



Hopeful Transitions Guide

IN NEW BRUNSWICK



Acknowledgements

We respectfully acknowledge that New Brunswick is situated on the unceded and unsundered territories of the Wolastoqey, Mi'gmaq, and Peskotomuhkati peoples. We seek to repair and rebuild meaningful relationships with Indigenous peoples and honour these lands which hold the hopes of future generations.

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Chapter 1

HOW TO USE THIS GUIDE

This Guide was developed to support you to ensure that each learner from Grade 6-12 is actively engaged in planning for their post-secondary life. It is accompanied by an online tool—the [Hopeful Transitions](#) website—that provides numerous resources, lessons, activities, and interventions. The Hopeful Transitions website should serve as your “one-stop-shop” toolkit so you can feel confident you are accessing curated current and relevant resources to enhance the career pathway planning process.

“
You are here. And
because you are here...
anything is possible.

KOBI YAMADA, FROM *MAYBE*

Before you get too far...

Like any traveller preparing to venture out, it makes sense that you only research and access the information that will be relevant for your journey. While you are always welcome to review the complete Guide, this Guide is NOT intended to be read cover-to-cover.

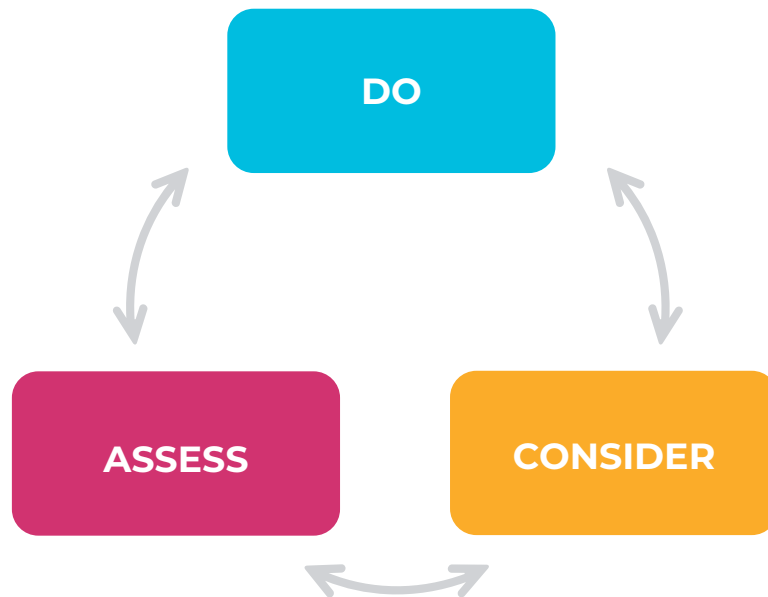
Your three “must read” sections of this Guide are Chapter 1, Chapter 2, and the chapter that addresses your school-based role.

Your Three “Must Read” Sections:

- 1 Chapter 1: How to Use This Guide
- 2 Chapter 2: Introduction to Hopeful Transitions
- 3 Your role-specific chapter: Go to the Chapter that reflects your role in the school.

Supporting Hopeful Transitions

This Guide and the website align with the [New Brunswick Career Education Framework](#) and the career-connected philosophy of “Thinking, Exploring, Experiencing.” When you are ready to explore your role within Hopeful Transitions, you will see specific actions and supports that match your required responsibilities for you to “Do, Consider, and Assess.”



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?

Resource and Research Documents

The Hopeful Transitions project reflects the foundational principles of the Anglophone education sector, and it may be helpful to familiarize yourself with the following guiding documents:

Anglophone Sector

- [Portrait of a Learner](#)
- [New Brunswick K-12 Career Education Strategy](#)
- [New Brunswick Career Education Framework](#)
- [New Graduation Requirements Policy 316 Anglophone](#)
- [New Brunswick Global Competencies](#)
- [Policy 322 Inclusive Education](#)

As part of the Anglophone sector's new graduation requirements (found in the EECD [High School Companion Document](#)), every learner will be required to develop a comprehensive and personalized Career Life Plan to support their transition pathway planning. Using the myBlueprint digital portfolio online tool, the [Career Life Plan](#) will document each learner's personal career journey from as early as possible, highlighting their learning needs, interests, aspirations, and experiences. This Hopeful Transitions Guide and the website will be an additional resource to support this objective.

The Hopeful Transitions model aligns with and enacts global research and advice from the [Organisation for Economic Cooperation and Development \(OECD\): Career Readiness Project](#). Evidence from this project reinforces the need for young people to be well prepared for their preferred futures, by thinking, exploring, and experiencing.

