Career Education Benchmarks

A self-review tool for career development services in New Zealand secondary schools

The importance of career development in schools

> "The OECD has recognised that career services are necessary for effective transition systems. It notes that career management skills are an essential literacy alongside other literacies for successful transitions into and from education, training and work"

CAREER GUIDANCE AND PUBLIC POLICY
BRIDGING THE GAP 2004 REPORT

careersnz
mana rapuara aotearoa

Acknowledgements

Careers New Zealand wishes to thank the schools and individuals across the education community who generously made time to help with the development of this publication. Their expertise and experience made this work possible.

In the preparation of this document we have used ideas from the *Career Development Quality Benchmarks for Good Practice* written by Career Education Association of Victoria for the Department of Education, Employment and Workplace Relations.

Published by:

Careers New Zealand
PO Box 9446, Wellington
New Zealand

0800 222 733
www.careers.govt.nz

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This document is available as a downloadable PDF from the Careers New Zealand website: www.careers.govt.nz

ISBN: 978-0-908996-31-5 (PDF)
ISBN: 978-0-908996-32-2 (Word)

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Foreword

Our country currently faces some important economic, fiscal and social challenges, none more significant than the challenge of maximising the opportunities for our youth. The New Zealand Institute report *More Ladders, Fewer Snakes*[1] highlighted the need for an integrated and comprehensive strategy to address this challenge. Careers New Zealand believes that high-quality career education in our schools is an essential support component in order for all our young people to be fully capable of making and taking decisions that will ensure they achieve successful employment outcomes. Ultimately it is about creating a socially and economically prosperous New Zealand by allowing young New Zealanders to achieve their full potential.

Globalisation, technology and the new socioeconomic realities present young people with a myriad of choices within constantly changing patterns in life, learning and work. Schools need to be able to respond to this dynamic environment by providing responsive and dynamic career support to young people. It is imperative that the career support that is provided focuses less on making specific occupational choices and much more on building the career management competencies they have so that they can self-manage their life, learning and work plans.

Internationally, governments are recognising the important role that individual career competency, and career development, support and guidance plays in assisting individuals to make good skill, training and career decisions that ultimately support improved national social and economic outcomes. If all young people are to reach their potential and be effective contributors to our society and the economy, it is important that they develop good career skills and receive timely and appropriate career support. The most important time for this support to be provided is during their time in school.

These challenges, that affect all young people, are exacerbated for those who for social, economic, demographic or personal circumstance are most at risk. The academic, social and employment achievements for young Māori and Pasifika students continues to be a cause for concern. While good progress is being made on the development of academic pathways, vocational and trades education pathways are, to date, less well supported.

The career education benchmarks are part of Careers New Zealand's response to these important challenges. They provide schools, teachers, career development specialists, principals, and ultimately parents and boards of trustees, with a tool to assist the development of highly effective career support programmes and services for their young people. At the very heart of these benchmarks is a clear description of what skills young people need to develop to allow them to transition successfully into the world beyond school. The benchmarks provide a framework for the sector to discuss effective career education, and to develop a shared vision of what is required to develop and enhance their programmes.

Developed in consultation with the sector, the benchmarks require schools to share responsibility for their implementation. It is important that career support for young people is seen not just as something provided by the career development specialist within the school, but rather the joint responsibility of the board of trustees, principal, senior managers, school and career leaders along with the career development specialist. All of these contributors need to work together to develop coordinated programmes and services that ensure all young people are equipped with the critical career competencies. The involvement of the students and their families/whānau must also be a major consideration.

The development of these benchmarks has been a collaborative process ably led by Dale Bailey and Catherine Stephens. I wish to thank all the many critical contributors who have worked with Dale and Catherine and assisted Careers New Zealand in the development of these benchmarks; the quality of your contribution is reflected in the very high quality, scope and utility of the end product. We look forward to your ongoing feedback and support to ensure their continued relevance and usefulness. We will review and develop the benchmarks regularly, evaluating their use in schools and further improving them based on emerging research and experience.

Ultimately the goal of career education is to provide quality career development programmes and services to support young people in schools to develop their career capabilities so that they are resilient, confident, connected and actively involved in lifelong learning. This will enable them to reach their potential and be effective contributors to the economy and society of New Zealand. It is our aim that these benchmarks will aid schools to move their career education programmes and services closer to achieving that goal.

Graeme Benny
Chief Executive
Careers New Zealand

October 2011

[1] Boven, R., Harland, C., & Grace, L. (2011). *More ladders, fewer snakes: Two proposals to reduce youth disadvantage*. Discussion Paper 2011/1: New Zealand Institute

Introduction

The importance of career education in schools

Every young person needs the opportunity to transition successfully from school to further learning and work. Schools must provide high-quality, school-wide, integrated, culturally responsive career education to enable students to achieve their potential and be positive contributors to the community and the nation as a whole.

Career information, advice and guidance are implicit in the New Zealand Curriculum, and are explicitly required under the National Administration Guidelines. NAG 1 (f) relates specifically to careers to:

> provide appropriate career education for all students in Year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.[2] (Ministry Education, 2008, p. 2)

The benchmarks are a self-review tool

The benchmarks are a self-review tool for schools that provide a framework to enable school communities to evaluate their own career education provision against current understanding of effective practice, and enable them to identify strengths and priorities for improvement. The benchmarks bridge the gap between the NAG 1 (f) and *Career Education and Guidance in New Zealand Schools*, shown in Figure 1.

Figure 1: The benchmarks in relation to other key career education documents

[2] For guidance on determining students who may be at risk of leaving school unprepared for the transition to the workplace or further education/training, refer to *Career Education and Guidance in New Zealand Schools*.

