Year 7 and 8 benchmarks roadmap

|  |
| --- |
| Outcomes dimension |
| Student career management competencies |
| S1 Developing self-awareness | **S2 Exploring opportunities** | **S3 Deciding and acting**  | **S4 Transitions**  |
| Students develop a positive sense of self-awareness, and an awareness of their potential for development and how they relate to others. | Students can explore opportunities and review options, and have an awareness of future opportunities and the value of participation and contribution. | As they plan and make decisions, students recognise the need to identify all available options so they can make informed choices and develop plans for their next steps. | Students prepare for and manage change and the transition to secondary school. |
| S1.1 Self-knowledgeS1.2 Developing capabilitiesS1.3 Changing and growing | S2.1 Opportunity awarenessS2.2 Life, learning and workS2.3 Accessing and using career information to explore future opportunities | S3.1 Making life, learning and work decisions | S4.1 Preparing for transitionS4.2 Managing their transition |

|  |
| --- |
| Input dimensions |
| Leadership |
| **L1 School-wide policies and plans** | L2 Roles and responsibilities |
| 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, which are integrated into teaching and learning strategies. | There is a strategic, planned, team approach to career development that is led by a member of the school’s senior leadership team and may include a career specialist. The role of the leader is clearly defined, as are the roles of the career development team and all other staff. |
| L1.1 Key school documentsL1.2 School-wide approachL1.3 Career development plan | L2.1 Career development leaderL2.2 Professional learning and development |

|  |
| --- |
| Programmes and services |
| P1 School-wide approach | **P2 Documentation and planning** | **P3 Information systems and resources** | **P4 Engaging student networks** |
| Career development is evident across all curriculum areas of the school. | The career development programme is modified and improved through information and data analysis, and review and evaluation. It is enriched by incorporating new approaches and opportunities to meet the identified, specific career development needs of students. | Managing resources, personal records and access to information. | School engagement with whānau, 'āiga, family and the community. |
| P1.1 School-wide integration of career developmentP1.2 Raising student aspirationsP1.3 Māori enjoying success as Māori | P2.1 Planning and reviewP2.2 Response to current trends and new opportunities | P3.1 Management of resourcesP3.2 Access to informationP3.3 Personal profile – record of student career management competencies | P4.1 Whānau, 'āiga and familyP4.2 School community engagement |

|  |
| --- |
| Transitions |
| **T1 Effective transition processes** |
| Systems and procedures around the management of transition processes between Year 8 schools and secondary school are well established, well structured, advertised widely and designed to encourage maximum participation. |
| T1.1 Year 8 career development learning activitiesT1.2 Application and enrolment processT1.3 Orientation programmeT1.4 Whānau, 'āiga and family involvement |