Creating your myBlueprint account:

- 1 Visit your district landing page:
www.myBlueprint.ca/anglophonesouth
www.myBlueprint.ca/anglophonenorth
www.myBlueprint.ca/anglophoneeast
www.myBlueprint.ca/anglophonewest
- 2 Click School Account Login and sign in with your school credentials
- 3 If you're creating an account for the first time: Select your role and the grades you require access to.
- 4 Select your school from the drop-down list and click Create Account

Reflective Questions:

At the end of each section in this Guide, you will find a set of reflective questions. These questions are intended to be conversation starters and ideas for exploration and are not intended to be evaluative or judgmental. Feel free to choose any or all, as you think about what you have learned in the chapter and prepare to support career pathway transition planning with learners.

Case Studies:

In each section of this Guide, you will find case studies that have been created to spark your thinking and inspire you to explore the website resources and learning activities. While each story is imaginary, they are based on realistic situations you may encounter, and each case study encourages a variety of possible options to support the situation. As you read each case study, ask yourself what would support the person to work their way through the specific career pathway transition planning situation?



Chapter 2

INTRODUCTION TO HOPEFUL TRANSITIONS

Life is a journey. Each of us will find a unique path and venture to places and experience learning that will shape who we are now, and who we will become. Transitions are a part of that journey. Transitions happen when we move from one major milestone to another. It's not an event, but a process of change as diverse as the people who experience it (Mitchell, D. & Sutherland, D., 2020). **These moments can bring about many changes and challenges, but careful preparation can make these sometimes-overwhelming periods hopeful.**

Planning for transitions is not limited to helping students with career choice. The key to successful transitions is providing students with the knowledge, skills, and abilities to improve their well-being and achieve their life goals. This planning cannot be a one-size-fits-all approach for students. Transition planning is unique to each learner as it is student-centered.

Hopeful Transitions moves beyond navigating transitions and focusses on proactive planning to foster positive emotions about the future. Before unpacking this concept in detail, we need to first explain some key terms that you will use often.

“
Sometimes it is the
journey that teaches
you a lot about the
destination.”

DRAKE

Career describes
each learner's
journey through life,
learning, and work.



Definitions

Career Development

“The lifelong process of managing learning, work, leisure, and transitions to move toward a personally determined and evolving preferred future.” (Canadian Standards and Guidelines for Career Development Practitioners, 2012, p.2)

Career Connected Learning

The process of actively engaging learners from K-12 across all curricular areas in thinking, exploring, and experiencing to reflect on their preferred futures. Career Connected Learning incorporates social emotional learning, labour market information, experiential learning, financial wellness, and global competencies.

Transition Planning

An intentional process of personal self-reflection to design an individualized roadmap that respects the learner’s hopes and needs and prepares them for their future, whichever path they may choose.

Career Pathway Transition Planning

The coming together of Career Connected Learning, career development, and transition planning. This is an active process of self-discovery during which the learner is supported to explore information, resources, and experiences that will assist them in charting options for realizing personal hopes and goals in school and beyond.

What is a HOPEFUL Transition?

Our world is changing rapidly, and today’s learners will experience many transitions. To best position them with the skills, knowledge, and abilities for future success, we must recognize the importance of transition planning for each student. Every learner deserves a hopeful transition—one that encourages self-determination—to obtain employment and/or pursue their education, improve their economic and social well-being, and achieve their preferred future.

“Hope can be described as the perceived ability to walk certain paths leading to a desired destination, and helps people stay motivated when walking these paths.”

C. R. Snyder

Click here to learn more about Snyder’s [FRAMEWORK FOR HOPE THEORY](#)

Hopeful Transitions emphasizes the role that positive mental health and well-being plays in ensuring that young people have an optimistic view of the future. Snyder’s Hope Theory incorporates pathways thinking and agency thinking. It explains that people who anchor their thinking about the future to specific **goals**, believe in their own capacity (**agency**), and can imagine the steps or **pathway** for achieving their goals, are more hopeful.



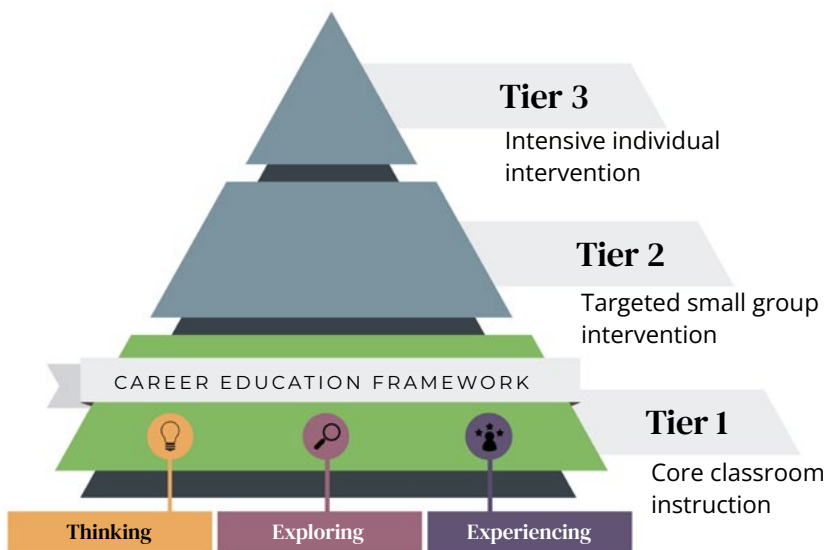
A Hopeful Transition is one that supports positive thinking and emotions about achieving goals, and views barriers as challenges and not roadblocks. In their book, *Strengthening Mental Health Through Effective Career Development: A Practitioner’s Guide*, Redekopp and Huston (2020) provide a compelling case for the link between mental health and career development.

