transition planning is a specialized area of learner support in which many educators have not had targeted training or professional learning. **As a District Transition Coach, you are a champion for Hopeful Transitions and are in a professional coaching role to support high school staff to further enhance their pathway planning resources, skills, and competencies.** You bring your unique talents and gifts to the role, working within the school and as part of a larger provincial team. While you already possess the skills, attributes, and qualities that will serve you well, you may find the descriptions below helpful as you navigate your role.

<b>LEADER</b>	An inspiring leader and passionate champion for the work
<b>COACH</b>	A professional coach and team player; someone who recognizes the importance of good communication and interpersonal skills and appreciates the gifts that each member of the team brings to the work
<b>MANAGER</b>	A coordinator and manager; someone to organize and direct Hopeful Transitions and keep everyone on task and on point
<b>COORDINATOR</b>	A support to school staff; the “Go to” or point person; an approachable facilitator who can build capacity among the staff, recognizing and valuing the unique needs and context of the school(s)
<b>CONNECTOR</b>	A “go-getter” who can network by reaching out to people and connecting them to the people and resources they need; someone who doesn’t need to be the expert but who can be resourceful to find the relevant information and supports

As the District Transition Coach, you collaborate with educators responsible for supporting the Career Life Plan development and with specific subject educators as needed. Additionally, you will connect with the school Resource Teacher, School Counsellor(s), administration, and school-based Education Support Services (ESS) Team to address the Tier 2 and 3 supports that some learners will need. You will also benefit by connecting with your District colleagues as a member of the District ESS Team. Further, District curriculum Learning Specialists can be collaborative and supportive of Hopeful Transitions.

## HOW CAN YOU MAKE A DIFFERENCE?

Your role is to provide professional supports to educators, not to provide direct transition supports and services to learners. You can provide support by identifying school career pathway transition planning gaps, goals, resources, and best practices for successful transitioning for each student. You will leverage EECD's Hopeful Transitions Guide and online tool to facilitate easier, earlier, more frequent, and intentional career pathway transition planning for each high school student. The roles and responsibilities of educators will remain the same, but their competency in pathway planning will improve thanks to your coaching and support.



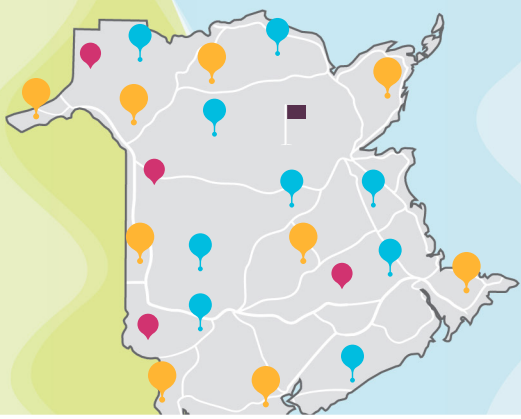
### HOW WILL YOU RECOGNIZE SCHOOL TRANSITION PLANNING GAPS?

*Is the school...*

- 1 Identifying student preferences and interests related to their future goals?
- 2 Identifying the skills necessary to accomplish those goals?
- 3 Identifying any discrepancies between learner abilities and skills identified?
- 4 Using that information to target the supports, services, and instruction needed?

### ***Indigenous Principles of Learning***

*“Learning involves the need to recognize or include each other’s experiences as valid in identity formation within a cultural group.”*



# Transition Coach

The table below outlines some examples of how you can **Do, Assess, and Consider Hopeful Transitions** within your role.



## DO

- Accompany high school educators in utilizing the Hopeful Transitions Guide and online tool by coaching, offering guidance, and modeling. Provide regular check-ins, and strategies for implementation.
- Co-create with EECD new training materials for districts and schools for the new Hopeful Transitions model and tool.
- Assist EECD with developing effective project communication details for districts and schools to support better career pathway transition planning processes and the use of the Hopeful Transitions website.
- Plan and provide training (professional learning) for districts and schools in how to use the Hopeful Transitions Guide and online tool. Consider the unique context of the school(s) and adapt accordingly.
- Support the use of the online Career Life Plan tool, myBlueprint.
- Collaborate with Experiential Coordinators to further develop community relationships and capacities to support learners with additional needs in local businesses and organizations.
- Communicate with and alongside community organizations supporting learners with additional needs to facilitate offering of services.
- Liaise and collaborate with Learning Specialists at EECD (to share information concerning updates to the Guide and website, data collection, and/or to receiving training and support).