Structure of the benchmarks

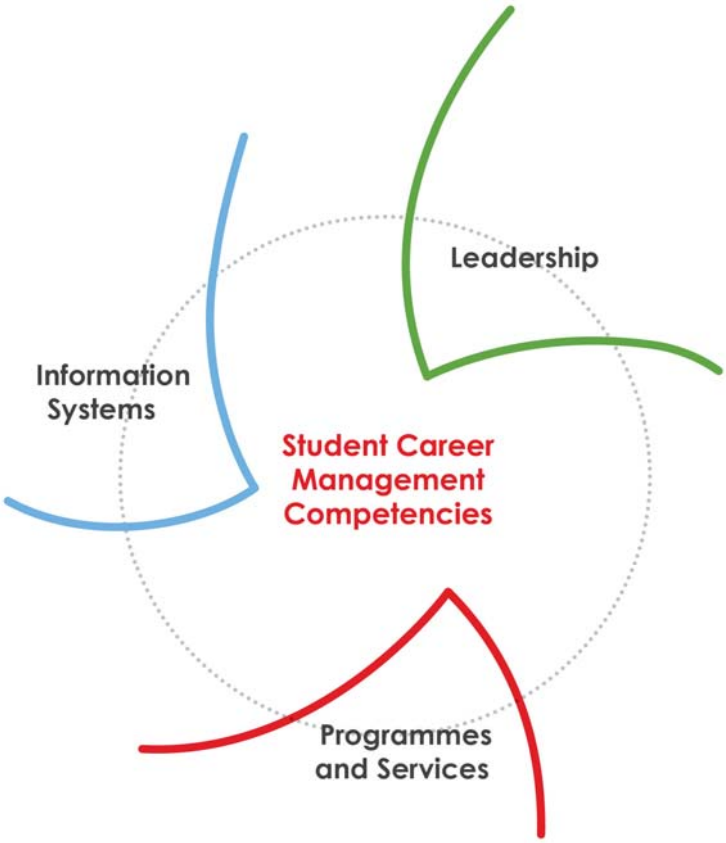

Figure 2: The key dimensions for effective career education

There are four key dimensions for effective career education practice. The dimensions work together in an integrated way; three of the dimensions are inputs that work together to ensure successful student outcomes.

The **outcomes** dimension 'Student Career Management Competencies' describes the career development competencies that students should have when they leave school.

The other three dimensions describe the **inputs** required to ensure that career development programmes and services in the school can enable all students to build their career management competencies.

Students at the centre

Central to their design is the concept of supporting all students to build their own career management competencies so that they can successfully self-manage their life, learning and work. The benchmarks support the shift from a career decision guidance approach to a more dynamic model of career development guidance which reflects the realities of life, learning and work today.

"An emergent emphasis on career development signals the end to the kind of vocationally-oriented form of career planning and guidance with which schools have tended to favour" (Vaughan & Gardiner, 2007, p. 8).

The term 'career development' is used throughout this document. Career development refers to the programmes and services that students receive through the school's provision of career education. It is about students developing their career management competencies.

International literature aligns the key competencies of young people closely to the desired outcomes of career education. As illustrated in Figure 3, the formation of self underpins the competency approach.

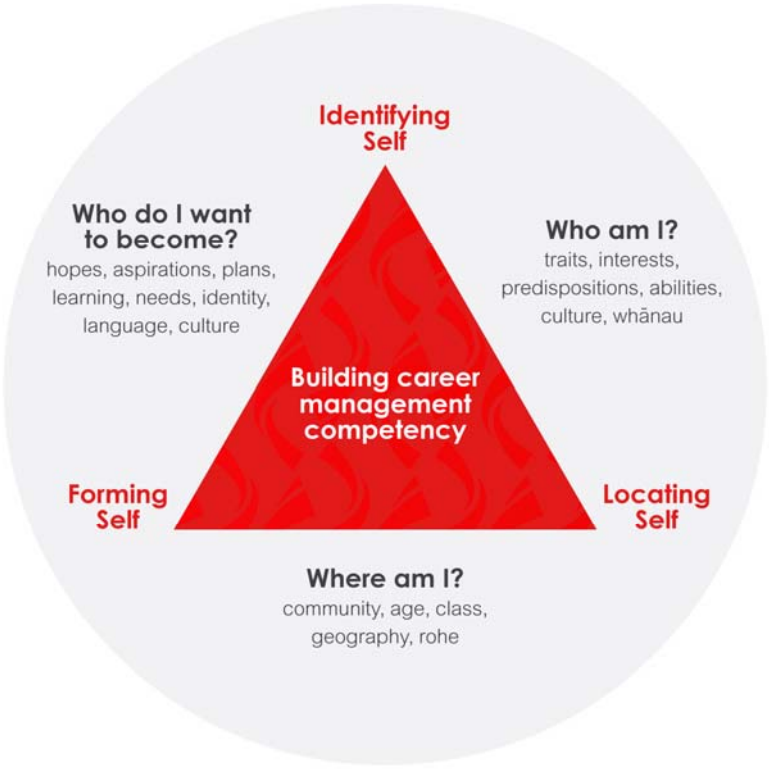

Figure 3: A competency approach to career education

The first dimension of the benchmarks identifies the competencies that all school leavers should have developed to enable them to successfully transition from school into further learning or work and to successfully manage their lives.[3] This section is designed for schools to use when planning and evaluating their career development programmes and services. It can also be used as a framework for student individual career development portfolios.

Priority student groups

An important challenge for New Zealand is disparity in achievement between ethnic groups. Quality career development programmes and services must be **culturally responsive**.

Māori students

The Government's strategy, *Ka Hikitia – Managing for Success* (Ministry of Education, 2010a), and in particular the Measurable Gains Framework,[4] have been drawn upon to provide clear requirements to address the needs of Māori students and their whānau in the benchmarks. It is particularly important that schools give priority to the career development needs of Māori students and their whānau.

[3] These differ from those found in the Career Education and Guidance in New Zealand Schools as they focus on the competencies students need to have to enable successful transitions from school, rather than detailing by year level what students should be developing. (See http://nzcurriculum.tki.org.nz/Curriculum-resources/Learning-and-teaching-resources/Career-education/Career-management-competencies for the Career Education and Guidance in New Zealand Schools outcomes.)

[4] The Measurable Gains Framework provides evidence, drawn from a wide range of sources within the Ministry of Education and other education sector agencies, on progress that relates to the goals, targets and actions of Ka Hikitia including the overall objective of Māori achieving education success as Māori. Evaluative rubrics provide a common language and clear definitions of what constitutes effectiveness and progress in each of the education sector outcomes and these rubrics have been used in the benchmarks to ensure consistency of language and outcome. (See www.minedu.govt.nz)

Pasifika Students

A key component of the Pasifika Education Plan aims to have all Pasifika students leaving schools with at least NCEA Level 2 or equivalent. To achieve this access to good quality advice and guidance throughout their secondary education is essential. Success for Pasifika students requires the education system, leadership and curricula to place the Pasifika learners at the centre of teaching and learning.[5]

Students with special education needs

Students with special education needs are less likely than their non-disabled peers to go into employment, training or tertiary education when they leave school. It is important that these students are included in the provision of career education in schools in line with *Success for All – Every School, Every Child*. In support of this, the Ministry of Education has developed best practice guidelines for ensuring effective transitions for students with special education needs.

Other priority student groups

The Ministry of Education has identified other priority groups who require a specific school response to their career development needs. These groups include students from low-income families. Additionally, schools may have other groups of students who need targeted assistance. Because each school has a unique community, rather than specify groups of students the benchmarks refer to 'priority groups'. It is the responsibility of the school to identify and uniquely respond to these groups.

Who should use the benchmarks?

Consideration should be given within the school to a shared decision-making approach to career education, where trustees, the principal, senior managers and school leaders, the career development specialist and career development staff work collaboratively. Schools should not delegate this important work to the career development staff alone. It is important that schools task a member of their senior leadership to oversee and coordinate career education across the school to support specialist staff. To locate effective career development practice at the heart of teaching and learning, school leaders need to play active roles. There will be a need in some cases to support the professional learning of key staff to move towards achieving the skills and qualifications recommended by the benchmarks. Careful support and assistance will be required to help unqualified staff to move toward achieving the necessary skills.