Simply put, a hopeful transition is a positive mental health intervention. If we believe that every learner deserves a hopeful future, it follows that personalized career pathway transition planning should be universally accessible to all.

“Career development interventions and processes strengthen mental health and can create protective factors against mental illness.”

(Dave E. Redekopp and Michael Huston)

The “Hopeful Transitions” model is a new direction in career pathway transition planning, based upon the principles of the Response to Intervention (RTI) Model.



View the **New Brunswick Personal Wellness Curriculum** to focus on developing positive mental health and how it relates to career pathway transition planning.

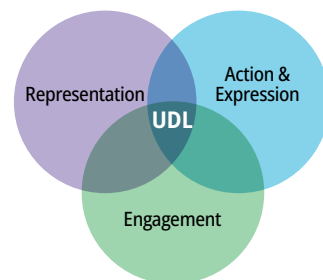
GRADE 9 **GRADE 6-8**

The principles of the RTI model apply well, because traditionally, transition planning and career decision-making have not been equitable for all learners in access or delivery. A variety of barriers and factors have prevented a universal approach to career pathway transition planning. As you work through this Guide, you will continually need to consider your learners' unique needs and who may be facing barriers. Students can be marginalized for many reasons, and their disadvantages may be hidden. For example, as you plan, think about language, ethnicity, gender identity, race, socio-economic status, exceptionalities, mental health, physical challenges, family dynamics, and more. **Hopeful Transitions aims to identify and interrupt systemic inequities to provide equitable opportunity and agency for all.**

A Tier 1 (intended for all students) universal application of [Career Connected Learning](#) is foundational and required of **every educator**. The tiered approach allows educators to adjust the level of interventions and supports for each learner according to their unique needs. Every person in the school community actively contributes to and shares responsibility for Tier 1 support. The actioning may look different depending on each person's [role within the school](#), but this is a collective responsibility.

To learn more about how you can use Universal Design for Learning in Career Connected Learning visit [UDL Guidelines](#).

Tier 1 Hopeful Transitions supports will NOT be an “add-on” for anyone. **Career Connected Learning exists in every curricular area K-12.** It will be the role of all educators to recognize which learners require additional supports and respond by connecting those learners with Tier 2 level enhancements. Finally, there will be a small number of learners that need targeted intervention at Tier 3 to achieve their hopeful transition. Specific examples of how schools can differentiate the supports will be provided in later sections of this Guide.



Tier 1 Hopeful Transitions supports will NOT be an “add-on” for anyone.



Universal Design is “the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.”

[Center for Universal Design](#)

Indigenous Principles of Learning

“Learning supports the well-being of the self, the family, the community, the land, and the ancestors.”

? ? ? Reflective Questions:

1. What support(s) did YOU receive in career pathway transition planning?
2. Who was the person(s) who had the most influence in your career pathway planning?
3. What was it that they did to provide that impact?
4. What support do you wish YOU had in high school that you did not receive in terms of career pathway transition planning?
5. What barriers and challenges do students in your school face when preparing for the future?

Case Study:

Kennedy attended a rural school in New Brunswick. As a soon-to-be educator, she is now learning about Career Connected Learning and Hopeful Transitions. While discussing, Kennedy shared that she did not feel prepared for her transition to post-secondary. She explained that she entered a Bachelor of Science degree having never physically been in a science lab. She felt overwhelmed and underprepared for the choice she had made. She wished she had had more opportunities to explore, experience, and think about the post-secondary options she had available to her. Further, she wondered how students such as her – in rural areas of New Brunswick – can access some of the experiences that may not be available within their school and/or community.

Questions:

Can you imagine some Hopeful Transitions interventions that could have been provided to Kennedy and those students who find themselves in similar situations today?

What is one resource and/or learning activity on the [Hopeful Transitions website](#) that could be of support?



Where to next?



Now, it is time to **GO directly to YOUR chapter of this Guide** and learn more!

Role-Specific Chapters:

Chapter 3:

Educators/Classroom Teachers

Chapter 4:

Education Support Teacher - Resource

Chapter 5:

School Counsellors

Chapter 6:

School-based Administrators

Chapter 7:

District Transition Coach

Chapter 3

THE ROLE OF THE EDUCATOR



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*

“
I am not a teacher,
but an awakener.”