## CONSIDER

- Articulate and reference alignment to transition planning for all students with applicable policies such as Moving Forward: From Policy to Practice: Implementing and Supporting Policy 322, Inclusive Education.
- Look for ways to build partnerships outside the school to create opportunities for transitions.
- Collaborate with other Transition Coaches on best practices.
- Celebrate successes along the way!



DO



ASSESS



CONSIDER





## ASSESS

- Monitor data collection and reporting (quantitative and qualitative); collect stories of practice; analyze the Hopeful Transition Benchmarks Assessment results and anecdotal data; conduct regular check-ins, exit interviews, focus groups, surveys; and follow up on accountability structures.
- Create a work plan, set SMART goals, and track progress.
- Communicate regularly and provide updates to school staff.



DO



ASSESS



CONSIDER

## THE YEAR AT A GLANCE

The Year at a Glance tracking document is living document—a tool to help you track your progress and keep you heading in the right direction. As you work through the year, please add new actions as they emerge so we can all continue to refine our collective work on our professional pathway of continuous improvement.

MONTH	ACTIONS	NOTES
<b>AUGUST</b>	<ul style="list-style-type: none"> <li>✓ Get to know the school context and community</li> <li>✓ Review the School Improvement Plan</li> <li>✓ Become familiar with the myBlueprint Career Life planning tool</li> <li>✓ Onboard with EECD staff and other District Transition Coaches</li> <li>✓ Prepare professional learning resources and materials</li> <li>✓ Meet with EECD staff</li> <li>✓ Meet with school administration</li> <li>✓ Prepare opening staff meeting presentation</li> <li>✓ Present to and network with District Transition Coach colleagues</li> <li>✓ Prepare budget - if applicable</li> </ul>	
<b>SEPTEMBER</b>	<ul style="list-style-type: none"> <li>✓ Meet with key school staff (Counsellor, Resource Teacher, administrator responsible, career teacher, and other key people)</li> <li>✓ Meet with EECD staff</li> <li>✓ Attend first whole-school staff meeting</li> <li>✓ Presentation for staff - What is Hopeful Transitions?</li> <li>✓ Share the Hopeful Transitions Guide and introduce the Hopeful Transitions website tool</li> <li>✓ Establish the Core Leadership Team and create a schedule for monthly touch-base meetings</li> <li>✓ Review the year plan with Core Leadership Team for input</li> <li>✓ Review and note school strengths and gaps in school career pathway transition planning</li> <li>✓ Conduct initial meetings with community partners and organizations</li> </ul>	

MONTH	ACTIONS	NOTES
	<ul style="list-style-type: none"> <li>✓ Prepare logistics for the school pre-assessment</li> <li>✓ School pre-assessment using CMEC Benchmarks – consider administering the pre-assessment to all school staff</li> </ul>	
<b>OCTOBER</b>	<ul style="list-style-type: none"> <li>✓ Meet with EECD staff</li> <li>✓ Create baseline data from the assessment</li> <li>✓ Review and analyze data with Core Leadership Team</li> <li>✓ Share results of school data with staff</li> <li>✓ Meet with Core Leadership Team and staff to develop a school goal(s)</li> <li>✓ Share school goal(s) with staff</li> <li>✓ Create a communication plan to track progress</li> <li>✓ Meet with community organizations supporting learners with diverse needs</li> <li>✓ Create a schedule of training support for staff instruction</li> <li>✓ Meet with ESS Team</li> <li>✓ Begin with a small group, providing instruction/ coaching to staff on the use of the website tool</li> </ul>	
<b>NOVEMBER</b>	<ul style="list-style-type: none"> <li>✓ Provide instruction/coaching to all staff on the use of the website tool</li> <li>✓ Meet with EECD staff</li> <li>✓ Class visits: work with individual teachers to review Tier 1 supports in their content areas</li> <li>✓ Begin tracking progress</li> <li>✓ If working with multiple schools, facilitate a sharing/check-in meeting</li> <li>✓ Complete monthly assessment of progress</li> <li>✓ Conduct a Core Leadership Team meeting</li> <li>✓ Continue community partners outreach</li> </ul>	
<b>DECEMBER</b>	<ul style="list-style-type: none"> <li>✓ Meet with EECD staff</li> <li>✓ Check in with community partners and employers</li> <li>✓ Meet with EECD and other District Transition Coaches, Learning Specialists</li> </ul>	

