

Secondary

CAREER DEVELOPMENT BENCHMARKS.

A set of quality benchmarks for career development programmes and services in Aotearoa New Zealand secondary schools



Acknowledgements

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Foreword



We all want our young people to succeed and have productive and fulfilling lives. To do this they need high-quality, integrated career information, and the confidence and knowledge to make good choices for themselves.

Helping schools and other career influencers provide informed career support is one of our three strategic intentions. Those influencers include schools, teachers, whānau, āiga or family and other community members.

Through our career development benchmarks, we support school-wide improvement for professional career influencers. The benchmarks are a series of three good-practice guides tailored to different stages of the transition from education and training into the workforce. They are an important tool for lifting quality and consistency across the system.

Our focus of work in the next four years will be developing practical tools and resources to assist education providers in implementing the benchmarks and improving their performance against them.

As part of this intention, we have republished these benchmarks (first developed in 2011 and revised in 2014) with a new introduction that not only reflects our aspirations for how they could be used, but incorporates examples of how they are used in secondary schools.

I thank staff from Otahuhu College, Mangere College and Mount Roskill Grammar School who agreed to share their experiences with us for this purpose. These schools have been using the benchmarks for several years, but all say they are still not exactly where they would like to be with their career development provision. Instead they are using the benchmarks to continually make improvements and measure how well they are doing in different areas.

And that is how the benchmarks should be used – as part of everyday activity, and with careful consideration about what is best for your school, your students and your school community. There is no “correct way”, but there is good practice that will help our young people develop their career capabilities so they are resilient, confident, connected and actively involved in lifelong learning.

A handwritten signature in black ink, appearing to read "Keith Marshall".

Keith Marshall
Chief Executive
Careers New Zealand
Mana Rāpūra Aotearoa

November 2016

Introduction

The importance of career development in schools

A career brings together all the experiences a person has over their lifetime, including their family life, friendships, culture, community activities, leisure choices, work and learning.

Career development helps students link ideas about preparation, exploration, self-awareness and decision making to different situations. As they develop their capability to self-manage their life and learning, they need opportunities and support to successfully transition from school to further learning and work.

For students to achieve their potential and be positive contributors to the community, economy and nation as a whole, schools need to provide culturally responsive, effective career development programmes and services.

These programmes and services should focus on developing students' career literacy and capabilities so they are resilient, confident, connected and actively involved in lifelong learning.

The career development benchmarks are a suite of self-review tools designed to raise the quality of career development in Aotearoa New Zealand. They set out different levels of achievement for schools to measure their career development programmes and services against.

“The schools with the most successful careers programmes had worked with Careers New Zealand and used the Career Education Benchmarks to review current school practices and to improve their provision for students.”

“The schools ... demonstrated high quality practices in many aspects of effective design and practice of careers education and guidance including ... carefully designing careers education and guidance activities and programmes to link to the school's curriculum and pastoral care systems [and] identifying desired outcomes of careers education and guidance for students...”

“Schools involved parents and whānau in developing goals for students and planning how to meet them.”

Education Review Office,
‘Careers Education and Guidance: Good Practice’, May 2015.

Career development requirements

Career information, advice and guidance are implicit in the New Zealand Curriculum, and from Year 7, the National Administration Guidelines (NAGs) explicitly require schools to provide a high-quality, school-wide, integrated, culturally responsive career development programme.

NAG 1 (f) relates specifically to careers and directs schools to:

- provide appropriate career education for all students in Year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

The benchmarks also consciously embed, support and reflect Aotearoa New Zealand's broader education context, including:

- career development that contributes to the outcomes described in the National Education Goals (NEG)s)
- student career management competencies that provide a specific context for the development of the key competencies described in the New Zealand Curriculum
- school-wide strategies aligning curriculum content and delivery with the school's charter and policy framework
- working in partnership with parents and the local school community.

Who uses the benchmarks?

- Aotearoa New Zealand schools are self-governing and self-managing. Decisions on how to make best use of these benchmarks therefore rests with each individual school.
- Each school should consider their own specific context when assessing the relative importance of each benchmark. The benchmarks are flexible enough to enable schools to design an implementation strategy that suits them.
- Most secondary schools have a career development specialist leading the school's work in career development, ideally with the support of a member of the senior leadership team.
- In most schools using the benchmarks, responsibility rests with the principal or a member of the senior leadership team to lead the career development work. However, the benchmarks are structured to encourage a school-wide approach to teaching careers so classroom teachers have a good understanding of how they can incorporate career development into their curriculum work.
- A career development programme will be successful when every student is developing the competencies identified, every year. This aspirational goal means every school should be able to identify areas for further improvement.

The benchmarks are a self-review tool for schools

They:

- are written so the student's needs and competencies (rather than the school's) are at the centre
- provide a future-focused, aspirational set of guidelines school communities can use to evaluate their own career development provision against current understanding of effective practice
- can be seen as an expression of intent for a school, rather than a set of requirements to be fulfilled
- are a flexible tool for schools to use in a way that suits their particular school and community
- support and expand on the key competencies described in the New Zealand Curriculum
- are a bridge between NAG 1(f) and Career Education and Guidance in New Zealand Schools
- are recognised by the Education Review Office as helping schools improve their provision of career development
- are aligned to the practising teacher criteria, administered by the Education Council
- can be used to support teachers' professional development
- are a suite of three, complementary benchmarks: Year 7 and 8, secondary and tertiary.

Using the benchmarks

- The benchmarks are designed to be used collaboratively across the whole school by school trustees, principals, curriculum leaders and teaching staff.
- The success of the implementation depends largely on the commitment school leaders show the process.
- Assigning a champion from the senior leadership team to steer the implementation process is an important way of showing that commitment.
- Selecting relevant benchmark criteria that align with school-wide goal setting and planning targets will enable schools to identify strengths and priorities to improve their ability to support students in making successful life choices and transitioning from school to future learning and work.
- A gap analysis may be useful to identify where students still need support in developing the competencies, and show which of the dimensions schools need to focus on.
- The review process acknowledges that for most schools, long-term incremental improvements in career development programmes and services will be the norm.

Priority student groups

Responsive career development

- Quality career development programmes that are student-centred, culturally responsive, raise aspirations and connect the relevance of learning to work can help schools address the national challenge of entrenched disparity in achievement for some groups.
- An important challenge for Aotearoa New Zealand is the disparity in achievement between ethnic groups. By 2030, 30 percent of New Zealanders will be of Māori or Pasifika descent¹ so it is essential schools improve delivery to these groups.

Māori students

- The Government's strategy Ka Hikitia – Accelerating Success 2013–2017, and in particular the Measurable Gains Framework, is the foundation for the clear requirements in the benchmarks to address the needs of Māori students and their whānau.
- To support career services for Māori, Careers New Zealand has established Project Kāmehameha, which looks at how to design and develop career resources suitable for, and appealing to, Māori. Visit careers.govt.nz for more information.
- It is particularly important that schools give priority to the career development needs of Māori students and their whānau.

Pasifika students

- The Government's strategy Pasifika Education Plan 2013–2017 aims to raise Pasifika learners' participation, engagement and achievement from early learning through to tertiary education.
- To achieve this, the education system, leadership and curricula must place Pasifika learners at the centre of teaching and learning.
- Pasifika learners need access to good-quality advice, guidance and resources to support their career development throughout their education.
- To support career services for Pasifika, Careers New Zealand has established Project Lumana'i, which looks at how to design and develop career resources suitable for, and appealing to, Pasifika. Visit careers.govt.nz for more information.

Students with special education needs

- Students with special education needs face barriers to transitioning into employment, training or tertiary education when they leave school. It is important that schools include these students in the provision of career development in line with the Government's programme Success for All – Every School, Every Child.

Other priority student groups

- As each school has a unique community, the benchmarks do not specify other priority student groups; it is the responsibility of the school to identify and respond to these groups.

¹ Ministry of Education, 'Tertiary Education Strategy 2014–2019.'

CAREER READY

Why we're here

We help people make informed learning and work choices so they, and the country, will have a better future.

We help boost skills and employment, and reduce long-term welfare dependence.

Who we are

We are career experts. We help people navigate their career journey.



Our work helps grow a skilled workforce and improves outcomes for young people by connecting learning to work and enhancing career-related services.

What we do

We are a hub for independent career information and advice. Our strategy for 2015–2019 focuses on young people, Māori and Pasifika through:

Developing

new and existing digital tools and resources to help people make informed learning and work choices.

Delivering

professional development services for those influencing other people's career choices, to help them provide informed career support.

Connecting

educators and employers to improve career pathways at important transition points in people's learning and work lives.

Relevant and effective for Māori and Pasifika

Foundation of the benchmarks

Career management competency

- Supporting all students to build their own career management competency is central to the design of the benchmarks.

- International literature closely aligns the key competencies of young people to the desired outcomes of career development. As illustrated in figure 1, the formation of self underpins the competency approach.
- Career development is the career management competency students gain through the school's provision of career- and transition-related programmes and services.



Figure 1: A competency approach to career development

Structure of the secondary benchmarks

The benchmarks dimensions

- The Career Development Benchmarks: Secondary are one set in a suite of three benchmarks. Each of the three sets is structured to include four key dimensions for effective career development practice.
- The dimensions are integrated and designed to work together to achieve successful student outcomes.
- Some dimensions are common to all three sets while others are specifically for Year 7 and 8, secondary or tertiary.
- People may notice occasional repetition of some concepts across the dimensions. This highlights the interrelated nature of the three input dimensions.
- The central focus of all the benchmarks is the **outcomes** dimension: **student career management competencies**. It describes the career management competencies students need to develop during their years of education to successfully manage their transitions.

- The three other dimensions – **leadership, programmes and services** and **transitions**, describe the **inputs** required to ensure career development programmes and services enable all students to build their career management competencies.

“Career management competencies have the potential to be a transformative “core service” in career education. They can reinvigorate the direction of schools and sharpen the focus for the New Zealand Curriculum principles and vision of young people becoming confident, connected, actively involved, lifelong learners.”

Spiller, L., & Vaughan, K.,
‘Learning to Fly: Career management competencies in the school subject classroom’, July 2012.

