

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!



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?