**Year 7 and 8 benchmarks start point checklist**

This start point checklist gives insight into the self-review process.

The questions below are based on assessment statements found in the adequate column of the secondary career development benchmarks. Schools should be performing at the adequate level or higher.

It’s important not to make assumptions about meaning. Before you rate your school as ineffective, consolidating effectiveness or highly effective, refer to the relevant dimension, subcategory and assessment statements.

For example, L1.1 refers to the leadership dimension (L) in the school-wide career development plan category (L1), key school documents sub-category (L1.1).

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| **Rating scale** | **Ineffective = I** | **Adequate = A** | **Consolidating effectiveness = CE** | **Highly effective = HE** |

| Leadership |
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| **Subcategory** | I | A | CE | HE |
| Are student career management competencies linked to key school documents, and is career development seen as an engagement and achievement strategy for priority groups? | L1.1 |  |  |  |  |
| Are student career management competencies linked to the school curriculum and structures? | L1.2 |  |  |  |  |
| Does the school have a vision for career development and a school-wide plan that describes how the career development is integrated into school culture and curriculum? | L1.3 |  |  |  |  |
| Is there an identified and recognised career development leader in the school who has clear responsibilities and formal links to senior management? | L2.1 |  |  |  |  |
| Are professional learning and development opportunities in career development offered and undertaken by school staff? | L2.2 |  |  |  |  |

| Programmes and services |
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| **Subcategory** | I | A | CE | HE |
| Are there statements relating to career development in planning or classroom documentation and evidence of connected and contextualised teaching linking student career management competencies, the New Zealand Curriculum key competencies and success at secondary school and beyond? | P1.1 |  |  |  |  |
| Does the school make the most of role models to influence the aspirations of students, challenge stereotypes and raise awareness of pathways where Māori have traditionally been under-represented and stereotyped? | P1.2 |  |  |  |  |
| Is there evidence of engagement with iwi and/or other organisations to support career aspirations of Māori students and other priority groups?  | P1.3 |  |  |  |  |
| Is there a process for planning and review of the career development programme, which is supported by mapping that identifies how and where career development is occurring across the school? | P2.1 |  |  |  |  |
| Does the school have a process for identifying students/groups who are at risk of not succeeding in developing their career management competencies? | P2.1 |  |  |  |  |
| Are career development programmes responsive to government initiatives and enhanced/improved insights into meeting the needs of Māori students, Pasifika students, students with special education needs and other priority groups? | P2.2 |  |  |  |  |
| Does the school provide adequate resources for career development that are current, easily accessed, well used by staff and updated as required? | P3.1 |  |  |  |  |
| Do all students have access to a range of current information and resources relevant to secondary school and beyond, and are they supported to use and interpret these resources? | P3.2 |  |  |  |  |
| Are all students developing personal profiles related to the career management competencies through a coordinated process that addresses the collection, security, presentation and storage of information? | P3.3 |  |  |  |  |
| Does the school have regular communication and activities with whānau, 'āiga and family to help them to understand the career management competencies so that they can support their young people to successfully transition to secondary school?  | P4.1 |  |  |  |  |
| Is the school community involved in career development at the school? | P4.2 |  |  |  |  |

| Transitions |
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| **Subcategory** | I | A | CE | HE |
| Is preparation for transition to secondary school included in the career development programme learning activities for Year 8 students? | T1.1 |  |  |  |  |
| Are there authentic opportunities for students to build self-management and self-belief and manage change within the career development programme at Year 8? | T1.1 |  |  |  |  |
| Does the school have an identified process for information on the application and enrolment process to be advertised and made available, and do all prospective students know how to apply and enrol for secondary school? | T1.2 |  |  |  |  |
| Is there a designated liaison person responsible for coordinating and distributing enrolment information, responding to queries, liaising with secondary schools and communicating with parents about enrolment processes? | T1.2 |  |  |  |  |
| Does the school have a planned orientation programme facilitated by secondary schools and including involvement of Year 9 students, which is communicated in a timely way? | T1.3 |  |  |  |  |
| Does the school have regular involvement with whānau, 'āiga and family about the process for Year 8 students to apply for secondary school, orientation and opportunities to engage in activities and presentations? | T1.4 |  |  |  |  |

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| Areas of strength |
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| Areas of opportunity |
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| Possible ideas for action plans |
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| Suggested next steps |
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