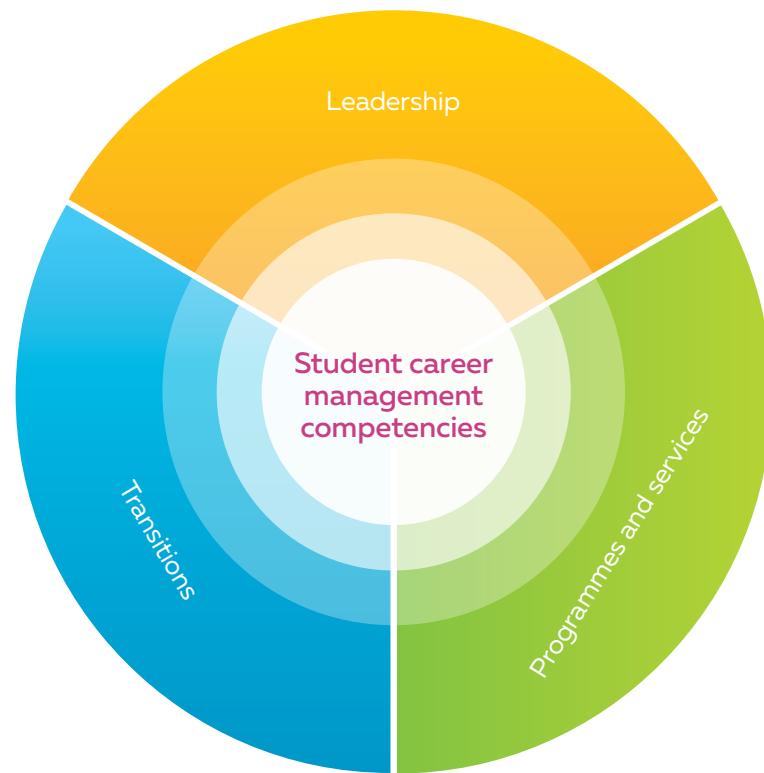


Figure 2: The four key dimensions for effective secondary career development

The outcomes dimension

Student career management competencies

The outcomes dimension identifies the attributes school leavers should have developed to enable them to successfully transition from school into further learning or work, and successfully manage their lives.

The outcomes dimension:

- outlines four attributes school leavers should have developed:
 - S1 developing self-awareness
 - S2 exploring opportunities
 - S3 deciding and acting
 - S4 transitions
- is complementary to and aligns with the five key competencies of the New Zealand Curriculum:
 - managing self
 - relating to others
 - using language, symbols and text
 - thinking
 - participating and contributing
- is designed to guide schools when they are planning and evaluating their career development programmes and services
- details the key outcomes career development programmes and services need to provide for young people
- gives school leaders and career development specialists an overview of what programmes and services need to achieve
- can be used as a framework for students' individual career development portfolios, and information about career management competency can be included in individual student's portfolios
- is not intended to form part of the self-review.



Figure 3: Synergy between the New Zealand Curriculum key competencies and the student career management competencies

The input dimensions

Effective career development practices

The three input dimensions outline what a school must provide and do to build their students' career management competency.

Leadership dimension

L1, L2, L3, L4

While strong and effective leadership has an impact across all the dimensions, the leadership dimension directly encourages active and committed leadership to support a school-wide approach to career development.

Effective leadership in career development practice and behaviour:

- includes visible support by senior leaders for the overall monitoring and direction of career development
- links to school documents, vision, policy and planning
- creates a positive climate for the provision of innovative career development programmes and services
- ensures school structures reflect clear strategies and plans for a school-wide approach to career development and transitions
- ensures career development programmes and services are well resourced and supported
- places a strong emphasis on the needs of priority student groups and their influencers
- shows commitment to the development of student career management competencies
- aims to successfully transition all students in, through and beyond secondary school
- is underpinned by career development and transition theory and recognises the interrelated nature of these concepts.

Case study

We've always tried to be as high performing as possible, but using the benchmarks has strengthened our resolve to offer appropriate career advice from Year 9 to Year 13. The benchmarks are good for an in-depth focus and an overview on whether we cover what is required.

We go through individual sections at staff meetings and reflect on whether we are doing a good job. Are we highly competent? Given the resources we have, is it possible to change? Some of the benchmarks are about reinforcing what we already try to do and what strategies we have in place. That's a good thing. How do you know you are on the right track unless you can measure it?

We have a theme that we are all teachers of careers. Accountancy teachers teach about accounting careers, science teachers teach about science careers. Wherever the students go, whatever class they are in, opportunities are portrayed.

Teachers are now more interested in careers professional development. That fits into the benchmark about leadership – active and committed leaders visibly support a school-wide approach to the development of career management competencies.

It's good for students. We tie career teaching up with academic counselling, asking students, why are you at school? What are you trying to achieve? How will you achieve it? That's what career education is all about.

Ruth Luketina

HOD Careers and Transitions
Mangere College

Programmes and services dimension

P1, P2, P3

The programmes and services dimension encourages a school-wide approach to developing student career management competencies.

It covers how documentation, planning, information systems and resources support high-quality career development programmes and services.

Well-planned programmes and services:

- promote the development of career management competencies and place them at the heart of career development
- take a school-wide, integrated approach that focuses on coherent, connected and contextualised learning, where links are made between the student career management competencies, the key competencies and other curriculum areas
- embed engaging, high-quality career development within the school's curriculum
- incorporate culturally relevant content and approaches to learning
- build on foundations for lifelong career management begun in Years 7 and 8
- use quality information systems and processes
- are regularly reviewed, evaluated and improved through consultation within the school and the wider community.

Case study

We've been using the benchmarks since they came out. A couple of years ago we did an intense self-review using the benchmarks and came up with a strategic plan based on that. We took the benchmarks, looked at the criteria for each of the dimensions and rated ourselves. Then we looked at where we were adequate or below.

The benchmarks made this process easier. They gave us the standards we needed to look at, and broke them down into specific criteria so we could judge how we were doing.

They give us not only a way of measuring how we are going, but a way of looking forward to what we could be doing. There are a huge number of criteria so it will take regular review and development over time, but we have something to aim for.

This year we visited schools that Careers New Zealand told us had good career education practice. We got some really good ideas, especially around the organisation of the programme, and wrote up a number of plans we thought could work in our school.

We're implementing a totally new junior school career education programme this year as a result. It will be one of the courses offered in learning capability time, and will be taught by the form teachers with support from the career advisor.

The changes are just the beginning of a detailed strategy of career development in the school brought about through our self-review using the career benchmarks.

Ann Hodge

Career Advisor

Mt Roskill Grammar School

Transitions dimension

T1, T2, T3

The transitions dimension encourages effective processes to help students move successfully into and through secondary school, and on to further education, training and employment.

Successful transitions at the secondary level are ongoing and occur when:

- whānau, āiga and families who help students make well-supported decisions about pathways, further education, training and employment are involved
- clear and open communication engages whānau, āiga and families collaboratively as key influencers in the transition process
- career, pastoral care and learning support processes are well planned and regularly reviewed
- career planning processes focus on the interests of each student
- school structures enable students to feel known, have a strong sense of belonging, see schooling as relevant to their post-school aspirations, experience success and be motivated to achieve well in their post-school lives
- local education and employment networks support career development, provide multiple learning pathways and work experience opportunities, build industry and labour market awareness and expose students to employability skills.

As with the student career management competencies, the transitions concept is a unifying thread in the suite of career development benchmarks.

Case study

We started using the benchmarks when they first came out. Careers New Zealand visited and we saw we needed to get the heads of departments and teachers on board, and record what they already did. We wanted them to actively promote connections between the subjects they're teaching and transitions to careers.

I now send staff regular prompts on integrating careers into their teaching, and twice a year they fill in a template with what they're doing. An email is then sent to all staff outlining all the careers work in the curriculum, by subject. Teachers are pleased to see the wide range of their efforts recorded and openly acknowledged.

It has made a difference. Staff understand the connection between subjects and jobs, and know they have a role explaining how their subject relates to the working world. Now students can have a casual career conversation any time in the classroom. Careers is a bit like ICT at this school – once that was only a subject itself, but now it's used across all subjects.

One of the maths teachers could see the students were not engaging so started relating her subject to careers. They visited the Careers New Zealand website and saw how some of the jobs they were interested in used maths. She said many of the students had ideas of what they wanted to do, but hadn't realised how important maths was to that pathway. They were reluctant students and she used career education to address that.

Christine Cusack

Careers Co-ordinator
Otahuhu College

Self-review tool

Using the benchmarks to self-review

- The benchmarks support the shift from a career decision guidance approach to a more dynamic model of career development guidance that reflects the realities of life, learning and work today.
- It is acknowledged that schools are self-managing. This document is a flexible self-review tool that enables schools to use the approach that best suits their needs.
- Given the diversity of schools, every attempt has been made to be as inclusive as possible. It is recognised that schools have varying degrees of resourcing, which may impact on their career programmes.
- It is suggested schools select one key dimension for their initial review rather than work through all the dimensions at once. This will allow for improved analysis and reflection.

- Schools have chosen a number of ways to self-review career development. There are three self-review approaches suggested: baseline, dimensional and thematic. Each self-review approach:
 - captures a broad range of perspectives
 - encourages discussion
 - acknowledges that the development of career management competencies underpins all decisions and actions relating to career development programmes and services
 - needs time for and commitment to the review process
 - anticipates action-planning processes that will bring about positive change.



Figure 4: Recommended process for implementing suggested approaches to self-review

Suggested approaches to self-review

Baseline approach

Involves an evidence-based audit of career development across the three input dimensions: leadership, programmes and services and transitions.

Pros

- Encourages discussion.
- Identifies relationships between dimensions.
- Highlights strengths and opportunities across the school.
- Provides a comprehensive audit of career development.
- Allows for a multi-dimensional action plan.

Cons

- Requires a concentrated block of time to complete the self-review.

Dimensional approach

Involves choosing one dimension, eg, leadership, and auditing it in isolation from the other two.

This may involve an intentional three-year plan, where all dimensions will be reviewed during this timeframe.

Pros

- Simplifies the review process.
- Allows in-depth focus, improved analysis and reflection.

