Career Education and Guidance in New Zealand Schools

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Foreword

Much has changed in the six years since the publication of the previous edition of Career Education and Guidance in New Zealand Schools.

Predictions about participation in the 21st century workforce are being proven accurate every day. It does demand lifelong learning and an enduring capacity to manage change. Globalisation has created even more challenges as well as opportunities for everyone. Young people are entering a more complex and dynamic environment where the interface between work and other facets of life is constantly being reappraised.

International interest in career education and guidance is increasing as governments acknowledge the personal, social and economic benefits of equipping school students with the attitudes, knowledge and transferable skills they will need to become self-reliant career managers and lead positive and fulfilled lives.

In New Zealand, successful transition from secondary schooling into tertiary education and the workforce is a government priority. Tertiary education organisations have a renewed focus on lifelong learning and maintaining strong connections with the communities they serve.

Internationally, career specialists have refined an agreed set of career management competencies and these have been adopted in various forms by many governments. This update of *Career Education and Guidance in New Zealand Schools* has benefited from those developments and from recent career education programmes in New Zealand, such as Creating Pathways and Building Lives and Designing Careers.

The New Zealand Curriculum, to be implemented in schools from 2010, provides a fresh context for career education programmes in schools. The curriculum is future-focused and the key competencies are closely related to the career management competencies.

With the help of these guidelines, all schools can make career education and guidance an integral and essential part of the education they provide. School programmes can address the needs of all students while also paying special attention to those most likely to have difficulty finding their way on leaving school. Career education and guidance is an ideal context for recognising the particular role and aspirations of Māori communities.

We know that students become more engaged with learning if they are thinking about and preparing for the next steps in their lives. Young people who have learned to manage their own journeys through life are equipped to seize and create opportunities and participate fully in society and the economy.

Career Education and Guidance in New Zealand Schools offers advice and support that will empower all schools as they seek to establish and enhance whole-school career education and guidance. It requires planning and collaboration, from the school charter through to the classroom, and the active involvement of trustees, senior managers, teachers, parents, business, industry and the community.

I acknowledge the expertise and commitment of Career Services rapuara and the many school leaders, teachers and other individuals who have given their time and advice in the development of these guidelines.

Karen Sewell
Secretary for Education

Introduction

Career Education and Guidance in New Zealand Schools offers advice and support to schools on providing effective career education and guidance in years 7 to 13.

WHY CAREER EDUCATION AND GUIDANCE IN SCHOOLS IS IMPORTANT

Constantly changing patterns of work and education worldwide make it essential that every school student has access to career education and guidance that is future-focused and personalised. This has immediate and long-term benefits for individuals and for New Zealand.

Students need to learn strategies that will equip them to plan and manage their learning and career pathways at and beyond school. This learning will contribute to them gaining the qualities, competencies and values at the heart of the New Zealand Curriculum and Te Marautanga Aotearoa.

Career education and guidance is an inherent element of every school's provision of a rich and balanced education. It assists students to make decisions at key transition points and supports their successful transition from school to further education or work. It also aims to develop the career management competencies that will equip students to manage their career pathways and opportunities throughout their lives.

Recent experience in New Zealand schools demonstrates the school-wide impact of effective career education strategies. There is clear evidence that students who understand the relevance of school to their future lives and careers feel more motivated about school.

Pastoral care systems that mentor students and personalise learning and career planning make more meaningful connections with students, their families and whānau. Teachers who are aware of their students' potential career pathways approach classroom teaching with an enhanced awareness of their students' future needs and of the relationship between the school-based curriculum and the world beyond the school.

Career education and guidance in schools directly addresses New Zealand's National Education Goals (NEGs):

• to "enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society" (NEG 1)
• to develop "the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world" (NEG 3).

The National Administration Guidelines support these goals. They require each school board of trustees, through the principal and staff, "to provide appropriate career education and guidance 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" (NAG 1 vi).

Career education and guidance is an ideal context for recognising the particular role and aspirations of Māori communities. Māori students need to be well-informed and supported to make effective transitions to tertiary education and successfully pursue their own lifelong learning pathways.