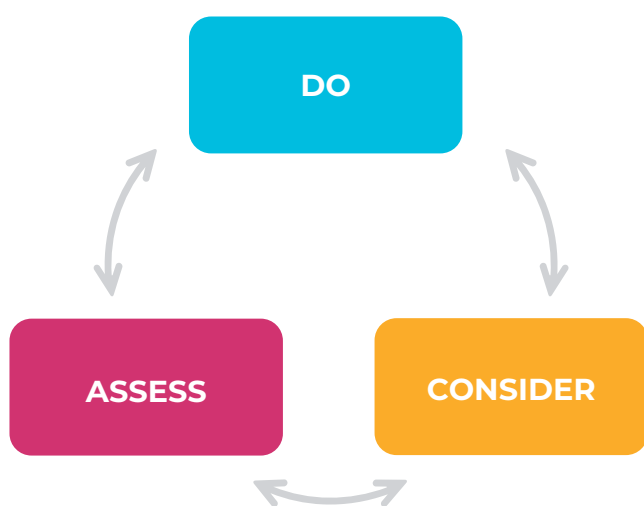
ROBERT FROST



Getting Started:

To begin your journey of supporting each learner in Hopeful Transitions, you will find all you need on the [Hopeful Transitions Website](#). The website will 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 and will contribute to the collective success of achieving the Hopeful Transitions school goal(s) that will be established.

You will find role-specific planning document on the website tool for planning!



DO

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



ASSESS

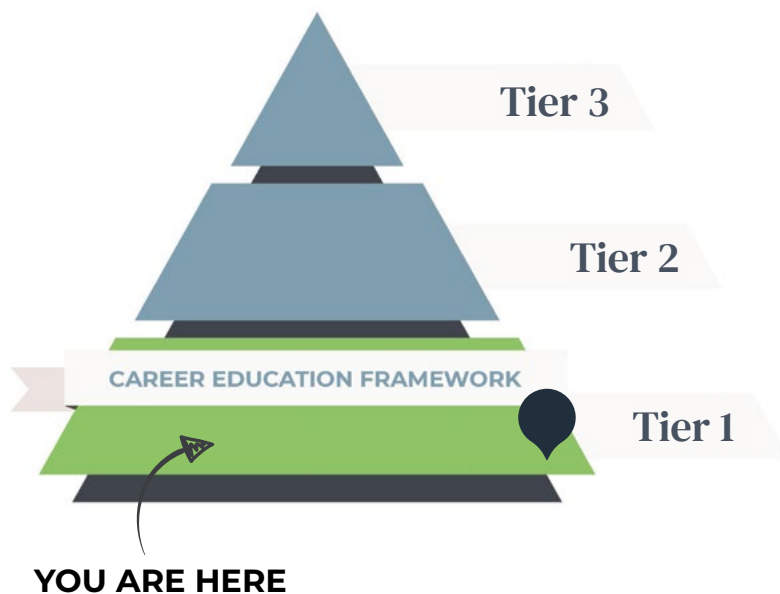
How will I know all learners and school staff are actively engaged in career pathway transition planning?
Do any of our learners and staff require additional support?



CONSIDER

What will enhance what I'm doing?
What else do I need to think about?

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
- ✓ UDL GUIDELINES

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 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.





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 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

- Use the [Career Education Framework](#) to track learner progress.
- Monitor completion of the Career Life Plan 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.
- Link to Career Life Plan requirements (Grades 9-12) for graduation requirements.
- Identify from assessment when a learner will require a Tier 2 intervention.



DO



ASSESS



CONSIDER

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?



Chapter 4

THE ROLE OF THE EDUCATION SUPPORT TEACHER – RESOURCE



Based on [Policy 322: Inclusive Education](#), your role as a **Education Support Teacher – Resource** as part of the Education Support Services Team regarding transitions is to collaborate with other school-based team members (e.g., learner, caregivers, educators, Education Support Teachers, education support staff, etc.) service providers and community partners, to support a tiered system of career pathway transition planning and document progress for learners with personalized learning plans.

*School-Based Education Support Services Teams:
Supporting Inclusive Education*

“
Those who know,
do. Those who
understand, teach.”

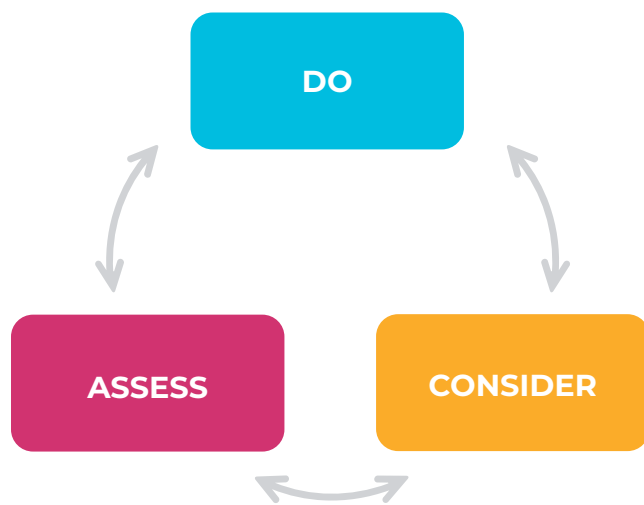
ARISTOTLE



Getting Started:

To begin your journey of supporting each learner in Hopeful Transitions, you will find all you need on the [Hopeful Transitions website](#). The website highlights and leads you to the activities, resources, and tools you and the school staff will need to navigate a successful journey for learners with additional needs. As a Education Support Teacher – Resource you will contribute to the collective success of achieving the Hopeful Transitions school goal(s) that will be established.

