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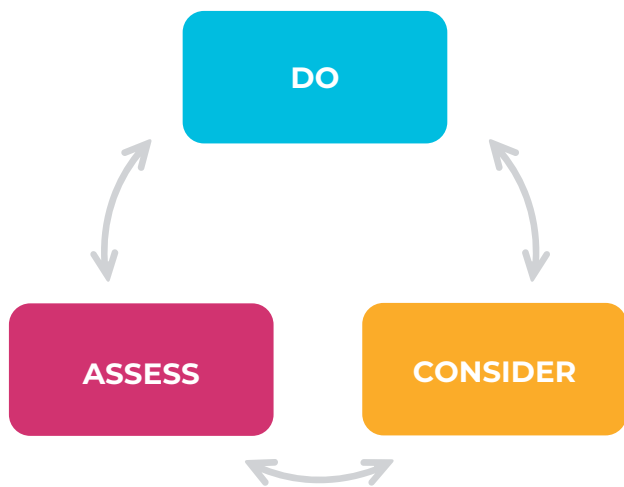
DO
What do I need to do?
What is my responsibility?

ASSESS

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

CONSIDER

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."
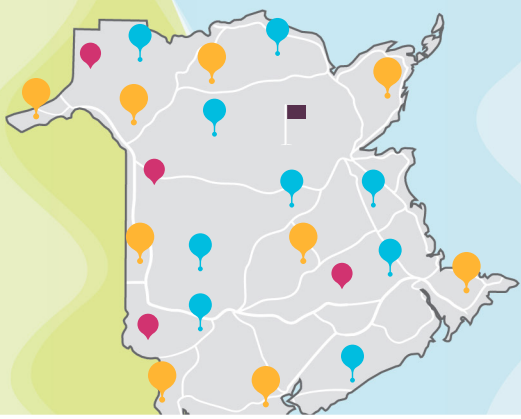
School-Based Administrator

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.

- 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?