

New Brunswick Hopeful Transition Benchmarks

“To ensure that each learner is actively engaged in planning for their post-secondary life.”

Introduction:

Each year, Hopeful Transitions schools will participate in a self-reflection activity to affirm the schools' strengths and determine potential areas for growth. This Benchmarks Survey is a two-part process; a pre- and post- survey. The pre-survey happens at the start of the school year, preferably September, and before any actions or changes are identified and/or implemented. It is for staff only, and not intended for students. Ideally, the entire staff would complete the survey, but should this not be possible, a substantial sampling of staff including all roles within the school would suffice. It would be good to have the staff complete the online assessment during a staff meeting early in the school year.

The District Transition Coach will facilitate the staff survey and support the process. They will then analyze the data and bring it back for discussion with Administration and the Core Leadership Team to determine Hopeful Transitions goals for the school year. Prior to the end of the school year, the staff will participate in a post-survey to assess and celebrate growth and progress, with the hope of embedding the work and future goals into the following year by building on momentum and success. This reflective process offers a valuable opportunity for each school to tailor supports that meet the needs of their school community in an ongoing process that fits nicely with School Improvement Planning.

Hopeful Transition Benchmarks:

The school will use the following 5 Hopeful Transition Benchmarks (adapted from the original language of the [CMEC Reference Framework for Successful Student Transitions](#)). Each school will select the appropriate benchmark(s) to best meet the needs of their learners and school context. They are as follows:

Hopeful Transitions Benchmarks

- 1. Intentional and student-centered Career Connected Learning is provided to each learner.**
- 2. Best practices of Career Connected Learning are clearly understood and are actively integrated into classroom instruction.**
- 3. Resources and supports are used to address the unique career/transition needs of each learner.**
- 4. Career/Transition planning and Career Connected Learning is underpinned by adequate professional learning for educators.**
- 5. Career Connected Learning and career/transition planning is assessed for continuous improvement..**

The survey can be accessed via a Microsoft Office FORM. To access the Hopeful Transitions Benchmarks Survey Form visit <https://forms.office.com/r/jcxeEEW7hS>

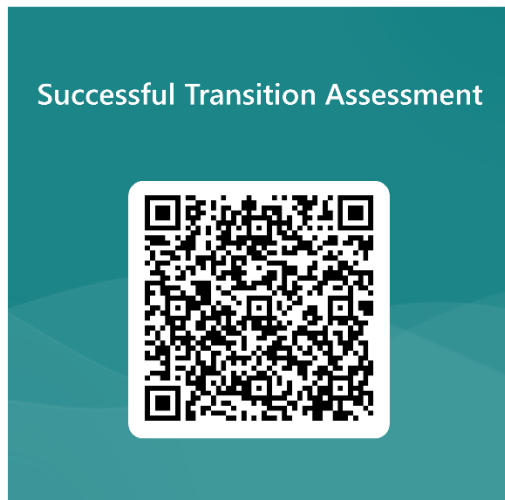
The form is simple to complete and asks staff to reflect on the benchmark indicators by choosing the most accurate descriptor pertaining to the statement by selecting:

“Not Started”

“Underway”

“Achieving Results”

“I Don’t Know”



Benchmarks and Indicators:

The New Brunswick Hopeful Transition benchmarks are described in more detail below. You will see a list of possible indicators that would serve as examples or evidence of existing good practice for each benchmark.

BENCHMARKS and INDICATORS
<p>1. Intentional and student-centered Career Connected Learning is provided to each learner.</p> <p>What does this look like?</p> <ul style="list-style-type: none"> a. The New Brunswick Career Education Framework is understood, supported, and actively used to guide decision making and practice by all educators. b. Each learner is engaged in developing a Career Life Plan. c. Career Connected Learning and Hopeful Transitions are seen by administration, educators, and the community as a whole-school priority. d. Curriculum learning is explicitly linked to career pathways and real world applications by educators. e. All post-secondary pathways are presented to students as valid and valued options.

<p>2. Best practices of Career Connected Learning are clearly understood and are actively integrated into classroom instruction.</p> <p>What does this look like?</p> <ul style="list-style-type: none"> a. Labour market information about a wide range of career pathways is objectively presented in relation to all subject areas/curriculum b. Instructional practice includes opportunities for learners to further develop their Global Competencies and Social Emotional Learning skills c. From an early age, each learner participates in frequent, ongoing, and meaningful career connected experiential learning opportunities to support career pathway transition planning. d. Financial wellness learning is provided for each learner to further their financial knowledge and skills in preparing for the future.
<p>3. Resources and supports are used to address the unique career/transition needs of each learner.</p> <p>What does this look like?</p> <ul style="list-style-type: none"> a. Transition supports, programs, and services are provided and tailored to individual student needs in developing a Career Life Plan. b. School personnel actively seek to challenge stereotypes and elevate the aspirations of youth from marginalized and underrepresented groups. c. Educators are using a Universal Design for Learning (UDL) teaching lens to integrate Career Connected Learning in the classroom.
<p>4. Transition planning and Career Connected Learning is underpinned by adequate professional learning for educators.</p> <p>What does this look like?</p> <ul style="list-style-type: none"> a. Career Connected Learning/Hopeful Transitions is actively promoted as part of annual school improvement plans and associated professional learning plans. b. Each educator can access tailored professional learning to expand their knowledge and understanding of how to support Career Connected Learning/Hopeful Transitions. c. Educators are informed about, and sensitive to, the impact of culture, gender and gender identity, ability, and sexual orientation on career pathway transition planning.
<p>5. Career Connected Learning and career pathway transition planning is assessed for continuous improvement.</p> <p>What does this look like?</p> <ul style="list-style-type: none"> a. Data on school-based Career Connected Learning and Hopeful Transitions is regularly collected, and the results are shared regularly with the whole staff. b. Hopeful Transitions Benchmarks are used for ongoing assessment and improvement planning.

- c. A formative and summative assessment structure is in place for monitoring progress, providing supports, and evaluating completion of the Career Life Plan graduation requirement.

APPENDIX

To assist you creating and monitoring the school action plan, please view the template and sample included below.

[**NB Benchmark Action Plan Template**](#)

[**Sample Benchmark Action Plan**](#)