

Year 7 and 8

CAREER DEVELOPMENT BENCHMARKS.

A set of quality benchmarks for career development programmes and services in Aotearoa New Zealand schools with Year 7 and 8 students



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, families 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 with a new introduction that not only reflects our aspirations for how they could be used, but incorporates the experience of one school using the benchmarks. I thank Waimahia Intermediate School for agreeing to be part of this.

You will see from the case study how Waimahia Intermediate has worked to introduce the benchmarks into their school-wide programme, and encourage teachers to link the work they do in the classroom to the career development benchmarks.

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.

Our Year 7 and 8 learners are just starting the journey to young adulthood. It is the ideal time to start building their career management competency so they will be able to make a positive transition to secondary school and on to become self-managing adults.

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

Keith Marshall
Chief Executive
Careers New Zealand
Mana Rapuara 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.

Although Year 7 and 8 students are not leaving school at this stage, they are already developing an early sense of “career” through their existing and aspirational life, learning and work roles.

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 through Year 7 and 8 to secondary school.

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.

“ Years 7-8

Students increase their awareness of their strengths and interests, and of how they relate to others. They see themselves positively, demonstrating a hopeful picture of themselves in the future. They explore adult roles in their communities and the range of occupations that contribute to the products and services people use in their daily lives, and demonstrate optimism that they will do the same in the future. They become aware of the link between education and work and the role of lifelong learning, understanding that people’s skills are built up over time because of learning and experience. They develop transferable skills in research, goal setting, evaluating options and reaching decisions. They become aware of the style and nature of secondary schooling, and are prepared for this transition.”

Ministry of Education,

‘Career Education and Guidance in New Zealand Schools’, 2009.

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 (NEGs)
- 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.
- 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 transitions to secondary school.
- 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 Kāmeheameha, 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.

Who we are

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



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

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 Year 7 and 8 benchmarks

The benchmarks dimensions

- The Career Development Benchmarks: Year 7 and 8 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 before leaving Year 8 to ensure a successful transition to secondary school.

- 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.

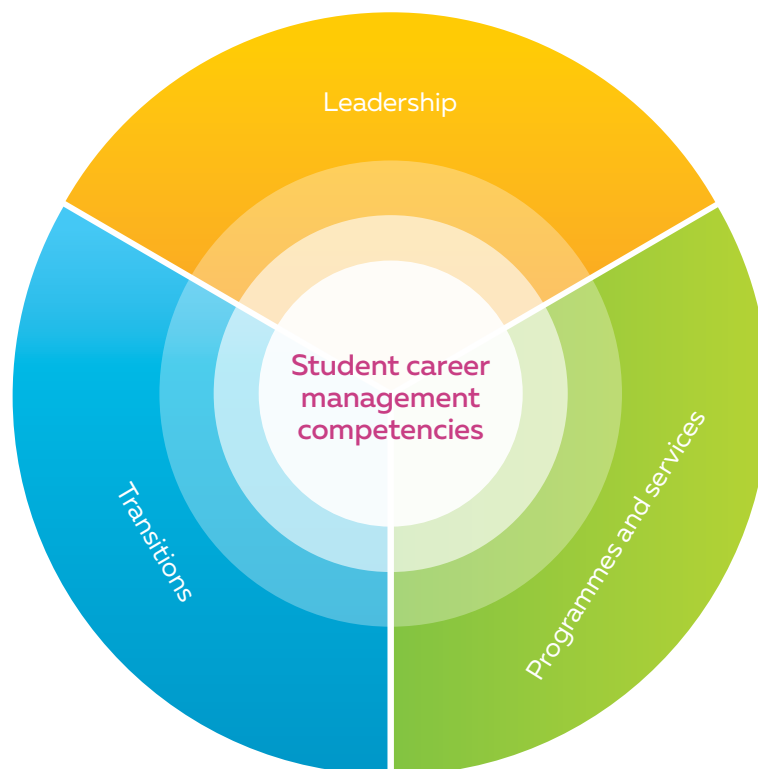


Figure 2: The four key dimensions for effective Year 7 and 8 career development

The outcomes dimension

Student career management competencies

The outcomes dimension identifies the attributes Year 7 and 8 students should have developed to successfully transition to secondary school.

The outcomes dimension:

- outlines four attributes students 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 programme delivery
- 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

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 to secondary school
- is underpinned by career development and transition theory, and recognises the interrelated nature of these concepts.

Programmes and services dimension

P1, P2, P3, P4

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
- set the foundation for lifelong career management
- use quality information systems and processes
- are regularly reviewed, evaluated and improved through consultation within the school and the wider community.

Transitions dimension

T1

The transitions dimension encourages effective processes to help students move successfully to secondary school.

Successful transitions at Year 7 and 8 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, strategic, co-constructed 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 lifelong aspirations, experience success and be motivated to achieve well
- students develop an awareness of the processes and changes involved in the transition to secondary schooling
- opportunities to develop the ability to adapt to change and manage transition are an essential part of the curriculum
- clear and open communication between schools with Year 8 students and secondary schools is established and enhanced.

