# Action plan – No Name Primary School

*No Name Primary School is a small rural full primary in a low-decile area. The school has a high percentage of Māori students, and a higher than average number of low income families. It provides a wide variety of learning opportunities and has a high level of community involvement. The school’s self-review began with discussions and used the existing knowledge of staff. It highlighted poor links between career education and school documentation, no identified career education leader, and no formal programme of career education or a career education plan. The school determined their starting place for action was the Leadership dimension, but that to achieve their goals they would also need to address some elements of the Programmes dimension.*

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| School goals relevant to career education: | Develop school-wide knowledge of student career development, and introduce a career education programme that supports school goals 1, 2 and 4 |

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| Dimension to be improved (circle): | **Leadership** | **Programme delivery** | Transition to secondary school |

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| Priority benchmarks: | * L1.1, L1.2 and L1.3 – Leadership will drive the commitment to develop a career education plan that is documented, school-wide and integrated in teaching and learning |
|  | * L2.1 and L2.2 – a leader for career education is identified and supported to manage the student career education programme. Career education becomes part of PLD for all teaching staff to assist implementation and integration of school-wide programme |
|  | * P1 and P2.1 – Career education across the curriculum and commitment to a planning and review process |

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| Goal(s): | Build the structures and processes that will give students opportunities to develop career management competencies in all learning areas. |

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| Rationale for selection as a focus for improvement: | School leaders acknowledge they lack the up-to-date knowledge of career education that is needed to update school documentation and to develop a formal career education programme. |

| Expected outcomes | Actions | Who will do it? | Other resources required | By when? | Progress check |
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| All staff have knowledge of student career development and recognise the importance of offering students opportunities for career development (L1.2) | PLD for all staff to develop knowledge of career education at years 7 and 8 and student career management competencies | Principal with help from CNZ and other sources identified by the school | * Career education benchmarks * Understanding career education at years 7 and 8 | Term 1 |  |
| Our school has a shared vision for career education (L1.2, L1.3)  Our school charter, strategic and curriculum documents include development of student career management competencies (L1.1, L1.2) | Develop a vision for career education   * Consult with students, whānau, staff and community   Start to link career management competencies to charter and strategic documents (L1.1) | School, with support from CNZ if required  Principal | * Career education benchmarks * Understanding career education at years 7 and 8 | Term 1 |  |
| We have a leader for career education in the school and we support that person through PLD (L2.1) | Determine the role of career education leader in our school and identify someone for that role.  Agree tasks for the career education leader, and the PLD required. | Principal and others  Principal with CNZ | * Career education benchmarks * Understanding career education at years 7 and 8 * Career education and guidance in New Zealand schools | Term 1 |  |
| All staff have the knowledge they need to identify how they can include career education in learning (L1.2 with links to P1) | Determine which current learning activities are providing opportunities for students to develop career management competencies.   * Recap understanding of career management competencies and relationship with key competencies * Conduct an audit of activities * Summarise and share strengths and gaps.   PLD for all staff on ways, and resources available, to include career education into learning activities (Links to P1) | Principal, career education leader, with CNZ support    CNZ | * Audit tool * Career education benchmarks * Dream and Discover * Other resources on CNZ website * Examples in Career education and guidance in New Zealand schools | Early Term 2 |  |
| Our curriculum includes development of student career management competencies (L1.2, P1) | Discuss audit results and priorities for further development of career management competencies. Decide as a staff how to include career education activities into the school’s curriculum. (Links to P1)  Develop a timeline for developing these activities and adding them to units and programme planning documents (links to P1) | School |  | Term 2 |  |
|  | Monitor progress of development and integration.  Evaluate results following completion of activities or at determined points throughout year (Links to P2.1) | School |  | Ongoing from Term 2 |  |
| We have a plan which describes how career education is integrated in our school culture and curriculum (L1.3) | Record all activities and competency development in a career education plan. (Links to L2.2) | Principal, career education leader, with CNZ support if required | CNZ website: Writing a career education plan | Term 2 |  |
| We are implementing a process for planning and review of career education (P2.1) | Meeting to decide how to include self-review of career education in the school review cycle. | School | * Career education benchmarks * Understanding career education at years 7 and 8 * Career education and guidance in New Zealand schools | Term 3 |  |
| We celebrate our work and look to the next stage | Discuss achievements to date, what we’ve learned and what we will do the following year. | School with support from CNZ if required |  | By end of Term 4 |  |

# Action plan – Omana Primary School

*Omana Primary School staff completed PD on developing student career management competencies last year. They have used the Career Kete: Dream and Discover teaching and learning resource to build their career education programme. At the beginning of this year they completed a self-review using the benchmarks with the support of Careers New Zealand. Their review showed they had a strong career education lead teacher and a vision for career education, but lacked a formal career education plan and clear links to career education in the school’s key strategic and curriculum planning documents. The school decided to focus on category L1 of the Leadership dimension and P1.1 and P1.2 of the Programme Delivery dimension.*

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| School goals relevant to career education: |  |

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| Dimension to be improved (circle): | **Leadership** | Programme delivery | Transition to secondary school |

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| Priority benchmarks: | L1.1, L1.2 and L1.3 – Leadership will drive the commitment to develop a future-focused career education plan that is documented, school-wide and integrated in teaching and learning. This focus will also impact on P1.1 and P 2.1. |

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| Goal(s): | 1. Career education is formalised through a school-wide future-focused plan for the development of students’ career management competencies. The plan is clearly linked to the school’s key documents and demonstrates a school-wide integrated approach in curriculum planning documentation. 2. A process is developed for planning and review of the career education plan and programme. |

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| Rationale for selection as a focus for improvement: | We have started a career education programme as a result of staff professional development. However, there is no formal plan that documents the career education programme and links it to key school documents; and the school-wide approach is not documented in curriculum documents. We also need to implement a regular review process for career education. |

| Expected outcomes | Actions | Who will do it? | Other resources required | By when? | Progress check |
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| We have an up-to-date record of what we are currently doing to develop students’ career management competencies (L1.3, P1) | Determine what opportunities our current learning activities are giving students to develop their career management competencies:   * recap understanding of career management competencies and relationship with key competencies * conduct an audit of activities * summarise and share strengths and gaps.   Update units of work to clearly identify career education activities and career management competency outcomes and key competencies. | Principal, career education leader, and CNZ       School staff | * Career education benchmarks * Understanding career education at years 7 and 8 * Auditing tools | Term 1 |  |
| We have reflected this learning in our key school documents (L1.1, L1.2) | Start to link career development and career management competencies to school charter and strategic documents. | Principal |  | Term 1 |  |
| We have a career education plan (L1.3) | Develop the career education plan using the information from audit and the guide on the Careers New Zealand website.   * State your vision * Describe where and how career learning happens * Outline how you will evaluate | Principal and career education leader, with support from CNZ if required | CNZ website: Writing a career education plan | Term 1 and 2 |  |
| We are continuing a process of planning and reviewing our career education programme (P2.1) | Discuss audit results and priorities for further development of career management competencies. Decide as a staff how to further integrate career education activities into curriculum for the following year.  Decide on next steps and develop a new action plan.  Decide how to include self-review of career education in the school review cycle. | School, with support from CNZ if required  CNZ can facilitate this review if required  School | * Career education benchmarks * Understanding career education at years 7 and 8 * Activity examples eg, in Career education and guidance in New Zealand schools | Term 2 |  |