



## New Brunswick Hopeful Transition Benchmarks

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

### Hopeful Transitions Benchmarks Examples

Hopeful Transitions supports career pathway transition planning for each learner. Schools create goals and action plans to meet learners’ needs using the 5 Benchmarks below. This table provides some examples of possible indicators, goals, and actions illustrating what Hopeful Transitions / Career Connected Learning looks like in New Brunswick. Schools are encouraged to adapt the ideas here and/or create their own to meet their unique context.

Benchmarks and Indicators		
Benchmark #1 Intentional and student-centered Career Connected Learning is provided to each learner		
Indicators	Sample Goals	Examples: What it Looks Like
The New Brunswick Career Education Framework is understood, supported, and actively used to guide decision-making and practice by all educators.	<ul style="list-style-type: none"> <li>Students surveys inform the planning of activities and supports for all learners with post-secondary planning</li> <li>Stakeholders/rightsholders (i.e., youth, families, employers, community organizations, career service providers) are involved in transition planning.</li> </ul>	<ul style="list-style-type: none"> <li>Infographic (1-2 pages) for families on Hopeful Transitions and Career Connected Learning, highlighting important parts of transition planning and what they can discuss with their child.</li> <li>Student survey data informs future course offerings</li> <li>Schools have a budget supporting Career Connected Learning</li> <li>Educators design projects that simulate real-world scenarios</li> <li>Educators connect with all learners who responded on a short 3-question survey that they do not have a plan for after high school.</li> <li>The <a href="#">Career Connected Learning Overview</a> video is shown to educators at an opening staff meeting to generate ideas of how to incorporate Career Connected Learning into their practice.</li> </ul>
Each learner is engaged in developing a Career Life Plan	<ul style="list-style-type: none"> <li>A school-wide structure is created to support the Career Life Plan requirement</li> <li>2026, 2027 and 2028 grads have at least 40% of their career life plan tasks completed by the end of the school year</li> </ul>	<ul style="list-style-type: none"> <li>Weekly “House” times and dedicated “Career Life Plan Days”</li> <li>Teachers access the EECD <a href="#">Career Life Plan Curriculum Resource Bundle Lesson Plans, Resources, and Activities</a> to align with their content and grade areas</li> <li>Educators use myBlueprint in their own content area to support the Career Life Plan process</li> </ul>

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<p>Career Connected Learning and Hopeful Transitions are seen by administration, educators, and the community as a whole school priority.</p>	<ul style="list-style-type: none"> <li>▪ Dedicated time is provided for Career Connected Learning in all grades and content areas</li> <li>▪ Career Connected Learning outcomes are integrated across all grades and content areas.</li> <li>▪ The value of Career Connected Experiential Learning in promoting both better career transitions and academic success is actively championed by administrators/educators to students, families, employers, and the broader community.</li> </ul>	<ul style="list-style-type: none"> <li>▪ School Counsellors visits to Grade 9 and 10 classes to ensure universal access to myBlueprint</li> <li>▪ Structured Weekly Check-Ins to discuss progress, challenges, and next steps</li> <li>▪ Regular updates and accomplishments via school emails, staff meetings, social media, or newsletters are shared with the broader school community</li> <li>▪ The school website highlights Career Connected Learning activities throughout all grades and content areas</li> <li>▪ Presentation(s) and regular updates to the PSSC Committee on Hopeful Transitions and the Career Life Plan</li> <li>▪ Schools offer several Career Connected Learning courses such as <a href="#">Career Pathway Design 10</a> and some have enrolled all learners into the course.</li> </ul>
<p>Curriculum learning is explicitly linked to career pathways and real-world applications by educators.</p>	<ul style="list-style-type: none"> <li>▪ Educators seamlessly and regularly integrate career connections into their curriculum</li> <li>▪ Learners apply academic knowledge to practical real-world situations.</li> <li>▪ Curriculum documents include Career Connected Learning components.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Science 10 and Math 11 teachers collaborate with the Career Transition Coach to embed Career Connected Learning into the curriculum.</li> <li>▪ Collaborations with local businesses / organizations to create project opportunities simulating real-world scenarios</li> <li>▪ Learners participate in <a href="#">The Real-World Labour Market Challenge</a>.</li> <li>▪ Local professionals, alumni, or industry experts conduct career events.</li> <li>▪ Educators highlight Career Connected Learning components in designing their own course activities</li> </ul>
<p>All post-secondary pathways are presented to students as valid and valued options</p>	<ul style="list-style-type: none"> <li>▪ Learners are encouraged to explore their passions as they engage in post-secondary planning activities</li> </ul>	<ul style="list-style-type: none"> <li>▪ All learners participate in presentations, workshops, information sessions about alternate or non-traditional post-secondary pathways such as a Gap Year, the Military, Exchange Programs, Volunteer Work placements</li> <li>▪ “Try and Trade” Day</li> <li>▪ Apprenticeship, Skilled Trades and work-integrated learning opportunities are facilitated and encouraged</li> <li>▪ In-person and virtual campus site visits to various post-secondary institutions</li> </ul>
<p><b>Benchmark #2 Best practices of Career Connected Learning are clearly understood and are actively integrated into classroom instruction.</b></p>		
<p><b>Indicators</b></p>	<p><b>Sample Goals</b></p>	<p><b>Examples: What it Looks Like</b></p>
<ul style="list-style-type: none"> <li>▪ Labour Market information about a</li> </ul>	<ul style="list-style-type: none"> <li>▪ Equip learners with the knowledge and tools to make informed</li> </ul>	<ul style="list-style-type: none"> <li>▪ Future Pathways Expo planned with community partners</li> </ul>

