

Hopeful Transitions for High School Principals

Q & A

WHAT IS HOPEFUL TRANSITIONS?

Reimagining transition planning where each learner from grades 9-12 participates and is actively engaged in their career pathway transition planning. [🌐 HOPEFUL TRANSITIONS \(nbed.ca\)](https://www.nbed.ca)

It is a model and tool supporting each learner to graduate with a comprehensive Career Life Plan - a new requirement starting with 2026 graduates. The Hopeful Transitions model is accompanied by the support of a district Career Transition Coach to work alongside your school to assist in getting started. Additionally, there is an abundance of resources available to enhance this support.

WHY IS THIS IMPORTANT TO MY SCHOOL?

Career Connected Learning and Hopeful Transitions advantages learners with better preparation for the transition to post-secondary life, learning and/or work. It is important for schools to ensure that EACH learner has frequent and ongoing access to thinking about, exploring, and experiencing career pathways. Every learner deserves a hopeful future.

Given the increased choice and autonomy provided with the recent changes to the high school program, it is important to ensure we are offering learners supports to make intentional and informed choices about their career pathways. The new Career Life Plan graduation requirement will take effect in 2026 and must be signed off on the student's transcript by the Principal. The Hopeful Transitions model and a Career Transition Coach will support you to work with your staff and school community to build capacity and develop a school-based plan for successful implementation of the Career Life Plan process.

WHAT ARE THE BENEFITS OF USING THE HOPEFUL TRANSITIONS MODEL AND TOOL WITHIN MY SCHOOL?

- Increases learner engagement and motivation
- Improves academic achievement.
- Bolsters well-being/mental health and satisfaction in life
- Improves the development of Global Competencies and Social Emotional Competencies
- Prepares learners for a skills economy
- Boosts learner's social mobility
- Builds staff awareness, understanding, and capacity for Career-Connected Learning
- Provides increased access to career pathway planning resources
- Increases family and caregiver appreciation and engagement for career pathway planning

WHAT IS THE ROLE OF THE DISTRICT CAREER TRANSITION COACH?

The Career Transition Coach's role is to champion Hopeful Transitions and to encourage staff to further enhance their career pathway planning resources, skills, and competencies to ensure each learner receives the support they need.



[DISTRICT TRANSITION COACH | HOPEFUL TRANSITIONS \(NBED.CA\)](https://www.nbed.ca)

The Career Transition Coach does not deliver services to learners. They work with school staff to build their capacity in

career pathway transition planning. For example, the Career Transition Coach can co-facilitate lessons and/or help with planning and preparing first-time Career Connected Learning sessions. The Career Transition Coach can also offer professional learning to staff in large and/or small groups as well as one-on-one opportunities.

WHAT WILL IT LOOK LIKE TO HAVE A CAREER TRANSITION COACH ASSIGNED TO MY SCHOOL?

The Career Transition Coach will work with you and an identified leadership team/champions to customize the supports and coaching to meet your unique school needs including:

- A reliable and predictable schedule for visiting your school
- A visible presence and additional human resource
- Regular and ongoing communication as to how they can be easily reached
- A menu of staff supports of interest
- Flexibility to adapt their time to support and attend your school and community Career Connected Learning events

WHAT ARE SOME QUICK EXAMPLES OF ACTIVITIES THE CAREER TRANSITION COACH MAY SUPPORT WITHIN THEIR SCHOOLS?

- Co-organizing and co-facilitating large scale events such as a Post-Secondary Pathways Expo for learners
- Coaching subject area teachers to identify and coordinate Career Connected Learning related to the grade/curriculum
- Identifying and connecting community resources for interested school staff/learners.
- Co-Organizing in person and virtual field trips and other experiential learning opportunities
- Coordinating subject specific Career Connected guest speaker visits
- Identifying learners needing additional supports for career pathway transition planning
- Connecting learners with available resources and community organizations where additional supports are required
- Developing new resources to support Career Connected Learning
- Facilitating the identification of school goal(s) and developing the associated action plan(s)
- Identifying connections and opportunities to incorporate the Hopeful Transitions goal(s) within the current and ongoing School Improvement Plan (SIP).

WHAT ARE SOME INDICATORS THAT MY SCHOOL WOULD BE READY TO ENGAGE WITH HOPEFUL TRANSITIONS AND THE SUPPORT OF THE CAREER TRANSITION COACH?

- School leadership and administration is prepared to champion this work
- There is a willingness to engage in professional learning and new ideas.
- Staff, learners, and families are looking for supports in career pathway transition planning.
- There is a desire to connect with community and access resources in supporting career pathway transition planning
- School staff has identified learners that require specific and/or additional supports/interventions in career pathway transition planning

WHAT DOES THE YEAR ONE ONBOARDING PROCESS LOOK LIKE FOR SCHOOLS?

At-a-Glance:

1 PHASE 1:

The Career Transition Coach will...

- Build rapport with the school principal/ champion through regular and ongoing check-ins
- Be introduced to the staff at the beginning of the school year
- Connect with school staff to build relationships and an understanding of the needs within the school.
- Be provided with opportunities to communicate with staff
- Deliver professional learning to the full staff
- Work with staff to implement student and staff surveys to determine goals for advancing career pathway transition planning within the school
- Collaborate with staff champions to create a school-based action plan based on data from surveys and school improvement plan goals

2 PHASE TWO:

The Career Transition Coach will...

- Support the implementation of goals within the action plan
- Evaluate and monitor progress of the action plan goal(s)
- Collaborate to update the goals within the action plan
- Provide ongoing data and updates to EECD/district supervisor/school Principal

3 PHASE THREE:

The Career Transition Coach will...

- Celebrate successes with the school
- Create and implement a staff survey to measure growth and determine next steps
- Support staff in action planning for the next school year

WHEN SHOULD THE CAREER TRANSITION COACH START WORKING WITH YEAR ONE SCHOOLS?

- Ideally, the Career Transition Coach can begin making connections with the school principal and champion(s)/ core leadership team prior to a full staff introduction and professional learning session.
- The **August professional learning days in Year One high schools** are a strategic time to introduce staff to Hopeful Transitions

WHAT HAPPENS AFTER YEAR ONE?

Hopeful Transitions Year Two high schools will continue to receive support from the Career Transition Coach in the following ways:

- Career Transition Coaches will collaborate with each school to determine a plan for periodic check-ins and supports required moving forward
- Year Two schools will continue to be part of a community of practice and learning with the support of the Career Transition Coach

HOW CAN I LEARN MORE ABOUT HOPEFUL TRANSITIONS?



Face-to-face and/or virtual information meeting provided by the district Career Transition Coach



The Hopeful Transitions Guide:
[HOPEFULTRANSITIONS.NBED.CA/WP-CONTENT/UPLOADS/SITES/11/2023/08/HOPEFUL-TRANSITIONS- GUIDE.PDF](https://www.nbed.ca/wp-content/uploads/sites/11/2023/08/HOPEFUL-TRANSITIONS-GUIDE.PDF)



The Hopeful Transitions Website:
[HOPEFUL TRANSITIONS \(NBED.CA\)](https://www.nbed.ca)



District ESS Director and/or district Hopeful Transitions supervisor