You will find role-specific planning document 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?

In your role as a EST- Resource , you have the influence to help your school community embed a truly inclusive learning environment where every learner is valued for their true selves and unique gifts, and where they determine their own path. You recognize that one size does NOT fit all, and that it is our collective responsibility to provide a tiered system of interventions to meet each learner’s needs. Tier 1 supports will remain the responsibility of all educators for all learners, even if a learner requires additional interventions.

“ Career guidance has a strong commitment to social justice, and it is important that the work we do serves to make the world a bit more equal and a bit fairer rather than exacerbating existing inequalities.

**DAVID ANDREWS AND TRISTRAM HOOLEY
THE CAREERS LEADER HANDBOOK**

Indigenous Principles of Learning

“Learning is strengths-based.”



Resource Educator

Every learner deserves a hopeful transition and there will be learners who need Tier 2 and 3 interventions along with your advocacy to plan for their preferred future and independence. **The table below outlines some examples of how you can Do, Assess, and Consider Hopeful Transitions within your role.**



DO

- Participate in any professional learning opportunities for Career Connected Learning and myBlueprint.
- Access training to support myBlueprint for students with complex needs.
- Plan professional learning opportunities and encourage Education Assistants in supporting students while using myBlueprint.
- Support classroom teachers in achieving the outcomes for Hopeful Transitions.
- With the help of the ESS team, identify students who may need Tier 2 and Tier 3 interventions for transition planning.
- Explore Tier 2 and 3 interventions according to students' needs to help further transition planning and identify goals.
- Work with learners requiring additional supports for transition planning.
- Participate in Transition Teams for students requiring individualized transition interventions.
- Collaborate with community support agencies for students needing extra support in transition to post-secondary life.
- Collaborate with the District Career Transition Coach to share best practices on differentiating supports to meet unique learner needs.



CONSIDER

- Explore the All About Me (K-5) and Education Planner (6-12) platforms in myBlueprint.
- Research ways to support myBlueprint for students with complex needs.
- Start transition pathway planning early for learners who require additional supports and scaffolding, and maintain regular interaction with families to support a goal of independence.
- Take time to acknowledge the importance of the development of the global competencies and social emotional learning for transition to post-secondary life.



- Collaborate with colleagues to eliminate unintentional stereotyping and bias in career pathway transition planning.
- Collaborate with the District Transition Coach to develop a plan for supporting learners and families to expand their ideas of what is possible and to develop strategies for more equitable access of opportunity.
- Consider using the Comprehensive Assessment for Learning and Independence (CALI-FSI) for select students.
- Consider hosting a PATH session (Planning Alternative Tomorrows with Hope) for select students.



ASSESS

- Monitor Career Life Plan in myBlueprint.
- Track, monitor, and coordinate career connected experiential learning opportunities that learners with additional needs participate in.
- Assess what post-secondary supports and services are available within and outside the school for learners with additional needs for career pathway transition planning.
- Use ESS Connect to keep records and note transition objectives for each learner with additional needs.



Reflective Questions:

1. Are my learners equitably accessing career pathway transition planning? If not, what supports could be provided?
2. What barriers might my learners face in career pathway transition planning?
3. How can I collaborate with the District Career Transition Coach to improve access of opportunity for every learner?
4. What instructional support can I provide for career pathway transition planning?
5. How are we supporting our school community to challenge inequities, stereotypes, and bias in career pathway transition planning?

Case Study:

Kelsey is a 16-year-old student with Down Syndrome who uses a communication device and loves animals. As an only child, Kelsey has always wanted to have a dog, but her mother is a single working parent who doesn't have the time to care for a dog. Kelsey's resource teacher would like to access some experiential opportunities within the community to explore future career options for Kelsey to work with animals. The teacher arranges a variety of experiential learning opportunities for Kelsey. Despite Kelsey's success in caring for animals, the resource teacher learns that many of the employers would love to have Kelsey as a volunteer, but not a paid employee. Kelsey has indicated an interest in working for money and would benefit greatly from paid employment.



Questions:


What can be done within the school and community to support Kelsey?

What can you find on the

Hopeful Transitions website to help support Kelsey?

Chapter 5

THE ROLE OF THE SCHOOL COUNSELLOR

 Based on [Policy 322: Inclusive Education](#), your role as a **School Counsellor** as part of the Education Support Services Team regarding transitions is to collaborate with other school-based team members (e.g., learner, caregivers, educators, Education Support Teachers, education support staff, etc.), service providers, and/or community partners to provide career pathway transition planning and decision-making supports for each learner via a tiered approach and a support, advocacy, intervention, and leadership (SAIL) model.