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<p>wide range of career pathways is objectively presented in relation to all subject areas/curriculum</p>	<p>decisions about their career paths, considering both local and broader opportunities</p>	<ul style="list-style-type: none"> <li>▪ Subject specific career posters are created and displayed in classrooms.</li> <li>▪ Teachers play the <a href="#">Careerosity</a> card game with learners to explore different careers and the associated skills and traits. Staff play a couple of rounds of the game at a staff meeting.</li> </ul>
<p>Instructional practice includes opportunities for learners to further develop their Global Competencies and Social Emotional Learning skills</p>	<ul style="list-style-type: none"> <li>▪ Soft Skills training (teamwork, communication, adaptability, and other essential skills) are integrated into the curriculum.</li> <li>▪ Professional Learning, guest speakers and experiential learning activities will be connected to social and emotional learning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Learners from 2 schools working collaboratively on a project to tie together interests in design and printing to work on a project for other Hopeful Transitions schools.</li> <li>▪ Creating a district music “hub” for students to explore their passions in music, led by a staff member</li> <li>▪ Personal Wellness 9 teachers used the <a href="#">myBlueprint 21st Century Competencies Lesson Plan Package</a> to help learners learn about their own skills, passions, and strengths.</li> <li>▪ Supporting the development of <a href="#">Skills for Success</a> for each learner as well as offering the <a href="#">Essential Skills Achievement Pathway (ESAP)</a> as an option for students.</li> </ul>
<p>From an early age, each learner participates in frequent, ongoing, and meaningful career connected experiential learning opportunities to support career pathway transition planning.</p>	<ul style="list-style-type: none"> <li>▪ Students and stakeholders / rightsholders are fully aware of the Career Connected Experiential Learning opportunities available (e.g., Centers of Excellence, co-op, job shadowing, mentorships, employer presentations, entrepreneurship programs, and workplace visits.)</li> <li>▪ Students understand the nature of work, work environments, and the transferable skills valued across workplaces because they have had multiple “Real” world experiences.</li> <li>▪ Schools actively promote experiential learning opportunities appropriate to the program of study and educational context</li> </ul>	<ul style="list-style-type: none"> <li>▪ Monitors and bulletins boards in the school are visible and promote experiential learning.</li> <li>▪ Schools promote and support <a href="#">Take Our Kids to Work Day</a></li> <li>▪ Centres of Excellence experiential learning events</li> <li>▪ Volunteer Community Service Projects</li> <li>▪ Site visits to local businesses</li> <li>▪ Mock Job Interviews</li> <li>▪ Intergenerational connections with Long Term Care facilities</li> </ul>

