

Chapter 7

THE ROLE OF THE DISTRICT TRANSITION COACH



There are no mistakes. Only new paths to explore

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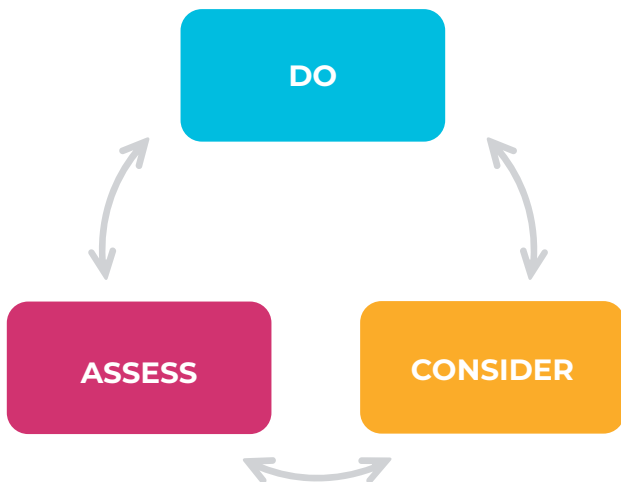


Getting Started:

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.

LEADER	An inspiring leader and passionate champion for the work
COACH	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
MANAGER	A coordinator and manager; someone to organize and direct Hopeful Transitions and keep everyone on task and on point
COORDINATOR	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)
CONNECTOR	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.



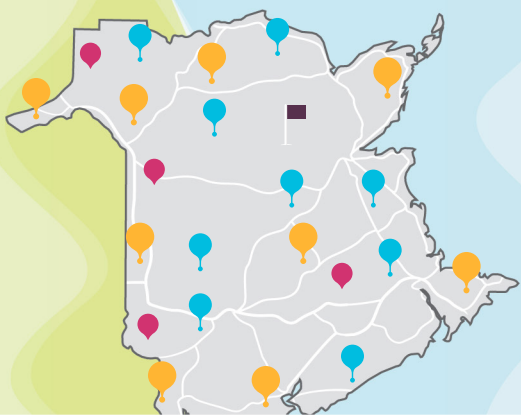
HOW WILL YOU RECOGNIZE SCHOOL TRANSITION PLANNING GAPS?

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

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

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

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

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?*