How to use the benchmarks: a suggested approach

The benchmarks recognise that schools are self-managing. They are a flexible tool that enables schools to use the best approach that suits their needs.

Each school should select one key dimension for their initial review rather than work through all dimensions at one time. This will allow for improved analysis and reflection. It should be noted that the student career management competencies detail the outcomes required for students to be able to successfully transition from school and are not intended to form part of the self-review.

Figure 4 outlines a suggested approach to using the benchmarks.

[5] The Pasifika Compass for Success is a visual representation of the Plan. It can be accessed at www.minedu.govt.nz/NZEducation/EducationPolicies/PasifikaEducation/PasifikaEducationPlan/CompassForPasifikaSuccess.aspx. Careers New Zealand's website has a section specifically for Pasifika. This can be accessed at www.careers.govt.nz

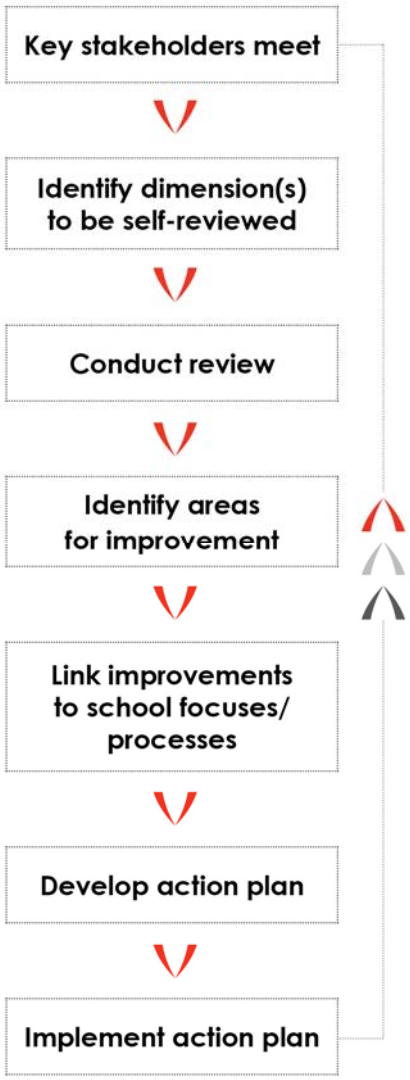

Figure 4: Suggested approach to using the benchmarks

Until all three of the input dimensions are effectively implemented, it is unlikely the student outcomes will be fully realised. Student achievement and destination data and review and evaluation will inform the school's progress in achieving student outcomes. A framework of regular strategic and operational reporting will provide the basis for decisions and improving practice.

Supporting resources are provided as appendices in the benchmarks – a one-page checklist to conduct a brief overview and help select the dimension to focus on, and an action plan. Schools may choose to use these. Additional resources for schools to use to assist them to improve and develop their career development programmes and services are available from Careers New Zealand.[6]

Development of the benchmarks

In developing these benchmarks, we have drawn on a wide range of sources and experiences. These sources are fully detailed in the Bibliography; however, the main sources included:

- Creating Pathways and Building Lives (CPaBL) project and New Zealand and international research on career education in schools;

[6] The website www.careers.govt.nz has online resources and you can contact Careers New Zealand from this website.

- *Australian Blueprint for Career Development, Canadian Blueprint for Life and Work, Career Education and Guidance in New Zealand Schools*;
- Career Industry Council of Australia (CICA) *Guiding Principles for Career Development Services and Career Information* (2007);
- Careers New Zealand's experience during the provision of support for career education programmes in schools;
- Careers New Zealand's Whānau Decision Making Project;
- *The New Zealand Curriculum* (Ministry of Education, 2007) and *Te Marautanga o Aotearoa* (Ministry of Education 2010b); and
- the Ministry of Education's Measurable Gains Framework developed to support implementation of *Ka Hikitia: Managing for Success* (Ministry of Education, 2010a), the Māori Education Strategy.

Consultation has included:

- reviews by internationally recognised career development practitioners and researchers;
- an external reference group representing all key stakeholders;
- 'road testing' in selected schools in all regions throughout New Zealand;
- presentations to Careers and Transition Educators Association (CATE) members regionally and to education leadership groups; and
- student focus group meetings.

The process has also integrated thinking from other key Ministry of Education strategies:

- *Ka Hikitia – Managing for Success* (Ministry of Education, 2010a);
- *The Pasifika Education Plan* (Ministry of Education, 2010c); and
- *Success for All – Every School, Every Child* (Ministry of Education, 2010d).

These strategic plans are an intrinsic part of the benchmarks model and they should inform the approach taken in schools.

Student Outcomes

The first dimension outlines the key career competencies that young New Zealanders need for successful transitions from school to further learning and work. They describe two levels of competence and explore the key outcomes that career development programmes and services need to provide for young people. They are designed to give school leaders and career development specialists an overview of what programmes and services need to achieve.

Schools should use these student outcomes in the design and evaluation of their programmes and services. They can also be used as a framework for student individual career development portfolios.

Student Career Management Competencies

Students need to be supported in developing the capability to self-manage their life and learning to enable them to successfully transition from school to further learning and work. Culturally responsive effective career development programmes and services focus on developing students' career literacy and capabilities so they are resilient, confident, connected and actively involved in lifelong learning. This will enable them to follow the pathway they choose, through which they might realise their potential and be effective contributors to our economy and society.

S Student career management competencies

S1 **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.**

Sub-category	Competent	Highly competent
S1.1 Self-knowledge	Students are able to describe: • the knowledge, skills, attitudes and values that they have developed through their learning, life and work experiences, including cultural/community and church activities or contributions; • their key influences, including whānau/family and cultural identity	**and:** • describe how these relate to sociocultural values and goals; • describe how these can be applied to their life and work plans; and • articulate their whānau/family expectations for them.
S1.2 Developing capabilities	Students are able to describe: • the capabilities required to enable them to successfully transition to their first step beyond school; • their strengths and what they need to develop further to assist them achieve some of their goals	**and:** • the capabilities required for their life, learning and work options; **as well as:** • identify and plan how they can further develop their capabilities to ensure progression to achieve their life, learning, sociocultural and work goals.
S1.3 Changing and growing	Students: • understand that interests, aspirations and motivations change as they grow and develop; • are able to identify available support including whānau/family and community	**and:** • recognise and adapt to these changes; and • access a range of support as and when required.