*School-Based Education Support Services Teams:
Supporting Inclusive Education*

“
What you do makes
a difference, and you
have to decide what
kind of difference you
want to make.”

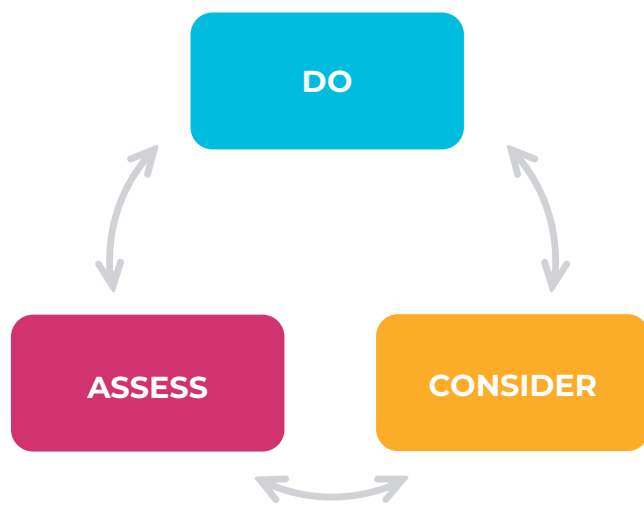
JANE GOODALL



Getting Started:

To begin your journey of supporting each learner in Hopeful Transitions, you will find all you need on the [Hopeful Transitions](#) website. The website will lead you to the activities, resources, and tools you will need to navigate a successful journey. As a School Counsellor, you will contribute to the collective success of achieving the Hopeful Transitions school goal(s) that will be established.

You will find role-specific planning document 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?

The School Counsellor is a key influencer in the school community, and your support of Hopeful Transitions pathway planning will be critical to the success and impact this work will have. As a person with responsibility for the [Personal Wellness](#) curriculum, you will highlight the direct connection between hopeful career transition planning and improved mental health. The service you provide encourages you to move freely up and down the transition planning pyramid of interventions depending on each learner's unique needs. The "SAIL" model within the [School Counselling Framework](#) describes your work as you support (S), advocate (A), intervene (I), and lead (L) through the fields of practice of mental health, social emotional learning, academic learning, and [Career Connected Learning](#).

Indigenous Principles of Learning

"Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on a reciprocal relationship, and on a sense of place)."



School Counsellor

For this Guide, we will focus on your role as you support Hopeful Transitions for every learner. **The table below outlines some examples of how you can Do, Assess, and Consider Hopeful Transitions within your role.**



DO

- Champion the work of Hopeful Transitions pathway planning, the website tool and Career Connected Learning as a mental health intervention.
- Model and promote the use of the website tool with staff to support their professional learning.
- Work with the District Lead and Experiential Learning Coordinators to enable experiential learning opportunities for learners.
- Collaborate on a plan to ensure every learner is included in intentional and ongoing conversations about career planning, hopes, and aspirations.
- Promote awareness and access to information for school staff, learners, and families about post-secondary pathways, opportunities, and requirements.
- Collaborate on a school-based plan for every learner to have a Career Life Plan digital portfolio.
- Provide support and instructional leadership to classes around [Career Connected Learning](#) and students' creation of [Career Life Plan digital portfolios in myBlueprint](#).
- Promote the use of myBlueprint for planning for course selection.
- Check in with Grade 12 students to discuss their Career Life Plan (student-led conferencing) and their post-secondary life plans.
- Share career and transition information/resources with families and/or post on school website (e.g., [how to create a myBlueprint family account](#)).
- Participate in Transition Teams for students requiring individualized transition planning interventions.
- Offer individual career counselling.
- Reach out to community, post-secondary, and other organizations to offer support to learners.
- Offer interventions based on the school's Hopeful Transitions goal (e.g., small group instruction, targeted experiential learning opportunities, mentoring).





CONSIDER

- Support professional learning opportunities that reinforce the connection between transition planning, mental health, and social emotional learning.
- Consider hosting a Career and Transition event for the school.
- Research ways to support myBlueprint for students with complex needs.
- Find ways to communicate and link the development of the global competencies and social emotional learning for transition to post-secondary life.
- Work with school staff to engage in Take Our Kids to Work events and activities each November.
- Get to know the students you work with and have intentional career conversations. They can take as little as one minute.
- Prioritize personalized and dedicated career connected support for newcomers arriving in Grades 10-12 who haven't participated in Personal Wellness 9.



ASSESS

- Track which learners might be needing additional supports or interventions to achieve their hopeful transition.
- Track completion of the Career Life Plan tasks in myBlueprint.
- Create a plan to monitor each learner's Career Life Plan.



