

# Hopeful Transitions Benchmarks

## IN-ACTION

Hopeful Transitions supports career pathway transition planning for each learner. Schools create goals and action plans to meet their learners' needs using the 5 Benchmarks below. This resource provides examples of what schools have done to improve on specific benchmarks. We hope this serves as inspiration as you bring Hopeful Transitions to life in your school.

Our thanks to all of the Hopeful Transitions schools who continue *"To ensure that each learner is actively engaged in planning for their post-secondary life."*

## Hopeful Transitions Benchmarks

- 1** Intentional and student-centered Career Connected Learning is provided to each learner.
- 2** Career Connected Learning Best Practices are integrated across subjects and grades.
- 3** Learners that require additional support(s) in career pathway transition planning are identified and supported.
- 4** Educators can access Career Connected Learning and Hopeful Transitions Professional Learning.
- 5** Career Connected Learning and Hopeful Transitions is regularly assessed for continuous improvement.

# BENCHMARK 1:

Intentional and student-centred Career Connected Learning is provided to each learner.

The New Brunswick Career Education Framework guides decision-making and practice.

- One staff created a short 3-question student survey to determine who had a plan for after high school. Educators connected with every learner who stated they had no plan.
- A principal began the first staff meeting of the year by showing the [Career Connected Learning Overview](#) video to the entire staff and then asked each person to jot down one idea of what they would like to incorporate Career Connected Learning into their practice.
- Schools offered courses based on student survey information.

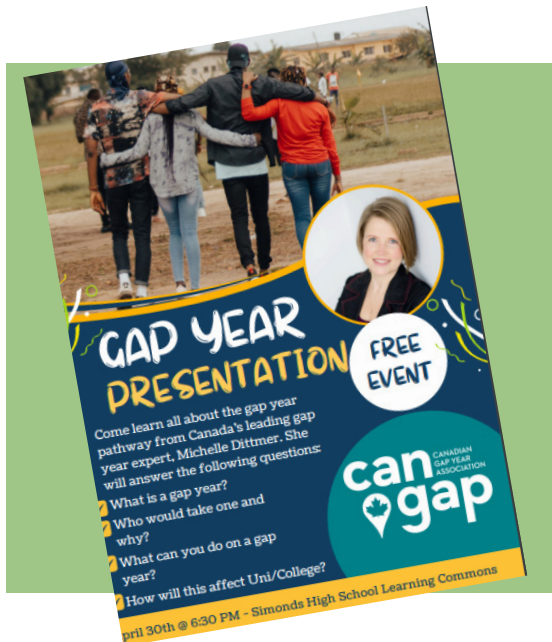


Each learner has a Career Life Plan.

- Hopeful Transitions Schools found that having a school-wide structure was helpful in getting all staff involved in Career Connected Learning. One school implemented weekly student “House” times and another created dedicated “Career Life Plan Days” throughout the year. Some schools had staff weekly check-ins to share stories of success, challenges, and plan for next steps.
- Teachers have used the [Career Life Plan Curriculum Resource Bundle Lesson Plans, Resources, and Activities](#) within their subject areas.

## Career Connected Learning and Hopeful Transitions are priorities.

- Some schools used their website and social media communications to feature updates and successes in Career Connected Learning in all subjects and grades.
- Some schools are offering [Career Pathway Design 10](#) (an experiential career pathway planning course) and other Career Connected Learning courses are promoted. There are also schools that have automatically enrolled each of their learners in Career Pathway Design 10.



## Curriculum is linked to career pathways and real-world applications.

- Schools created Career Pathway Posters aligned with specific subject areas.
- Science 10 and Math 11 teachers met with the Career Transition Coach to design projects that simulate real-world scenarios.
- A group of learners in Career Pathway Design 10 participated in The Real-World Labour Market Challenge. They were tasked with creating solutions to keep youth in New Brunswick.

## Curriculum is linked to career pathways and real-world applications.

- Schools invited a representative from the Canadian Gap Year Association to do a presentation for all learners.
- Schools hosted a "Try a Trade" day.
- One school supported learners with in-person and virtual post-secondary campus site visits.

