

Secondary benchmarks roadmap

Outcomes dimension

Student career management competencies

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-knowledge S1.2 Developing capabilities S1.3 Changing and growing	S2.1 Opportunity awareness S2.2 Life, learning and work realities S2.3 Accessing and using information	S3.1 Making life, learning and work decisions S3.2 Creating opportunities S3.3 Identifying the next step	S4.1 Life, learning and work plans S4.2 Acting to secure future education, training and/or work S4.3 Managing change and transition

Input dimensions

Leadership

L1 School-wide policies and plans	L2 Roles and responsibilities	L3 Provision of resources and support	L4 Approaches to career development
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>L1.1 Key school documents L1.2 Career development vision L1.3 Career development policy L1.4 School-wide approach L1.5 Career development plan</p>	<p>L2.1 Senior leadership team support L2.2 Career development lead team L2.3 Career development specialist L2.4 Career development staff</p>	<p>L3.1 Allocation and use of career development time L3.2 Career development funding allocation L3.3 Career development facilities L3.4 School-wide professional learning and development</p>	<p>L4.1 School structures L4.2 Use of specialist agencies L4.3 Student portfolios</p>

Programmes and services

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 development P1.2 Student career management competency development P1.3 Career learning and development P1.4 Learning pathways P1.5 Teaching and learning	P2.1 Planning and review P2.2 Response to current trends and new opportunities	P3.1 Career development information P3.2 Access to career development information and technology P3.3 Information and data management systems P3.4 Portfolio of student career management competencies

Transitions

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 school T1.2 Transitioning through secondary school T1.3 Transitioning beyond secondary school	T2.1 Personalised learning T2.2 Students' programmes	T3.1 Whānau, 'āiga and family participation T3.2 School community engagement T3.3 Networks and partnerships T3.4 Encounters with the community