MONTH	ACTIONS	NOTES
	<ul style="list-style-type: none"> <li>✓ Review the implementation plan to date; celebrate successes so far, and re-focus where necessary</li> <li>✓ Review SMART goals to date</li> <li>✓ Complete monthly assessment of progress</li> <li>✓ Check in regarding Tier 2 and Tier 3 supports</li> <li>✓ Present work to date to district colleagues</li> </ul>	
<b>JANUARY</b>	<ul style="list-style-type: none"> <li>✓ Conduct Core Leadership Team meeting</li> <li>✓ Meet with EECD staff</li> <li>✓ Conduct one-on-one staff check-in interviews</li> <li>✓ Continue with professional coaching support</li> <li>✓ Class visits follow-up: work with individual teachers to review Tier 1 supports in their content areas</li> <li>✓ Complete monthly assessment of progress</li> </ul>	
<b>FEBRUARY</b>	<ul style="list-style-type: none"> <li>✓ Conduct Core Leadership Team meeting</li> <li>✓ Meet with EECD staff</li> <li>✓ Coordinate ongoing coaching support and professional learning</li> <li>✓ Report out at a staff meeting; provide the half-way report to staff</li> <li>✓ Make any adjustments to school itinerary (if necessary)</li> <li>✓ Complete monthly assessment of progress</li> <li>✓ Check in with community partners</li> </ul>	
<b>MARCH</b>	<ul style="list-style-type: none"> <li>✓ Conduct Core Leadership Team meeting</li> <li>✓ Meet with EECD staff</li> <li>✓ Complete monthly assessment of progress</li> <li>✓ Continue with professional coaching support</li> <li>✓ Continue ongoing support for staff</li> <li>✓ Continue ongoing support for community partners</li> <li>✓ Meet with EECD staff to review the website tool – What is working? What is needed?</li> </ul>	



MONTH	ACTIONS	NOTES
<b>APRIL</b>	<ul style="list-style-type: none"> <li>✓ Conduct Core Leadership Team meeting; review what is working well and hopes for coming year</li> <li>✓ Complete monthly assessment of progress</li> <li>✓ Plan resources and schedules for focus groups, surveys for staff, students, and community partners to gather feedback</li> <li>✓ Continue development of resource materials for the following year</li> </ul>	
<b>MAY</b>	<ul style="list-style-type: none"> <li>✓ Conduct Core Leadership Team meeting</li> <li>✓ Meet with EECD staff</li> <li>✓ Implement focus groups and surveys to gather data</li> <li>✓ Complete monthly assessment of progress</li> <li>✓ Create first draft of school itinerary for Year 2 – next steps</li> <li>✓ Complete school post-assessment</li> <li>✓ Create first draft of final report</li> <li>✓ Create first draft continuous improvement plan for coming year</li> </ul>	
<b>JUNE</b>	<ul style="list-style-type: none"> <li>✓ Celebrate with staff, and report progress to staff, community, partners, and EECD</li> <li>✓ Meet with EECD staff</li> <li>✓ Finalize continuous improvement plan for coming year (short-term and long-term goals)</li> <li>✓ Present Year 2 roadmap to staff</li> <li>✓ Send final report to EECD</li> <li>✓ Review pilot year – successes, recommendations and budget, if applicable)</li> </ul>	

### Activity:

Survey staff in September to define “career” and define “transitions”.