Reflective Questions:

1. Who are the learners in our school who may not be receiving equitable support in career pathway transition planning, and how can I support them?
2. How can I include families in career pathway transition planning? Why is this important?
3. How can we become more culturally competent in supporting career pathway transition planning for each learner?
4. How can I communicate the connections to positive mental health and Hopeful Transitions?
5. How can I encourage educators to engage in career conversations with their learners?

Case Study:

Amin is a 15-year-old recent newcomer from Syria who has recently been referred to the School Counsellor for support in career pathway transition planning. Amin has been struggling in his classes and isolating himself. Amin's Personal Wellness educator has been struggling to support Amin in engaging with the Career Connected Learning outcomes. In meeting with the School Counsellor, Amin shared his dreams of attending university to study engineering but has admitted to feeling pressure to provide for his family financially and has indicated having no hope for a prosperous future.

Questions:

What might the School Counsellor do to support career pathway transition planning for Amin?

What other steps could be taken to ensure that Amin receives help and guidance to help plan for the future?

What can you find on the [Hopeful Transitions website](#) to support Amin?



Chapter 6

THE ROLE OF THE SCHOOL-BASED ADMINISTRATOR



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*

“
Nine-tenths of
education is
encouragement.”

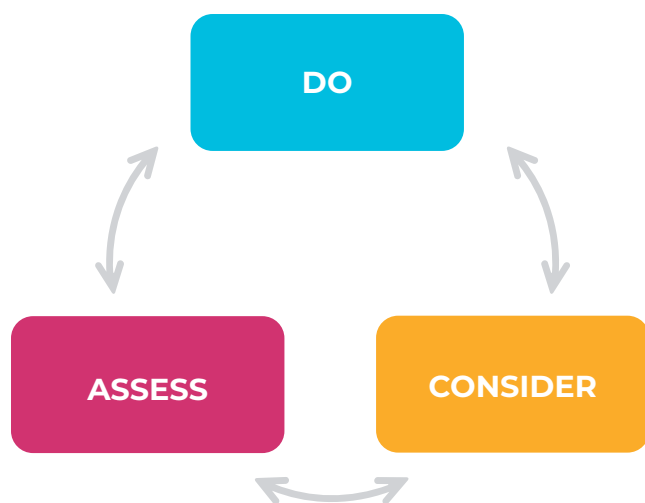
ANATOLE FRANCE



Getting Started:

To begin your journey of supporting each learner in Hopeful Transitions, you will find all you need on the [Hopeful Transitions](#) website. The website will outline important highlights and lead you to the resources and tools you will need to support your staff. You will promote the importance of Hopeful Transitions for your school staff and learners. You will work with the District Career Transition Coach to identify Hopeful Transition goal(s) and champion this work with the staff.

You will find role-specific planning document 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 Goal Setting

As a first step, you and your ESS Team will work with the District Career Transition Coach to use the Hopeful Transitions Benchmarks Goal Setting Tool to reflect on current strengths and determine some areas for growth. The District Career Transition Coach will use the results from your Hopeful Transitions Benchmarks Goal Setting Tool to help you determine your goal(s) and to develop the associated Action Plan. At the end of the year, you will use the Benchmarks Goal Setting Tool to evaluate progress and to identify new goals for the following year. The Career Transition Coach will support in updating the Action Plan and providing support. **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 reflect on strengths and determine potential areas for growth and/or goal(s). They are as follows:

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.
- 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.

To access the Hopeful Transitions Benchmarks Goal Setting Tool visit <https://hopefultransitions.nbed.ca/hopeful-transitions-benchmark/>

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 the Benchmarks Goal Setting Tool and with collaboration 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 Benchmarks Goal Setting tool at the end of the school year to reflect on progress. This can inform 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 Benchmarks Goal Setting Tool.
- 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 heard the Hopeful Transitions goal(s) and action plan and have voiced some concerns as to how this will impact their workload. The Benchmarks Goal Setting tool clearly indicates 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?

Chapter 7

DISTRICT CAREER TRANSITION COACH

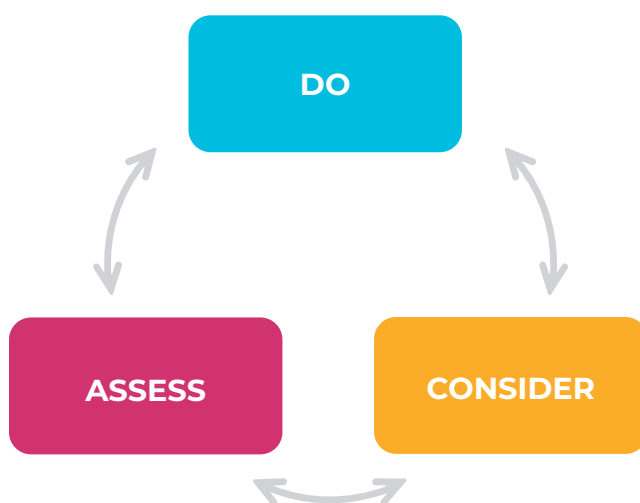
Getting Started:

To begin your journey of supporting schools in Hopeful Transitions, you will want to become the subject matter expert on the Hopeful Transitions Guide and website. You will want to support and coach the staff on how to use the chapters relevant to the roles, as well as engaging staff regularly in the use of the Hopeful Transitions tool/website.