> Career development is a lifelong process of skill acquisition and building through a continuum of learning, development and mastery. This process enables people to be in charge of their own career, with enough focus and direction for stability and enough flexibility and adaptability for change along the way.
>
> *(Phillip S. Jarvis, 2003, p7)*

What you will find in these guidelines

Career Education and Guidance in New Zealand Schools outlines a set of career management competencies young people need to develop, and suggests an effective model of career education and guidance that can be used to develop these.

The guidelines cover:

- learning outcomes for students that address the career management competencies young people need to develop
- whole-school processes for planning, designing, implementing and evaluating career education and guidance programmes
- the contribution of boards, principals, school staff, families, whānau and community organisations to effective career education and guidance.

Terms used in these guidelines

A career is 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.

Career education consists of planned, progressive learning experiences that help students develop career management competencies that will assist them to manage their lives. Career education includes elements that stand alone and elements that are part of regular classroom teaching.

Career guidance provides individualised interactions to help students move from a general understanding of life and work to a specific understanding of the life, learning and work options that are open to them. It helps individuals or small groups to better understand themselves and their needs, confront challenges, resolve conflicts, develop new perspectives and make progress. Career guidance is carried out by staff with specialist training. This may include deans and teachers providing pastoral care.

Career management competencies are the understandings, skills and attitudes that people use to develop and 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.

Students who are at risk of leaving school unprepared for the transition to the workplace or further education/ training are students who leave school without developing the career management competencies they will need to manage their futures. They include students who leave school without considered career plans or unprepared for their intended pathways. They can include students who have been successful at school as well as those who have underachieved. In New Zealand schools, Māori students, refugees, Pacific students and migrants have been identified as more likely to be at risk.

Outcomes for students

The ultimate aim of career education and guidance is to equip students to develop their careers throughout their lives. People continue to learn to do this long after they leave school, but what they learn at school is a crucial start.

At school students need to learn to make considered decisions and act accordingly. They need to learn how to become resilient career managers. This is an essential part of gaining the competencies that will enable them to live full and satisfying lives and contribute to a sustainable future for Aotearoa New Zealand.

CAREER MANAGEMENT COMPETENCIES

Recent international research and practice has identified a set of career management competencies[1] that provide a framework for designing career education and guidance programmes in schools. Each competency involves a set of understandings, skills and attitudes required to successfully manage life, learning and work.

These competencies are the basis for the suggested learning outcomes for career education in these guidelines. Schools can use the competencies and their knowledge of students' acquisition of them to design learning programmes that are appropriate to the developmental stages of their students and inclusive of their cultural identities, values and contexts.

Career management competencies are grouped as follows:

- **Developing self-awareness**
  competencies that enable young people to understand themselves and the influences on them
- **Exploring opportunities**
  competencies that enable young people to investigate opportunities in learning and work, and relate them to themselves
- **Deciding and acting**
  competencies that enable young people to make and adjust their plans, to manage change and transition, and to take appropriate action.

> Change is only possible if goals and directions can be conceived. Without some conception of self in the future, the individual does not have anything to work towards. Concepts of possible selves provide both the possibilities and the goals.
>
> *(Cornford, 1995, in Carpenter, 2008, p60)*

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1   Australia, Canada, the USA and England have adopted similar aims and outcomes for career education. The competencies adopted in these guidelines were adapted from the Australian Blueprint for Career Development (2009).

Developing self-awareness

Young people need to be able to understand themselves and the influences on them.

Schools assist students to:

- build and maintain a positive self-concept
- interact positively and effectively with others
- change and grow throughout life.

In school, at home and in the community, young people observe, explore and comment on the world around them in order to make sense of it. They test themselves in a variety of ways and discover their capabilities and limitations. They discover the unique characteristics that help them define their self-image. They learn to work positively and co-operatively with diverse people, and explore and develop their understanding of the values that will help shape their lives.

Career education and guidance builds on students' knowledge of themselves and their potential for development. It helps students identify their special and distinctive characteristics – their interests, skills, values and personal qualities – and consider them in relation to the lives they have and want to have.