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<p>Financial wellness learning is provided for each learner to further their financial knowledge and skills in preparing for the future.</p>	<ul style="list-style-type: none"> <li>▪ Financial literacy is included in post-secondary transition planning</li> </ul>	<ul style="list-style-type: none"> <li>▪ Career Connected Learning outcomes, lessons, and experiential activities are embedded in <a href="#">Geometry, Measurement and Finance 10</a></li> <li>▪ Schools hosted <a href="#">RBC Future Launch</a> “Being Future Ready” and “<a href="#">It All Adds Up to Making Cents</a> Financial Literacy Learning Series.</li> <li>▪ Student workshops / presentations on student loans applications</li> <li>▪ Scholarship/ bursary information sessions are available to all learners</li> </ul>
<p><b>Benchmark #3 Resources and Supports are used to address the unique career/transition needs of each learner</b></p>		
<b>Indicators</b>	<b>Sample Goals</b>	<b>Examples: What it Looks Like</b>
<p>Transition supports, programs, and services are provided and tailored to individual student needs in developing a Career Life Plan.</p>	<ul style="list-style-type: none"> <li>▪ Learners have access to personalized career resources and transition supports</li> <li>▪ Schools create a targeted approach to provide Tier 2 and 3 interventions for post-secondary planning</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students with Personal Learning Plans will have supports to have a Career Life Plan by the end of the year</li> <li>▪ Learners actively engage in talk sessions and a Transition fair</li> <li>▪ Schools offer PATH for those learners needing a Tier 3 support for career pathway transition planning.</li> <li>▪ Small group learning for students requiring more support to develop the skills needed to enter the workforce</li> </ul>
<p>School personnel actively seek to challenge stereotypes and elevate the aspirations of youth from marginalized and underrepresented groups.</p>	<ul style="list-style-type: none"> <li>▪ Schools set high expectations for achievement for all learners</li> <li>▪ All learners set personal S.M.A.R.T. Goals</li> </ul>	<ul style="list-style-type: none"> <li>▪ Educators access the <a href="#">Career Pathway 10 Design Barriers Curriculum Bundle Lessons</a></li> <li>▪ Access alumni who have pursued diverse career paths and have overcome barriers or challenges to serve as guest speakers/ mentors</li> </ul>
<p>Educators are using a universal Design for Learning (UDL) teaching lens to integrate Career Connected Learning in the classroom.</p>	<ul style="list-style-type: none"> <li>▪ All learners have access to comprehensive resources such as career assessments, informational interviews, and workshops to explore various career paths</li> <li>▪ Educators are comfortable and promote using myBlueprint with all of their learners</li> </ul>	<ul style="list-style-type: none"> <li>▪ Every learner uses <a href="#">myBlueprint</a> to create a personalized digital portfolio to keep and further develop after high school.</li> <li>▪ Teachers use a variety of means to represent and engage learners to express Career Connected Learning. They used these <a href="#">UDL for Career Connected Learning Guidelines</a>.</li> <li>▪ Industry professionals provide in-person or virtual interviews, presentations, or workshops to share insights into their careers and answer students’ questions</li> <li>▪ Schools use myBlueprint for course planning for all learners</li> </ul>
<p><b>Benchmark 4 Transition planning and Career Connected Learning is underpinned by adequate professional learning for educators</b></p>		
<b>Indicators</b>	<b>Sample Goals</b>	<b>Examples: What it Looks Like</b>