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

Case study

Waimahia Intermediate School

Each term, Waimahia Intermediate School, in Clendon, Auckland, runs a school-wide inquiry programme that now includes career education.

Students are given opportunities to pursue a wide range of experiences through all learning areas.

"It's an integrated approach, so as many curriculum areas as possible are included," explains Raewyn Hamilton, lead teacher for both inquiry learning and career education.

Raewyn attended a professional development day run by Careers New Zealand, and could see clear links between the student career management competencies and what the school was trying to achieve through its inquiry programme.

"I thought 'OK, this is all about students' interests, talents and skills. That fits exactly with the career benchmarks. So now teachers must identify a benchmark that fits into that term's inquiry."

It's one of a number of ways the school is incorporating the Year 7 and 8 benchmarks into business as usual.

At the beginning of 2015, they started a student-run café, which Raewyn says lends itself to benchmark S2: awareness of future opportunities and the value of participation and contribution.

"Within the café there are lots of roles – a chef team does all the baking and cooking, and a graphics group looked at the menu design and the graphic design industry."

But Raewyn says helping the school's teachers understand how career development can be incorporated into everything they do is her key challenge.

"They're doing it, they just don't realise they're doing it. They often comment on the kids' learning styles and what the kids are interested in, but don't realise that can be measured against the benchmarks and used as part of a teacher judgement somewhere along the line."

"Self-review against the benchmarks helps develop awareness that we live in an ever-changing world, and that our students need to be prepared for that."

"It's important for kids at this age, as they prepare for high school where they have to choose subjects, to know what they are good at, and start to develop those skills and learn new skills if they need to."

Using the benchmarks is an ongoing learning process, says Raewyn.

"When we first started using the benchmarks we did the transition unit at the end of the year in term four. Now we do it in the last few weeks of term three because the students are all applying for high schools in term three. We're learning as we go."

"We're also looking at how we can use the benchmarks in our reporting to parents. At the moment, we haven't got anywhere careers can be identified in that reporting."

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.

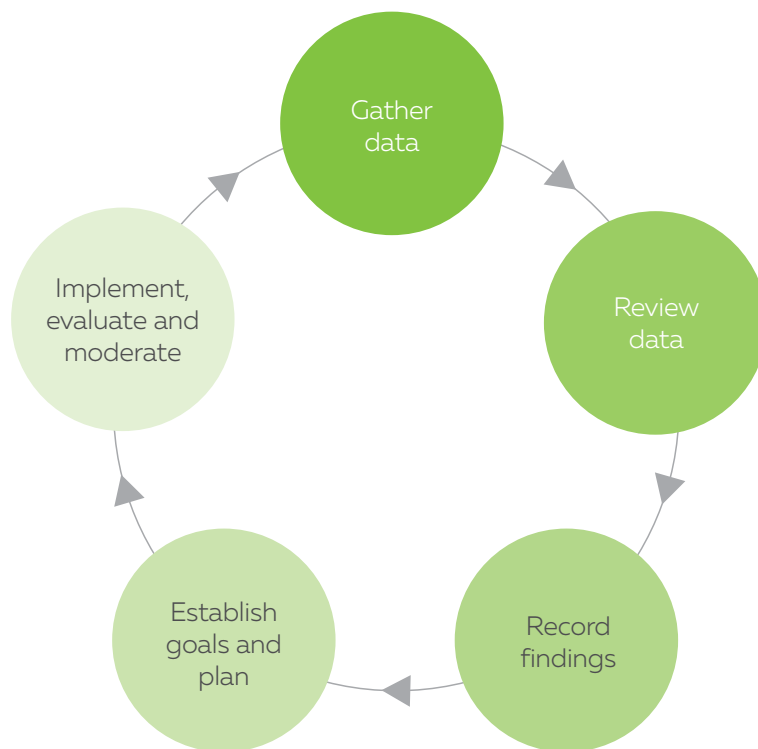


Figure 4: Recommended process for implementing suggested approaches to self-review

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.

Outcomes dimension tables

Student career management competencies

- This important dimension outlines the career management competencies young New Zealanders need for a successful transition to secondary school.
- 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 senior managers and teachers 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 be used to help frame individual student's documents required for secondary school enrolment.

Structure of the outcomes dimension tables

- Name of dimension _____ **Student career management competencies**
- Dimension code _____ **S1**
- Dimension statement _____ Students develop a positive sense of self-awareness, and an awareness of their potential for development and how they relate to others.
- Category focus _____
- Assessment scale _____
- Subcategory _____
- Assessment statements _____

S1		Developing self-awareness	
Subcategory	Competent	Highly competent	
S1.1 Self-knowledge	<p>Students are able to:</p> <ul style="list-style-type: none"> • identify their own interests, strengths, developing skills and personal qualities • describe what personal and cultural values are and what they mean to people, and state some values that are important to them • explain how people's strengths and developing skills relate to their choices, classroom learning, extra-curricular activities and possible future options 	and:	<ul style="list-style-type: none"> • use relevant, specific language to explain these • explain that the values they adopt will influence their later choices • explain how their own strengths and developing skills can help with learning and future options

Student career management competencies

S1


Students develop a positive sense of self-awareness, and an awareness of their potential for development and how they relate to others.