S2	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.	
Sub-category	**Competent**	**Highly competent**
S2.1 Opportunity awareness	Students are able to identify opportunities available to them in life, learning and work that relate to their culture, strengths and interests, aspirations and motivations by: • making some connections between their learning and future opportunities; • accessing networks that provide opportunities; • realising their identity, language and culture are points of difference and strength	**and:** • describing a diverse range of opportunities available beyond school; • making comprehensive connections; and • accessing a range of networks that provide specialised opportunities.
S2.2 Life, learning and work realities	Students are able to identify: • some of the realities and requirements of life, learning and work opportunities that relate to their interests; • the need for lifelong learning; • the impact of learning and work on their lifestyle; • the contribution they can make to their whānau/family, hapū/iwi and society	**and describe:** • how these realities relate to their own aspirations and motivations; • how these can change over time due to influences of shifts in regional, national and global economies; and • the impact of learning and work on whānau/family and the wider community.
S2.3 Accessing and using information	Students are able to: • access accurate information from a range of sources, which includes technology, to explore their life, learning, and work opportunities; • understand that the dynamic nature of the labour market has an impact on life, learning and work plans	**and:** • use information to examine and evaluate opportunities that could enhance their life and work plans (this includes identity, language and culture); and • interpret and analyse the impact of current education, training and work trends on their life, learning and work plans.

S3	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.	
Sub-category	**Competent**	**Highly competent**
S3.1 Making life, learning and work decisions	Students understand that: • life, learning and work decisions reflect a series of choices; • there is a relationship between life, learning and work roles which can have an effect on decisions; • the decisions they make will have an impact on themselves and others, including whānau/family and community; • there may be barriers to their life and work goals and they can find some solutions	**and are able to:** • apply a range of relevant decision-making strategies; • identify the impact of their decisions on themselves and others; and • implement strategies to overcome identified barriers.
S3.2 Creating opportunities	Students understand that: • chance creates opportunities to progress their life, learning and work plans; • there is a range of ways that they are able to create opportunities for themselves; • whānau/family, networks, the school community and specialist agencies can assist them in finding new opportunities	**and are able to demonstrate some strategies for:** • creating new positive opportunities; and • taking advantage of chance opportunities.
S3.3 Identifying the next step	Students: • know their motivations, aspirations and available options; • use this knowledge to identify their next step	**and:** • use personal priorities to reflect on previous and present choices to determine which priority and option in the short term is the most appropriate next step.

S4	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.	
Sub-category	**Competent**	**Highly competent**
S4.1 **Life, learning and work plans**	Students are able to, with support: • develop life, learning and work plans that satisfy and motivate them; • use their plan to guide their decisions and actions; • review plans as a result of experiences and feedback	**and:** • independently track, reflect on and amend plans in response to experiences, feedback and analysis of changing trends.
S4.2 **Acting to secure future education, training and/or work**	Students are able to, with support, demonstrate the knowledge and skills required to secure their next step. This may include, but is not limited to: • effective use of networks; • application processes and requirements; • documentation procedures; • interview techniques	**and:** • show adaptability and flexibility in their approach in a variety of situations; and • use all the resources available to them to independently secure their next step.
S4.3 **Managing change**	Students: • understand the need to be open to change and to be flexible in their life, learning and work plans; • have some coping strategies to manage unplanned change	**and demonstrate:** • the attitudes crucial to manage change that affects their life and work plans, including confidence, flexibility, resilience and openness to change; and • a range of coping strategies to manage unplanned change and transition.

Key Dimensions for Effective Career Education Practice

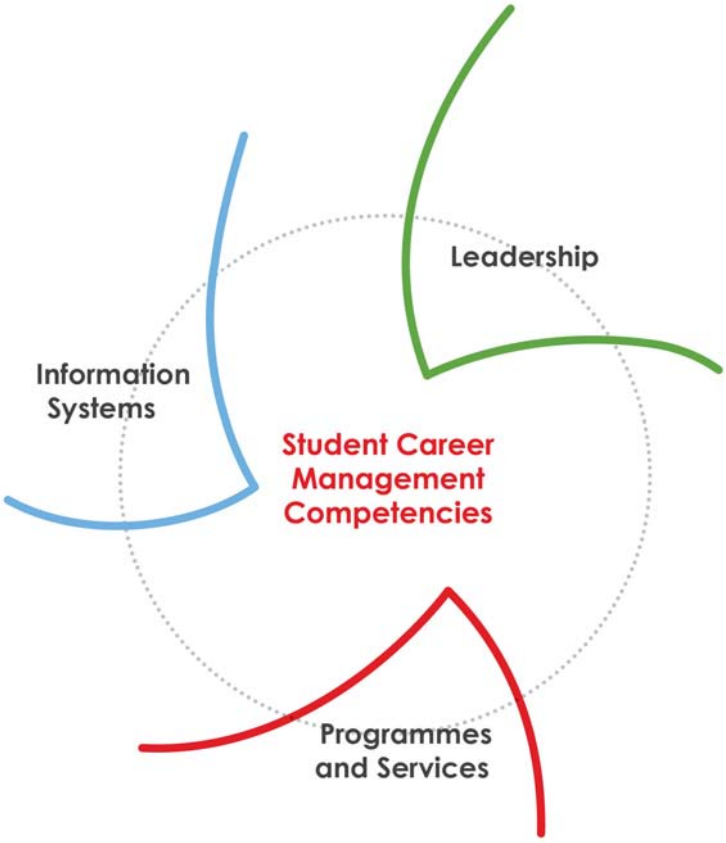

Figure 5: The key dimensions for effective career education

The following pages contain the self-review tables for the three input dimensions:

- Leadership;
- Programmes and Services; and
- Information Systems.

Schools should use these tables to self-review the career development practice in their school.

The benchmarks are flexible so schools can choose an approach that best suits their needs: they may review all the dimensions or take a progressive approach focusing on one at a time.

The Action Plan, which is located at Appendix 2, can be used by schools to record the priority areas and actions they will take as a result of the self-review.

Leadership

School leadership incorporates both governance and management. Effective leadership practice and behaviour must be linked to the underlying principles of career development. Sound leadership creates a positive climate for the provision of relevant innovative career development programmes and services that are sufficiently resourced and supported to ensure the successful transition of all students. It is essential that there are clear strategies and plans for career development to enable a whole-school approach whereby career development is integrated into all school structures.

L 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 and these are integrated into teaching and learning strategies.

Sub-category	Ineffective	Adequate	Consolidating effectiveness	Highly effective
L1.1 Key school documents[7]	It is **difficult to identify** links to career development programmes and services in school-wide documents.	Career development programmes and services have **been linked** to school planning in some key school documents.	The role of career development programmes and services **in achieving school-wide goals can be clearly identified** in some key school documents.	The role of career development programmes and services in achieving school-wide goals **is embedded in all** key school documents.
		There **is acknowledgement** that career development is a strategy for equitable engagement and achievement of Māori students, Pasifika students and students with special education needs.	There is **some evidence** that career development is a strategy for equitable engagement and achievement of Māori students, Pasifika students and students with special education needs.	There are **set priorities** so that career development is a strategy for equitable engagement and achievement of Māori students, Pasifika students, students with special education needs and **other priority groups**.[8]
L1.2 Career development vision	There is no documented or agreed vision.	There is a vision for the career development of all students which provides direction for career development programmes and services	**and** the vision: • is future-focused and living; • underpins all career development programmes and services in the school	**and also**, the vision: • is widely understood and shared by the whole school community; and • reflects and affirms identity, language and culture of Māori and the school community.