Cons

- Action planning has a one-dimensional focus.
- Ignores links with other dimensions.

Thematic approach

Involves selecting a theme, eg, building strategies for Māori students' career development, and self-assessing against assessment statements drawn from across dimensions and related subcategories.

Pros

- Provides opportunities to work at a strategic level.
- Acknowledges the interconnected roles of academic, pastoral care and career development programmes and services.
- Allows for a multi-dimensional action plan.

Cons

- May take some time to identify a theme, select relevant benchmarks and complete the review process.

Supporting resources

Tools and resources to support the self-review, and resources schools can use to improve and develop their career development programmes and services, are available on the Careers New Zealand website careers.govt.nz, and Youth Guarantee website youthguarantee.net.nz.

Outcomes dimension tables

Student career management competencies

- This important dimension outlines the career management competencies young New Zealanders need for successful transitions from school to future learning and work.
- It describes two levels of student competence and explores the key outcomes career development programmes and services need to provide for young people.
- It gives school leaders and career development specialists an overview of what the programmes and services need to achieve.
- Schools should use these student outcomes in the design and evaluation of their programmes and services. They can also use them as a framework for students' individual career development portfolios.

Structure of the outcomes dimension tables

- Name of dimension _____ **Student career management competencies**

- Dimension code **S1**
- Dimension statement _____

Students have a strong awareness of self, their identity, language and culture, how they relate to others and their potential for development.

They can identify their special and distinctive capabilities, and their social and cultural influences. Students are able to consider, analyse and apply these to the lives they have and aspire to have.

- Category focus _____
- Assessment scale _____
- Subcategory _____
- Assessment statements _____

S1 Developing self-awareness		
Subcategory	Competent	Highly competent
S1.1 Self-knowledge	Students are able to describe: <ul style="list-style-type: none">the knowledge, skills, attitudes and values they have developed through their learning, life and work experiences, including cultural, community and church activities or contributionstheir key influences, including whānau, āiga or family and cultural identity	and <ul style="list-style-type: none">describe how these relate to sociocultural values and goalsdescribe how these can be applied to their life, work and transition plansarticulate their whānau, āiga or family's expectations for them.

Student career management competencies

S1

Students have a strong awareness of self, their identity, language and culture, how they relate to others and their potential for development.

They can identify their special and distinctive capabilities, and their social and cultural influences. Students are able to consider, analyse and apply these to the lives they have and aspire to have.

S1 Developing self-awareness		
Subcategory	Competent	Highly competent
S1.1 Self-knowledge	Students are able to describe: <ul style="list-style-type: none">• the knowledge, skills, attitudes and values they have developed through their learning, life and work experiences, including cultural, community and church activities or contributions• their key influences, including whānau, 'āiga or family and cultural identity	and: <ul style="list-style-type: none">• describe how these relate to sociocultural values and goals• describe how these can be applied to their life, work and transition plans• articulate their whānau, 'āiga or family's expectations for them.
S1.2 Developing capabilities	Students are able to describe: <ul style="list-style-type: none">• the capabilities required to enable them to successfully transition to their first step beyond school• their strengths and what they need to develop further to assist them to achieve some of their goals	and: <ul style="list-style-type: none">• articulate the capabilities required for their life, learning and work options• identify and plan how they can further develop their capabilities to ensure effective transitions towards achieving their life, learning, sociocultural and work goals.
S1.3 Changing and growing	Students: <ul style="list-style-type: none">• understand interests, aspirations and motivations change as they grow and develop• are able to identify available support, including from whānau, 'āiga or family and community	and: <ul style="list-style-type: none">• recognise and adapt to these changes• access a range of support as and when required.

S2

Students can identify the many future possibilities and opportunities available to them in life, learning and work.

They understand the role of lifelong learning and the influence of shifts in regional, national and global economies on their life, learning and work.

Exploring opportunities		
Subcategory	Competent	Highly competent
S2.1 Opportunity awareness	<p>Students are able to identify opportunities available to them in life, learning and work that relate to their culture, strengths and interests, aspirations and motivations by:</p> <ul style="list-style-type: none"> • making some connections between their learning and future opportunities • accessing networks that provide opportunities • realising their identity, language and culture are points of difference and strength 	<p>and:</p> <ul style="list-style-type: none"> • describing a diverse range of opportunities available beyond school • making comprehensive connections • accessing a range of networks that provide specialised opportunities.
S2.2 Life, learning and work realities	<p>Students are able to identify:</p> <ul style="list-style-type: none"> • some of the realities and requirements of life, learning and work opportunities that relate to their interests • the need for lifelong learning • the impact of learning and work on their lifestyle • the contribution they can make to their whānau, āiga or family and society 	<p>and describe:</p> <ul style="list-style-type: none"> • how these realities relate to their own aspirations and motivations • how these can change over time due to influences of shifts in regional, national and global economies • the impact of learning and work on whānau, āiga or family and the wider community.
S2.3 Accessing and using information	<p>Students are able to:</p> <ul style="list-style-type: none"> • access accurate information from a range of sources, including technology, to explore their life, learning, transition and work opportunities • understand that the dynamic nature of the labour market has an impact on life, learning, transitions and work plans 	<p>and:</p> <ul style="list-style-type: none"> • use information to examine and evaluate opportunities that could enhance their life and work plans (including identity, language and culture) • interpret and analyse the impact of current education, training and work trends on their life, learning, transitions and work plans.

S3

Students understand the consequences of their choices and decisions, and the impact they have on themselves and others.

They recognise the importance of creating chance opportunities to assist them in identifying all the options available so they can make informed choices about their next step when they transition from school.

S3

Deciding and acting

Subcategory	Competent	Highly competent
S3.1 Making life, learning and work decisions	<p>Students understand that:</p> <ul style="list-style-type: none"> • life, learning and work decisions reflect a series of choices • there is a relationship between life, learning and work roles, which can have an effect on decisions • the decisions they make will have an impact on themselves and others, including whānau, āiga or family and community • there may be barriers to their life and work goals and they can find some solutions 	<p>and are able to:</p> <ul style="list-style-type: none"> • apply a range of relevant decision-making strategies • identify the impact of their decisions on themselves and others • implement strategies to overcome identified barriers.
S3.2 Creating opportunities	<p>Students understand that:</p> <ul style="list-style-type: none"> • chance creates opportunities to progress their life, learning and work plans • there is a range of ways they are able to create opportunities for themselves • whānau, āiga or family networks, the school community and specialist agencies can assist them in finding new opportunities 	<p>and are able to demonstrate some strategies for:</p> <ul style="list-style-type: none"> • creating new positive opportunities • taking advantage of chance opportunities.
S3.3 Identifying the next step	<p>Students:</p> <ul style="list-style-type: none"> • know their motivations, aspirations and available options • use this knowledge to identify their next step in their transition plan 	<p>and:</p> <ul style="list-style-type: none"> • use personal priorities to reflect on previous and present choices, to determine which priority and option in the short term is the most appropriate next step in their transition plan.

S4

Students are able to make flexible life, learning and work plans. They have the capabilities to seek and secure opportunities, and are adaptable and responsive to change.

Students can find alternatives when faced with obstacles, and have the resilience and ability to adjust as their life, learning and work environments change.

S4		Transitions
Subcategory	Competent	Highly competent
S4.1 Life, learning and work plans	<p>Students are able to, with support:</p> <ul style="list-style-type: none"> • develop life, learning and work plans that satisfy and motivate them • use their plan to guide their decisions and actions • review plans as a result of experiences and feedback 	<p>and:</p> <ul style="list-style-type: none"> • independently track, reflect on and amend plans in response to experiences, feedback and analysis of changing trends.
S4.2 Acting to secure future education, training and/or work	<p>Students are able to, with support, demonstrate the knowledge and skills required to secure their next step. This may include, but is not limited to knowledge of:</p> <ul style="list-style-type: none"> • effective use of networks • application processes and requirements • documentation procedures • interview techniques 	<p>and:</p> <ul style="list-style-type: none"> • show adaptability and flexibility in their approach in a variety of situations • use all the resources available to them to independently secure their next step.
S4.3 Managing change and transition	<p>Students:</p> <ul style="list-style-type: none"> • understand the need to be open to change and be flexible in their life, learning and work plans • have some coping strategies to manage unplanned change 	<p>and demonstrate:</p> <ul style="list-style-type: none"> • the attitudes crucial to manage change that affects their life and work plans, including confidence, flexibility, resilience and openness to change • a range of coping strategies to manage unplanned change and transition.

Input dimensions tables

Effective career development practices

The following pages contain the self-review tables for the three input dimensions:

- leadership
- programmes and services
- transitions.

Schools should use these tables to self-review the career development practice in their school. Documents relating to a self-review should be included in the school's career development plan.

Structure of the input dimension tables

- Name of dimension _____ **Leadership**

- Dimension code _____ **L1**
- Dimension statement _____

Active and committed leadership drives the school's vision for career development and ensures its forward direction. The school has a comprehensive, future-focused plan for the development of student career management competencies, and these are integrated into teaching and learning strategies.

- Category focus _____
- Assessment scale _____
- Subcategory _____
- Assessment statements _____

School-wide policies and plans				
Subcategory	Ineffective	Adequate	Consolidating effectiveness	Highly effective
L1.1 Key school documents²	There are no identifiable links to career development programmes, services and transitions in school-wide documents.	The school charter includes links and references to career development programmes and services. Documentation recognises career development as a strategy for all students, and <ul style="list-style-type: none">• strategic policies, plans and operating procedures identify how career development programmes and services will help in achieving relevant school-wide goals• addresses how it will manage the engagement and achievement of:<ul style="list-style-type: none">• Māori students• Pasifika students• students with special education needs	and <ul style="list-style-type: none">• strategic policies, plans and operating procedures identify how career development programmes and services will help in achieving relevant school-wide goals• the role of career development in the school is embedded in all key school documents.	

Leadership

L1

Active and committed leadership drives the school's vision for career development and ensures its forward direction.

The school has a comprehensive, future-focused plan for the development of student career management competencies, and these are integrated into teaching and learning strategies.