S1	Developing self-awareness	
Subcategory	Competent	Highly competent
S1.1 Self-knowledge	Students are able to: <ul style="list-style-type: none"> • identify their own interests, strengths, developing skills and personal qualities 	and: <ul style="list-style-type: none"> • use relevant, specific language to explain these
	<ul style="list-style-type: none"> • describe what personal and cultural values are and what they mean to people, and state some values that are important to them 	<ul style="list-style-type: none"> • explain that the values they adopt will influence their later choices
	<ul style="list-style-type: none"> • explain how people’s strengths and developing skills relate to their choices, classroom learning, extra-curricular activities and possible future options 	<ul style="list-style-type: none"> • explain how their own strengths and developing skills can help with learning and future options
	<ul style="list-style-type: none"> • demonstrate self-assessment skills in reviewing their own strengths, preferences and skills 	
	<ul style="list-style-type: none"> • describe a positive self-concept 	<ul style="list-style-type: none"> • build, maintain and show confident behaviour that reflects a positive attitude about self
	<ul style="list-style-type: none"> • recognise some personal limitations and their impacts 	<ul style="list-style-type: none"> • show they know when and who to ask for help
	<ul style="list-style-type: none"> • explain the concept of responsibility – how it relates to and impacts on school, whānau, āiga, family, friends and work 	<ul style="list-style-type: none"> • show responsibility in situations that relate to self and others
	<ul style="list-style-type: none"> • describe their own contribution at school, in extra-curricular activities, with whānau, āiga and family, and what they will be able to contribute at secondary school 	<ul style="list-style-type: none"> • explain how this can benefit self, school and society
	<ul style="list-style-type: none"> • demonstrate awareness of social and cultural influences and their potential impact on choices such as employment, lifestyle, study and/or recreation activities 	<ul style="list-style-type: none"> • describe how these compare to those experienced by others in the school community • recognise the impacts these influences can have on life choices for self and others

S1 Developing self-awareness		
Subcategory	Competent	Highly competent
S1.1 Self-knowledge (continued)	<ul style="list-style-type: none"> • share personal aspirations of: <ul style="list-style-type: none"> – goals for secondary school – a vision of the future – how goals can assist in the achievement of a future vision 	<ul style="list-style-type: none"> • share the need for active and ongoing engagement in learning, and personal commitment to achieve goals and post-school aspirations.
S1.2 Developing capabilities	Students are able to: <ul style="list-style-type: none"> • describe the knowledge, skills, values and attributes required to successfully transition to secondary school • discuss how and where they develop skills • describe how they respond in a variety of situations, eg, at school, in team activities, in extra-curricular activities, as a leader, at church • explain how their skills might transfer to future options, including work • identify what skills they need to develop to achieve some of their goals • describe the value of attributes such as commitment and perseverance in achieving goals • discuss possible ways to develop career interests and the skills and attributes needed for this 	and: <ul style="list-style-type: none"> • describe how these can be applied in different situations in life • list the skills and attributes associated with these activities • explain how they can develop these skills • list the attributes that assist in the achievement of goals, self-assess their abilities and plan for improvement • explain how they can develop their own career interests and the skills and attributes they need for this.
S1.3 Changing and growing	Students are able to: <ul style="list-style-type: none"> • explain that change and growth is part of life and describe their own experiences of change • acknowledge that they will continually experience different types of change • acknowledge that setbacks occur and describe some strategies to deal with these • identify support people, including whānau, 'āiga, family and other key influencers 	and: <ul style="list-style-type: none"> • express goals for change and growth • list and apply strategies that promote resilience to cope with change • participate in and apply strategies to deal with setbacks and demonstrate coping strategies • explain where and how these support people can assist with change and setbacks.

S2


Students can explore opportunities and review options, and have an awareness of future opportunities and the value of participation and contribution.

 Exploring opportunities		
Subcategory	Competent	Highly competent
S2.1 Opportunity awareness	Students are able to: <ul style="list-style-type: none"> · identify opportunities available to them in life, learning and work that relate to their culture, strengths and interests, aspirations and motivations by: 	and:
	<ul style="list-style-type: none"> – making some connections between their own learning and future opportunities 	<ul style="list-style-type: none"> · explaining these connections
	<ul style="list-style-type: none"> – identifying significant adults from their own social and cultural networks and understanding how these adults may influence choices they make for their own future employment, lifestyle, study, and/or recreation 	<ul style="list-style-type: none"> · describing the potential impact these significant adults may have in a range of roles
	<ul style="list-style-type: none"> – researching opportunities at secondary school and in the community 	<ul style="list-style-type: none"> · describing the need to be proactive to ensure involvement in preferred opportunities.

