



**ÉCOLE SECONDAIRE
HUGH McROBERTS
SECONDARY SCHOOL**



GRADUATION TRANSITIONS

This package will support Grades 12 students to independently develop their individual Graduation Transition Plan which will demonstrate their personal growth and achievements as they relate to the Attributes of a BC Graduate. Grad Transitions (GT) is a **mandatory 4-credit program** that you **MUST COMPLETE** in order TO GRADUATE.

This is the last year of Graduation Transitions. We have made some significant changes to what will be required in order to successfully complete this course. All aspects of the course requirements covered in other required courses has been removed from GT to avoid repetition. The course will now be marked on a PASS/FAIL system based primarily on the GT Interview. Students who are unsuccessful in passing the Interview will have multiple opportunities and may represent their learning in alternate ways.

Unlike in past years, there will be no assignments which students need to hand in. This package is a guide to help guide your preparation for the successful completion of the GT Exit Interview (which will be done in April). All due dates are only recommendations for your on-going preparation.

If you wish to complete your GT Interview prior to this date, please see Mr. Kamide.

By carefully reading and using this support package you can successfully complete your Graduation Transition Plan and meet this GRADUATION REQUIREMENT.

Suggested Timeline (for preparation only – NOT handed in)

Requirements to Complete	DUE DATE	Completed (v)
Life and Career My Plans After High School Assignment	Suggested Completion Date: December, 2017	<input type="checkbox"/>
Community Connections 30 hours of Work/Volunteer Experience Form(s) with verifying items of evidence	Suggested Completion Date: March, 2018	<input type="checkbox"/>
Exit Interview: Deliver a Presentation/Exit Interview of your GT Plan contents to a member of the McRoberts Staff Evidence is needed to develop a comprehensive Grad Transitions Plan that: - Supports career, life and learning goals. - Reflects your development of the attributes of a BC graduate.	April 9 - 10, 2018 (your specific date to be finalized by early March)	<input type="checkbox"/>

Career and Life

Instructions for "My Plans After High School" Assignment

Name _____ Student Number _____ Date _____

Thoroughly respond to the questions (below):

After high school, what do you plan to do? (this could include, attend post-secondary education, work, travel or a combination of the above)

How has your High School education prepared you for this?

What have you done to prepare for your choice?

Community Connections

Instructions for 30 Hour Work/Volunteer Experience Form

Name _____ Student Number _____ Date _____

Between grades 10-12, complete 30 hours of any combination of work or volunteer experience.

Include a THOROUGHLY and THOUGHFULLY completed form for the location where you worked/volunteered for the majority of the 30 hours.

1. Describe the nature of the work experience you did:

2. Describe (in detail) how you acquired this work experience:

3. What did you enjoy the most about this work experience and why?

4. What was your greatest challenge and why?

5. The following is a list of skills, attitudes and behaviours necessary for successful employment. Please evaluate how you see yourself at this time based on your volunteer/work experience you have completed.

(5) Excellent (4) Good (3) Satisfactory (2) Fair (1) Poor (NA) Not Applicable

Please circle below

	Excellent					Poor
<i>Fundamental Skills:</i>						
Able to solve problems	5	4	3	2	1	NA
Follow directions - listen to understand (and learn).....	5	4	3	2	1	NA
Communicate well with colleagues & public	5	4	3	2	1	NA
Use technology effectively	5	4	3	2	1	NA
Recognize problems and effectively deal with them	5	4	3	2	1	NA
<i>Personal Management Skills:</i>						
Attendance and Punctuality	5	4	3	2	1	NA
Dresses appropriately.....	5	4	3	2	1	NA
Honest and Ethical (incl. confidentiality).....	5	4	3	2	1	NA
Show enthusiasm	5	4	3	2	1	NA
Adjust to new situations	5	4	3	2	1	NA
Manage time effectively	5	4	3	2	1	NA
Work independently	5	4	3	2	1	NA
Work productively	5	4	3	2	1	NA
Concentrate on tasks	5	4	3	2	1	NA
Demonstrate safe work practices	5	4	3	2	1	NA
<i>Teamwork Skills:</i>						
Work well with other employees respecting diversity.....	5	4	3	2	1	NA
Show initiative where appropriate	5	4	3	2	1	NA
Accept constructive feedback	5	4	3	2	1	NA
Participate effectively in projects and tasks	5	4	3	2	1	NA
Have a positive attitude towards duties	5	4	3	2	1	NA

6. How does this work experience relate to your career goals for the future?

Student's Signature

Date of Student's Signature

Exit Interview

Instructions for Exit Interview	Due Date: April 9-10, 2018 (Specific Date and Time TBA)
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Preparing For The Graduation Transition Interview

The Graduation Transition Interview will be an opportunity for you to demonstrate that you have taken some time to reflect on your plans after high school, how your schooling has helped prepare you for this next step, and also, what you have learned about the world of work as well what you have learned about yourself through your work or volunteer experience(s).

In a nutshell, the GT Interview is an opportunity to be interviewed for a maximum of ten minutes by an adult in the school. The focus of this interview is on your ability to

- convey your thoughts in an interview situation
- share some of what you have accomplished
- describe what you will be doing in the future
- explain how what you have done both inside and outside of school has helped in this preparation

You will be assigned to a staff member in the school and given a scheduled time. The interviews will take place in the Library. The interview will be assessed as pass or fail. Successfully completing the interview is required for the completion of Graduation Transition 4 credit course (which is required for Graduation). The reality is that with some preparation, you will be fine. The more you put into this, however, the more you will get out of this experience. We think the process is very valuable and worthy of the time you put into the preparation.