School-wide policies and plans				
Subcategory	Ineffective	Adequate	Consolidating effectiveness	Highly effective
L1.1 Key school documents²	There are no identifiable links to career development programmes, services and transitions in school-wide documents.	The school charter includes links and references to career development programmes and services. Documentation recognises career development as a strategy for all students, and : <ul style="list-style-type: none">• addresses how it will manage the engagement and achievement of:<ul style="list-style-type: none">– Māori students– Pasifika students– students with special education needs	and: <ul style="list-style-type: none">• strategic policies, plans and operating procedures identify how career development programmes and services will help in achieving relevant school-wide goals	and also: <ul style="list-style-type: none">• the role of career development in the school is embedded in all key school documents.
L1.2 Career development vision	There is no documented or agreed vision.	A vision for the career development of all students provides direction for career-related programmes and services	and the vision: <ul style="list-style-type: none">• underpins all career development programmes and services in the school	and also, the vision: <ul style="list-style-type: none">• is widely understood and shared by the whole school community• reflects and affirms the identity, language and culture of Māori and Pasifika students, those with special education needs and others in the school community.

² These may include the school charter, strategic policies, plans, operating procedures and other planning documents that the school uses.



School-wide policies and plans

Subcategory	Ineffective	Adequate	Consolidating effectiveness	Highly effective
L1.3 Career development policy³	There is no coherent career development policy.	The policy: <ul style="list-style-type: none"> relates to the vision and states the purpose and procedures for career development programmes and services addresses the career development needs of Māori, Pasifika and students with special education needs, in the context of a school-wide response to the needs of these priority groups 	and the policy: <ul style="list-style-type: none"> is linked to other school policies and relevant government strategies includes identifying how the needs of Māori and Pasifika students and those with special education needs, along with their whānau, 'āiga and families, can be met 	and also, the policy: <ul style="list-style-type: none"> directs the school-wide approach to career development identifies culturally appropriate approaches that help identify and meet the needs of Māori and Pasifika students, their whānau and 'āiga outlines how the needs of students with special education needs and other priority groups⁴ and their families are to be met indicates how and when it will be reviewed.
L1.4 School-wide approach⁵	Career development programmes and services are not accommodated in school curriculum and/or structures.	Career development programmes and services are accommodated in school curriculum and structures.	Career development programmes and services are: <ul style="list-style-type: none"> included in all aspects of school curriculum and structures underpinned by career theory and current best practice staff members understand their roles, responsibilities and boundaries in relation to career development and transition-related programmes and services. 	Career development programmes and services are: <ul style="list-style-type: none"> embedded in every aspect of school curriculum, structures and culture underpinned by career theory and subject to review processes that use evidence and current best practice there is a school-wide approach in the development, delivery, review and evaluation of career development and transition-related programmes and services.

³ Student engagement and achievement needs a school-wide focus. For this reason it is highly likely that a school's career development policy is aligned to the school's response to strategies such as Ka Hikitia, the Pasifika Education Plan and Success for All – Every School, Every Child.

⁴ Priority groups include Māori and Pasifika students, and students with special education needs. A school may choose to include other groups that are representative of the school community such as refugees, migrants, ethnic groups and low-income families.

⁵ ERO's review of 74 secondary schools showed that for schools to have high-quality career programmes and services they need a school-wide focus, so students have regular, ongoing opportunities to develop career management competencies (Education Review Office, 2013).

L1	School-wide policies and plans			
Subcategory	Ineffective	Adequate	Consolidating effectiveness	Highly effective
L1.5 Career development plan	There is no career development plan.	<p>There is a career development plan that:</p> <ul style="list-style-type: none"> • outlines the career development programmes and services with specific emphasis on transitions and personalised learning • acknowledges the needs of Māori, Pasifika and students with special education needs 	<p>and there is a school-wide career development plan that:</p> <ul style="list-style-type: none"> • uses a school-wide approach that responds to students' needs • has clearly identified links to the school's strategic plan, as well as career development-related vision and policy statements • contains career development documentation • is regularly reviewed and updated • highlights the provision of relevant and accessible programmes and services to meet the needs of all priority groups, and their whānau, 'āiga and families 	<p>and also, the school-wide career development plan:</p> <ul style="list-style-type: none"> • has standardised systems and procedures • is easily accessible and usable • prioritises the provision of programmes and services to meet the needs of all groups relevant to the school community • includes mechanisms for review and evaluation.

L2

There is a strategic, planned, team approach to career development. The team is led by a member of the school's senior leadership team, and includes a career development specialist to enable school-wide integration of a diverse range of career development programmes and services.

The roles and responsibilities of career development staff are clearly defined, with accountability through school management systems.

L2 Roles and responsibilities				
Subcategory	Ineffective	Adequate	Consolidating effectiveness	Highly effective
L2.1 Senior leadership team support	There is no designated senior leadership team member supporting career development and transitions.	<p>A member of the senior leadership team monitors the vision for career development and transitions school-wide, and:</p> <ul style="list-style-type: none"> • has documented roles and responsibilities • works in close association with the career specialist/s and the career lead team • considers career development professional learning and development for staff alongside other demands for professional learning and development 	<p>and the senior leadership team member, together with the career development specialist/s:</p> <ul style="list-style-type: none"> • have clearly defined roles and responsibilities that are openly acknowledged • recognise how career development theory can be integrated in a school-wide learning framework • monitor data to ensure that students develop intended career management competencies, and have a coherent career development programme across their courses 	<p>and also, the senior leadership team member and the career development specialist/s:</p> <ul style="list-style-type: none"> • are recognised in the school and community as career development champions • actively support the strategic alignment and integration of career development and transitions in all learning pathways and services school-wide • have established relationships with a range of external organisations in support of career development initiatives • report to the senior leadership team on a regular basis.

L2	Roles and responsibilities			
Subcategory	Ineffective	Adequate	Consolidating effectiveness	Highly effective
L2.2 Career development lead team	There is no identifiable team.	An established team exists. It: <ul style="list-style-type: none"> provides support and direction for career development programmes and services has members who demonstrate interests in career development takes advantage of professional learning and development to help build knowledge and networks 	and the team members: <ul style="list-style-type: none"> have clearly defined roles and responsibilities work collaboratively with the designated senior leadership team member supporting career development meet regularly as part of the school meeting cycle, and regularly review programmes use their learning to build the capability of others 	and also , the team: <ul style="list-style-type: none"> has cross-curricula and community and employer representation has planned time to develop as a team has input into the reporting cycle to the board of trustees engages in ongoing review and development in relation to its effectiveness.
L2.3 Career development specialist	The specialist does not hold relevant qualifications.	The specialist: <ul style="list-style-type: none"> is studying towards at least a Level 6 career-specific qualification is a registered teacher and a member of a career development organisation maintains currency of knowledge, skills and networks initiates engagement and builds networks with external organisations whose work is focused on meeting the career development needs of all priority groups 	and the specialist: <ul style="list-style-type: none"> has a Level 6 career-specific qualification⁶ has established relationships with external organisations that support or provide input into career development programmes and services is an associate member of an appropriate career development organisation is a member of relevant school management committees and systems has the credibility to influence across all aspects of the school, particularly teaching and learning 	and also , the specialist: <ul style="list-style-type: none"> has a Level 7 career-specific qualification⁶ has established relationships with external organisations and networks meets the ongoing requirements for professional membership of a career development organisation engages in continuous self-review and supervision.

⁶ Proponents of a minimum Level 7 qualification have argued the complexity of working in career services requires skills currently developed at postgraduate level. International research also highlights the growing number of countries moving towards postgraduate-level training for career professionals. Furbish (2011) argues for professional standards and notes that the minimum requirements in Aotearoa New Zealand are well below other similar countries.

L2	Roles and responsibilities			
Subcategory	Ineffective	Adequate	Consolidating effectiveness	Highly effective
L2.4 Career development staff	Roles are not clearly or accurately defined and there is minimal collaboration.	<p>Career development staff:</p> <ul style="list-style-type: none"> • work collaboratively using job descriptions that define their roles and responsibilities, including those in relation to priority groups • are developing or maintaining knowledge, skills and networks through participating in professional learning and development 	<p>and career development staff:</p> <ul style="list-style-type: none"> • have roles and responsibilities that reflect the specific needs of the school community • provide direct services, are studying towards a career-specific qualification • receive professional learning and development that includes using effective methods for working with students from all priority groups 	<p>and also, career development staff who provide direct services:</p> <ul style="list-style-type: none"> • model good career development practice • have the support and resources to hold at least associate membership standards as required by a professional body • engage in ongoing review and development.

L3

School senior management provides the professional support and resources to ensure career development programmes and services meet the identified career development needs of all students.

Career development resources are used strategically to ensure the successful transition of all students from school to life, learning and work.

Provision of resources and support				
Subcategory	Ineffective	Adequate	Consolidating effectiveness	Highly effective
L3.1 Allocation and use of career development time	Time is provided but is not sufficient to meet the full range of programmes and services.	<p>Time provided is:</p> <ul style="list-style-type: none"> • sufficient for the implementation of the career development programmes and services for all students as outlined in the career development plan • able to meet the identified needs of Māori, Pasifika and students with special education needs • reported against allocations and sometimes reviewed 	<p>and time provided is:</p> <ul style="list-style-type: none"> • linked to career development priorities and goals • sufficient to achieve stated programme goals and outcomes for all priority groups • is regularly reviewed and amended to support new career development programmes and initiatives as required 	<p>and also, time provided is:</p> <ul style="list-style-type: none"> • aligned to career development priorities and goals • measured and reported against student outcomes • reviewed annually by the designated senior leadership team member supporting career development in consultation with the career specialist, lead team and other senior managers.