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<p>Career Connected Learning/Hopeful Transitions is actively promoted as part of annual School Improvement Plans and associated professional learning plans.</p>	<ul style="list-style-type: none"> <li>▪ Enhance staff capacity in delivering career education</li> <li>▪ Each department sets Career Connected Learning goals applicable to their own subject area</li> <li>▪ All educators view themselves as Career Connected Learning Educators</li> </ul>	<ul style="list-style-type: none"> <li>▪ Educators complete the Career Connected Learning online modules on the <a href="#">Career Connected Learning PLHub</a> and receive <a href="#">digital badges for completion of modules</a> certifying that they are a “Career Connected Educator”.</li> <li>▪ Educators include a Career Connected Learning goal as part of their personal professional learning plans</li> <li>▪ Dedicated time for experiential Career Connected Learning activities at every staff meeting</li> <li>▪ Schools identify a Hopeful Transitions benchmark and/or indicator of focus for the school year. This goal is incorporated in the School Improvement Plan. Some schools have connected the goal to engagement, academic achievement and/or mental health.</li> <li>▪ Staff participate alongside learners in Post-secondary Options Day presentations</li> </ul>
<p>Each educator can access tailored professional learning to expand their knowledge and understanding of how to support Career Connected Learning / Hopeful Transitions.</p>	<ul style="list-style-type: none"> <li>▪ Professional learning at the school level is tailored to meet the needs of the student demographic</li> </ul>	<ul style="list-style-type: none"> <li>▪ Transition Coach &amp; EECD Learning Specialist host a PL session for all staff on myBlueprint and best practices for career pathway transition planning.</li> <li>▪ Educators regularly access and incorporate the <a href="#">Hopeful Transitions</a> website resources and the <a href="#">Career Connected Learning PLHub</a> directly related to their specific subject area and teaching grades</li> <li>▪ Educators are supported to attend Career Connected Professional Learning events, conference, workshops</li> </ul>
<p>Educators are informed about, and sensitive to, the impact of culture, gender identity, ability, and sexual orientation on career pathway transition planning.</p>	<ul style="list-style-type: none"> <li>• Culturally sensitive and gender affirming professional Career Connected Learning opportunities are provided to all staff</li> </ul>	<ul style="list-style-type: none"> <li>▪ Educators access the <a href="#">Career Pathway 10 Design Barriers Curriculum Bundle Lessons</a></li> <li>▪ Representatives from the <a href="#">New Brunswick Multicultural Council</a> provide training and ideas for culturally sensitive Career Connected Learning.</li> <li>▪ First Nations, Métis, and Inuit learners are culturally supported with the <a href="#">Indspire: Rivers to Success: Indigenous Student Mentorship</a> program.</li> </ul>
<p><b>Benchmark #5 Career Connected Learning and career pathway transition planning is assessed for continuous improvement</b></p>		
<p><b>Indicators</b></p>	<p><b>Sample Goals</b></p>	<p><b>Examples: What it Looks Like</b></p>
<p>Data on school-based Career Connected Learning and Hopeful Transitions is regularly collected,</p>	<ul style="list-style-type: none"> <li>▪ Identify key metrics to assess Career Connected Learning and transition planning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Schools review their attendance, behavior, achievement, and Pulse Survey Data to determine gaps and identifying learners needing more Career Connected Learning supports</li> </ul>

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<p>and the results are shared regularly with the whole staff.</p>		<ul style="list-style-type: none"> <li>▪ The Career Transition Coach meets twice a year with every department or content area to review Career Connected Learning data specific to that department and share practical ideas and resources.</li> <li>▪ Schools regularly review their myBlueprint data to identifying successes and where supports are needed.</li> </ul>
<p>Hopeful Transitions Benchmarks are used for ongoing assessment and improvement planning.</p>	<ul style="list-style-type: none"> <li>▪ Align activities with the School Improvement Plan – focus on social and emotional learning for educators and students.</li> <li>▪ Align School Improvement goals with Hopeful Transitions planning and Career Connected Learning</li> <li>▪ Ensure relevance and effectiveness of transition planning</li> <li>▪ Hopeful Transitions is embedded in School Improvement Plans</li> </ul>	<ul style="list-style-type: none"> <li>▪ All staff participate in the Hopeful Transitions Benchmark Survey at the start of the year</li> <li>▪ Hopeful Transitions Benchmark Survey data is gathered and discussed to inform and support the School Improvement Plan goals</li> <li>▪ Bi-annual meetings for post-secondary, community, business partners with school staff to review long-term goals and create collaborations to support</li> </ul>
<p>A formative and summative assessment structure is in place for monitoring progress, providing supports, and evaluating completion of the Career Life Plan graduation requirement.</p>	<ul style="list-style-type: none"> <li>▪ Learners are assessed on the development of their career connected learning competencies and attitudes as outlined in the Career Education Framework</li> </ul>	<ul style="list-style-type: none"> <li>▪ Learners write a reflective post in their myBlueprint portfolio 4 times / year documenting their Career Life Plan progress, their strengths, and where they need support. They share their reflection with a trusted adult for feedback and are encouraged to share their self-reflections with their families. Learners needing support are paired with either a trusted adult, educator, Elder, mentor, community partner or a fellow student to help them stay focused.</li> <li>▪ The <a href="#">Career Life Plan</a> required components are divided among relevant departments ie: English language teachers incorporate resume writing skills in their classes, and Math teachers monitor the development of a financial plan.</li> <li>▪ 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.</li> </ul>



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