	Exploring opportunities	
Subcategory	Competent	Highly competent
S2.2 Life, learning and work	<p>Students are able to:</p> <ul style="list-style-type: none"> • identify some of the employment, lifestyle, study and/or recreation opportunities available to them in the foreseeable future <hr/> <ul style="list-style-type: none"> • describe the relationship between learning and work and the benefits of lifelong learning <hr/> <ul style="list-style-type: none"> • explain how they can learn in different ways in different places <hr/> <ul style="list-style-type: none"> • describe the knowledge and skills needed by New Zealanders to participate successfully in a modern ever-changing world, including: <ul style="list-style-type: none"> – entrepreneurship – innovation – communication – creativity 	<p>and:</p> <ul style="list-style-type: none"> • discuss possible opportunities relevant to their interests <hr/> <ul style="list-style-type: none"> • identify the contribution they can make to create a society we want to live in • explain how they can contribute to Aotearoa New Zealand society and globally <hr/> <ul style="list-style-type: none"> • describe some of the ways that continuous learning can take place, both in and out of education <hr/> <ul style="list-style-type: none"> • explain the importance of some of the skills that are valued in 21st century economies.
S2.3 Accessing and using career information to explore future opportunities	<p>Students are able to:</p> <ul style="list-style-type: none"> • identify where and how to access career information: <ul style="list-style-type: none"> – from a range of sources – that assists in learning about work roles <hr/> <ul style="list-style-type: none"> • interview whānau, 'āiga, family, friends and community members to research and report on their work 	<p>and:</p> <ul style="list-style-type: none"> • demonstrate skills in locating, understanding, using and evaluating career information <hr/> <ul style="list-style-type: none"> • relate others' work experiences and skills to self.

S3

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.

 Deciding and acting		
Subcategory	Competent	Highly competent
S3.1 Making life, learning and work decisions	Students are able to: <ul style="list-style-type: none"> · explain that exploration and gathering of information assists: <ul style="list-style-type: none"> – decision making – planning and goal setting for the future – making informed choices 	and: <ul style="list-style-type: none"> · explain how this process contributes to achieving their aspirations, including by giving examples
	<ul style="list-style-type: none"> · explain the reasons for dreams² and choices changing 	<ul style="list-style-type: none"> · demonstrate strategies for: <ul style="list-style-type: none"> – adapting to change – reviewing dreams and choices – modifying plans
	<ul style="list-style-type: none"> · demonstrate awareness of the influence of whānau, 'āiga and family on decision making and planning 	<ul style="list-style-type: none"> · involve whānau, 'āiga and family in decision making and planning.

2 In this context, "dreams" is in reference to the Careers New Zealand resource, Career Kete: Dream and Discover.

S4

Students prepare for and manage change and the transition to secondary school.

S4	Transitions	
Subcategory	Competent	Highly competent
S4.1 Preparing for transition	<p>Students are able to:</p> <ul style="list-style-type: none"> • describe personal strategies to prepare for the transition to secondary school <hr style="border-top: 1px dotted #ccc;"/> <ul style="list-style-type: none"> • prepare for transition by: <ul style="list-style-type: none"> – gathering information about the new environment – locating sources of help <hr style="border-top: 1px dotted #ccc;"/> <ul style="list-style-type: none"> • identify and understand language related to secondary school³ 	<p>and:</p> <ul style="list-style-type: none"> • participate in and apply strategies to develop confidence and coping strategies in discussions and role-plays <hr style="border-top: 1px dotted #ccc;"/> <ul style="list-style-type: none"> • using their skills and information gathered to plan for their transition • sharing information with whānau, 'āiga and family, attending events, asking questions and accessing help if required <hr style="border-top: 1px dotted #ccc;"/> <ul style="list-style-type: none"> • demonstrate confidence in use of language related to secondary school.
S4.2 Managing their transition	<p>Students are able to:</p> <ul style="list-style-type: none"> • demonstrate awareness of and participate in the application and enrolment process for potential secondary schools by: <ul style="list-style-type: none"> – gathering and collating information – researching and comparing options <hr style="border-top: 1px dotted #ccc;"/> <ul style="list-style-type: none"> – using support from whānau, 'āiga, family and school staff to select preferred options <hr style="border-top: 1px dotted #ccc;"/> <ul style="list-style-type: none"> – completing application/s in a timely manner <hr style="border-top: 1px dotted #ccc;"/> <ul style="list-style-type: none"> • gather information and complete documentation about self to prepare a student portfolio⁴ 	<p>and:</p> <ul style="list-style-type: none"> • explain why their preferred option is best for them <hr style="border-top: 1px dotted #ccc;"/> <ul style="list-style-type: none"> • prepare and provide relevant supporting information for enrolment <hr style="border-top: 1px dotted #ccc;"/> <ul style="list-style-type: none"> • gather additional information on extra-curricular activities outside of school and include in their portfolio.

³ Language such as vertical forms, house, dean, form teacher, form room, options, subject choice.

⁴ Schools use different methods to store certificates and achievements – these could include an e-portfolio, personal statement, taonga file, etc.

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, which are integrated into teaching and learning strategies.