Career education and guidance needs to take account of the social and cultural contexts of students. Students need to be able to feel pride in their cultural identity as part of developing confidence in who they are and thinking about their futures.

What the developing self-awareness competencies are about

Build and maintain a positive self-concept

This career competency is mainly about:

- knowing who we are – our interests, skills, qualities and cultural and personal values
- understanding how to develop our capabilities and interests
- demonstrating behaviours that reflect a positive attitude about ourselves
- understanding what influences our behaviours and attitudes
- building the understanding and ability to give and receive feedback.

Interact positively and effectively with others

This career competency is mainly about:

- interpersonal and group communication skills
- wanting to help, work or collaborate with others
- being able to relate to people of diverse cultures appropriately
- understanding the importance of positive relationships in our lives
- being able to express ideas and personal feelings in an appropriate manner
- knowing how to deal with peer pressure and solve interpersonal problems.

Change and grow throughout life

This career competency is mainly about:

- understanding that our motivations and aspirations will change as we go through physical and psychological changes
- being aware of how mental and physical health impact our decisions
- knowing how to adapt to changes in all areas of our lives
- knowing when to ask for help and how to go about it.

Exploring opportunities

Young people need to be able to investigate opportunities in learning and work, and relate them to themselves.

Schools assist students to:

• participate in lifelong learning to support life and work goals
• locate information and use it effectively
• understand the relationship between work, society and the economy.

Students need to understand the possibilities that may exist for them, now and in the future, that are relevant to their individual strengths, interests, and aspirations. They need to understand the role of learning and qualifications in developing careers.

It is important that students become aware of how their careers and lives will be influenced by shifts in national and global economies. They need to develop resilience and the capacity to adapt as their life and work environments change.

Career education and guidance needs to support students to explore a wide range of opportunities. Students need help to think about how these opportunities can help them to realise their full potential and enable them to participate and contribute to their community and to society.

"Students need help and advice at subject choice time, but it's also a great chance to get to know students better. By observing how they go about making those decisions we learn a lot about their individual needs and the developmental stages they are at."

Careers education co-ordinator,
Avonside Girls' High School

What the exploring opportunities competencies are about

Participate in lifelong learning to support life and work goals

This career competency is mainly about:

• understanding the role of learning in our careers and lives
• understanding how our interests, knowledge, skills, attitudes and values can be transferable to various work roles
• understanding the realities and requirements of various education, training and work settings
• knowing about learning opportunities and how these will change over time.

Locate information and use it effectively

This career competency is mainly about:

• knowing where and how to access and use reliable career information
• knowing how to use school and community resources to learn about work roles
• knowing how to interpret and use labour market information.

Understand the relationship between work, society and the economy

This career competency is mainly about:

• understanding how work contributes to our community and society
• understanding the effect of work on people's lifestyles
• determining the value and importance of work for ourselves
• understanding how society's needs and functions affect the supply of goods and services
• understanding the concept of the global economy and its impact on individuals and society.

Deciding and acting

Young people need to be able to make and adjust their plans, to manage change and transition, and to take appropriate action.

Schools assist students to:

- make life- and career-enhancing decisions
- make and review learning and career plans
- act appropriately to manage their own careers.

Students need to understand the importance and the likely consequences of the choices they make, now and in the future. They should understand the processes they apply when they make decisions in all aspects of their lives and become aware that they will be managing change and transition throughout their lives.

Career education and guidance raises students' competence in planning and decision making. Students learn to be prepared to take risks, to follow up on opportunities, to be flexible and responsive to change, and to find alternatives when faced with setbacks.

Career education and guidance needs to take account of the different ways students and their families and whānau make decisions. It is important for students, family and whānau that they are all involved in decisions about learning and career pathways at the right times and in ways that are right for them.

What the deciding and acting competencies are about

Make life- and career-enhancing decisions

This career competency is mainly about:

- understanding that our career path reflects a series of choices
- being able to explore alternatives in decision-making situations
- demonstrating the skills, knowledge and attitudes required to assess life, learning and work opportunities
- being aware of what might make it hard to attain our goals and developing strategies to overcome problems
- being able to evaluate the impact of our decisions on ourselves and others.

