Year 7 and 8 benchmarks self-review worksheet

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| School |  |
| Date |  |
| Present |  |
| School goals relevant to career development |  |
| Career-specific goals |  |

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

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 |
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| **Subcategory** | **I** | **A** | **CE** | **HE** | **Ineffective** | **Adequate** | **Consolidating effectiveness** | **Highly effective** | **Evidence and next steps** |
| **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. | 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. |  |
| **L1.1 Key school documents****(continued)** |  |  |  |  |  | There is acknowledgement in these documents that career development is a strategy for equitable engagement and achievement of all students, including:* 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. |  |
| **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. |  |
| **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. |  |  |  |
| **L1.3 Career development plan****(continued)** |  |  |  |  |  | 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:* 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:* 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.
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Leadership

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 |
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| **Subcategory** | **I** | **A** | **CE** | **HE** | **Ineffective** | **Adequate** | **Consolidating effectiveness** | **Highly effective** | **Evidence and next steps** |
| **L2.1 Career development leader** |  |  |  |  | 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:* has clearly defined tasks
* attends career-specific professional learning and development
* may meet regularly as part of the school meeting cycle
* is recognised by the school as the career development champion
 | **and also**:* 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.
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| **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**:* they actively share their knowledge with other staff
 | **and also**: * 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.
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Programmes and services

P1

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

| **P1** | School-wide approach |
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| **Subcategory** | **I** | **A** | **CE** | **HE** | **Ineffective** | **Adequate** | **Consolidating effectiveness** | **Highly effective** | **Evidence and next steps** |
| **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. |  |
| **P1.1 School-wide integration of career development****(continued)** |  |  |  |  |  | Through connected and contextualised teaching, some links are made between:* 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**:* links are consistently made in other curriculum areas
 |  |
| **P1.1 School-wide integration of career development****(continued)** |  |  |  |  |  | * success at secondary school and beyond
 | **and**:* the local community are active partners in developing career-related learning opportunities that have relevance
 | **and also**:* these opportunities consistently make explicit links between learning and success.
 |  |
| **P1.1 School-wide integration of career development****(continued)** |  |  |  |  |  | This includes specific reference to the needs of Māori and Pasifika students, students with special education needs and priority groups | **and**:* career development engages Māori in culturally appropriate and mana-enhancing ways
 | **and also**:* other priority groups.
 |  |
| **P1.2 Raising student aspirations** |  |  |  |  | Role models are rarely used to influence aspirations of students. | Some opportunities are provided in using role models to:* 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.
 | There is a range of opportunities provided, **and**:* there is regular promotion of success and how networks and agencies can positively support student aspirations.
 | Extensive opportunities are provided, **and also**: * 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.
 |  |
| **P1.3 Māori enjoying success as Māori** |  |  |  |  | There is no evidence of engagement with iwi and/or other organisations to support Māori aspirations and success. | There is some evidence of engagement with iwi/and or other organisations to support career aspirations of:* Māori students
* students from other priority groups.
 | There are ongoing opportunities to engage with iwi, organisations or other specialist agencies | **and**:* 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.
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Programmes and services

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 |
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| **Subcategory** | **I** | **A** | **CE** | **HE** | **Ineffective** | **Adequate** | **Consolidating effectiveness** | **Highly effective** | **Evidence and next steps** |
| **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:* measured and reported against recorded outcomes
* reviewed annually
* reviewed from time to time with the assistance of career development specialists.
 |  |
| **P2.1 Planning and review****(continued)** |  |  |  |  | There is no evidence that career development is part of the school’s learning and teaching programmes. | Mapping identifies how and where career development is occurring across the school and how this is relevant to the needs of students | **and**:* mapping information is used to revise existing and develop new programmes to ensure all students’ career needs are met
 | **and also**:* career development learning opportunities, interventions and interactions are progressive and sequential, and affirm identity, language and culture.
 |  |
| **P2.1 Planning and review****(continued)** |  |  |  |  | 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**:* explicit strategies are being developed to support and assist these students’ identified needs
 | **and also**:* the success of these strategies is measured, reported against and shared with the networks.
 |  |
| **P2.2 Response to current trends and new opportunities** |  |  |  |  | It is difficult to identify how the career development programme responds to initiatives and new opportunities. | The career development programme is adapted in response to: * government initiatives
* enhanced/improved insights into meeting the needs of Māori students, Pasifika students, students with special education needs and other priority groups
 | **and**:* the programme is adapted in response to changes in education, learning and work
 | **and also**: * 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.
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Programmes and services

