

# Chapter 7

## DISTRICT CAREER TRANSITION COACH

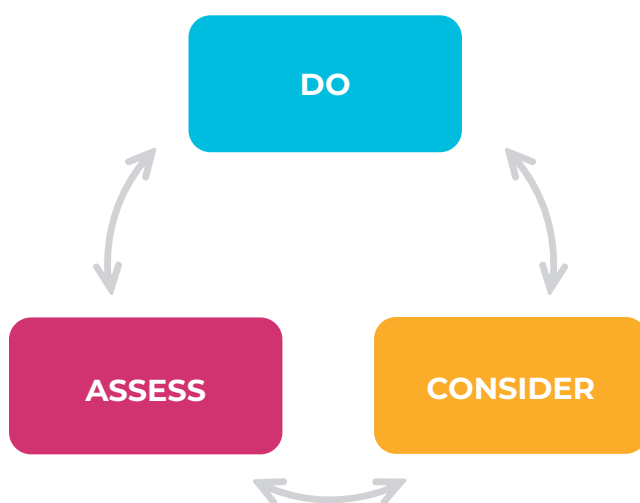
### Getting Started:

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?

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#### **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?

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#### **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).





## 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?

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### 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?
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### 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.)
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### 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”
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### 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?
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## 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?

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## 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?

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## 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.

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## 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.
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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](#)

# References

**CMEC Reference Framework for Successful Student Transitions.**

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C.R. Snyder et al, Hope Theory, 1991

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*Career Theories and Models At Work: Ideas for Practice,* Nancy Arthur, Roberta Neault, Mary McMahaon, Editors, CERIC, 2019

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*Universal Design for Transition, A Roadmap for Planning and Instruction,* Colleen A. Thoma, Christina C. Bartholomew, LaRon A. Scott, Paul H. Brookes Publishing Co., 2009