Secondary benchmarks summary sheet

| Leadership | | | | | | |
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| **Subcategory** | **I** | **A** | **CE** | **HE** | **Evidence** | **Actions** | |
| **L1.1 Key school documents**  Are career development programmes and services linked to the school charter, and are they also seen as an engagement and achievement strategy for priority groups? |  |  |  |  |  |  | |
| **L1.2 Career development vision**  Is there a vision for the career development of all students, which provides direction for career-related programmes and services school-wide? |  |  |  |  |  |  | |
| **L1.3 Career development policy**  Is there a policy that outlines the purpose and procedures needed for developing career-focused programmes and services, in particular, those for Māori and Pasifika students and students with special education needs? |  |  |  |  |  |  | |
| **L1.4 School-wide approach**  Do school structures, in particular the curriculum, accommodate a school-wide approach to career development? |  |  |  |  |  |  | |
| **L1.5 Career development plan**  Is there a school-wide career development plan and does it acknowledge the needs of priority students? |  |  |  |  |  |  | |
| **L2.1 Senior leadership team support**  Is there a designated member of the senior leadership team who monitors the vision for career development and transitions school-wide? |  |  |  |  |  |  | |
| **L2.2 Career development lead team**  Does an established career lead team provide support and direction for career development programmes and services? |  |  |  |  |  |  | |
| **L2.3 Career development specialist**  Does the career specialist hold, or is working towards, a career-specific qualification? |  |  |  |  |  |  | |
| **L2.4 Career development staff**  Do career development staff have defined roles and access to professional learning and development opportunities that enable them to grow professionally? |  |  |  |  |  |  | |
| L3.1 Allocation and use of career development time  Is the time allocated to career development sufficient to implement programmes and services outlined in the career development plan as well as meeting the identified needs of Māori and Pasifika students and those with special education needs? |  |  |  |  |  |  | |
| L3.2 Career development funding allocation  Is there a process to ensure sufficient funds are allocated to career development so as to implement the programmes and services outlined in the career development plan? |  |  |  |  |  |  | |
| L3.3 Career development facilities  Is there a well-resourced, central, accessible, user-friendly, private career development space that also provides an area for career conversations and guidance? |  |  |  |  |  |  | |
| **L3.4 School-wide professional learning and development**  Are all school staff members offered opportunities to attend career development professional learning and development? |  |  |  |  |  |  | |
| L4.1 School structures  Does leadership ensure that opportunities are provided to allow students to explore the world of work in a variety of settings? |  |  |  |  |  |  | |
| L4.2 Use of specialist agencies  Does the school work with outside agencies to help support the transitions of identified students as well as assist in the planning and delivery of career development programmes? |  |  |  |  |  |  | |
| **L4.3 Student portfolios**  Is there a school-wide approach to developing, structuring and maintaining portfolios that help students keep effective records of their student career management competency development journeys? |  |  |  |  |  |  | |

| Programmes and services | | | | | | | |
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| **Subcategory** | **I** | **A** | **CE** | **HE** | **Evidence** | **Actions** |
| **P1.1 Documentation of the school-wide integration of career development**  Do curriculum and pastoral planning documents reference the building of career management competencies, especially amongst priority groups, as well as identify staff roles and responsibilities in developing career management competencies? |  |  |  |  |  |  |
| **P1.2 Student career management competency development**  Do classroom and pastoral practices link to the career management competencies, include regular career conversations, and encourage whānau, 'āiga and families to help students develop career management competencies? |  |  |  |  |  |  |
| **P1.3 Career learning and development**  Do school structures and programmes allow students to demonstrate that they understand the relevance of their learning to the world of work? |  |  |  |  |  |  |
| **P1.4 Learning pathways**  Do learning pathways recognise the relationship between academic, vocational and other learning? |  |  |  |  |  |  |
| **P1.5 Teaching and learning**  Are mapping processes used school-wide to help identify where career management competency development occurs and how the needs of priority groups are being met? |  |  |  |  |  |  |
| **P2.1 Planning and review**  Is there an annual planning and review cycle for career development? |  |  |  |  |  |  |
| **P2.2 Response to current trends and new opportunities**  Are programmes and services adapted and developed in response to government initiatives, good practice and new insights into meeting the needs of priority learners? |  |  |  |  |  |  |
| **P3.1 Career development information**  Do resources and information, including web-based ones, support the goals outlined in the career development plan? |  |  |  |  |  |  |
| **P3.2 Access to career development information and technology**  Do all students have access to current, accurate and regularly updated information from a variety of sources (including online information) to support their career development? |  |  |  |  |  |  |
| **P3.3 Information and data management systems**  Is there a co-ordinated process to manage and store career development information, data collection (including tracking systems for school leavers)? |  |  |  |  |  |  |
| **P3.4 Portfolio of student career management competencies**  Is there a co-ordinated process of collecting and storing each student’s career management competency-linked data in a portfolio? Is this process valued and used? |  |  |  |  |  |  |

| Transitions | | | | | | | |
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| **Subcategory** | **I** | **A** | **CE** | **HE** | **Evidence** | **Actions** |
| **T1.1 Transition to secondary school**  Does the school-wide transition team include career staff? |  |  |  |  |  |  |
| **T1.2 Transitioning through secondary school**  Do priority groups, as well as those students transitioning in to the school during the year, receive targeted support to ensure their wellbeing is monitored and the transition is successful? |  |  |  |  |  |  |
| **T1.3 Transitioning beyond secondary school**  Does information provided for school leavers identify both the people designated to support them and the processes (including the collection of destination data) they need to follow? |  |  |  |  |  |  |
| **T2.1 Personalised learning**  Are there processes in place that ensure all staff understand the importance of effective student transitions, personalised learning and building strong connections with their students? |  |  |  |  |  |  |
| **T2.2 Students’ programmes**  Does the course selection process offer a range of subject options and clearly explain how subjects link to pathways to further education, training and employment? |  |  |  |  |  |  |
| **T3.1 Whānau,** '**āiga and family participation**  Does regular communication about career development services and opportunities include active engagement with whānau, 'āiga and families, especially at key transition points? |  |  |  |  |  |  |
| **T3.2 School community engagement**  Is school and wider community feedback relating to career development used for planning, implementation and review purposes? |  |  |  |  |  |  |
| **T3.3 Networks and partnerships**  Does the school engage with community networks and iwi to support students’ career development and assist with their transition? |  |  |  |  |  |  |
| **T3.4 Encounters with the community**  Does the school frequently use the local community to provide a range of experiences to build career awareness, challenge stereotypes and encourage priority groups to consider working in areas where they have traditionally been under-represented? |  |  |  |  |  |  |