P3

Managing resources, personal records and access to information.

| **P3** | Information systems and resources |
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| **Subcategory** | **I** | **A** | **CE** | **HE** | **Ineffective** | **Adequate** | **Consolidating effectiveness** | **Highly effective** | **Evidence and next steps** |
| **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**:* 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**:* 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**:* 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.
 |  |
| **P3.2 Access to information****(continued)** |  |  |  |  |  | Students have some support from their classroom teacher in interpreting these resources | **and**:* students are well supported and confident in interpreting these resources
 | **and also**: * staff assist in making connections between resources, competencies, expectations, abilities and interests, current learning and future life choices.
 |  |
| **P3.3 Personal profile – record of student career management competencies** |  |  |  |  | There is no co-ordinated process for collection of student information relating to career management competencies. | 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 | **and** the profiles:* 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
 | **and also**, the profiles:* are supported by whānau, 'āiga and family in their development, maintenance and use
* are able to be continued seamlessly at secondary school and beyond.
 |  |

Programmes and services

P4

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

| **P4** | Engaging student networks |
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| **Subcategory** | **I** | **A** | **CE** | **HE** | **Ineffective** | **Adequate** | **Consolidating effectiveness** | **Highly effective** | **Evidence and next steps** |
| **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**:* 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.
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| **P4.1 Whānau,** '**āiga and family****(continued)** |  |  |  |  |  | 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**:* this contribution is used to ensure the career development programme reflects the needs of the community.
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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.

| **T1** | Effective transition processes |
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| **Subcategory** | **I** | **A** | **CE** | **HE** | **Ineffective** | **Adequate** | **Consolidating effectiveness** | **Highly effective** | **Evidence and next steps** |
| **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**:* information provided in learning activities is current and timely
 | **and also**:* information is evaluated every year.
 |  |
| **T1.1 Year 8 career development learning activities****(continued)** |  |  |  |  | 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**:* students know what self-management skills are required of them and understand why these are important for secondary school and beyond
 | **and also**:* there are authentic opportunities for all students to build self-management and self-belief and manage change within all curriculum areas.
 |  |
| **T1.2 Application and enrolment process** |  |  |  |  | There is no identified process: | There is an identified process: | **and**:* processes are evaluated annually for improvement and/or further development
 | **and also**:* the process is jointly owned by all schools involved
 |  |
| **T1.2 Application and enrolment process****(continued)** |  |  |  |  | * to provide enrolment information
 | * for information that has been provided to be advertised and made available
 | **and**:* enrolment information is discussed where relevant and/or requested
 | **and also**:* student information provided assists best placement and opportunity
 |  |
| **T1.2 Application and enrolment process****(continued)** |  |  |  |  | * to apply and enrol for secondary school.
 | * to apply and enrol for secondary school
 | **and**:* staff address concerns of students and whānau, 'āiga and family
 | **and also**:* follow-up procedures are in place to ensure all students have completed applications.
 |  |
| **T1.2 Application and enrolment process****(continued)** |  |  |  |  |  | There is a designated liaison person responsible for:* co-ordinating and distributing enrolment information
* responding to queries
* liaising with secondary schools
* communicating with parents about enrolment processes
 | **and**:* 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**:* 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.
 |  |
| **T1.3 Orientation programme** |  |  |  |  | There is no planned or arranged orientation programme. | There is a planned orientation programme between Year 8 and secondary schools | **and**:* the orientation programme is facilitated by secondary schools and includes involvement of Year 9 students
* communication about the programmes is timely
 | **and also**:* 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:* processes for Year 8 students to apply and enrol for secondary school
* orientation between Year 8 and secondary school
 | **and**:* involvement with whānau, 'āiga and family includes clear and open communication
 | **and also**: * involvement is ongoing and interactive
 |  |
| **T1.4 Whānau,** '**āiga and family involvement****(continued)** |  |  |  |  |  | * opportunities to engage in activities and presentations
 | **and**: * whānau, 'āiga and family are encouraged to attend activities and presentations
 | **and also**:* activities and presentations are well attended by whānau, 'āiga and family
* the programme is culturally appropriate and relevant to the community.
 |  |