• Category focus _____

L1	School-wide policies and plans			
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• Assessment scale _____

Subcategory	Ineffective	Adequate	Consolidating effectiveness	Highly effective
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• Subcategory _____

L1.1 Key school documents	It is difficult to identify links to student career management competencies in school-wide documents.	Student career management competencies have been linked to school planning in some key school documents. ⁵	Student career management competencies contribute to achieving school-wide goals and can be clearly identified in some key school documents.	Student career management competencies are embedded in all key school documents.
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• Assessment statements _____

	There is acknowledgement in these documents that career development is a strategy for equitable engagement and achievement of all students, including: <ul style="list-style-type: none"> • Māori students • Pasifika students • students with special education needs. 	There is some evidence that career development is a strategy for equitable engagement and achievement of all students, including Māori students, Pasifika students and students with special education needs.	There are set priorities for career development as a strategy for equitable engagement and achievement of Māori students, Pasifika students, students with special education needs and other priority groups. ⁵
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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, which are integrated into teaching and learning strategies.

L1	School-wide policies and plans			
Subcategory	Ineffective	Adequate	Consolidating effectiveness	Highly effective
L1.1 Key school documents	It is difficult to identify links to student career management competencies in school-wide documents.	Student career management competencies have been linked to school planning in some key school documents. ⁵	Student career management competencies contribute to achieving school-wide goals and can be clearly identified in some key school documents.	Student career management competencies are embedded in all key school documents.
		There is acknowledgement in these documents that career development is a strategy for equitable engagement and achievement of all students, including: <ul style="list-style-type: none"> • Māori students • Pasifika students • students with special education needs. 	There is some evidence that career development is a strategy for equitable engagement and achievement of all students, including Māori students, Pasifika students and students with special education needs.	There are set priorities for career development as a strategy for equitable engagement and achievement of Māori students, Pasifika students, students with special education needs and other priority groups. ⁶
L1.2 School-wide approach	Student career management competencies are rarely linked to other aspects of school curriculum and/or structures.	Student career management competencies are linked to some aspects of the school curriculum and structures.	Student career management competencies are integrated in all aspects of the school curriculum and structures.	Student career management competencies are embedded in all aspects of school curriculum, structures and culture.

⁵ These may include the school charter, strategic policies, plans, operating procedures and other planning documents that the school uses.

⁶ Other priority groups may include but are not limited to refugees, migrants, ethnic groups that are representative of the school community and low-income groups.

L1

School-wide policies and plans

Subcategory	Ineffective	Adequate	Consolidating effectiveness	Highly effective
L1.3 Career development plan	School documents contain a brief outline of career development.	There is a vision for the career development of all students that provides direction for the career development programme.		
		There is a school-wide scaffolded plan that describes how the career development programme is integrated into the school culture and curriculum	and the plan: <ul style="list-style-type: none"> • is easily accessible and user-friendly • is regularly reviewed and updated • has clear student learning outcomes • highlights equitable provision for priority groups 	and also, the plan: <ul style="list-style-type: none"> • has clearly identified links to the key school documents • has standardised systems and procedures • prioritises the provision of programmes to meet the needs of all groups relevant to the school community • reflects and affirms identity, language and culture of Māori and the school community.

L2

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.

L2		Roles and responsibilities		
Subcategory	Ineffective	Adequate	Consolidating effectiveness	Highly effective
L2.1 Career development leader⁷	There is no identified leader.	There is an identified leader for career development at Year 7 and 8 with formal links to the senior management team that are openly acknowledged and documented	and the person responsible or the team: <ul style="list-style-type: none"> • has clearly defined tasks • attends career-specific professional learning and development⁸ • may meet regularly as part of the school meeting cycle • is recognised by the school as the career development champion 	and also: <ul style="list-style-type: none"> • is responsible for reports to the board of trustees • attends regular career-specific professional learning and development and shares with other staff • for those in area schools and Year 7–13 schools, a member of the career team has or is working towards a minimum NZQF Level 6 career development-specific qualification.⁹
L2.2 Professional learning and development	Professional learning and development relevant to career development is not considered alongside other demands for professional learning and development.	Professional learning and development relevant to career development is attended by Year 7 and 8 teachers as part of their regular professional learning and development allocation	and: <ul style="list-style-type: none"> • they actively share their knowledge with other staff 	and also: <ul style="list-style-type: none"> • professional learning and development is routinely integrated across the school as an integral part of the curriculum and is attended by staff at all levels.

⁷ Titles could be team leader, curriculum leader, syndicate leader or, in small schools, this may be the teacher of Year 7 and 8.

⁸ Professional learning and development related to the benchmarks and to the ongoing improvement of career development programmes.

⁹ Information about current career-specific qualifications can be found on the Careers New Zealand website at www.careers.govt.nz/educators-practitioners/career-practice/courses/.

Programmes and services

P1

Career development is evident across all curriculum areas of the school.

