

Guide

***ALIGNING CAREER
DEVELOPMENT BENCHMARKS
TO THE PRACTISING TEACHER
CRITERIA.***

Alignment of criteria and the dimensions' evaluation indicators

The tables below show the alignment between the Practising Teacher Criteria and various evaluation indicators within the four dimensions of the career development benchmarks.

In the professional relationships and professional values criteria, fully certificated teachers engage in appropriate professional relationships and demonstrate commitment to professional values.

Practising Teacher Criteria - Professional relationships and professional values	Career development benchmarks - Dimensions and evaluation indicators
1. Establish and maintain effective professional relationships focused on the learning and wellbeing of ākonga.	Dimensions: leadership, programmes and services and transitions. Examples of indicators: engage parents, whānau, 'āiga, families and community in the life and work of the school through active involvement in learning-centred relationships.
2. Demonstrate commitment to promoting the wellbeing of all ākonga.	Dimensions: leadership, programmes and services and transitions. Examples of indicators: as part of the collective school community, create the conditions in which all students experience success.
3. Demonstrate commitment to bicultural partnership in Aotearoa New Zealand.	Dimensions: leadership, programmes and services and transitions. Examples of indicators: respond to students' cultural needs in a coherent, inclusive learning environment.
4. Demonstrate commitment to ongoing professional learning and development of personal professional practice.	Dimension: leadership. Examples of indicators: align systematic, collaborative inquiry processes and challenging professional learning opportunities to the school vision, values, goals and priorities.
5. Show leadership that contributes to effective teaching and learning.	Dimensions: leadership, programmes and services and transitions. Examples of indicators: strengthen organisational structures, processes and practices; sustain focused professional learning with collaborative activity to improve teaching and learning.

In the professional knowledge in practice criteria, fully certificated teachers make use of their professional knowledge and understanding to build a stimulating, challenging and supportive learning environment that promotes learning and success for all ākonga (learners).

Practising Teacher Criteria - Professional knowledge in practice

Career development benchmarks - Dimensions and evaluation indicators

6. Conceptualise, plan and implement an appropriate learning programme.

Dimension: programmes and services.

Examples of indicators: use a school-wide approach to develop student career management competencies; identify students' academic, vocational and personal interests; unpack a responsive curriculum by making overt links between subject matter, the world of work, and opportunities in the wider community.

7. Promote a collaborative, inclusive and supportive learning environment.

Dimension: programmes and services.

Examples of indicators: promote cross-disciplinary collaboration and planning to build coherence between programmes; work with school and community support groups of key influence – whānau, 'āiga and families.

8. Demonstrate in practice their knowledge and understanding of how ākonga learn.

Dimension: programmes and services.

Examples of indicators: review and evaluate student career management competency outcomes, using these to plan programmes and services; carry out career conversations in multiple contexts, involving a range of significant influencers within the school and community.

9. Respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of ākonga.

Dimension: programmes and services.

Examples of indicators: involve whānau, 'āiga, families and the wider community in the planning process of career and transition programmes and services; affirm identity, language and culture prior to specifying how career management competencies will be assessed; engage all priority groups in culturally appropriate ways.

10. Work effectively within the bicultural context of Aotearoa New Zealand.

Dimension: programmes and services.

Examples of indicators: mentor students and inform course development school-wide; include information from curriculum learning and assessment that links to an individual student's career development goals.

11. Analyse and appropriately use assessment information that has been gathered formally and informally.

Dimension: programmes and services.

Examples of indicators: analyse students' career development goals and share across the school to develop a comprehensive, outcomes-driven, student-centred learning programme; routinely analyse data systems to inform decision making.

12. Use critical inquiry and problem solving effectively in their professional practice.

Dimension: programmes and services.

Examples of indicators: constantly review career development information and adapt to meet student and community needs; network and consult with specialist agencies to build a comprehensive awareness of labour market trends and opportunities.

Aligning career development benchmarks to the Practising Teacher Criteria

Careers New Zealand has developed career development benchmarks for schools and tertiary organisations. These benchmarks assist the education sector to raise the quality of career development programmes and services to better support young people as they transition through education and training to employment.

The Education Council Practising Teacher Criteria recognise that teaching is a highly complex activity that draws on knowledge, practices, professional attributes and values to help academic, social and cultural learning in diverse education settings. All the criteria and indicators in the Practising Teacher Criteria are interdependent and overlapping.

How the benchmarks and teaching criteria align

There are four key reasons the career development benchmarks and the Practising Teacher Criteria align:

1. Teachers play a critical role in enabling the educational achievement of all ākonga (learners).
2. Career development benchmarks enable teachers to identify strengths and priorities for career education improvement, and bridge the gap between National Administration Guideline 1 (f) and Career Education and Guidance in New Zealand Schools.
3. The evaluation indicators in the benchmarks provide a framework that school communities can use to assess their own career development provision against current understanding of effective practice and are intended to be used by the education sector in their self-evaluation activities.
4. The involvement of the education sector in the development process of the benchmarks has been critical.

Find out more

- Education.govt.nz – the National Administration Guidelines (NAGs)

Using the benchmarks dimensions

The benchmarks for schools across Years 7 to 13 are structured to include four key dimensions for effective practice:

- leadership
- programmes and services
- transitions
- student career management competencies.

Three of the dimensions describe the inputs required to ensure that the career development programmes and services provided enable all students to build career management competencies during their time at school. The student career management competencies describe outcomes desired for students to successfully manage transitions.

The dimensions are integrated and designed to work together to assist students in achieving successful outcomes, in particular, Māori and Pasifika students.

The benchmarks support the shift from a career decision guidance approach that traditionally relied on one person (the career adviser), to a more dynamic model of career development guidance involving a school-wide approach, which better reflects the realities of life, learning and work today.