L3	Provision of resources and support			
Subcategory	Ineffective	Adequate	Consolidating effectiveness	Highly effective
L3.2 Career development funding allocation	Funding is allocated but is not sufficient to meet the full range of student needs.	<p>Allocated funding is used to:</p> <ul style="list-style-type: none"> • implement the career development programmes and services for all students as outlined in the career development plan • meet the identified needs of Māori, Pasifika and students with special education needs • report against allocations and is sometimes reviewed 	<p>and funding is used to:</p> <ul style="list-style-type: none"> • achieve stated programme goals and equitable outcomes for Māori, Pasifika and other priority groups • is reviewed regularly and amended to support new career development programmes and initiatives as required 	<p>and also, funding is:</p> <ul style="list-style-type: none"> • aligned to all career development priorities and goals and is measured and reported against student outcomes • reviewed annually by the designated senior leadership team member supporting career development in consultation with the career development lead team and other senior managers.
L3.3 Career development facilities	The career development space is not easy to locate or access.	<p>There is a central, accessible, user-friendly, private space that includes:</p> <ul style="list-style-type: none"> • an area for career conversations and guidance • a range of up-to-date resources and information that is available in different mediums 	<p>and dedicated career development facilities:</p> <ul style="list-style-type: none"> • are used by the majority of the students and staff • have the capacity for confidential individual and group guidance and/or whānau, āiga and family meetings • have ready access to a learning space for presentations and specific career development programmes and services 	<p>and also, the dedicated career development facilities:</p> <ul style="list-style-type: none"> • are available for use by the school community • have appropriate work spaces for all career development staff.

L3	Provision of resources and support			
Subcategory	Ineffective	Adequate	Consolidating effectiveness	Highly effective
L3.4 School-wide professional learning and development⁷	Career development needs are not considered alongside other demands for professional learning and development.	Career development professional learning and development for all staff is offered	<p>and professional learning and development for staff is planned and timely. It:</p> <ul style="list-style-type: none"> • focuses on key career areas and enhances the career development skills and capabilities of all staff • is linked to the school's policy statement and the content of the career development plan • has measurable impact on the development of students' career management competencies 	<p>and also, professional learning and development for staff:</p> <ul style="list-style-type: none"> • acknowledges priorities to advance career development • enables middle managers to become agents of change in supporting career development.

⁷ Research shows that professional learning and development can improve the quality of career conversations. Teachers will need training to build skills, reflect on their experiences and incorporate these skills into their professional practice (Baert, Kuijpers, Meijers and Winters, 2012).

L4

Leadership ensures flexibility and innovation in its approach to career development. There is a strong focus on individualised career development learning and the long-term progression of students, which is evidenced within individual portfolios.

Data analysis and the use of specialist agencies assist in identifying students' career development needs, and support in the creation and review of individualised programmes.

L4**Approaches to career development**

Subcategory	Ineffective	Adequate	Consolidating effectiveness	Highly effective
L4.1 School structures⁸	School structures hinder the development of career management competencies.	A variety of programmes, including Gateway, STAR and trades academies, provide opportunities for students to explore the world of work	and a variety of learning pathways: <ul style="list-style-type: none">· develop career management competencies through innovative approaches	and also , structural changes: <ul style="list-style-type: none">· allow for major shifts in approaches to teaching and learning· foster open discussion among staff about career development-related approaches and issues· engage the school and local community as well as external agencies in the change process.
L4.2 Use of specialist agencies	Specialist agencies are infrequently engaged to work with students.	Specialist agencies are engaged to: <ul style="list-style-type: none">· work with identified students in their transition to learning and work· help plan and deliver career development programmes	and: <ul style="list-style-type: none">· work regularly with staff to help them support Māori, Pasifika and students from other priority groups	and also: <ul style="list-style-type: none">· engage relevant agencies to work with staff and students to meet every student's individual needs· review the use of existing agencies· source new agencies as required.

⁸ Barriers to workplace learning are often a function of logistics, eg, timetable constraints and limited knowledge about industry expectations and requirements (Clarke, 2013). To remove these barriers, transformative changes requiring new structures and approaches to curriculum school-wide are needed.

L4	Approaches to career development			
Subcategory	Ineffective	Adequate	Consolidating effectiveness	Highly effective
L4.3 Student portfolios	Portfolio development is uncoordinated and reflects limited student engagement in the process.	<p>There is a school-wide approach to developing and maintaining student portfolios. Students:</p> <ul style="list-style-type: none"> • understand the aims and benefits of portfolios • know what elements to include to effectively record the development of their career management competencies 	<p>and:</p> <ul style="list-style-type: none"> • the school and whānau, 'āiga and family support the development, maintenance and use of portfolios 	<p>and also, portfolios:</p> <ul style="list-style-type: none"> • are structured to enable all students to review, plan and manage their own learning to support their career development beyond school • show strong evidence that priority students are equally confident and continuous users of portfolios • are assessed (formatively) to support student learning and development • are portable and sustainable records of a student's career development journey.

Programmes and services

P1

Documentation demonstrates there are school-wide career development programmes and services that provide innovative and diverse opportunities for students to develop and demonstrate the key competencies described in the New Zealand Curriculum.

There is evidence of a cohesive, co-ordinated approach to build career development competencies across all curriculum and pastoral care areas of the school.

P1 School-wide approach				
Subcategory	Ineffective	Adequate	Consolidating effectiveness	Highly effective
P1.1 Documentation of the school-wide integration of career development	There are no links to career development in planning documents.	<p>Curriculum and pastoral planning documents:</p> <ul style="list-style-type: none">• reference the building of career management competencies• acknowledge their relationship to the key competencies• identify roles and responsibilities in relation to career management competency development	<p>and:</p> <ul style="list-style-type: none">• there are career-related statements in planning documents for curriculum or pastoral areas• these link to the school's career development plan and specify how the student career management competencies will be developed	<p>and also:</p> <ul style="list-style-type: none">• career-related statements in planning documents for every curriculum and pastoral area link to the school's career development plan• specify how the career management competencies will be assessed.
		<p>Documents focus on the career development needs of:</p> <ul style="list-style-type: none">• Māori students• Pasifika students• students with special education needs	<p>and:</p> <ul style="list-style-type: none">• there is a school-wide focus on every student	<p>and also:</p> <ul style="list-style-type: none">• whānau, āiga, families and the wider community are involved in these planning processes• this reflects the needs of the school and wider community, and affirms identity, language and culture.

P1	School-wide approach			
Subcategory	Ineffective	Adequate	Consolidating effectiveness	Highly effective
P1.2 Student career management competency development⁹	<p>There is no deliberate acknowledgement of career management competency development and how this relates to classroom practice and effective transitioning.</p>	<p>Links to the career management competencies and key competencies are demonstrated in classroom practice and pastoral activities.</p> <p>and:</p> <ul style="list-style-type: none"> systems are in place so students, in particular those from priority groups, know and understand what career management competencies are and why they are important 	<p>Purposeful and planned links to the career management competencies and key competencies are consistently demonstrated in classroom practice and pastoral activities.</p> <p>and:</p> <ul style="list-style-type: none"> students are aware of the community-based opportunities that will help them develop career management competencies leavers at risk of not reaching the competent level across the career management competencies have targeted support 	<p>Purposeful, planned and deliberate development of the career management competencies and key competencies ensures that every student is given many opportunities to explore and reflect on their futures.</p> <p>and also:</p> <ul style="list-style-type: none"> schools review and evaluate student career management competency outcomes and use these to plan programmes and services, in particular those that support effective transitions into, during and on to post-school destinations schools assess the impact of career conversations on student learning and development cross-disciplinary collaboration and planning builds coherence between programmes, which supports the development of the career management competencies.

⁹ A Dutch study (Gundy, Kuijpers and Meijers, 2013) found the development of career competencies positively contributed to learning motivation. Career conversations contributed more to learning than traditional interventions. Significantly, in schools which prioritised career competency development, the positive effects went well beyond career decision-making skills and career knowledge.

P1 School-wide approach				
Subcategory	Ineffective	Adequate	Consolidating effectiveness	Highly effective
P1.2 Student career management competency development (continued)		<p>Planned career conversations help build career management competencies but are unlikely to encourage student reflection¹⁰</p>	<p>and:</p> <ul style="list-style-type: none"> career conversations encourage reflection and ongoing dialogue staff have a clear understanding of their role in developing career competencies 	<p>and also:</p> <ul style="list-style-type: none"> career conversations occur in multiple contexts, involve a range of significant influencers – within the school and community – and are an important feature of school life.
P1.3 Career learning and development	<p>Facilitating career awareness is not a high priority. Students receive inconsistently delivered programmes and services.</p>	<p>Whānau, 'āiga and families are encouraged to help their students develop career management competencies</p>	<p>and:</p> <ul style="list-style-type: none"> as key influencers, whānau, 'āiga and families receive support from the school to help ensure their students have developed the career management competencies needed to make effective transitions 	<p>and also:</p> <ul style="list-style-type: none"> school and community support groups work with the key influencers – whānau, 'āiga and families – to ensure students have developed the necessary career management competencies to make effective transitions.
		<p>Māori, Pasifika and students with special education needs receive targeted career development and transition support</p>	<p>and:</p> <ul style="list-style-type: none"> students with academic and vocational needs meet with academic mentors, career specialists and other specialists when required direct experiences with the world of work are explored within the local community 	<p>and also:</p> <ul style="list-style-type: none"> students' academic, vocational and other interests are identified and targeted support given external partnerships enable career development opportunities to be targeted to the needs of students within their local community.

¹⁰ Bailey (2013) noted that facilitating meaningful career conversations with students presents a challenge to the professional identity of teachers, as it raises questions about the level of skill and knowledge they require. Gundy, Kuijpers and Meijers (2013) showed that teacher training can improve the quality of career conversations but acknowledge that the competency development approach requires more support for teachers to build and incorporate these skills into their professional practice.

P1 School-wide approach				
Subcategory	Ineffective	Adequate	Consolidating effectiveness	Highly effective
P1.4 Learning pathways¹¹	<p>Learning pathways draw a distinction between academic and vocational learning, and offer little flexibility or choice to students.</p>	<p>Learning pathways:</p> <ul style="list-style-type: none"> • recognise the relationship between academic, vocational and other learning for every student <p>Vocational programmes are also able to:</p> <ul style="list-style-type: none"> • target students considered as being disengaged and at risk of leaving school early • focus on students who may not transition effectively • help students reconnect their learning to the world of work 	<p>and:</p> <ul style="list-style-type: none"> • the links between learning and career opportunities are planned and strengthened through learning pathways • evidence shows student engagement has improved as a result of a focus on career and competency development • students understand the relevance of lifelong learning, its relationship to their vocational aspirations, and can talk about it reflectively 	<p>and also:</p> <ul style="list-style-type: none"> • flexible school structures allow programmes to be tailored to the needs of students. These programmes may occur in a variety of settings • integrated learning acknowledges personal interests and supports competency development by making overt links between subject matter, the world of work and opportunities in the wider community • learning pathways are evaluated to assess their impact on student learning and development.