Survey staff again in May to define “career” and define “transitions”.

How has their understanding changed or been impacted by the Hopeful Transitions Project?

What else has changed?

# Reflective Questions:

1. *Where do I need to begin? Who do I need to work with?*
2. *What might I need to be able to communicate this project effectively to schools?*
3. *If I encounter barriers, how will I address them?*
4. *What data does the school already have and what data will we need?*
5. *How will we celebrate successes?*

## Case Study:

Aiden is excited to have been recently appointed to the role of District Transitions Coach in several high schools. While Aiden hasn't had a lot of experience working in a school environment, Aiden has been a successful career employment counsellor and is looking forward to working within an educational environment. One of the high schools identified the goal of having each learner develop a Career Life Plan in myBlueprint. Aiden asked the Core Leadership Team to look at the myBlueprint usage in the school and it has not been used widely. There were entire grades that showed little evidence of usage.



## Questions:

*What can Aiden do to support the staff in intentionally integrating career pathway transition planning into their practice?*

*How can Aiden communicate the importance of creating a Career Life Plan?*

*What can Aiden use from the **Hopeful Transitions website** to support the use of myBlueprint for learners to create a Career Life Plan digital portfolio?*



# Chapter 8

## THE CORE LEADERSHIP TEAM

The Core Leadership Team is the school staff that has been identified to provide leadership in Hopeful Transitions. This could include those that represent the different roles in Education Support Services (ESS). This team will work closely with the Transition Coach to develop a Hopeful Transition goal(s), support, and monitor progress.

As this is not a solo trip and you will have people on the tour with you, it will be helpful to share your plan with colleagues, so they are aware of **WHERE** you are going and **HOW** you plan to get there. As the Hopeful Transitions model requires universally applied Tier 1 involvement, every member of the Core Leadership Team will be following their relevant “Do, Consider, Assess” frameworks as they work collaboratively to support Hopeful Transitions.

### HOW DOES A SCHOOL GET STARTED WITH HOPEFUL TRANSITIONS?

To begin, you will create a school “itinerary” that considers key points to ground your team and keep everyone on track. Some of these are included in the table below but are intended to serve as suggestions and not be prescriptive.

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#### VISION

- What are the school goals?
- What is the current School Improvement Plan?
- What is the focus?
- How can your Hopeful Transitions plan align and fit in?

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#### SCHOOL CONTEXT

- What is already in place for career pathway transition planning?
- The pre-assessment that the school will undertake early in the year using the Successful Transitions Reference Framework benchmarks will highlight the information below:
  - ▶ Strengths: What is working well?
  - ▶ Gaps: Where are there gaps?
  - ▶ Who are the learners?
  - ▶ Unique factors and/or culture to consider? (e.g., school location, limited access to community resources, socio-economic challenges, etc.)

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## SHARING THE PURPOSE OF HOPEFUL TRANSITIONS

- An initial presentation for staff can include:
    - ▶ Rationale: the “Why?” and the “What?”
    - ▶ Explanation of Hopeful Transitions and its importance
    - ▶ Identification of resources and supports
    - ▶ Discussion of collective ownership and responsibility – Hopeful Transitions is not an “add-on”
- 

## DEVELOPING A CORE LEADERSHIP TEAM

- Who should be involved? (Educator, Guidance Counsellor, Resource Teacher, Administrator, etc.)
  - Who is already involved?
  - Who are the champions?
- 

## SCHOOL PRE-ASSESSMENT

- CMEC benchmarks (*\*Note – The original **CMEC Reference Framework** self-assessment includes 11 benchmarks. For the purpose of this work, EECD has adapted the language and is not referencing #3, #8, #10*)
  - How will we undertake the school pre-assessment using the adapted CMEC benchmarks?
  - What preparation will be required?
  - How will we inform staff of the pre-assessment and get everyone on board for the process?
  - How will we ensure participation?
  - What steps will we need to take?
  - What will be our timeline?
- 