Interview Guidelines: Requirements and What is Expected

Requirements	What the Interviewer is Looking For
Student demonstrates communication, organizational and presentation skills	The presentation is organized and shows evidence of preparation and planning. The student has clearly articulated his/her thoughts and ideas.
Student demonstrates future planning.	The student is able to effectively convey his/her short and/or long-term goals. The student is able to describe some of the skills and attributes he/she has developed throughout grades 10-12.
Student demonstrates meaningful reflection on learning experiences.	The student is able to share significant accomplishments and learning experiences The student is able to relate learning experiences and their impact they have made in his/her life.

Possible Interview Questions:

The interviewer will select a minimum of two questions within each category.

Personal/Life Plans

- Tell me a little bit about yourself.
- How do you spend your spare time? What are your hobbies?
- In what school activities have you participated? Why? Which do you enjoy most?
- What are your short/long-term personal goals? (e.g. travel, relationships, hobbies?)
- What skills have you acquired over the past three years that you believe will help to support you with your future plans?

Education Plans

- What are your plans for furthering your education? Why have you chosen to study this area? How did you become interested in this area?
- What are your short/long-term education goals?
- What courses do you like the least...best? Why?
- How can the skills you acquired through high school apply to your future plans?

Career Plans

- Where have you worked or volunteered during high school?
- What career area(s) are you interested in pursuing?
- What are your short/long-term career goals?

Accomplishments

- What accomplishment has given you the most satisfaction? Why?
- Describe your most rewarding educational experience.
- What major challenges have you encountered in high school? How did you deal with them? How will this learning help you in the future?
- Describe the significance of your community service work/paid work to you and to the community.

Evidence Material: Things You May Wish To Bring

You may wish to bring “evidence” or “props” to use in your interview. Though not required, bringing some evidence is usually a good way in which to share more about who you are and what you have accomplished. It also serves as a focal point if you wish to move the focus onto “things” rather than directly upon you.

Below are some things you may wish to bring:

- Meaningful assignments
- Report cards
- Projects (or a photo of it if its too large)
- Photos of activities you participate in
- Letters
- Pay stubs (black out your Social Insurance Number)
- Certificates
- Reference letters
- Applications
- Acceptance letters
- Sports, music etc. medals or awards
- Photos of you doing your favourite hobby
- Samples of your hobby (photo?)
- Favourite assignments, essays, tests etc.
- Resume
- Evidence of career research
- Material of interest collected from career fairs
- Financial plan material
- Work/volunteer experience form(s) (30 hours)

ATTRIBUTES OF A BC GRADUATE

You DO NOT need to ADDRESS EVERY POINT BELOW. This page is only meant to give you more ideas to contribute to your thinking regarding your interview. Any material you have already included in your Transition Plan will likely fit under one or more of the bulleted points. Simply use the points below to assist you in possibly thinking of new things to add to your GT plan.

The Ministry of Education expects that upon graduation, students will have been able to be exposed to and/or acquire the following attributes:

Intellectual Development: Have you included material that demonstrates that you:

- are competent in reading, writing, mathematics, social studies and science, and have skills in problem-solving and decision-making
- can use and understand information technologies
- can communicate effectively with a range of audiences; (which includes the ability to access, synthesize and present information)
- have some knowledge of both a first and second language
- have an understanding of and some appreciation for artistic and aesthetic expression
- are able to think critically and solve problems, using information to develop opinions and make sound judgments and decisions
- believe in the importance of a lifelong commitment to continuous learning

Social Development: Have you included material that demonstrates that you:

- are a socially responsible citizens who acts in caring and principled ways, respecting the diversity of all people and the rights of others who hold different ideas and beliefs
- know and understand that we need to participate in democracy as Canadian and global citizens, acting in accordance with the laws, rights and responsibilities of a democracy
- have developed the attitudes, knowledge and positive habits needed to be a healthy individual, responsible for your physical and emotional well-being
- have the attitudes and competencies needed to be a community contributor who takes the initiative to improve your own quality of life and that of others'

Career Development: Have you included material that demonstrates that you:

- are a self-directed individual who displays initiative, sets priorities, establishes goals, and takes responsibility for pursuing those goals in an ever-changing society
- know and understand the range of career choices available to you, the prospects for success in those careers, and the actions required to pursue specific career paths
- are planning for, and working towards, career and life goals
- have skills required to work effectively and safely with others, and to succeed both as an individual and collaborative (team) worker

Transition Plan – Presentation Preparation for Students

Use the information and questions on this sheet to assist you in preparing for your Grad Transition Plan interview/presentation:

Presentation Requirements:	Guiding Questions to Aid in Presentation Preparation:	Student Preparation Notes:
<p><i>Student demonstrates communication, organizational and presentation skills:</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Have I selected material that is truly relevant to me and that demonstrates who I am and where I am headed after high school? <input type="checkbox"/> Have I chosen material that I am comfortable sharing and am able to clearly describe? <input type="checkbox"/> Am I prepared and organized for my presentation; do I know exactly what I plan to present and in what order? 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>Student demonstrates responsibility and planning throughout the Grade 10-12 Transition Plan process:</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Am I able to explain the importance of healthy living and how I apply it to my own daily life? <input type="checkbox"/> Have I determined the skills I acquired through any work/volunteer experiences I have had throughout grades 10-12? 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>Student demonstrates meaningful reflection on material presented:</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Am I able to clearly define my short- and long-term goals in various areas of my life? <input type="checkbox"/> Have I determined my own strengths, interests and attributes? <input type="checkbox"/> What do I want my interviewer to learn about me by presenting my material? <input type="checkbox"/> What connections have I made between my experiences throughout grades 10-12 and my future plans? 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>