¹¹ The term "learning pathways" is a generic term, used in this document to describe the range of learning options offered in Aotearoa New Zealand secondary schools.

P1 School-wide approach				
Subcategory	Ineffective	Adequate	Consolidating effectiveness	Highly effective
P1.5 Teaching and learning¹²	Career management competency development is not embedded in the school's teaching and learning programmes.	Contextualised teaching and learning builds career management competencies Student-centred approaches facilitate the development of career management competencies	and: <ul style="list-style-type: none">• teaching and learning help build career management competencies through connected and contextualised learning across curriculum and pastoral areas• blended approaches to teaching and learning acknowledge the complementary nature of online and face-to-face interactions	and also: <ul style="list-style-type: none">• a comprehensive use of coherent, connected and contextualised teaching and learning builds career management competencies across each curriculum and pastoral area at all levels.
		Mapping processes identify how and where the building of students' career management competencies occurs across the school	and mapping information is used to: <ul style="list-style-type: none">• build a consistent career development programme across the school• ensure every student gets comprehensive career development across their combinations of courses	and also, career development learning experiences are co-ordinated to ensure they: <ul style="list-style-type: none">• are continuous and coherent• affirm identity, language and culture• engage the wider community.
		Mapping processes identify how the needs of all priority groups are being met	and: <ul style="list-style-type: none">• career development and transition programmes and services engage Māori and Pasifika students and those with special education needs in culturally appropriate and mana-enhancing ways	and also: <ul style="list-style-type: none">• career development and transition programmes and services engage all priority groups in culturally appropriate ways.
	Individual student's career management competencies are not measured.	A variety of approaches are used to monitor the development of students' career management competencies	and evaluation data ¹³ is used by teachers to: <ul style="list-style-type: none">• help students identify areas of strength and opportunities for their own development• improve their own teaching and students' learning outcomes	and also, teachers use this data to: <ul style="list-style-type: none">• mentor students• inform course development school-wide.

¹² Improving the quality of teaching and leadership in schools, especially in zones of disadvantage, is seen to have the biggest effect on raising achievement in Aotearoa New Zealand's schools (Ministry of Education, 2014). In terms of career development, high-performing schools focused not just on learning pathways but also on students' individual futures (Education Review Office, 2012).

¹³ While both formative and summative assessment have validity, formative assessment is seen as being particularly suitable for evaluating career management competencies (Sultana, 2013).

P2

Career development programmes and services are developed and improved through information and data analysis, and review and evaluation. They are enriched by incorporating new approaches and opportunities to meet the identified, specific career development needs of students.

Information management systems and sustainable technology access enable the gathering, sharing and documentation of career development information, programmes and services.

P2 Documentation and planning				
Subcategory	Ineffective	Adequate	Consolidating effectiveness	Highly effective
P2.1 Planning and review	There is no process for the planning and review of career development programmes and services, including information systems.	An annual planning and review cycle for career development programmes and services is in place though it may not be shared widely enough within the school for it to be effective.	<p>There is an identified and effective process for the implementation, planning, review, evaluation and sharing of career development programmes and services, which involves the school community, and:</p> <ul style="list-style-type: none"> • school-leaver data is collected for tracking purposes and evaluated to identify the impact of career planning on students • results are shared across the school, compared to stated outcomes and are used to improve/develop existing and new programmes and services 	and also: <ul style="list-style-type: none"> • a range of relevant methods and sources are used to gather a variety of data to measure student engagement and the school's stated outcomes • data capture tools are structured to enable evidence about an individual student's career development progress to be collected • data is analysed and results are shared across the school and used to develop a comprehensive, outcomes-driven, student-centred career development programme.
P2.2 Response to current trends and new opportunities	Programmes do not respond to initiatives and new opportunities.	<p>Programmes and services are adapted and developed in response to:</p> <ul style="list-style-type: none"> • government initiatives • good practice • new insights into meeting the needs of priority groups 	<p>and:</p> <ul style="list-style-type: none"> • the outcomes of consultation processes with the local community • changes in education, learning and work • regional, national and global trends (eg, labour market data) 	and also: <ul style="list-style-type: none"> • opportunities to improve programmes and services are continuous, identified through robust processes and may be trialled prior to implementation • professional development, networking and consulting specialist agencies are used to build a comprehensive awareness of trends and opportunities.

P3

Career development programmes and services are supported by a wide range of up-to-date career development information that is able to be accessed easily by students and the school community.

This is reviewed to ensure currency and that it meets the needs and requirements of programmes and services.

P3 Information systems and resources				
Subcategory	Ineffective	Adequate	Consolidating effectiveness	Highly effective
P3.1 Career development information	Career development information and resources are managed ineffectively and are difficult to find or access.	Sufficient resources, including information available via the school's intranet or website, enable the career development goals outlined in the career development plan to be met	<p>and:</p> <ul style="list-style-type: none"> information and resources are available in a variety of mediums ongoing review assesses the appropriateness, authenticity and currency of information and resources 	<p>and also:</p> <ul style="list-style-type: none"> new resources and information are sourced based on identified needs.
		Information and resources are sourced as required for new and existing programmes and services	<p>and:</p> <ul style="list-style-type: none"> there is a documented system for sourcing new and replacement resources 	<p>and also:</p> <ul style="list-style-type: none"> information and resources are reviewed as part of the process of evaluating existing programmes and services.

P3	Information systems and resources			
Subcategory	Ineffective	Adequate	Consolidating effectiveness	Highly effective
P3.2 Access to career development information and technology	Students have limited access to current information and the technology to support it.	<p>Every student has access to relevant, current, accurate information from a variety of sources, the technology they need, and:</p> <ul style="list-style-type: none"> • online career development information meets the requirements of accessibility guidelines • students have some support to access and use information 	<p>and, students and staff are:</p> <ul style="list-style-type: none"> • well supported and able to access, analyse and evaluate accurate, current well-managed information and resources 	<p>and also, whānau, 'āiga and families have:</p> <ul style="list-style-type: none"> • ready access to accurate, current and well-managed information and resources, including technology • opportunities to access career information on-site, including access to online information via a school computer.

P3**Information systems and resources**

Subcategory	Ineffective	Adequate	Consolidating effectiveness	Highly effective
P3.3 Information and data management systems	There is no co-ordinated approach to documenting student career development and transition data.	A co-ordinated process to manage the integrity and security of career development information, data collection and storage exists Tracking systems collect student data, including ethnicity and destination data, which is regularly updated	and information is protected and data systems: <ul style="list-style-type: none">• are secure, centralised, electronic and easily accessed by relevant staff• capture a range of data that enables targeted career development programmes and services to Māori, Pasifika and other priority groups	and also , information and data systems: <ul style="list-style-type: none">• enable easy extraction and data analysis, including historic data• are routinely analysed and, along with tracking data, inform decision-making.
P3.4 Portfolio of student career management competencies¹⁴	There is no co-ordinated and planned process for collection of information relating to the development of career management competencies.	The value and purpose of a career portfolio (ideally a digital version) is understood, and : <ul style="list-style-type: none">• there is a co-ordinated process for the collection and secure storage of career management competency-linked data. This may include data that is transferred from Year 8 schools• students are engaged in this process	and the digital portfolios: <ul style="list-style-type: none">• show that every student is engaged in this process• enable formative assessment to support ongoing reflection and career learning and development• allow a student's career awareness to be shared widely through a variety of channels that are readily accessible to the appropriate people• are shared between year levels as appropriate	and also , the digital portfolios are: <ul style="list-style-type: none">• used by staff, whānau, 'āiga and families as a tool to help them support a student's career development journey• transferred seamlessly between education sectors and beyond and : <ul style="list-style-type: none">• include information from curriculum learning and assessment that links to an individual student's career development goals.

¹⁴ Using career portfolios can open up opportunities for insightful reflection on a student's career development through career conversations with mentors and influencers (Sultana, 2013).

Transitions

T1

Transition processes to, through and from secondary school are co-ordinated, take a personalised approach, provide extra support to students who need it and are regularly reviewed. A school-wide approach to transitions is culturally relevant and engages student networks.

T1 Effective transition processes				
Subcategory	Ineffective	Adequate	Consolidating effectiveness	Highly effective
T1.1 Transition to secondary school¹⁵	The transitioning-in process fails to acknowledge that successful transitions lead to better student outcomes.	Career staff are part of a school-wide transition team ¹⁶ that: <ul style="list-style-type: none">• leads, manages and co-ordinates transition processes and programmes• provides culturally appropriate help for students, whānau, 'āiga and families, particularly at key transition points• focuses on developing the career management competencies most needed for effective transitions	and the team: <ul style="list-style-type: none">• collects and collates data from students' previous schools to build student profiles• ensures that students' programmes are personalised and pitched at an appropriately challenging level	and also , the team: <ul style="list-style-type: none">• ensures this data is used to provide personalised support, including curriculum experiences, which ensures continuity of learning• builds a school-wide culture that highlights the interconnected nature of student wellbeing, academic success and vocational aspirations
		<ul style="list-style-type: none">• identifies early on students who are likely to need targeted support to transition effectively	and : <ul style="list-style-type: none">• collects information on priority needs students and those at risk of disengagement to help planning• builds relationships with these students	and also : <ul style="list-style-type: none">• supports a school-wide approach to transitioning and engages many people, including school staff, whānau, 'āiga, families and external agencies, in the process

¹⁵ The process of transitioning to secondary school is covered in depth in the transitions dimension of the Career Development Benchmarks: Year 7 and 8.

¹⁶ The transition process reflects a school-wide approach to students moving effectively through secondary school to further education and work. Transition processes related to career development are likely to be the responsibility of the career lead team and career specialists. Other processes linked to enrolment, orientation programmes and pastoral care are most likely to be the responsibility of others in the school.