[7] These may include the school charter, strategic policies and plans, operating procedures and other planning documents that the school uses.

[8] Priority groups may include, but are not limited to: refugees, migrants, ethnic groups that are representative of the school community, and low-income groups

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 and these are integrated into teaching and learning strategies.

Sub-category	Ineffective	Adequate	Consolidating effectiveness	Highly effective
L1.3 Career development policy	A fragmented career development policy.		**and** the policy: • is linked to other school policies; • includes identifying how the equitable needs of Māori students and their whānau can be met	**and also**, the policy: • directs the whole school approach to career development; • reflects **Māori philosophy and world views** to identify and meet the needs of Māori students and their whānau; and • includes how the equitable needs of other **priority groups** are to be met.
L1.4 Whole-school approach	Career development programmes and services are **rarely** linked to some aspects of school curriculum and/or structures.		Career development programmes and services are **included in most** aspects of school curriculum and structures.	Career development programmes and services are **embedded in virtually all** aspects of school curriculum, structures and **culture**.
L1.5 Career development plan	School documents contain a brief outline of career development programmes and services.		**and** the plan: • is regularly reviewed and updated; and • contains career development documentation. The plan highlights the equitable provision of programmes and services to meet the needs of: • Māori students and their community; • Pasifika students; and • students with special education needs.	**and also**, the plan: • has clearly identified links to the strategic plan; • has standardised systems and procedures; • is easily accessible and user friendly; and • prioritises the provision of programmes and services to meet the needs of **all groups relevant to the school community**.[9]

[9] Groups relevant to the school community include, but are not limited to: Pasifika, students with special education needs, refugees, migrants, ethnic groups that are representative of the school community, and low-income groups.

L2	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.

Sub-category	Ineffective	Adequate	Consolidating effectiveness	Highly effective
L2.1 Career development specialist	The specialist does not hold relevant qualifications.	The specialist: • is studying towards at least a Level 6 career-specific qualification, is a registered teacher and a member of a career development organisation; • maintains currency of knowledge, skills and networks through participation at professional learning and development opportunities; • is initiating engagement with external organisations whose work is focused on Māori students and their whānau and other groups relevant to the school community	**and** the specialist: • has a **Level 6** career-specific qualification; • has **some** established relationships with external organisations; • is an **associate member** of an appropriate career development organisation; • is a member of relevant school management committees and systems; • has the credibility to influence across all aspects of the school, particularly learning and teaching	**and also,** the specialist: • has a **Level 7** career-specific qualification;[10] • has established relationships with **a range of** external organisations; and • meets the ongoing requirements for **professional membership** of a career development organisation.
L2.2 Career development lead team	No identifiable team.	There is an established team that meets to provide support and direction for career development programmes and services, with professional learning and development for **some** team members for building knowledge and networks	**and** the team members: • have clearly defined roles; • meet regularly as part of the school meeting cycle; • all have professional learning and development	**and also**, the team: • has cross-curricula membership; • is included in the reporting cycle to the board of trustees; and • has **planned time to develop as a team**.

[10] Proponents of a minimum Level 7 qualification have argued the complexity of working in careers services requires skills that currently can only be developed at postgraduate level. International research also highlights the growing number of countries that are moving towards postgraduate-level training for career professionals. European Centre for the Development of Vocational Training (Cedefop). (2009). Professionalising career guidance: Practitioner Competences and Qualification Routes in Europe (p 88). Available at: www.cedefop.europa.eu/en/Files/5193_EN.PDF

L2	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.

Sub-category	Ineffective	Adequate	Consolidating effectiveness	Highly effective
L2.3 Career development staff	Roles are not clearly or accurately defined and there is minimal collaboration.		**and** career development staff: • have job descriptions that include roles and responsibilities in **relation to other groups that reflect the composition of the school community**; • who provide direct services are studying towards a career-specific qualification; • have PLD that includes using effective methods for working with **Māori students**	**and also**, career development staff **who provide direct services have**: • a career-specific qualification; • the support and resources to at least associate membership standards as required by a professional body; and • PLD that includes using effective methods for working with **students from priority groups**.
L2.4 Whole school professional learning and development (PLD)	Career education is not considered alongside other demands for PLD.		**and** PLD: • approach is planned and timely; • has **some** opportunities that are provided by external agencies and individuals, including iwi and Māori organisations	**and also**, PLD: • priorities are used to advance career education • has a **range o**f opportunities that are relevant to the school community that are provided by external agencies and individuals, including iwi and Māori organisations.

[11] "The training and competence of career guidance staff make an essential contribution to the development of high-quality career guidance services" (Cedefop, 2009, p9).

L3	School senior management provides the professional support and resources to ensure that the 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.[12]

Sub-category	Ineffective	Adequate	Consolidating effectiveness	Highly effective
L3.1 Allocation and use of career development time	Time is allocated for some of the necessary programmes and/or services but is **not sufficient** to meet the full range of student needs.	Time allocated is **sufficient** for the implementation of the career development programmes and services in the career development plan. There is specific provision of time to meet the identified needs of Māori and priority groups. Time is used transparently and reported against	**and** time allocation: • is sufficient to **achieve stated programme goals and equitable outcomes** for Māori and other priority groups; • is increased to support new programmes and initiatives	**and also**, time allocation: • is **linked to career development priorities** and goals and is measured and reported against student outcomes; and • is **reviewed annually** by senior management in consultation with the career development specialist to ensure it is sufficient for the building of career management competencies of all students.
L3.2 Career development funding allocation	Funding is allocated for some of the necessary programmes and/or services but is **not sufficient** to meet the full range of student needs.	There is sufficient allocated funding for the career development programmes and services that are detailed in the career development plan. There is specific provision to meet the identified needs of Māori and priority groups. Funding is used transparently and reported against	**and** allocated funding**:** • is sufficient to **achieve stated programme goals and equitable outcomes** for Māori and other priority groups; • is increased to support new programmes and initiatives	**and also,** allocated funding**:** • is **linked to career development priorities** and goals and is measured and reported against student outcomes; and • is **reviewed annually** by senior management, in consultation with the career development specialist, to ensure it is sufficient for the building of career management competencies of all students.