Make and review learning and career plans

This career competency is mainly about:

- understanding the importance of setting goals
- being able to set ambitious but realistic career goals
- being able to develop and implement short-term plans
- being able to revisit career plans on a regular basis.

Act appropriately to manage their careers

This career competency is mainly about:

- understanding how positive attitudes are important to our career-building process
- knowing how to apply coping strategies during transition periods
- applying for and securing places in chosen learning or work situations
- communicating effectively in portfolios, applications, CVs and face-to-face interactions
- gaining support from family and whānau, peers and community organisations.

Career management and the New Zealand Curriculum

The career management competencies described in these guidelines reflect the New Zealand Curriculum's vision and values and relate closely to the key competencies.

The New Zealand Curriculum identifies five key competencies:

• managing self
• relating to others
• participating and contributing
• thinking
• using language, symbols, and texts.

People use these competencies to live, learn, work and contribute as active members of their communities.

Career education lends itself to the development of rich and diverse opportunities for students to develop and demonstrate the key competencies. Providing opportunities in a career education context has the advantage that the content and context are inherently real and future-focused.

"I felt like a grown-up a bit."

Evaluation comment from a student at Kirkwood Intermediate after the Moving On days. On these days, year 8 students meet staff from the secondary schools they will be moving on to as well as people from the local community in a range of occupations. Secondary schools send as many staff as possible, including principals, year 9 deans, careers staff and subject teachers.

Career management competencies	Link to the key competencies
Developing self-awareness – young people understand themselves and the influences on them.	Involves **managing self** and **relating to others**.
Exploring opportunities – young people investigate opportunities in learning and work.	Requires students to **think** critically, **use language, symbols and texts**, and **relate to others**.
Deciding and acting – young people make and adjust their plans, manage change and transition, and take appropriate action.	Involves students **thinking** constructively and preparing to **participate** and **contribute** throughout their lives.

Practical examples of how the key competencies can be developed in the context of career education are provided on page 38 of these guidelines.

Learning opportunities designed to develop the key competencies will also be an opportunity to address career management competencies. Many of the approaches for developing the key competencies apply equally to career education and guidance. For example, some schools encourage students to become more involved in extracurricular activities as a way of enhancing their key competencies. Extracurricular participation also enhances career management competencies – experiences beyond their immediate family life assists students to become aware of a wider range of career opportunities.

Influences on career decisions
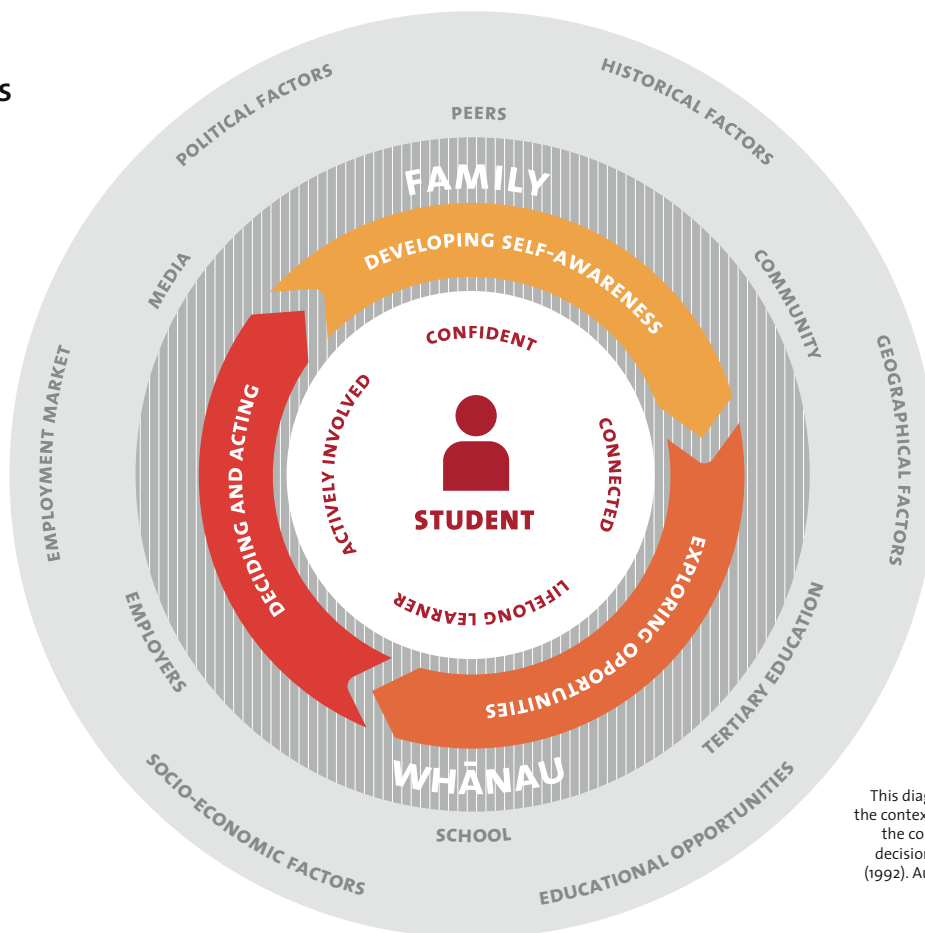
This diagram was developed from the contextual model in "Examining the context of adolescent career decision making", M.L. McMahon (1992). Australian Journal of Career Development, Nov 1992