T1**Effective transition processes**

Subcategory	Ineffective	Adequate	Consolidating effectiveness	Highly effective
T1.1 Transition to secondary school (continued)		<ul style="list-style-type: none"> reviews transition programmes as needed 	<p>and:</p> <ul style="list-style-type: none"> reviews transition-focused programmes annually 	<p>and also:</p> <ul style="list-style-type: none"> evaluates transition-focused programmes annually and uses outcomes to improve programmes.
T1.2 Transitioning through secondary school	There are no planned and integrated programmes and services to support student wellbeing throughout secondary school.	<p>Career development and pastoral care programmes and services work together, and:</p> <ul style="list-style-type: none"> focus on student wellbeing and ongoing development of transition-related career management competencies for the journey into, during and beyond secondary school 	<p>and:</p> <ul style="list-style-type: none"> school structures support programmes and services that meet students' needs and ensure programme flexibility 	<p>and also:</p> <ul style="list-style-type: none"> the school regularly seeks information about the quality of programmes and services to support effective transitions includes students, parents and the community, including tangata whenua.
	School leavers are not well supported in their transitions to other destinations.	<ul style="list-style-type: none"> provide individualised transition plans for students entering the school at other times during the school year provide Māori¹⁷ and other priority groups with a culturally appropriate context in which to plan and make decisions about learning pathways and destination choices 	<p>and:</p> <ul style="list-style-type: none"> there are designated people who provide integrated support to students at risk of not transitioning effectively every family is provided with opportunities to ensure student needs are well supported as they plan and make decisions about learning pathways and destination choices 	<p>and also:</p> <ul style="list-style-type: none"> uses this information to improve them.

¹⁷ Conner, Garrow, Kerehoma and Young (2013) highlight that culturally competent mentoring, incorporating Māori knowledge, cultural values and practices, language and customs, is key for Māori learners.

T1**Effective transition processes**

Subcategory	Ineffective	Adequate	Consolidating effectiveness	Highly effective
T1.3 Transitioning beyond secondary school¹⁸	There are no designated people who provide support for school leavers.	There are designated people who provide support for school leavers	<p>and:</p> <ul style="list-style-type: none"> systems are in place to support school leavers at risk of not transitioning effectively. Mentors may help students develop a transition plan protocols for school leavers ensure they have a personal career portfolio, know who to contact and how to access support networks, including agencies in the local community 	<p>and also:</p> <ul style="list-style-type: none"> integrated support systems link pastoral care, academic and vocational needs and transition support is provided for every school leaver.
	There is no data collected from school leavers.	Data is collected from school leavers and used to track students' destinations	<p>and:</p> <ul style="list-style-type: none"> destination data and tracking enable the school to reflect on findings and adjust career development or pastoral care programmes as needed 	<p>and also:</p> <ul style="list-style-type: none"> destination data is shared with other education providers, employers and the local community school leavers at risk of not transitioning effectively may continue to be tracked and supported.

¹⁸ Abdo, Hewes, Khan, McNeil, and Norman (2011) acknowledge that young people negotiating post-school transitions have many options and opportunities. At the same time they face significant uncertainty and risk. They describe transitions as unpredictable and uncertain, blurred and interlinked, protracted and multiple (pp. 22–23). They emphasise building skills and resilience to manage these complexities.

T2

Transitions systems and processes are personalised, and there is collaboration to support each student as they transition to, through and from secondary school. Career programmes and services are coherent, planned, shared and reviewed.

T2**Successful student transitions**

Subcategory	Ineffective	Adequate	Consolidating effectiveness	Highly effective
T2.1 Personalised learning	<p>There is minimal collaboration between staff to help support effective student transitions.</p>	<p>Staff understand that all students transition differently. They:</p> <ul style="list-style-type: none"> • personalise learning and plan accordingly • build strong connections with their students to help identify and respond to their individual needs • encourage the use of online tools, such as those offered through Vocational Pathways, to help personalise learning 	<p>and:</p> <ul style="list-style-type: none"> • a variety of data-gathering approaches are used to assess the extent to which learning is meaningful, challenging and linked to students' self-identified long-term goals 	<p>and also:</p> <ul style="list-style-type: none"> • systems and processes are in place to ensure that holistic services support the individual career development and transition needs of all students • other online tools are used to ensure that learning is academically challenging and vocationally focused • ongoing review supports structural changes that allow for individualised learning through multiple pathways and community-based vocational opportunities
	<ul style="list-style-type: none"> • provide support to individual students transitioning in and out of the school during the year to ensure subject and destination choices are informed and relevant to the student's goals 	<p>and:</p> <ul style="list-style-type: none"> • Māori and Pasifika students receive culturally appropriate assistance, worked out collaboratively with their communities to ensure they are supported in their individual programme and destination choices 		<p>and also:</p> <ul style="list-style-type: none"> • every student receives assistance that supports them in the decision-making processes associated with their individual programmes and destination choices.



Successful student transitions

Subcategory	Ineffective	Adequate	Consolidating effectiveness	Highly effective
T2.2 Students' programmes	Little or no effort is made to connect career pathways to learning.	<p>Subject information and links to pathways to education, future training and work are clearly explained. Students:</p> <ul style="list-style-type: none"> • know where to go for help • are offered a range of subject options 	<p>and:</p> <ul style="list-style-type: none"> • well-supported course selection processes focus on vocational and personal interests and preferred destinations • students have designated mentors who meet with them, review academic and career development goals and support them in their decision making • multiple learning pathways accommodate individual student's goals 	<p>and also:</p> <ul style="list-style-type: none"> • learning pathways are coherent, planned, shared and reviewed regularly to accommodate each student's evolving academic and vocational goals.

T3

Whānau, 'āiga and families are actively involved in supporting their young people, and the whole school community are active partners in the review, planning, implementation and evaluation processes.

Networking and network development are evident and ongoing activities: they are used as "a source of shared learning, knowledge production, and knowledge management"¹⁹, and are used to promote equality of opportunity, celebrate diversity and challenge stereotypes.

T3**Family, school and community engagement**

Subcategory	Ineffective	Adequate	Consolidating effectiveness	Highly effective
T3.1 Whānau,²⁰ 'āiga²¹ and family participation	There is uncoordinated communication and few opportunities for whānau, 'āiga and families to participate in transition processes.	There is regular: <ul style="list-style-type: none"> • communication and involvement with whānau, 'āiga and family, especially at critical transition points • information about career development programmes, services and opportunities 	and engagement with whānau, 'āiga and family involves: <ul style="list-style-type: none"> • clear and open communication • identifying needs • making sure they know how to access the information 	and also: <ul style="list-style-type: none"> • involvement is ongoing and collaborative.
		Whānau, 'āiga and family participate in planned activities and presentations	and whānau, 'āiga and families: <ul style="list-style-type: none"> • are encouraged to participate in career development programmes • build their understanding of career development competencies • support their young people to transition successfully 	and also: <ul style="list-style-type: none"> • whānau, 'āiga and families collaborate with the school in the planning and development of career development programmes and services • whānau, 'āiga and families participate in a range of planned activities that are culturally appropriate and relevant to their community.

¹⁹ O'Neil, P., & Vaughan, K. 'Career Education Networks and Communities of Practice', (2010).

²⁰ Lilley (2013) saw young Māori students' heavy reliance on interpersonal sources for career information rather than electronic and printed sources as a challenge for meeting their career needs. The research emphasised the importance of finding ways to educate and empower whānau, communities and iwi so they are able to support their children at key transition points, including career decision-making processes.

²¹ Baseline data reported by the Ministry of Pacific Island Affairs (2012) highlighted the influence of mothers and aunties in their children's career aspirations and early career decisions, including subject selections, retention and progression into tertiary education.

T3**Family, school and community engagement**

Subcategory	Ineffective	Adequate	Consolidating effectiveness	Highly effective
T3.2 School community engagement	Feedback from the school community is not used for planning and review purposes.	Collated feedback gathered from the school community is used for planning, implementation and review purposes.	A consultation process involves the school community in planning, implementing and evaluating career development and transition programmes and services.	A documented consultation process using approaches that best meet the needs of the school community is developed for planning, review and evaluation purposes.
T3.3 Networks and partnerships	There are no identified networks that support career development and transition programmes and services.	<p>There are some networks across schools, the education sector, employers and community organisations that support career development and transitions, and:</p> <ul style="list-style-type: none"> • networks are used to support school-wide career development and assist in transitions 	<p>and:</p> <ul style="list-style-type: none"> • a range of networks, which may be formal, informal, face-to-face and virtual, with clearly defined purposes, are sought and fostered • networks may be developed into formal partnerships that support career development programmes and services 	<p>and also: established networks:</p> <ul style="list-style-type: none"> • and partnerships are regularly reviewed and new ones actively sought • provide input into the development, implementation and review of career development programmes • meet identified needs, especially those relating to workplace experiences and multiple pathways
		<ul style="list-style-type: none"> • there is engagement with iwi and external organisations to support the career development needs of Māori, Pasifika and students with special education needs 	<p>and:</p> <ul style="list-style-type: none"> • there are opportunities to partner with iwi, external organisations or other specialist agencies to ensure the career development aspirations of Māori, Pasifika and students with special education needs are met 	<p>and also:</p> <ul style="list-style-type: none"> • opportunities to partner with tangata whenua, organisations or other specialist agencies to advance the career development aspirations of all priority students are evident.



Family, school and community engagement

Subcategory	Ineffective	Adequate	Consolidating effectiveness	Highly effective
T3.4 Encounters with the community²²	The wider community is not used to support career learning and development.	<p>Career development and transition programmes plan to actively connect with their communities by:</p> <ul style="list-style-type: none"> • having face-to-face contact with role models, training and higher education providers, secondary/tertiary partnerships, tutors and work experience programmes • building career awareness, motivating students and challenging stereotypes • creating awareness of pathways where Māori, Pasifika and students with special education needs have traditionally been under-represented 	<p>and the school:</p> <ul style="list-style-type: none"> • is proactive in finding ways to provide first-hand experiences that support the career aspirations, interests, talents and abilities of individual students • uses the community extensively to provide experiences that support students at risk of not transitioning effectively 	<p>and also:</p> <ul style="list-style-type: none"> • community connections are used for all students to raise awareness of pathways that have high strategic importance to the Aotearoa New Zealand economy • the community is involved in the development, implementation and review of career development programmes • there is regular and targeted promotion of transition successes and how member networks and agencies can positively support student transitions.