[12] Adequate resourcing of schools both staffing and funding is required if effective career development practice is to occur in school. In schools, the principal challenges are: to provide sufficient and human capital resources of the right type both within the school and the surrounding community; to ensure that these resources are dedicated to career guidance; and to make the best use of the resources available (OECD/European Communities, 2004, p. 6).

L3	School senior management provides the professional support and resources to ensure that the 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.[12]			
Sub-category	**Ineffective**	**Adequate**	**Consolidating effectiveness**	**Highly effective**
L3.3 Career development facilities	Career development space is not easy to identify or access.	There is a central, accessible, user-friendly space that includes an area for career conversations and counselling. A range of up-to-date resources and information is available in different mediums	**and** the career development facilities: • are used by the **majority of the students and some staff**; • have the capacity for confidential individual and group counselling and/or whānau/family meetings; • have ready access to a learning space for presentations and specific career development programmes	**and also**, the career development facilities: • are used by the **majority of the school community**; and • have work space for all career development staff.

L4	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.

Sub-category	Ineffective	Adequate	Consolidating effectiveness	Highly effective
L4.1 Individual learning needs	There are few opportunities for students' career development needs to be met in individualised learning programmes.	The school uses students' career development needs to create individualised learning opportunities and programmes for some students from priority groups to increase engagement, achievement and successful transitions. Students and whānau/family are involved in the development and implementation of personalised learning. Students are supported through individual and group counselling. Some individualised learning reflects and affirms identity, language and culture	**and** data analysis is used to: • identify **students from priority groups** career development needs; • create and review individualised programmes for these students; • monitor their progress.	**and also**: • **the career development needs of all students** are included in their learning programmes.

L4	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.

Sub-category	Ineffective	Adequate	Consolidating effectiveness	Highly effective
L4.2 Use of specialist agencies	Specialist agencies are infrequently engaged to work with students.		**and:** • these agencies sometimes work with **staff** to enable them to support Māori students and students from priority groups.	A range of relevant agencies work **regularly** with a variety of staff and students to meet a broad range of individual needs.
L4.3 Student portfolios[13]	An uncoordinated approach with little student engagement in developing a portfolio.		**and** portfolios: • show that **most** students are engaged in this process and their portfolios are living documents; • are supported by the school and whānau/family in their development, maintenance and use	**and also**, portfolios: • are implemented to enable **all** students to review, plan and manage their own learning to support their lifelong career development beyond school; • show strong evidence that Māori students are equally confident and continuous users of e-portfolios; and • are transportable, sustainable e-portfolios.

[13] Student portfolios can be used to show evidence of students' levels of career management (as detailed in Student Career Management Competency dimension on pages 8-11) and to assess and address their individual career development needs.

Programmes and Services

High-quality and diverse career development programmes and services are at the centre of a student's learning. They are provided through a school-wide integrated approach to support connected and contextualised learning and build student capability for lifelong career management. Programmes and services are reviewed, evaluated and improved to ensure the career development needs of all students are being met.

P Programmes and Services

P1	**Documentation demonstrates that 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, coordinated approach to build career development competencies across all curriculum and pastoral care areas of the school.**

Sub-category	Ineffective	Adequate	Consolidating effectiveness	Highly effective
P1.1 School-wide integration of career development	It is difficult to identify statements that relate to career development in planning documentation.	There are statements in planning documents in **some** curriculum and pastoral areas of the school that refer to the building of career development competencies and how these link with the key competencies.	There are statements in planning documents in **most** curriculum and pastoral areas.	There are **comprehensive** statements in planning documents **in virtually all** curriculum and pastoral areas.
		There is **some** evidence of a whole-school focus on **Māori students, Pasifika students and students with special education needs** career development needs.	There is **clearly identified** evidence of a whole-school focus on Māori students and **priority groups**.	There is clearly identified evidence of a whole-school focus on Māori students, priority groups and **whānau/family that reflects the needs of the school community and affirms identity, language and culture**.

P1	Documentation demonstrates that 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, coordinated approach to build career development competencies across all curriculum and pastoral care areas of the school.

Sub-category	Ineffective	Adequate	Consolidating effectiveness	Highly effective
P1.2 Learning and teaching	There is no evidence that career development is embedded in the school's learning and teaching programmes.	Learning and teaching build students' career development competencies through connected and contextualised learning in **some** curriculum and pastoral areas. Staff are supported through the provision of professional development and resources.	Learning and teaching build students' career development competencies through connected and contextualised learning in **most** curriculum and pastoral areas	Learning and teaching build students' career development competencies through **comprehensive use** of connected and contextualised learning across **virtually all** curriculum and pastoral areas
		Mapping[14] identifies **how and where** the building of students' career development competencies is occurring across the school. This includes specific reference to equitable needs of Māori, Pasifika students, learners with special education needs and priority groups.	**and:** • mapping information is used to **develop existing and new programmes** and services to ensure all students' career development needs are met; • learning and teaching engage **Māori** in culturally appropriate and mana-enhancing ways.	**and also**, career development learning opportunities, interventions and interactions are coordinated to ensure they are: • progressive and sequential; • affirm identity, language and culture; **and also**: • learning and teaching engage Māori and **priority groups** in culturally appropriate and mana-enhancing ways.

[14] A process that enables the audit and recording of all school-wide career development activities, programmes and services. It allows for the identification of where and how the students' career management competencies are being developed and what gaps there are. Mapping assists the school to develop a scaffolded plan so that the career development needs of all students can be met and this information can also help in the planning of staff career-specific professional development.

P2	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.			
Sub-category	**Ineffective**	**Adequate**	**Consolidating effectiveness**	**Highly effective**
P2.1 Planning and review	There is **no identified process** for the planning and review of programmes and services. Some aspects may be reviewed.	There is a process for the planning and review of **some** programmes and services. Reviews and destination data are used to improve programmes and services.	There is an **identified** process for the planning, review and **evaluation** of **most** programmes and services **and:** • all programmes and services are reviewed and **analysed** to improve/develop **existing and new** programmes and services.	There is an **established, streamlined system** for the planning, review and evaluation of **all** programmes and services **and also:** • a range of relevant methods and sources is used to evaluate programmes and services to **measure student engagement and the stated outcomes**.
P2.2 Response to current trends and new opportunities	It is difficult to identify how programmes respond to initiatives and new opportunities.	Programmes and services are adapted and developed in response to: • government initiatives; • new insights into meeting the equitable needs of Māori, Pasifika students and learners with special education needs	**and:** • changes in education and work;	**and also:** • regional, national and global trends. Opportunities that can assist in the development and improvement of programmes and services are identified and implemented. This may include using professional development, networking and consulting specialist agencies.

P3	Families and whānau 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 are ongoing activities: they are used as a "source of shared learning, knowledge production, and knowledge management";[15] and they are used to promote equality of opportunity, celebrate diversity and challenge stereotypes.

