

# 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*

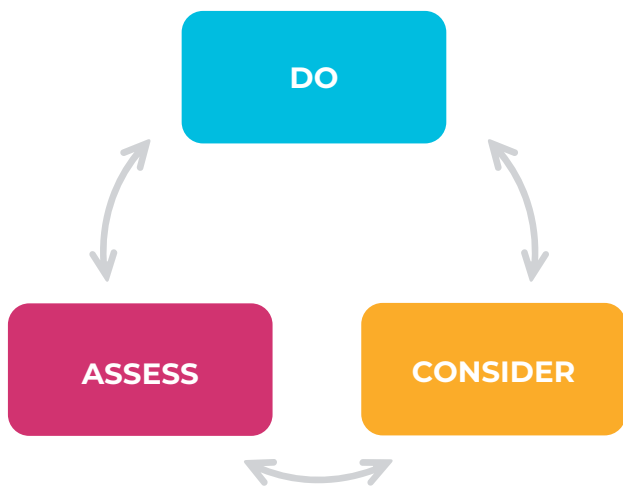


## Getting Started:

### 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

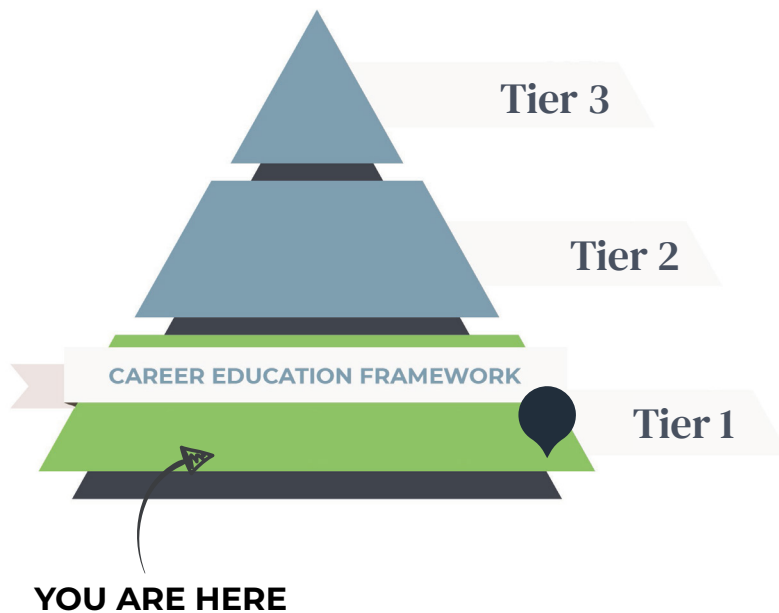
How will I know my learners are actively engaged in career pathway transition planning?  
Do any of my learners require additional support?



### 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](#).



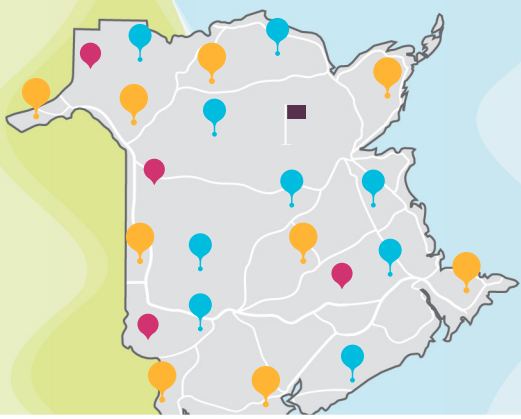
### THINKING ABOUT TIER 1 UNIVERSAL DESIGN

- ✓ 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.



## DO



## ASSESS



## CONSIDER



## 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?*