The key competencies and career management competencies can be addressed in parallel. For example, school career education programmes often consider the qualities employers are looking for in employees. These qualities are generally closely aligned to the key competencies.

Career education and guidance contexts also offer students opportunities to reflect on their values and to investigate how these relate to the specific values involved in the diverse roles that exist in the world of work. They can learn about how their personal values can impact their choice of work style and how their social, cultural and economic values may incline them towards particular fields of work. They can develop their understanding of how people's values differ and how values shape society and the workplace.

The principles and pedagogy of career education and guidance are strongly aligned with the principles and pedagogy of the New Zealand Curriculum. Career education and guidance encourages high expectations, values the unique contributions of diverse people to a productive and sustainable society, links with learning across the curriculum, seeks active community engagement and encourages students to envision and build their futures. It takes account of students' whole of life experiences, develops their ability to relate what they learn at school to their futures, encourages them to reflect and take action, and supports them to do this.

This provides a powerful and motivating context for learning and helps develop students' knowledge about their capabilities now and what they will need in the future. Teachers and students can use this knowledge to personalise their learning programmes.

Career management and Te Marautanga o Aotearoa

Te Marautanga o Aotearoa envisages young Māori with a strong sense of identity as Māori participating actively in the Māori world and gaining a rich base of skills that will offer them a range of career choices. It expands this vision in a summary of the most important qualities and characteristics a young Māori graduate will have.

There are close connections between helping students to develop the characteristics in this graduate profile and helping them develop career management competencies. These connections are set out in the table below.

What Māori students' say they want from school:

Help us stay in school

Help our whānau keep us motivated

Teach us in ways that work best for us, not just best for you

Help us to make links between what we're learning at school and life beyond school.

Students at a Ka Hikitia hui, Auckland, 2007

Career management competencies	Links to Te Marautanga o Aotearoa
Developing self-awareness Young people understand themselves and the influences on them.	Young people who understand themselves learn to live confidently and proudly as Māori and develop the confidence to pursue their own learning pathways. They understand the influences on them, learn to be respectful of others and relate well to other peoples and cultures.
Exploring opportunities Young people investigate opportunities in learning and work.	Young people who know how to investigate opportunities in learning and work understand their role within whānau, hapū, iwi, community and wider society. They learn how to equip themselves for a range of career choices and gain the skills and knowledge required for entry.
Deciding and acting Young people make and adjust their plans, manage change and transition, and take appropriate action.	Young people who know how to make and adjust their plans can pursue their own pathways and participate positively in the Māori world and in the community. They can actively work to experience academic success, reach their full potential and live successful and fulfilling lives.