²² The Gatsby Charitable Foundation (2014) outlines 10 recommendations for good career guidance in England. Three of these recommendations – encounters with employers or employees, experiences in workplaces and encounters with further and higher education – relate to connecting with the wider community. Another recommendation advocates for face-to-face personal guidance interviews at critical transition or decision-making points in a student's schooling.

Redevelopment of the benchmarks

As with the development of the original version of the secondary benchmarks, the revision involved a variety of research, writing and testing processes.

The research and writing process:

- acknowledged the extensive work done to develop the Career Education Benchmarks – Secondary (2011)
- reviewed academic research on good practice associated with career development and student transitions published between 2011 and 2014 from international and Aotearoa New Zealand sources
- examined documentation issued between 2011 and 2014 on strategies and policies associated with career development and student transitions from government agencies and other relevant organisations around the world
- integrated principles in key Ministry of Education strategies, in particular Ka Hikitia, Pasifika Education Plan, Success for All and Youth Guarantee
- built on Careers New Zealand's experience using the Career Education Benchmarks – Secondary (2011) with schools across the country
- built on the research and writing processes for the Career Development Benchmarks – Tertiary (2012) and the Career Education Benchmarks – Years 7 and 8 (2013).

The revised benchmarks draw heavily on the feedback of career practitioners and experts across Aotearoa New Zealand and internationally. The robust consultation and engagement process followed included:

- ongoing feedback from schools that have undertaken a self-review process
- focus group meetings with career advisers across the country
- an online survey sent to all Aotearoa New Zealand secondary schools
- feedback from Careers New Zealand career consultants.
- discussion with Career and Transition Educators Association (CATE) members regionally as well as education leadership groups
- meetings with key groups such as the Ministry of Education's Vocational Pathways team and the Education Review Office
- field testing the draft with a range of schools around the country
- feedback from an external reference group representing all key stakeholders
- international and national peer reviews.

Education Review Office publications have been a valuable source of rich information, providing excellent examples of good practice in an Aotearoa New Zealand context.

Glossary

Career

The sequence and variety of work roles, paid and unpaid, that a person undertakes throughout a lifetime. More broadly, "career" embraces life roles in the home and the community, leisure activities, learning and work. Work, learning and life, though sometimes distinct, are closely intertwined. Everyone has a career.²³

Career awareness

An ongoing, lifelong process strongly linked to career development. The process begins with an awareness of the ways people make a living, explore possible career options, and make life/work choices. It continues throughout a person's working life.

Career counselling

An individual or group process that emphasises self-awareness and understanding, and facilitates people to develop a satisfying and meaningful life/work direction. Career counselling is used to guide learning, work and transition decisions, as well as to manage responses to changing work and learning environments over the lifespan.²⁴

Career development

The lifelong process of managing learning, work, leisure and transitions in order to move towards a personally determined and evolving future.²⁵

Career development benchmarks

The Aotearoa New Zealand benchmarks are a suite of self-review tools for intermediate, secondary and tertiary education providers to assess and improve the quality of their career development programmes and services. The Career Development Benchmarks: Secondary are designed to fit alongside the Career Development Benchmarks: Year 7 and 8 and Career Development Benchmarks: Tertiary.

Career development plan

A school document that provides a vision for career development linked to the school's strategic direction. It provides an overview of all career development programmes and services and is tailored specifically to the school's needs. It is a living, working document that is easy for all staff to understand, and is updated as a school progresses towards its goals.

Career development programme

Detailed structure outlining courses, strategies, activities and outcomes to deliver a developmental programme for young people to develop the skills to make informed decisions about their further education, training and employment.

Career development services

A wide range of programmes and services provided in many different jurisdictions and delivery settings. Their objective is to assist individuals to gain the knowledge, skills, attitudes and behaviours to manage their life, learning and work in self-directed ways.²⁶

²³ Ministry of Education, 'Career Education and Guidance in New Zealand Schools' (2009).

²⁴ Canadian Council for Career Development, 'Canadian Standards and Guidelines for Career Development Practitioners: Glossary of career development terms' (2012).

²⁵ Canadian Council.

²⁶ Canadian Career Development Foundation, 'Career Development: A primer and a glossary' (2002).

Career development specialist

A person responsible for overseeing the co-ordination and implementation of school-wide integrated career development programmes and services. The specialist works with other key school personnel to develop and improve the programmes and services and is supported by a team.

Career development staff

All staff who deliver specialist career development programmes and services and/or provide support for staff working in this area.

Career education

Planned, progressive learning experiences that help students develop career management competencies that will assist them to manage their lives. Career education includes elements that stand alone and elements that are part of regular classroom teaching.²⁷

Career guidance

A range of interventions, including career development and counselling, which help people move from a general understanding of life and work to a specific understanding of the realistic learning and work options that are open to them.²⁸

Career influencers

People who influence the careers of others. Key influencers include educators, whānau, āiga, family and those in business and community organisations helping shape the professional development and careers of others.

Career information

The co-ordinated provision of print, electronic and contact resources to enable users to develop a better understanding of occupations, employment types, sectors and employing/learning organisations; current and future employment, training and educational opportunities.²⁹

Career literacy

Career literacy includes the skills of understanding one's own strengths and weaknesses, needs and wants; of being able to identify relevant opportunities, and access information on them; of being able to take career-related decisions; and of being able to present oneself effectively in order to gain access to courses or jobs.³⁰

Career management competencies

Understandings, skills and attitudes people use to develop and manage their careers. Career management competencies equip people to better understand themselves, make informed decisions about learning and work options, act on their decisions and participate effectively in work and society.³¹

Culturally responsive

Appropriately responding to and affirming every student's identity, language and culture. Each individual student, no matter which cultural base they come from, will experience career development in a way that responds to them and affirms their culture.

²⁷ Ministry of Education, 'Career Education and Guidance'.

²⁸ Career Industry Council of Australia, 'Professional Standards for Australian Career Development Practitioners' (2007).

²⁹ The Scottish Government, 'Career Information, Advice and Guidance in Scotland: A framework for service redesign and improvement' (2011).

³⁰ Career Industry Council of Australia, 'Career Development Services and Student Retention' (2009).

³¹ Ministry of Education, 'Career Education and Guidance'.

Evidence

In the context of this document, evidence is the supporting information or data used to identify strengths and opportunities for improvement in career development programmes and services. Supporting evidence is used to measure a school's performance during the self-review process, and the extent to which goals established during the action-planning process are met.

Job

A paid position requiring a group of specific attributes and skills that enable a person to perform tasks in an organisation. It may be part time or full time and exist for a short or long duration.³²

Mapping

Auditing and recording all school-wide career development activities, programmes and services. Mapping identifies where and how students' career management competencies are being developed and what gaps there are. Mapping assists the school to develop a scaffolded plan so the career development needs of all students can be met. This information can also help in planning career-specific professional development for staff.

Measurable Gains Framework

A tool the Ministry of Education has developed to measure and report on progress in implementing Ka Hikitia. The tool takes a systems-level perspective but is easily adapted for use in schools. A logic model provides an overview of the elements that need to be monitored to ensure Ka Hikitia succeeds in achieving its strategic outcome of "Māori achieving education success as Māori".³³

³² Ministerial Council for Education, Early Childhood Development and Youth Affairs, 'Australian Blueprint for Career Development', (2010).

³³ Ministry of Education, 'Ruia: Teacher appraisal for Māori learners' success', (n.d.).

³⁴ Cherednichenko, B., 'Career Education Elective Curriculum: A department of education, science and training project', (2005).

³⁵ Professions Australia, 'What is a profession?', (n.d.).

³⁶ UNEVOC, 'International Handbook of Education for the Changing World of Work: Bridging academic and vocational learning', (2009).

Occupation

A group of similar jobs found in different industries or organisations.³⁴

Pathways

Pathways is a generic term used to explain a person's journey from childhood, through schooling and on to employment. The concept of multiple pathways reinforces the unique nature of each student's collective experiences, especially in the context of secondary/tertiary education.

Personalised learning

Takes account of students' individual learning needs, helps them understand how they learn and, with support, allows them to take control of their own learning.

Profession

A profession is a disciplined group of individuals who adhere to ethical standards and who hold themselves out as, and are accepted by the public as, possessing special knowledge and skills in a widely recognised body of learning derived from research, education and training at a high level, and who are prepared to apply this knowledge and exercise these skills in the interest of others.³⁵

Qualification

Certification awarded to a person on successful completion of a course in recognition of having achieved particular knowledge, skills or competencies.³⁶

School structures

In education, this refers to curriculum, programmes, time, pastoral care, age-related cohorts, sectors, policy and partnerships.³⁷ A school needs flexible and adaptable structures if they are to make the transformative changes the benchmarks aspire to.

Special education needs

Students with special education needs face barriers to learning associated with communication, social, physical, behavioural, sensory (vision and/or hearing), cognitive or mental health issues – or a combination of these. These students may require additional support, adapted programmes or learning environments, or specialised equipment or materials.

Transitions

Most students make many transitions during their school lives, though some transitions, such as from Year 8 to Year 9, are considered critical. Successful transitions are about building resilience in order to manage change and adapt to new situations. This is linked to academic achievement, student wellbeing and better student outcomes.

Vocational Pathways

A tool that provides a clear framework for vocational options, supports better programme design and career advice and improves the links between education and employment. There are six pathways that will help students structure their programmes and make choices to meet their goals.

Work

A set of activities with an intended set of outcomes from which it is hoped that a person will derive personal satisfaction. It is not necessarily tied to paid employment. It can also encompass other meaningful and satisfying activities through which an individual's career develops such as parenting or volunteering.³⁸

Youth Guarantee

A Ministry of Education initiative that aims to provide students with a variety of choices about their learning to help them achieve NCEA Level 2 so they can progress to further education, training or work.

³⁷ Cognition Education, Pathways Plus Awareness Workshop, Secondary to Post-Secondary Focus, (2014).

³⁸ Australian Curriculum, Assessment and Reporting Authority, 'Work Studies: Glossary' (n.d.).

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