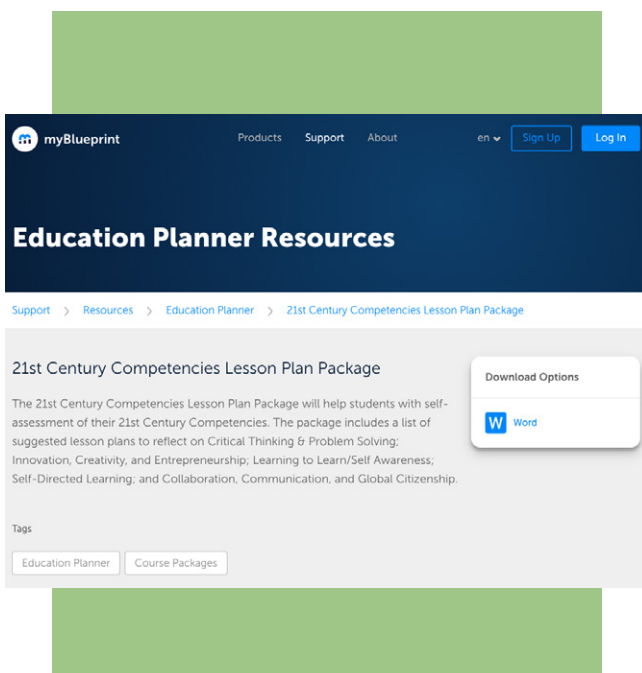
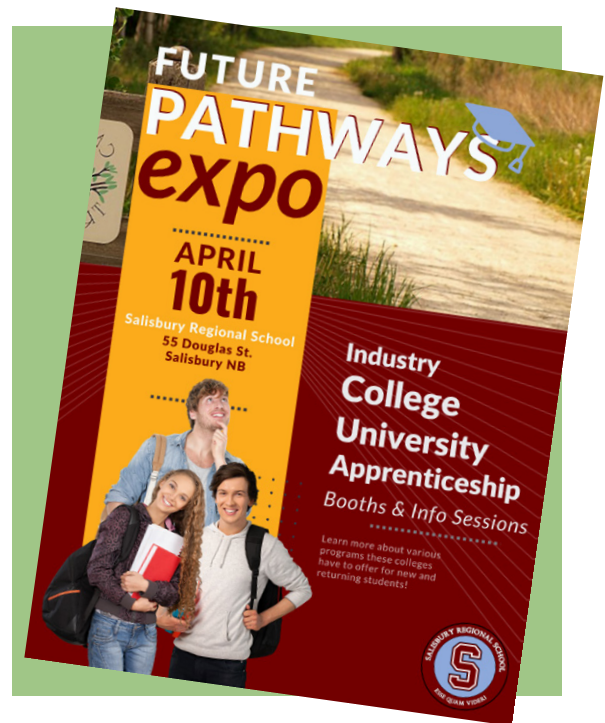


# BENCHMARK 2:

Career Connected Learning Best Practices are integrated across subjects and grades.

Finding opportunities for Labour market information to be integrated in each grade/subject.

- To help learners explore in-demand skills, careers, and job prospects in their region, one school collaborated with community partners to host a Future Pathways Expo for their high school learners as well as their regional family of middle school students.
- Teachers have played the [Careerosity](#) card game in their classes to help learners explore different careers and the associated skills and traits. Some schools store the game in their library so that Supply Teachers can use them. One Career Transition Coach introduced the game to the entire staff by playing a couple of rounds at a staff meeting. This is a fun way to experience and learn about Career Connected Learning!



Instruction includes Global Competencies and Social Emotional Learning.

- Educators teaching Personal Wellness 9 accessed the lesson plans in the [myBlueprint 21st Century Competencies Lesson Plan Package](#) to help learners learn about their own skills, passions, and strengths.
- Many schools are supporting their learners in working on supporting the development of [Skills for Success](#) for each learner as well as offering the [Essential Skills Achievement Pathway \(ESAP\)](#) as an option for students.

## Learners participate in meaningful experiential learning.

- One school decided to host a “Career Connected Learning Day” where each grade participated in a specific experiential activity.
  - › Grade 9 – [Take Our Kids to Work Day](#)
  - › Grade 10 – Volunteer Community Service Project
  - › Grade 11 – Post-Secondary campus site visit (virtual or in-person)
  - › Grade 12 – Mock Job Interviews
- As part of celebrating Long-Term Care Month in February, learners participated in a [Centres of Excellence](#) virtual tour of a Long Term Care home providing an opportunity to learn about the various employment opportunities at LTC homes.

## Financial Wellness learning is provided.

- Schools hosted [RBC Future Launch](#) “Being Future Ready” and [“It All Adds Up to Making Cents”](#) Financial Literacy Learning Series.
- Learners in one school attended a workshop on how to apply for student loans.
- The Career Transition Coach met with [Geometry, Measurement and Finance 10](#) teachers to provide opportunities to embed Career Connected Learning outcomes, lessons, and experiential activities into the curriculum.



# BENCHMARK 3:

Learners that require additional support(s) in career pathway transition planning are identified and supported.

