



# 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.

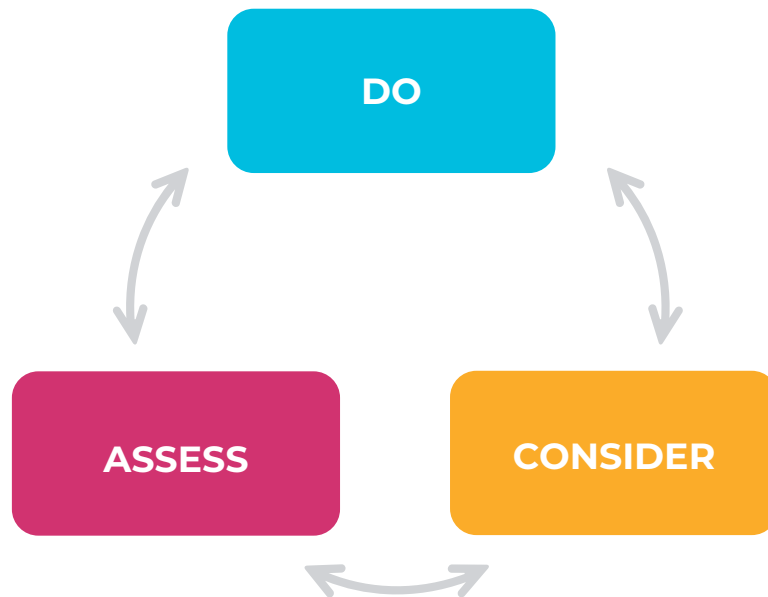
Your three “must read” sections of this Guide are Chapter 1, Chapter 2, and the chapter that addresses your school-based role.

### 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?

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## ASSESS

How will I know my learners are actively engaged in career pathway transition planning?

Do any of my learners require additional support?

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## 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](http://www.myBlueprint.ca/anglophonesouth)  
[www.myBlueprint.ca/anglophonenorth](http://www.myBlueprint.ca/anglophonenorth)  
[www.myBlueprint.ca/anglophoneeast](http://www.myBlueprint.ca/anglophoneeast)  
[www.myBlueprint.ca/anglophonewest](http://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.



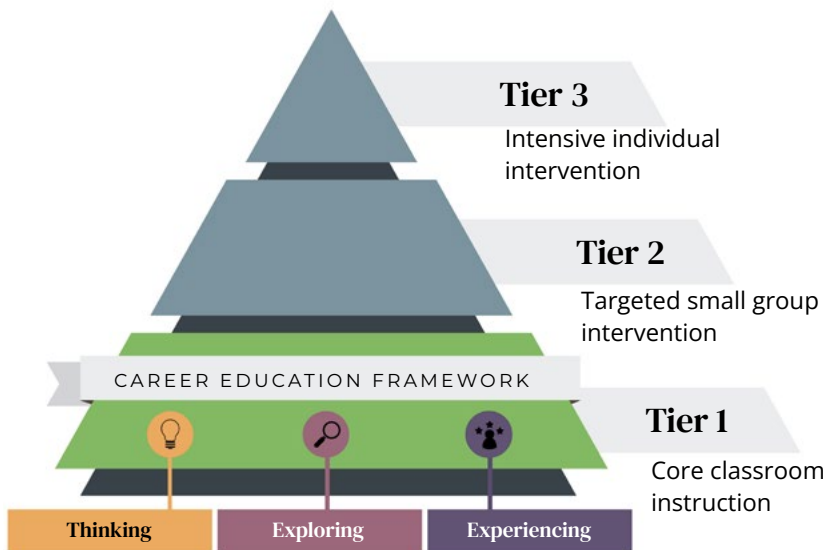
A Hopeful Transition is one that supports positive thinking and emotions about achieving goals, and views barriers as challenges and not roadblocks. In their book, *Strengthening Mental Health Through Effective Career Development: A Practitioner’s Guide*, Redekopp and Huston (2020) provide a compelling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

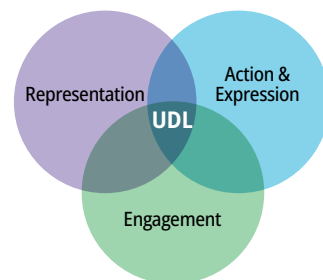
**GRADE 9**      **GRADE 6-8**

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