## REVIEW OF PRE-ASSESSMENT DATA

- Create a goal based on the review of the data gathered.
  - How will we select the appropriate benchmark(s) to measure as part of the plan moving forward?
  - Can the School Improvement Plan inform this process?
  - Can the Hopeful Transitions goal(s) be included in the school improvement plan?
  - What criteria will we measure?
- 

## MATERIALS AND RESOURCES

- How will we incorporate the Hopeful Transitions website tool?
  - What other resources may we need?
  - What, if any, budget will be required?
- 

## COMMUNICATION

- How will the Core Leadership Team inform school staff throughout the process?
  - What communication channels will we use and how often?
  - How will we connect to the Education Support Services (ESS) Team?
-

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## WORK PLAN

- Develop and monitor progress.
- Create a school-wide implementation calendar and plan of activities.
- How will we monitor and report progress? How often? To whom?
- How will each participating school be tracked on their progress (their itinerary)?
- Perform monthly assessments on the progress of the school along their roadmap.
- Provide a continuous improvement plan to each school.

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## YEAR-END WRAP-UP

- Celebrating success
  - ▶ What changed for our learners?
  - ▶ What changed for staff?
  - ▶ How will we continue next year?
- Present final information to staff

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## TIMELINE

- Refer to “The Year at a Glance” document.
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The Organisation for Economic Co-operation and Development (OECD) has also created a set of questions for schools from their research on [Indicators of Teenage Career Readiness](#). Schools can use these questions as part of their self-assessment to determine how they are supporting career pathway transition planning for every learner. These have been adapted for this Guide and serve as a great start. (Adapted from the OECD Education Policy Perspectives, OECD 2021)

## OECD SCHOOL SELF-ASSESSMENT QUESTIONS

**DO WE** help all students through secondary education to engage regularly with people in work through career fairs and especially career talks?

**DO WE** have a program of workplace visits and/or job shadowing which enables all students to critically investigate workplaces for themselves?

**DO WE** teach our students how to apply for a job, including interview practice?

**DO WE** help our students to reflect on their existing and planned education and training choices in light of what they are learning about their career ambitions and the requirements of desired employment?

**DO WE** know if our students are engaging in career conversations about their career plans?

**DO WE** have a policy to encourage and enable a culture of career conversations?

**DO WE** have confidence that all students will have first-hand experience of work before leaving secondary education?

**DO WE** give all students the opportunity to experience work of interest to themselves on two or more occasions?

**DO WE** help students to prepare for and reflect on their first-hand experiences of work?

**DO WE** know what the occupational expectations of our students are?

If students are uncertain, **DO THEY** have a process for investigating what is behind the uncertainty?

**DO WE** know how ambitious our students are and have policies in place to encourage and enable high ambitions?

**DO WE** know if our students' occupational and educational plans are aligned?

**DO WE** know if our students are able to see a clear relationship between their educational experiences and later employment outcomes?



## Reflective Questions:

1. *What do we already know about the importance of career pathway transition planning?*
2. *What do we need to do to support career pathway transition planning for each learner in our school?*
3. *How can we get started in achieving our Hopeful Transitions goal(s)?*
4. *What roadblocks might we anticipate along the way and how can we plan for them?*

## Case Study:



As a member of the Hopeful Transitions Core Leadership Team, Raj, a classroom educator, is excited to be involved in the work of Hopeful Transitions and wants to garner the support of the other teachers in the school. Raj has some suggestions to bring to the Math department regarding how the entire department can get involved in supporting Hopeful Transitions. However, each time Raj talks to his colleagues, they share that they feel this is adding to their already full workload. They feel that it is an addition to the Math curriculum. Raj knows that Career Connected Learning is part of all curriculum and can support engagement and academic achievement.

## Questions:

*As a member of the Core Leadership Team, what can Raj do to support his colleagues in engaging in career pathway transition planning?*

*How could the Core Leadership Team communicate why and how to incorporate career pathway transition planning across the curriculum?*

*How can Raj use the [Hopeful Transitions website](#) tool to support the Math department?*

# Resources

A template for planning Universal Design for Learning. CAST 2018.

**ENGLISH**

**FRENCH**

# References

**CMEC Reference Framework for Successful Student Transitions.**

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