Sub-category	Ineffective	Adequate	Consolidating effectiveness	Highly effective
P3.1 Whānau and family participation	There is **occasional** communication and few opportunities for whānau and family to participate.	There is **regular** communication with whānau and family for informing and updating knowledge of all career development programmes, services and opportunities. **Some** whānau and family participate in planned activities and presentations that: • build their understanding of career development competencies; and • enable them to support their young people to successfully transition.	There is regular communication with whānau and family **that best meets their needs** for informing and updating knowledge of all career development programmes, services and opportunities **and how to access them** **and:** • **many** whānau and family participate in planned activities **that meet their specific needs**	**and also:** • **most** whānau and family participate in a range of planned activities that are **culturally appropriate and relevant to their community**.
P3.2 School community engagement	Feedback from the school community is gathered and/or used **occasionally** for the planning and reviewing of programmes and services.	There is some feedback gathered from **some** of the school community which is used for the planning and reviewing of programmes and services. As a result of feedback, career development programmes and services are **beginning to affirm** identity, language and culture of the students.	There is an **identified consultation process** for involving the school community in planning, **implementing** and reviewing programmes and services. As a result of feedback, career development programmes and services **affirm** identity, language and culture of the students.	There is an identified consultation process for involving the school community in planning, implementing and reviewing programmes and services **that actively engages the school community using approaches that best meet their needs**. As a result of **ongoing consultation**, programmes and services **reflect the needs of the community** and affirm identity, language and culture of the students.

[15] Vaughan, K., & O'Neil, P. (2010). *Career education networks and communities of practice*. Christchurch: AERU Research Unit.

P3	Families and whānau 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 are ongoing activities: they are used as a "source of shared learning, knowledge production, and knowledge management";[15] and they are used to promote equality of opportunity, celebrate diversity and challenge stereotypes.

Sub-category	Ineffective	Adequate	Consolidating effectiveness	Highly effective
P3.3 Networks and partnerships	It is difficult to identify networks that support career development programmes and services.	There are **some** networks across schools, education sector, employers and community organisations.	A **range** of networks, which may be formal, informal, face-to-face and virtual are sought and fostered.	There are **established** networks and they are **regularly reviewed**.
		Networks are used to support school-wide career development.	Networks are used to support school-wide career development and **some may be developed into formal partnerships**.	New networks and partnerships are sought and developed to **meet identified needs**.
		There is some evidence of **engagement** with iwi and/or other organisations to support Māori students' career development.	Opportunities to **partner** with iwi, organisations or other specialist agencies to **ensure the career development aspirations of Māori students are met**.	Opportunities to partner with iwi, organisations or other specialist agencies to advance the career development aspirations of Māori and **other priority group students** are evident.
P3.4 Raising student aspirations	Some role models are used in programmes and services.	There are **some** opportunities provided through using role models to raise aspirations for students and their whānau/families and challenge stereotypes.	There are a **range** of opportunities provided through using role models to raise aspirations for students and their whānau/families and challenge stereotypes	
			and:	**and also:**
		Role models are used to raise awareness of pathways where **Māori** have traditionally been under-represented	• role models are used to raise awareness of pathways where **priority groups** have traditionally been under-represented;	• role models are used to raise awareness of pathways which have high **strategic importance** to the New Zealand economy for **all students**; and
			• there is **regular** promotion of transition successes and how networks and agencies can positively support student transitions	• there is regular and **targeted** promotion, **in a range of mediums**, of transition successes and how networks and agencies can positively support student transitions.

Information Systems

Quality systems and processes enable information and data to be accessed, managed and evaluated to support the development and improvement of career development programmes and services. They include collection, interpretation and use of data and information for knowledge management and decision making. All career development information and resources are accurate and are reviewed and evaluated to ensure currency and relevance.

I Information

I1 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.

Sub-category	Ineffective	Adequate	Consolidating effectiveness	Highly effective
I1.1 Career development information	Career development information is not managed effectively.	There are sufficient resources available to support the career development programmes and services in the career development plan. New information and resources are sourced as required for new and existing programmes and services	**and:** • information and resources are available in a variety of mediums; • there is a documented system for sourcing new and replacement resources	**and also:** • new resources and information are sourced **based on identified needs**; and • information and resources are reviewed as part of the process of **evaluating** existing programmes and services.
I1.2 Access to career development information and technology	Students have **limited** access to technology and current information.	Students have **access** to technology and current accurate information from a variety of sources including technology-based. They have **some support** in accessing and using career development information and resources and technology. Access to information is provided in ways that are relevant to the equitable needs and aspirations of: • Māori students and whānau; • Pasifika students; and • students with special education needs.	Students and **staff** have **ready access** to technology and **accurate**, current and **well-managed** information and resources. They are **well supported** and are confident in accessing and using career development information and resources and technology.	Students, staff and **whānau/family** have ready access to technology and accurate, current and well-managed information and resources. Information and support relevant to the needs and aspirations of most Māori students and whānau are provided using **processes that reflect their social and cultural contexts**.

I2	Information management systems and sustainable technology access enable the gathering, sharing and documentation of career development information and programmes and services.			
Sub-category	**Ineffective**	**Adequate**	**Consolidating effectiveness**	**Highly effective**
I2.1 Information and data management systems	There is no coordinated approach to documentation.	There is a coordinated process for the management of career development information, data collection and storage. Student data, including ethnicity and destination data, is regularly updated and stored in a confidential manner	**and** information and data systems: • are secure, centralised, electronic and easily accessed by relevant staff; • include ethnicity, gender and other information that enables provision of career development programmes and services to Māori and other priority groups	**and also**, information and data systems: • are streamlined and user friendly; • enable easy extraction and data analysis, including historic data; and • are routinely used to inform decision making on career programmes.
I2.2 Online information	A brief statement on the website about career development.	The school's intranet or website provides a range of current career development information and links	**and** the online information: • is user friendly; • is able to be accessed by the whole school community; • provides a broad range of current information and links, including those specific to the school's career development programmes and services; • uses some Māori language and culture	**and also**, the online information: • incorporates the use of different mediums (e.g. text, media clips, images); • is constantly being reviewed and adapted to meet student and whānau/family needs; • reflects the identity, languages and cultures of the school community; and • refers to the employment and industry needs of the community.

Glossary

Career:

"The sequence and variety of work roles, paid, and unpaid, that a person undertakes throughout a lifetime. More broadly, 'career' embraces life roles in the home and the community, leisure activities, learning and work. Work, learning and life, though sometimes distinct, are closely intertwined. Everyone has a career" (Ministry of Education, 2009, p. 6).

Career counselling:

"An individual or group process which emphasises self-awareness and understanding, and facilitates people to develop a satisfying and meaningful life/work direction as a basis to guide learning, work and transition decisions, as well as manage responses to changing work and learning environments over the lifespan" ([Canadian] National Steering Committee for Career Development Guidelines and Standards, 2004, as cited in Career Industry Council of Australia, 2007, p. 32).