“
There are no mistakes.
Only new paths to
explore.”

GREGORY DAVID ROBERTS

Check In Questions - use these questions to guide your practice and to reflect on progress.



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?

What Is Your Role?

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 Career Transitions 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 Career Transition Coach, you collaborate with educators responsible for supporting the Career Life Plan graduation requirement 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?

Coaching school staff in ways to reflect on the following questions:

- 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.”



Career 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).



DO



ASSESS



CONSIDER



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 Career Transition Coaches on best practices.
- Celebrate successes along the way!



ASSESS

Monitor data collection and reporting (quantitative and qualitative); collect stories of practice; analyze the Hopeful Transitions Benchmarks data 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.



Hopeful Transitions is the work of everyone, therefore, it will be helpful to identify goals and action plans together. You will want to identify school champions/leaders who can work with you to collectively and collaboratively support the needs of each of your schools.

What should you consider when onboarding a new school?

Vision

- What are the school goals?
- What is the current School Improvement Plan?
- What is the focus?
- How can your Hopeful Transitions plan align and fit in?

School Context

- What is already in place for career pathway transition planning?
- Strengths: What is working well?
- Gaps: Where are there gaps?
- Who are the learners?
- Unique factors and/or culture to consider? (e.g., school location, limited access to community resources, socio-economic challenges, etc.)

Sharing the Purpose of Hopeful Transitions

- An initial presentation for staff can include:
 - ▶ Rationale: the “Why?” and the “What?”
 - ▶ Explanation of Hopeful Transitions and its importance
 - ▶ Identification of resources and supports
 - ▶ Discussion of collective ownership and responsibility – Hopeful Transitions is not an “add-on”

Hopeful Transitions School Onboarding Process

- Share the onboarding process map with the school Principal. Discuss roles and responsibilities.
 - Create a goal based on the review of the data gathered.
 - How will we select the appropriate benchmark(s) to measure as part of the plan moving forward?
 - Can the School Improvement Plan inform this process?
 - Can the Hopeful Transitions goal(s) be included in the school improvement plan?
 - What criteria will we measure?
-

Materials and Resources

- How will we incorporate the Hopeful Transitions website tool?
- What other resources may we need?
- What, if any, budget will be required?

Communication

- How will you communicate with school staff throughout onboarding?
- What communication channels will you use and how often?
- How will you connect with the Education Support Services (ESS) team?

Work plan

- Develop and monitor progress.
- Create a school-wide implementation calendar and plan of activities.
- How will you monitor and report progress? How often? To whom?
- How will each participating school be tracked on their progress?
- Perform monthly check-ins on the progress of the school along their roadmap.
- Provide a continuous improvement plan to each school.

Year-end Wrap-up

- Celebrating success
 - Present final information to staff
 - Share the results of the post Hopeful Transitions Benchmarks Survey with staff and discuss potential goals/actions for next school year.
-

The Organisation for Economic Co-operation and Development (OECD) has also created a set of questions for schools from their research on [Indicators of Teenage Career Readiness](#). The Career Transition Coach can use these questions as part of the work they do in supporting schools. They may serve as a check in and/or inspiration for practice. Schools can use these questions as part of their self-assessment to determine how they are supporting career pathway transition planning for every learner. These have been adapted for this Guide and serve as a great start. (Adapted from the OECD Education Policy Perspectives, OECD 2021)

OECD School Self-Assessment Questions

DO WE help all students through secondary education to engage regularly with people in work through career fairs and especially career talks?

DO WE have a program of workplace visits and/or job shadowing which enables all students to critically investigate workplaces for themselves?

DO WE teach our students how to apply for a job, including interview practice?

DO WE help our students to reflect on their existing and planned education and training choices in light of what they are learning about their career ambitions and the requirements of desired employment?

DO WE know if our students are engaging in career conversations about their career plans?

DO WE have a policy to encourage and enable a culture of career conversations?

DO WE have confidence that all students will have first-hand experience of work before leaving secondary education?

DO WE give all students the opportunity to experience work of interest to themselves on two or more occasions?

DO WE help students to prepare for and reflect on their first-hand experiences of work?

DO WE know what the occupational expectations of our students are?

If students are uncertain, **DO THEY** have a process for investigating what is behind the uncertainty?

DO WE know how ambitious our students are and have policies in place to encourage and enable high ambitions?

DO WE know if our students' occupational and educational plans are aligned?

DO WE know if our students are able to see a clear relationship between their educational experiences and later employment outcomes?

? ? ? 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 Career 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?

Resources

A template for planning Universal Design for Learning. CAST 2018.

[ENGLISH](#)

[FRENCH](#)

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