Secondary benchmarks self-review worksheet

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| School |  |
| Date |  |
| Present |  |
| School goals relevant to career development |  |
| Career-specific goals |  |

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| **Rating scale** | Ineffective = I | Adequate = A | Consolidating effectiveness = CE | Highly effective = HE |

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.

| **L1** | School-wide policies and plans | | | | | | | | |
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| **Subcategory** | **I** | **A** | **CE** | **HE** | **Ineffective** | **Adequate** | **Consolidating effectiveness** | **Highly effective** | **Evidence and next steps** |
| **L1.1  Key school documents** |  |  |  |  | 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**:   * addresses how it will manage the engagement and achievement of: * Māori students * Pasifika students * students with special education needs | **and**:   * strategic policies, plans and operating procedures identify how career development programmes and services will help in achieving relevant school-wide goals | **and also**:   * 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:   * underpins all career development programmes and services in the school | **and also**, the vision:   * 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. |  |
| **L1.3  Career development policy** |  |  |  |  | There is no coherent career development policy. | The policy:   * 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:   * 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:   * 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 groups and their families are to be met * indicates how and when it will be reviewed. |  |
| **L1.4  School-wide approach** |  |  |  |  | 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:   * 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:   * 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. |  |
| **L1.5  Career development plan** |  |  |  |  | There is no career development plan. | There is a career development plan that:   * 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 | **and** there is a school-wide career development plan that:   * 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 | **and also**, the school-wide career development plan:   * 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. |  |

Leadership

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 | | | | | | | | |
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| **Subcategory** | **I** | **A** | **CE** | **HE** | **Ineffective** | **Adequate** | **Consolidating effectiveness** | **Highly effective** | **Evidence and next steps** |
| **L2.1  Senior leadership team support** |  |  |  |  | There is no designated senior leadership team member supporting career development and transitions. | A member of the senior leadership team monitors the vision for career development and transitions school-wide, **and**:   * 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 | **and** the senior leadership team member, together with the career development specialist/s:   * 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 | **and also**, the senior leadership team member and the career development specialist/s:   * 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. |  |
| **L2.2  Career development lead team** |  |  |  |  | There is no identifiable team. | An established team exists. It:   * 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:   * 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:   * 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:   * 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:   * has a Level 6 career-specific qualification * 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:   * has a Level 7 career-specific qualification * 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. |  |
| **L2.4  Career development staff** |  |  |  |  | Roles are not clearly or accurately defined and there is minimal collaboration. | Career development staff:   * 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 | **and** career development staff:   * 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 | **and also**, career development staff who provide direct services:   * 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. |  |

Leadership

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.

| **L3** | Provision of resources and support | | | | | | | | |
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| **Subcategory** | **I** | **A** | **CE** | **HE** | **Ineffective** | **Adequate** | **Consolidating effectiveness** | **Highly effective** | **Evidence and next steps** |
| **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. | Time provided is:   * 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 | **and** time provided is:   * 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 | **and also**, time provided is:   * 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. |  |
| **L3.2  Career development funding allocation** |  |  |  |  | Funding is allocated but is not sufficient to meet the full range of student needs. | Allocated funding is used to:   * 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 | **and** funding is used to:   * 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 | **and also**, funding is:   * 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. | There is a central, accessible, user-friendly, private space that includes:   * an area for career conversations and guidance * a range of up-to-date resources and information that is available in different mediums | **and** dedicated career development facilities:   * 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 | **and also**, the dedicated career development facilities:   * are available for use by the school community * have appropriate work spaces for all career development staff. |  |
| **L3.4  School-wide professional learning and development** |  |  |  |  | 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 | **and** professional learning and development for staff is planned and timely. It:   * 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 | **and also**, professional learning and development for staff:   * acknowledges priorities to advance career development * enables middle managers to become agents of change in supporting career development. |  |

