

# Case Study Scripts

Case Study Narrative	PTC	CEB
<p>This year in the junior department we looked at an aspect of our strategic plan, specifically the development of a comprehensive career development programme within the junior school. This was brought about through a career benchmarks self-review process.</p>	6 12	L, P&S L, P&S, T
<p>I found out from Careers New Zealand the names of schools that had effective career development practices at the junior levels and visited them. We got some really good ideas about how to integrate careers.</p> <p>Like including in our planning documents different foci for a Careers education dimension – For example - <b>Self Awareness</b> was our primary dimension focus this year. Junior classroom teachers planned for each term with possible activities and linked them to the benchmarks early in the planning stages.</p> <p>Also, Junior classroom teachers met throughout the term to collaborate on extension activities and how this may look in the planning.</p> <p>To ensure terminology was the same across the levels we developed codes in our documents that aligned with benchmarks and circled the relevant ones to any given lesson plan. Eg: Self Awareness – Self Knowledge = S1.1K, Developing Capabilities = S1.2 DC.</p>	1 4	L, P&S, T L
<p>By using simple questioning techniques, a topic or theme, I was able to connect students' knowledge with skills and opportunities in my teaching. By sharing these classroom examples at staff meetings, discussions generated and linked other examples across different year levels within the school. This then informed how we could scaffold a whole-school approach to career development.</p> <p>For example: <b>To link to the Self Awareness Dimension</b></p> <p>Our junior classes performed “Charlie and the Chocolate Factory” for the end of term production. As part of this, students needed to find out what each of the characters were like in the play and we explored words like (personality, qualities and skills) during English comprehension. English time was also used to write stories and scripts using this information. Alongside this, students made life size paper cut- out blank templates of themselves and put them up around the class. As part of the Arts curriculum they added their own words, pictures, drawings or visuals they liked to the blank cut-outs when they discovered more about themselves.</p> <p>By the end of term their blank cut-outs were filled with their work and students could explain what skills and interests they had as part of the Oral speaking sessions.</p>	2 3 7 8 9 10	L, P&S, T L, P&S, T L, P&S, T L, P&S, T L, P&S, T L, P&S
<p>These changes are just the beginning of a detailed strategy of career development within the school. As part of whole school staff meetings our Senior junior level teacher shared the ways in which we were implementing students' career development at our level. A good outcome was that other year groups could adapt the planning approach of using codes and our Principal was supportive to have other teams adopt the strategy.</p> <p>This approach is still developing, however we can see the benefit of our whole school having a common language in student career development planning. We also see students having progressive career development learning experiences throughout our school from junior to senior levels.</p>	5	L, P&S, T
[Teacher], [Years 7 & 8 Focus]	PTC	CEB
Tātaiako – Cultural Competencies for Teachers of Māori Learners	Tātaiako p.14	