**Transition supports are tailored to individual student needs.**

- One school hosted a community Transition Fair to showcase available inclusive post-secondary supports and services for learners needing targeted supports after high school.
- Students with Personal Learning Plans will have supports to develop a Career Life Plan by the end of the year.
- Some schools are offering PATH for those learners needing a Tier 3 support for career pathway transition planning.
- One school offered a small group for learners that require more support in developing the skills needed to enter the workforce.



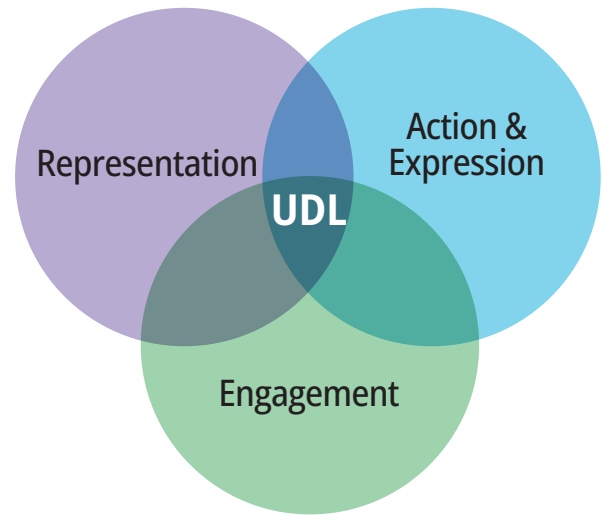
**Schools challenge stereotypes and raise the aspirations of marginalized youth.**

- Language Arts and Social Studies educators incorporated the [Career Pathway 10 Design Barriers Curriculum Bundle Lessons](#) into their content areas.
- One school invited their alumni who have pursued diverse career paths and have overcome barriers or challenges to serve as guest speakers/ mentors.



**Educators use a Universal Design for Learning (UDL) approach to integrate Career Connected Learning in their classes.**

- Schools ensured that every learner could access the myBlueprint program to create a personalized digital portfolio that they can keep and further develop after high school.
- Industry professionals were invited to provide in-person or virtual interviews, presentations, or workshops to share insights into their careers and answer students' questions.
- Teachers are using a variety of means to represent, engage and for learners to express Career Connected Learning. They used these [UDL for Career Connected Learning guidelines](#).



# BENCHMARK 4:

Educators can access Career Connected Learning and Hopeful Transitions Professional Learning.

**Career Connected Learning / Hopeful Transitions is a part of the annual School Improvement Plan and/or associated Professional Learning Plans.**

- One school incorporated dedicated time for experiential Career Connected Learning activities at every staff meeting. Throughout the year, staff received training on the myBlueprint program, guided tours of the Hopeful Transitions website, heard from community guest speakers and partners, did a post-secondary tour, and played the Careerocity card game.
- One Hopeful Transitions school organized a regional mock Post-Secondary Options day for their region's families of schools. Representatives were invited from various post-secondary institutions, local businesses, community organizations, the Military, Volunteer organizations, Gap Year Association, Exchange Programs. Staff participated in a "mini-presentation" from each guest organization to learn about options for after high school they may not have been aware of.





## Educators access tailored professional learning to increase their capacity in Career Connected Learning and Hopeful Transitions.

- Educators regularly go to the [Career Connected Learning PLHub](#) for resources to increase their knowledge of Career so they can use it in their own classrooms. Schools encourage Educators to complete the online Career Connected Learning Modules to receive [digital badges for completion of modules](#) certifying that they are a “Career Connected Educator”. Some teachers added their badges to their email signatures, providing a way to promote Career Connected Learning within their communications.
- Educators go to the [Hopeful Transitions](#) website to learn about their role in Hopeful Transitions and to search and access resources that are directly related to their specific subject area and teaching grades.