Leadership

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 | | | | | | | | |
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| **Subcategory** | **I** | **A** | **CE** | **HE** | **Ineffective** | **Adequate** | **Consolidating effectiveness** | **Highly effective** | **Evidence and next steps** |
| **L4.1  School structures** |  |  |  |  | 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:   * develop career management competencies through innovative approaches | **and also**, structural changes:   * 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:   * work with identified students in their transition to learning and work * help plan and deliver career development programmes | **and**:   * work regularly with staff to help them support Māori, Pasifika and students from other priority groups | **and also**:   * 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. |  |
| **L4.3  Student portfolios** |  |  |  |  | Portfolio development is uncoordinated and reflects limited student engagement in the process. | There is a school-wide approach to developing and maintaining student portfolios. Students:   * understand the aims and benefits of portfolios * know what elements to include to effectively record the development of their career management competencies | **and**:   * the school and whānau, 'āiga and family support the development, maintenance and use of portfolios | **and also**, portfolios:   * 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 | | | | | | | | |
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| **Subcategory** | **I** | **A** | **CE** | **HE** | **Ineffective** | **Adequate** | **Consolidating effectiveness** | **Highly effective** | **Evidence and next steps** |
| **P1.1 Documentation of the school-wide integration of career development** |  |  |  |  | There are no links to career development in planning documents. | Curriculum and pastoral planning documents:   * 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 | **and**:   * 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 | **and also**:   * 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. |  |
| **P1.1 Documentation of the school-wide integration of career development**  **(continued)** |  |  |  |  |  | Documents focus on the career development needs of:   * Māori students * Pasifika students * students with special education needs | **and**:   * there is a school-wide focus on every student | **and also**:   * 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. |  |
| **P1.2  Student career management competency development** |  |  |  |  | There is no deliberate acknowledgement of career management competency development and how this relates to classroom practice and effective transitioning. | Links to the career management competencies and key competencies are demonstrated in classroom practice and pastoral activities. | Purposeful and planned links to the career management competencies and key competencies are consistently demonstrated in classroom practice and pastoral activities. | 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. |  |
| **P1.2  Student career management competency development**  **(continued)** |  |  |  |  |  | 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 | **and**:   * 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 | **and also**:   * 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. |  |
| **P1.2  Student career management competency development**  **(continued)** |  |  |  |  |  | Planned career conversations help build career management competencies but are unlikely to encourage student reflection | **and**:   * career conversations encourage reflection and ongoing dialogue * staff have a clear understanding of their role in developing career competencies | **and also**:   * 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. |  |
| **P1.2  Student career management competency development**  **(continued)** |  |  |  |  |  | Whānau, 'āiga and families are encouraged to help their students develop career management competencies | **and**:   * 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 | **and also**:   * 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. |  |
| **P1.3  Career learning and development** |  |  |  |  | Facilitating career awareness is not a high priority. Students receive inconsistently delivered programmes and services. | Māori, Pasifika and students with special education needs receive targeted career development and transition support | **and**:   * 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 | **and also**:   * 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. |  |
| **P1.4  Learning pathways** |  |  |  |  | Learning pathways draw a distinction between academic and vocational learning, and offer little flexibility or choice to students. | Learning pathways:   * recognise the relationship between academic, vocational and other learning for every student   Vocational programmes are also able to:   * 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 | **and**:   * 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 | **and also**:   * 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. |  |
| **P1.5  Teaching and learning** |  |  |  |  | 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**:   * 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**:   * a comprehensive use of coherent, connected and contextualised teaching and learning builds career management competencies across each curriculum and pastoral area at all levels. |  |
| **P1.5  Teaching and learning**  **(continued)** |  |  |  |  |  | Mapping processes identify how and where the building of students’ career management competencies occurs across the school | **and** mapping information is used to:   * 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:   * are continuous and coherent * affirm identity, language and culture * engage the wider community. |  |
| **P1.5  Teaching and learning**  **(continued)** |  |  |  |  |  | Mapping processes identify how the needs of all priority groups are being met | **and**:   * 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**:   * career development and transition programmes and services engage all priority groups in culturally appropriate ways. |  |
| **P1.5  Teaching and learning**  **(continued)** |  |  |  |  | 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 is used by teachers to:   * 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:   * mentor students * inform course development school-wide. |  |