P1	School-wide approach			
Subcategory	Ineffective	Adequate	Consolidating effectiveness	Highly effective
P1.1 School-wide integration of career development	There are no clear statements relating to, or evidence of, career development in planning or classroom documentation.	Statements relating to career development can be identified in some planning or classroom documentation.	There are statements in planning documents in most curriculum areas.	Statements relating to career development can be identified in virtually all planning or classroom documentation.
		Through connected and contextualised teaching, some links are made between: <ul style="list-style-type: none"> • student career management competencies developed in a career development programme and New Zealand Curriculum key competencies 	Links are consistently made between the student career management competencies and the New Zealand Curriculum key competencies	and: <ul style="list-style-type: none"> • links are consistently made in other curriculum areas
		<ul style="list-style-type: none"> • success at secondary school and beyond 	and: <ul style="list-style-type: none"> • the local community are active partners in developing career-related learning opportunities that have relevance 	and also: <ul style="list-style-type: none"> • these opportunities consistently make explicit links between learning and success.
		This includes specific reference to the needs of Māori and Pasifika students, students with special education needs and priority groups	and: <ul style="list-style-type: none"> • career development engages Māori in culturally appropriate and mana-enhancing ways 	and also: <ul style="list-style-type: none"> • other priority groups.

P1 School-wide approach				
Subcategory	Ineffective	Adequate	Consolidating effectiveness	Highly effective
<p>P1.2 Raising student aspirations</p>	<p>Role models are rarely used to influence aspirations of students.</p>	<p>Some opportunities are provided in using role models to:</p> <ul style="list-style-type: none"> • influence aspirations for students and their whānau, 'āiga and family • challenge stereotypes • raise awareness of pathways where Māori have traditionally been under-represented and stereotyped. 	<p>There is a range of opportunities provided, and:</p> <ul style="list-style-type: none"> • there is regular promotion of success and how networks and agencies can positively support student aspirations. 	<p>Extensive opportunities are provided, and also:</p> <ul style="list-style-type: none"> • there is targeted promotion of success through a range of media • these are used to raise awareness of pathways that are important to the Aotearoa New Zealand economy.
<p>P1.3 Māori enjoying success as Māori</p>	<p>There is no evidence of engagement with iwi and/or other organisations to support Māori aspirations and success.</p>	<p>There is some evidence of engagement with iwi/and or other organisations to support career aspirations of:</p> <ul style="list-style-type: none"> • Māori students • students from other priority groups. 	<p>There are ongoing opportunities to engage with iwi, organisations or other specialist agencies</p>	<p>and:</p> <ul style="list-style-type: none"> • there is clear evidence that these opportunities influence the career aspirations of Māori and other priority groups • local iwi provide examples of success and role models to the school.

P2

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.

P2	Documentation and planning			
Subcategory	Ineffective	Adequate	Consolidating effectiveness	Highly effective
P2.1 Planning and review	There is no identified process for the planning and review of the career development programme.	There is a process for the planning and review of some aspects of the career development programme.	There is an identified process for the planning, review and improvement of the career development programme.	There is an established, effective process to review all elements of the career development programme. The programme is: <ul style="list-style-type: none"> • measured and reported against recorded outcomes • reviewed annually • reviewed from time to time with the assistance of career development specialists.
	There is no evidence that career development is part of the school's learning and teaching programmes. ¹⁰	Mapping identifies how and where career development is occurring across the school and how this is relevant to the needs of students	and: <ul style="list-style-type: none"> • mapping information is used to revise existing and develop new programmes to ensure all students' career needs are met 	and also: <ul style="list-style-type: none"> • career development learning opportunities, interventions and interactions are progressive and sequential, and affirm identity, language and culture.
	There is no process to identify students or groups of students who are not succeeding or at risk of not succeeding in developing their career management competencies.	There is a process to identify students or groups of students who are not succeeding or at risk of not succeeding in developing their career management competencies	and: <ul style="list-style-type: none"> • explicit strategies are being developed to support and assist these students' identified needs 	and also: <ul style="list-style-type: none"> • the success of these strategies is measured, reported against and shared with the networks.

¹⁰ As required in National Administration Guideline NAG 1 (f) to: "provide appropriate career education for all students in Year 7 and above".

<div style="display: flex; align-items: center; background-color: #76b82a; color: white; padding: 10px;"> <div style="font-size: 2em; font-weight: bold; margin-right: 20px;">P2</div> <div>Documentation and planning</div> </div>				
Subcategory	Ineffective	Adequate	Consolidating effectiveness	Highly effective
<p>P2.2 Response to current trends and new opportunities</p>	<p>It is difficult to identify how the career development programme responds to initiatives and new opportunities.</p>	<p>The career development programme is adapted in response to:</p> <ul style="list-style-type: none"> • government initiatives • enhanced/ improved insights into meeting the needs of Māori students, Pasifika students, students with special education needs and other priority groups 	<p>and:</p> <ul style="list-style-type: none"> • the programme is adapted in response to changes in education, learning and work 	<p>and also:</p> <ul style="list-style-type: none"> • the programme is adapted in response to regional, national and global trends, eg, changes in job markets • opportunities that assist in the development and improvement of programmes are identified and implemented, which may include networking, using professional development and consulting specialist agencies.

P3

Managing resources, personal records and access to information.