Career development:

"The lifelong process of managing learning, work, leisure and transitions in order to move towards a personally determined and evolving future" ([Canadian] National Steering Committee for Career Development Guidelines and Standards, 2004, as cited in Industry Council of Australia, 2007, p. 32).

Career development specialist:

A qualified career development specialist who is responsible for overseeing the coordination and implementation of school-wide integrated career development programmes and services. The specialist works with other key school personnel to develop and improve the programmes and services and is supported by a team.

Career development plan:

A future-focused document providing a vision for career education in a school which links to the strategic direction of this school. It provides an overview of all career development programmes and services and is tailored specifically to your school's needs. It is a living, working document that is easy for all staff to understand and is updated as you progress toward your goals.

Career development programme:

"Detailed structure outlining courses, strategies, activities and outcomes to deliver a developmental programme for young people to develop the skills to make informed decisions about their further education and training and employment" (Career Education Association of Victoria, 2010, p. 16). This enables people to build "lifelong skills required to make choices and take action – career management competencies" (Hodgetts, 2009, p. 31).

Career development services:

"A wide range of programs and services provided in many different jurisdictions and delivery settings. Their object is to assist individuals to gain the knowledge, skills, attitudes and behaviours to manage their life, learning and work in self-directed ways" (Canadian Career Development Foundation, 2002, as cited in Career Industry Council of Australia, 2007, p. 33).

Career development staff:

All staff who deliver specialist career development programmes and services and/or provide support for staff working in this area.

Career education:

"Planned, progressive learning experiences that help students develop career management competencies that will assist them in managing their own lives. Career education includes elements that stand alone and elements that are part of regular classroom teaching" (Ministry of Education, 2009, p. 6).

Career guidance:

"Services intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers" (OECD, 2003, as cited in Career Industry Council of Australia, 2007, p. 33).

"A range of interventions including career education and counselling, that help people to move from a general understanding of life and work to a specific understanding of the realistic learning and work options that are open to them" (Miles Morgan Australia, 2003, as cited in Career Industry Council of Australia, 2007, p. 33).

Career literacy:

Career literacy includes the skills of understanding one's own strengths and weaknesses, and needs and wants; of being able to identify relevant opportunities, and access information on them; of being able to take career-related decisions; and of being able to present oneself effectively in order to gain access to courses or jobs (Career Industry Council Australia, 2009).

Career management competencies:

"Understandings, skills and attitudes that people develop to manage their careers. Career management competencies equip people to better understand themselves, make informed decisions about learning and work options, act on their decisions and participate effectively in work and society" (Ministry of Education, 2009, p. 6).

Culturally responsive:

Appropriately responding to and affirming every student's identity, language and culture. Each individual student, no matter which cultural base they come from, will experience career education in a way that responds to them as a culturally located person.

Mana:

"Mana is defined in English as authority, control, influence, prestige or power. It is also honour and traditionally there have been three kinds of mana: the mana you were born with, mana people give you and group mana" (www.Māori.org.nz).

Mapping:

A process that enables the audit and recording of all school-wide career development activities, programmes and services. It allows for the identification of where and how the students' career management competencies are being developed and what gaps there are. Mapping assists the school to develop a scaffolded plan so that the career development needs of all students can be met and this information can also help in the planning of staff career-specific professional development.

Measurable Gains Framework:

The Measurable Gains Framework provides evidence, drawn from a wide range of sources within the Ministry of Education and other education sector agencies, on progress that relates to the goals, targets and actions of *Ka Hikitia* including the overall objective of Māori enjoying education success as Māori (www.minedu.govt.nz).

Profession:

"A profession is a disciplined group of individuals who adhere to ethical standards and uphold themselves to, and are accepted by, the public as possessing special knowledge and skills in a widely recognised body of learning derived from research, education and training at a high level, and who are prepared to exercise this knowledge and skills in the interest of others" (Professions Australia, 2004, as cited in Career Industry Council of Australia, 2007, p. 39).

Qualification:

"Certification awarded to a person on successful completion of a course in recognition of having achieved particular knowledge, skills or competencies" (Knight & Nestor, 2000, as cited in Career Industry Council of Australia, 2007, p. 39).

Special education needs:

Students with special education needs face barriers to learning associated with communication, social, physical , behavioural, sensory (vision and/or hearing), cognitive or mental health issues – or a combination of these. These students may require additional support, adapted programmes or learning environments, or specialised equipment or materials.

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Appendices

The following pages contain supporting resources for schools to use in the self-review process.

Appendix 1: Start Point Check Sheet

Appendix 2: Action Plan

Appendix 1: Start Point Check Sheet

Any self-review of career education programmes starts with deciding which dimensions to prioritise. Use this checklist to quickly assess your school's career development practice and as a guide to determine which dimension(s) you would like to review in more detail.

Checklist	Rating		
	Yet to start	In progress	Performing
Dimension: Leadership			
Is there active and committed leadership which drives the school's vision for career development and ensures its forward direction?			
Does the school have a comprehensive, future-focused plan for the development of student career management competencies?			
Are student career management competencies integrated into teaching and learning strategies school wide?			
Are there strategies and plans in place to ensure the successful transition of all students from school?			
Is there a strategic, planned team approach to career development led by a member of the senior leadership team and the career development specialist?			
Are roles and responsibilities of career development staff clearly defined with accountability through school management processes?			
Is the need for staff professional learning and development in career education considered alongside the other demands for professional learning and development?			
Is there a strong focus on individualised career development learning and the long-term progression of students?			
Are specialist agencies used to assist in identifying students' career development needs and to support the creation and review of individualised programmes?			
Is there a school-wide approach to the development and use of student portfolios to develop career management competencies?			
Dimension: Programmes and Services			
Is there documentation which demonstrates that there are school-wide career development programmes and services?			
Is there evidence of a cohesive, coordinated approach to build students' career development competencies?			
Is connected and contextualised learning evident across pastoral and curriculum areas?			
Are programmes and services developed and improved through information and data analysis, and review and evaluation?			
Are programmes and services responsive to change and opportunities?			
Is the school enabling whānau and families to be actively involved in supporting their young people in their career development?			
Is the school community involved in the review, planning, implementation and evaluation of career development programmes and services?			
Is the use of networks and role models valued by the school and are these used to raise student aspirations?			
Dimension: Information Systems			
Are programmes and services supported by up-to-date accessible information and resources?			
Are there information management systems that enable the gathering, sharing and documentation of career development information, programmes and services?			

Appendix 2: Action Plan

Use one page per dimension but remember to keep plans simple and achievable – you might want to choose only one dimension initially with one or two goals.

School goals relevant to career development:

Dimension to be improved (circle): Leadership Programmes and Services Information Systems

Goal:

Rationale for selection as a focus for improvement:

Expected outcomes	Actions	Who will do it?	Other resources required	By when?	Progress check