Programmes and services

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 | | | | | | | | |
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| **Subcategory** | **I** | **A** | **CE** | **HE** | **Ineffective** | **Adequate** | **Consolidating effectiveness** | **Highly effective** | **Evidence and next steps** |
| **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. | 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**:   * 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**:   * 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. | Programmes and services are adapted and developed in response to:   * government initiatives * good practice * new insights into meeting the needs of priority groups | **and**:   * 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**:   * 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. |  |

Programmes and services

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 | | | | | | | | | |
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| **Subcategory** | **I** | **A** | **CE** | **HE** | **Ineffective** | **Adequate** | **Consolidating effectiveness** | **Highly effective** | **Evidence and next steps** |
| **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 | **and**:   * information and resources are available in a variety of mediums * ongoing review assesses the appropriateness, authenticity and currency of information and resources | **and also**:   * new resources and information are sourced based on identified needs. |  |
| **P3.1  Career development information**  **(continued)** |  |  |  |  |  | Information and resources are sourced as required for new and existing programmes and services | **and**:   * there is a documented system for sourcing new and replacement resources | **and also**:   * information and resources are reviewed as part of the process of evaluating existing programmes and services. |  |
| **P3.2  Access to career development information and technology** |  |  |  |  | Students have limited access to current information and the technology to support it. | Every student has access to relevant, current, accurate information from a variety of sources, the technology they need, **and**:   * online career development information meets the requirements of accessibility guidelines * students have some support to access and use information | **and**, students and staff are:   * well supported and able to access, analyse and evaluate accurate, current well-managed information and resources | **and also**, whānau, 'āiga and families have:   * 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. |  |
| **P3.2  Access to career development information and technology**  **(continued)** |  |  |  |  |  |  | **and** digital information and services:   * are user-friendly and accessible to the whole school community * include information and links specific to the school’s career development and transition programmes * affirm the cultural identities of Māori, Pasifika and other priority groups * refer to the employment and industry needs of the community | **and also**, the online information:   * includes different channels (eg, social media, SMS and websites) * is constantly being reviewed and adapted to meet student and community needs * reflects the cultural identities of the school community * has links to employment-related opportunities. |  |
| **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:   * 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:   * 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 competencies** |  |  |  |  | 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**:   * 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:   * 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:   * 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:**   * include information from curriculum learning and assessment that links to an individual student’s career development goals. |  |

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 | | | | | | | | |
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| **Subcategory** | **I** | **A** | **CE** | **HE** | **Ineffective** | **Adequate** | **Consolidating effectiveness** | **Highly effective** | **Evidence and next steps** |
| **T1.1 Transition to secondary school** |  |  |  |  | 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 that:   * 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:   * 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:   * 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 |  |
| **T1.1 Transition to secondary school**  **(continued)** |  |  |  |  |  | * identifies early on students who are likely to need targeted support to transition effectively | **and**:   * collects information on priority needs students and those at risk of disengagement to help planning * builds relationships with these students | **and also**:   * supports a school-wide approach to transitioning and engages many people, including school staff, whānau, 'āiga, families and external agencies, in the process |  |
| **T1.1 Transition to secondary school**  **(continued)** |  |  |  |  |  | * reviews transition programmes as needed | **and**:   * reviews transition-focused programmes annually | **and also**:   * 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. | Career development and pastoral care programmes and services work together, **and**:   * focus on student wellbeing and ongoing development of transition-related career management competencies for the journey into, during and beyond secondary school | **and**:   * school structures support programmes and services that meet students’ needs and ensure programme flexibility | **and also**:   * 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. |  |
| **T1.2 Transitioning through secondary school**  **(continued)** |  |  |  |  | School leavers are not well supported in their transitions to other destinations. | * provide individualised transition plans for students entering the school at other times during the school year * provide Māori and other priority groups with a culturally appropriate context in which to plan and make decisions about learning pathways and destination choices | **and**:   * 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 | **and also**:   * uses this information to improve them. |  |
| **T1.3 Transitioning beyond secondary school** |  |  |  |  | There are no designated people who provide support for school leavers. | There are designated people who provide support for school leavers | **and**:   * 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 | **and also**:   * integrated support systems link pastoral care, academic and vocational needs and transition support is provided for every school leaver. |  |
| **T1.3 Transitioning beyond secondary school**  **(continued)** |  |  |  |  | There is no data collected from school leavers. | Data is collected from school leavers and used to track students’ destinations | **and**:   * destination data and tracking enable the school to reflect on findings and adjust career development or pastoral care programmes as needed | **and also**:   * 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. |  |