P3	Information systems and resources			
Subcategory	Ineffective	Adequate	Consolidating effectiveness	Highly effective
P3.1 Management of resources	Career development information and resources are not managed effectively and are not easy to find or access.	There are sufficient resources to support the career development programme that are kept in a central accessible place, a range of up-to-date resources and information is available and new information and resources are sourced as required	and: <ul style="list-style-type: none"> • career development resources are used by the majority of staff and are available in a variety of media • there is a documented system for sourcing new and replacement resources 	and also: <ul style="list-style-type: none"> • information and resources are used by the majority of the school community • new resources and information are sourced based on identified needs • information and resources are part of the evaluation process.
P3.2 Access to information	Students have some access to information about secondary school and beyond.	Students have access to a range of current information and resources relevant to secondary school and beyond that recognise the learning needs of priority groups, particularly Māori, Pasifika and students with special education needs.	Students have access to a broad and well-organised range of information through a variety of media, including print, online and face-to-face that recognise the learning needs of all groups relevant to the school community	and: <ul style="list-style-type: none"> • staff are proactive in ensuring access to information and resources in a way that is meaningful and appropriate • this information is readily available to all.
		Students have some support from their classroom teacher in interpreting these resources	and: <ul style="list-style-type: none"> • students are well supported and confident in interpreting these resources 	and also: <ul style="list-style-type: none"> • staff assist in making connections between resources, competencies, expectations, abilities and interests, current learning and future life choices.

P3 Information systems and resources

Subcategory	Ineffective	Adequate	Consolidating effectiveness	Highly effective
<p>P3.3 Personal profile – record of student career management competencies</p>	<p>There is no co-ordinated process for collection of student information relating to career management competencies.</p>	<p>The value and purpose of a personal profile is understood, there is a co-ordinated process for the collection, security, presentation and storage of information relating to career management competencies, and some students are engaged in this process and their profiles are living documents</p>	<p>and the profiles:</p> <ul style="list-style-type: none"> • show that most students are engaged in this process and their profiles are living documents • are readily accessible to the appropriate people • are shared with secondary schools 	<p>and also, the profiles:</p> <ul style="list-style-type: none"> • are supported by whānau, 'āiga and family in their development, maintenance and use • are able to be continued seamlessly at secondary school and beyond.

P4


School engagement with whānau, 'āiga, family and the community.

P4	Engaging student networks			
Subcategory	Ineffective	Adequate	Consolidating effectiveness	Highly effective
P4.1 Whānau, 'āiga and family	There is occasional communication with whānau, 'āiga and family.	There is regular communication with whānau, 'āiga and family to inform and update knowledge of the career development programme.	There is regular communication with whānau, 'āiga and family that best meets their needs for informing and updating knowledge of the career development programme and opportunities and how to access them	and: <ul style="list-style-type: none"> • ongoing communication leads to a better understanding of the competencies and how they are relevant to Year 7 and 8 students and other aspects of the curriculum.
		Some whānau, 'āiga and family participate in planned activities and presentations that build their understanding of career management competencies and enable them to support their young people to successfully transition to secondary school.	Many whānau, 'āiga and family participate in planned activities that meet their specific needs.	Most whānau, 'āiga and family participate in a range of regular, planned activities that meet their specific needs and are culturally appropriate and relevant to the community.
P4.2 School community engagement	The wider school community has limited or no involvement and contribution to the student career development programme and how it relates to Year 7 and 8 students and other aspects of the curriculum.	There is some involvement and contribution to the student career development programme and how it relates to Year 7 and 8 students and other aspects of the curriculum.	There is regular contribution from the wider school community	and: <ul style="list-style-type: none"> • this contribution is used to ensure the career development programme reflects the needs of the community.

Transitions

T1

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.

				
Subcategory	Ineffective	Adequate	Consolidating effectiveness	Highly effective
T1.1 Year 8 career development learning activities	There is no evidence of preparation for transition to secondary school in career development learning activities.	Preparation for transition to secondary school is included in the career development programme's learning activities	and: <ul style="list-style-type: none"> information provided in learning activities is current and timely 	and also: <ul style="list-style-type: none"> information is evaluated every year.
	Opportunities for students to learn and develop self-management skills are incidental.	There are authentic opportunities for students to build self-management and self-belief and manage change for learning and future career progress within the career development programme	and: <ul style="list-style-type: none"> students know what self-management skills are required of them and understand why these are important for secondary school and beyond 	and also: <ul style="list-style-type: none"> there are authentic opportunities for all students to build self-management and self-belief and manage change within all curriculum areas.

T1

Effective transition processes

Subcategory	Ineffective	Adequate	Consolidating effectiveness	Highly effective
T1.2 Application and enrolment process	There is no identified process:	There is an identified process:	and: <ul style="list-style-type: none"> processes are evaluated annually for improvement and/or further development 	and also: <ul style="list-style-type: none"> the process is jointly owned by all schools involved
	<ul style="list-style-type: none"> to provide enrolment information 	<ul style="list-style-type: none"> for information that has been provided to be advertised and made available 	and: <ul style="list-style-type: none"> enrolment information is discussed where relevant and/or requested 	and also: <ul style="list-style-type: none"> student information provided assists best placement and opportunity
	<ul style="list-style-type: none"> to apply and enrol for secondary school. 	<ul style="list-style-type: none"> to apply and enrol for secondary school 	and: <ul style="list-style-type: none"> staff address concerns of students and whānau, 'āiga and family 	and also: <ul style="list-style-type: none"> follow-up procedures are in place to ensure all students have completed applications.
		<p>There is a designated liaison person responsible for:</p> <ul style="list-style-type: none"> co-ordinating and distributing enrolment information responding to queries liaising with secondary schools communicating with parents about enrolment processes 	and: <ul style="list-style-type: none"> collating schools' information to support secondary school enrolment applications maintaining ongoing interaction with the person responsible for Year 9 students identifying students, whānau, 'āiga and families who may need support with application and enrolment 	and also: <ul style="list-style-type: none"> supporting students who need any additional documentation providing feedback on enrolment process assisting students who still feel anxious or unprepared, and following up with parents, whānau, 'āiga or family.

