

***ALIGNING THE
STANDARDS
AND THE
BENCHMARKS.***

Aligning the Standards for the Teaching Profession and the career development benchmarks

Each standard for the Teaching Profession matches one or more dimensions of the benchmarks: leadership, programmes and services, and transitions. Follow the hyperlink for more information on the dimension and a relevant case study.

Standards for the Teaching Profession	Overview of the career development benchmarks dimensions
<p>Te Tiriti o Waitangi partnership</p> <p>Demonstrate commitment to tangata whenuatanga and Tiriti o Waitangi partnership in Aotearoa New Zealand.</p>	<p>Leadership, programmes and services, transitions</p> <ul style="list-style-type: none"> Respond to students' cultural needs in a coherent, inclusive learning environment.
<p>Professional learning</p> <p>Use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.</p>	<p>Programmes and services</p> <ul style="list-style-type: none"> 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.
<p>Professional relationships</p> <p>Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.</p>	<p>Leadership, programmes and services, transitions</p> <ul style="list-style-type: none"> Promote cross-disciplinary collaboration and planning to build coherence between programmes. Work with school and community support groups of key influence. Engage parents, whānau, 'āiga, families and community in the life and work of the school through active involvement in learning-centred relationships.
<p>Learning-focused culture</p> <p>Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.</p>	<p>Leadership, programmes and services, transitions</p> <ul style="list-style-type: none"> Respond to students' cultural needs in a coherent, inclusive learning environment. 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.
<p>Design for learning</p> <p>Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identity, language and cultures.</p>	<p>Programmes and services</p> <ul style="list-style-type: none"> 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.
<p>Teaching</p> <p>Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.</p>	<p>Leadership, programmes and services</p> <ul style="list-style-type: none"> As part of the collective school community, create the conditions in which all students experience success.



The career development benchmarks and Standards for the Teaching Profession

The Tertiary Education Commission's suite of career development benchmarks supports tertiary organisations and schools across Years 7 to 13. 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's Standards for the Teaching Profession recognise 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 standards and elaborations are interdependent and overlapping.

How the standards align with the benchmarks

The Standards for the Teaching Profession and the career development benchmarks criteria align because:

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

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 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 all students to achieve successful outcomes. 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.

Find out more

- [Career development benchmarks](#)
- [Education Council – Our Code, Our Standards](#)
- [Education.govt.nz – the National Administration Guidelines \(NAGs\)](#)