Transitions

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** | **I** | **A** | **CE** | **HE** | **Ineffective** | **Adequate** | **Consolidating effectiveness** | **Highly effective** | **Evidence and next steps** |
| **T2.1 Personalised learning** |  |  |  |  | There is minimal collaboration between staff to help support effective student transitions. | Staff understand that all students transition differently. They:   * 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 | **and**:  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 | **and also**:   * 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 |  |
| **T2.1 Personalised learning**  **(continued)** |  |  |  |  |  | * 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 | **and**:   * 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 | **and also**:   * every student receives assistance that supports them in the decision-making processes associated with their individual programmes and destination choices. |  |
| **T2.2 Students’ programmes** |  |  |  |  | Little or no effort is made to connect career pathways to learning. | Subject information and links to pathways to education, future training and work are clearly explained. Students:   * know where to go for help * are offered a range of subject options | **and**:   * 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 | **and also**:   * learning pathways are coherent, planned, shared and reviewed regularly to accommodate each student’s evolving academic and vocational goals. |  |

Transitions

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”, and are used to promote equality of opportunity, celebrate diversity and challenge stereotypes.

| **T3** | Family, school and community engagement | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | | | | | | | | |
| **Subcategory** | **I** | **A** | **CE** | **HE** | **Ineffective** | **Adequate** | **Consolidating effectiveness** | **Highly effective** | **Evidence and next steps** |
| **T3.1  Whānau,** '**āiga and family participation** |  |  |  |  | There is uncoordinated communication and few opportunities for whānau, 'āiga and families to participate in transition processes. | There is regular:   * 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:   * clear and open communication * identifying needs * making sure they know how to access the information | **and also**:   * involvement is ongoing and collaborative. |  |
| **T3.1  Whānau,** '**āiga and family participation**  **(continued)** |  |  |  |  |  | Whānau, 'āiga and family participate in planned activities and presentations | **and** whānau, 'āiga and families:   * are encouraged to participate in career development programmes * build their understanding of career development competencies * support their young people to transition successfully | **and also**:   * 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. |  |
| **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. | There are some networks across schools, the education sector, employers and community organisations that support career development and transitions, **and**:   * networks are used to support school-wide career development and assist in transitions | **and**:   * 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 | **and also**, established networks:   * 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 |  |
| **T3.3 Networks and partnerships**  **(continued)** |  |  |  |  |  | * there is engagement with iwi and external organisations to support the career development needs of Māori, Pasifika and students with special education needs | **and**:   * 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 | **and also**:   * opportunities to partner with tangata whenua, organisations or other specialist agencies to advance the career development aspirations of all priority students are evident. |  |
| **T3.4 Encounters with the community** |  |  |  |  | The wider community is not used to support career learning and development. | Career development and transition programmes plan to actively connect with their communities by:   * 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 | **and** the school:   * 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 | **and also**:   * 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. |  |