T1 Effective transition processes

Subcategory	Ineffective	Adequate	Consolidating effectiveness	Highly effective
T1.3 Orientation programme	There is no planned or arranged orientation programme.	There is a planned orientation programme between Year 8 and secondary schools	<p>and:</p> <ul style="list-style-type: none"> the orientation programme is facilitated by secondary schools and includes involvement of Year 9 students communication about the programmes is timely 	<p>and also:</p> <ul style="list-style-type: none"> Year 8 and secondary schools co-construct the orientation programme the programme includes self-management skills for secondary school orientation is evaluated annually.
T1.4 Whānau, 'āiga and family involvement	School has some involvement with whānau, 'āiga and family about transition.	School has regular involvement with whānau, 'āiga and family about transition, including: <ul style="list-style-type: none"> processes for Year 8 students to apply and enrol for secondary school orientation between Year 8 and secondary school 	<p>and:</p> <ul style="list-style-type: none"> involvement with whānau, 'āiga and family includes clear and open communication 	<p>and also:</p> <ul style="list-style-type: none"> involvement is ongoing and interactive
		<ul style="list-style-type: none"> opportunities to engage in activities and presentations 	<p>and:</p> <ul style="list-style-type: none"> whānau, 'āiga and family are encouraged to attend activities and presentations 	<p>and also:</p> <ul style="list-style-type: none"> activities and presentations are well attended by whānau, 'āiga and family the programme is culturally appropriate and relevant to the community.

Development of the benchmarks

A wide range of sources and experiences have been drawn on in developing these benchmarks, and are fully detailed in the bibliography. The main sources include:

- Career Education Benchmarks – Secondary (Careers New Zealand, 2011)
- Career Development Benchmarks – Tertiary (Careers New Zealand, 2012)
- Creating Pathways and Building Lives (CPaBL) project
- Aotearoa New Zealand and international research on career development in schools
- The New Zealand Curriculum (Ministry of Education, 2007)
- Te Marautanga o Aotearoa (Ministry of Education, 2012).

The process also integrated thinking from other key Ministry of Education strategies:

- Ka Hikitia – Managing for Success (Ministry of Education, 2009)
- Pasifika Education Plan 2013–2017 (Ministry of Education, 2013)
- Success for All – Every School, Every Child (Ministry of Education, 2010).

Consultation included:

- an external reference group representing key education stakeholders
- field testing in schools across Aotearoa New Zealand
- reviews by internationally recognised career practitioners and researchers.

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.¹¹

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 development

The lifelong process of managing learning, work, leisure and transitions in order to move towards a personally determined and evolving future.¹²

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: Year 7 and 8 are designed to fit alongside the Career Development Benchmarks: Secondary 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.¹³

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.¹⁴

¹¹ Ministry of Education, 'Career Education and Guidance in New Zealand Schools', (2009).

¹² Canadian Council for Career Development, 'Canadian Standards and Guidelines for Career Development Practitioners: Glossary of career development terms', (2012).

¹³ Canadian Career Development Foundation, 'Career Development: A primer and a glossary', (2002).

¹⁴ Ministry of Education, 'Career Education and Guidance'

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.¹⁵

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.¹⁶

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.

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.¹⁷

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".¹⁸

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

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

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

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

Occupation

A group of similar jobs found in different industries or organisations.¹⁹

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.²⁰

Qualification

Certification awarded to a person on successful completion of a course in recognition of having achieved particular knowledge, skills or competencies.²¹

School structures

In education, this refers to curriculum, programmes, time, pastoral care, age-related cohorts, sectors, policy and partnerships.²² 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.

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.²³

¹⁹ Cherednichenko, B., 'Career Education Elective Curriculum: A Department of Education, Science and Training project', (2005).

²⁰ Professions Australia, 'What is a profession?', (n.d.).

²¹ UNEVOC, 'International Handbook of Education for the Changing World of Work: Bridging academic and vocational learning', (2009).

²² Cognition Education, Pathways Plus Awareness Workshop, Secondary to Post-Secondary Focus, (2014).

²³ Australian Curriculum, Assessment and Reporting Authority, 'Work Studies: Glossary', (n.d.).

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5. For more information on making a career development document, see <https://www.careers.govt.nz/practitioners/planning/write-a-career-development-plan/>.
6. See careers.govt.nz for more information on providing career development services for priority groups.
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