

# 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”

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## DEVELOPING A CORE LEADERSHIP TEAM

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

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## 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?

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## 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?

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## 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?

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## 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?