Secondary benchmarks roadmap

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| Outcomes dimension |
| Student career management competencies |
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| S1 Developing self-awareness | **S2 Exploring opportunities** | **S3 Deciding and acting**  | **S4 Transitions**  |
| 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. | 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. | 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. | 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. |
| S1.1 Self-knowledgeS1.2 Developing capabilitiesS1.3 Changing and growing | S2.1 Opportunity awarenessS2.2 Life, learning and work realitiesS2.3 Accessing and using information | S3.1 Making life, learning and work decisionsS3.2 Creating opportunities S3.3 Identifying the next step | S4.1 Life, learning and work plansS4.2 Acting to secure future education, training and/or work S4.3 Managing change and transition |

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| Input dimensions |
| Leadership |
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| **L1 School-wide policies and plans** | **L2 Roles and responsibilities** | L3 Provision of resources and support | L4 Approaches to career development |
| 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. | 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. | 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. | 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. |
| L1.1 Key school documentsL1.2 Career development visionL1.3 Career development policyL1.4 School-wide approachL1.5 Career development plan | L2.1 Senior leadership team supportL2.2 Career development lead teamL2.3 Career development specialistL2.4 Career development staff | L3.1 Allocation and use of career development timeL3.2 Career development funding allocationL3.3 Career development facilitiesL3.4 School-wide professional learning and development | L4.1 School structuresL4.2 Use of specialist agenciesL4.3 Student portfolios |

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| Programmes and services |
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| **P1 School-wide approach** | **P2 Documentation and planning** | P3 Information systems and resources |
| 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. | 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. | 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. |
| P1.1 Documentation of the school-wide integration of career developmentP1.2 Student career management competency developmentP1.3 Career learning and developmentP1.4 Learning pathwaysP1.5 Teaching and learning | P2.1 Planning and reviewP2.2 Response to current trends and new opportunities | P3.1 Career development informationP3.2 Access to career development information and technologyP3.3 Information and data management systemsP3.4 Portfolio of student career management competencies |

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| Transitions |
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| T1 Effective transition processes | **T2 Successful student transitions** | **T3 Family, school and community engagement** |
| 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. | 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. | 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. |
| T1.1 Transition to secondary schoolT1.2 Transitioning through secondary schoolT1.3 Transitioning beyond secondary school | T2.1 Personalised learningT2.2 Students’ programmes | T3.1 Whānau, 'āiga and family participationT3.2 School community engagementT3.3 Networks and partnershipsT3.4 Encounters with the community |