## Educators are informed about and sensitive to various biases in career pathways.

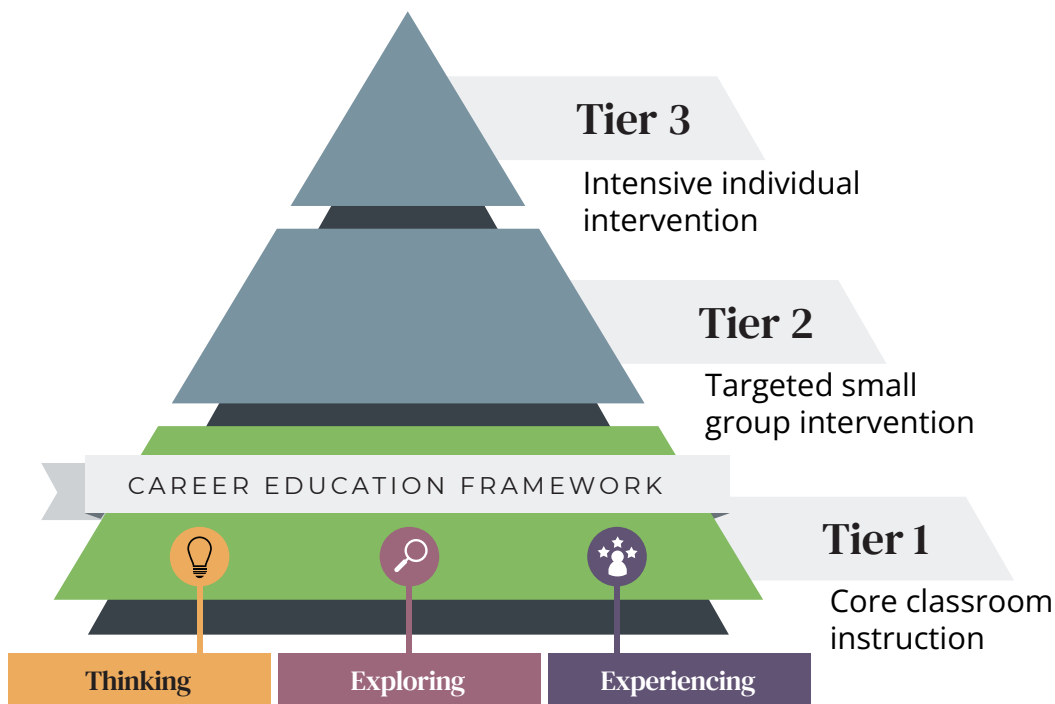
- To learn how to support their recent immigrant learners, one school invited representatives from the [New Brunswick Multicultural Council](#) to provide training and ideas for culturally sensitive Career Connected Learning.
- A school connected some of their Indigenous learners to the [Indspire: Rivers to Success: Indigenous Student Mentorship](#) program to provide culturally sensitive supports for their First Nations and Métis learners.

# BENCHMARK 5:

Career Connected Learning and Hopeful Transitions is regularly assessed for continuous improvement.

**School-based Career Connected Learning data is collected and regularly shared.**

- Some schools have decided to look at their Attendance, Behavior, Achievement, and Pulse Survey data to find which learners have gaps in their career pathway planning and need more targeted Career Connected Learning supports.
- A Career Transition Coach meets twice a year with every department or content area meeting to review Career Connected Learning data specific to that department and share practical ideas and resources.
- Schools are regularly looking at their myBlueprint data. They are able to see success but also where supports are needed.



## Hopeful Transitions Benchmarks align with School Improvement Planning and goals are incorporated in the School Improvement Plan.

- Schools have decided on a Hopeful Transitions benchmark and/or indicator to focus on for the school year. This goal is then incorporated in the School Improvement Plan. Some schools have connected the goal to engagement, academic achievement and/or mental health.
- Some schools have used the Hopeful Transitions benchmarks to reflect on school success and areas for growth. The results were reviewed by the Career Transition Coach and the Principal. The results were shared with staff and from there the schools determined goals and created a school plan to address the goal(s).
- One school holds an annual luncheon for community partners, local businesses, and post-secondary partners to inform them of their Hopeful Transitions Benchmark goals and to come up with ideas on how they can work together to provide relevant Career Connected Learning/Hopeful Transitions opportunities for their students.

## A structure exists to monitor progress and completion of the Career Life Plan requirement.

- One school requires all learners to write a reflective post in their myBlueprint portfolio 4 times/year – at the midway points and end of each semester – to self-reflect upon their Career Life Plan progress, their strengths, and where they need support. Next, they share their reflection with a trusted adult for feedback to create a plan to further progress. They are encouraged to share their self-reflections with their families. Learners who are needing support are paired with either a trusted adult, educator, mentor, community partner or a fellow student to help them stay focused.
- One school divided the [Career Life Plan](#) required components among relevant departments. For example, the English language teachers were responsible to incorporate resume writing skills in their classes, and the Math teachers monitored the development of a financial plan.
- [myBlueprint](#) has been used to monitor progress of the Career Life Plan requirements. Every student and educator has access to myBlueprint and it is an effective way to check in with learners and to offer supports where needed. Each educator has a group of learners they check in on regularly.



# TO LEARN MORE:

Please access the following links for more ideas and details:

[Hopeful Transitions Pilot Report](#)

[Hopeful Transitions Implementation Ideas](#)

[Hopeful Transitions Benchmarks School Examples](#)