Career education and guidance supports many of the principles and values in Te Marautanga o Aotearoa. It is inherently student-centred and future-focused. It seeks to engage and challenge students while upholding the mana of each individual. It endorses the crucial role of family, whānau, hapu, iwi and the wider community in helping students realise their potential and make appropriate decisions about their learning and career pathways.

Progression across year levels

Career education and guidance helps students to be ready to make decisions at a succession of key transition stages at school and assists them to work towards being competent managers of their own careers in the future. Increasing awareness of career pathways helps students to see the relevance of what they are learning at school.

Career education and guidance needs to take account of the age and stage of development of students at different levels of schooling. The descriptions that follow are generalisations. Individual students will move towards greater self-reliance and self-management at different rates. Many will reach a level of independence earlier than might be expected.

Years 1-6

Students develop their awareness of themselves and of what people do in the community. They learn to make decisions, plan, and take action as a normal part of regular classroom learning and their personal lives. They begin to develop a sense of competence, of their ability to learn useful things and contribute to the world around them.

Years 7-8

Students increase their awareness of their strengths and interests, and of how they relate to others. They see themselves positively, demonstrating a hopeful picture of themselves in the future. They explore adult roles in their communities and the range of occupations that contribute to the products and services people use in their daily lives, and demonstrate optimism that they will do the same in the future. They become aware of the link between education and work and the role of lifelong learning, understanding that people's skills are built up over time because of learning and experience. They develop transferable skills in research, goal setting, evaluating options and reaching decisions. They become aware of the style and nature of secondary schooling, and are prepared for this transition.

Most career education is part of regular classroom learning. Extracurricular, community-related and enterprise education activities will contribute to the development of career management competencies. Some schools include career education opportunities through developing the key competencies.

Years 9-10

Students build their understanding of their strengths, interests and values and start to consider how these might influence their life, learning and work choices. They are developing their confidence as learners, and articulate aspirations and dreams about their future. They understand how they relate to others and the impact their personal decisions have on their lives.

There is an increasing emphasis on understanding and personalising learning pathways at school. Students learn about senior school courses and how they relate to qualifications. They explore possible career directions, and may visit actual workplaces, without needing to make career-defining decisions. Through inquiry-learning approaches they enhance their research skills and increase their awareness of a range of future pathways. Teachers can contribute by making connections between classroom learning and students' lives outside of and beyond school, including the world of work. Teachers can show how decisions made during schooling have the potential to influence future pathways. Pastoral care can include a future focus through learning and career planning.

Year 11

Students use their knowledge of themselves to weigh up possible pathways in the senior school and beyond. They explore and begin to articulate career aspirations linked to a range of learning opportunities. Students continue to learn about senior school courses and how they relate to qualifications. Classroom teachers help students discover how their talents relate to work, and they learn to describe and name their growing skills and abilities in conversations, plans and portfolios. They understand how to keep open a range of options while pursuing their strengths, interests and aspirations.

Learning and career planning will include setting goals for achievement in qualifications and for exploring career pathways. Career education events will raise and broaden students' awareness of options beyond school and teachers can highlight career concepts within regular classroom learning. Students experience more of the nature and language of work and employment, understanding the names and meanings of skills so that they can relate these to self, occupations and industries. Pastoral care systems can encourage students to become aware of their transferable skills and actively monitor their career and learning planning.

Years 12-13

Students begin to visualise themselves in pathways beyond school. They understand how school qualifications relate to tertiary education and training options, and to occupations.

Learning and career planning will encourage students to maintain a range of career options; however they are gaining a broad sense of the direction that best suits their interests, talents and abilities. They understand the need to actively explore areas of interest and to identify training and education possibilities that are related to their skills and abilities. Planning will include researching actual possible pathways which reflect the student's school achievements, aspirations, strengths, interests and values. Schools can provide opportunities for students to experience a range of occupations in industries they are interested in. They encourage students to identify, evaluate and enhance their transferable skills within the curriculum, in extracurricular activities and in their lives outside of school.
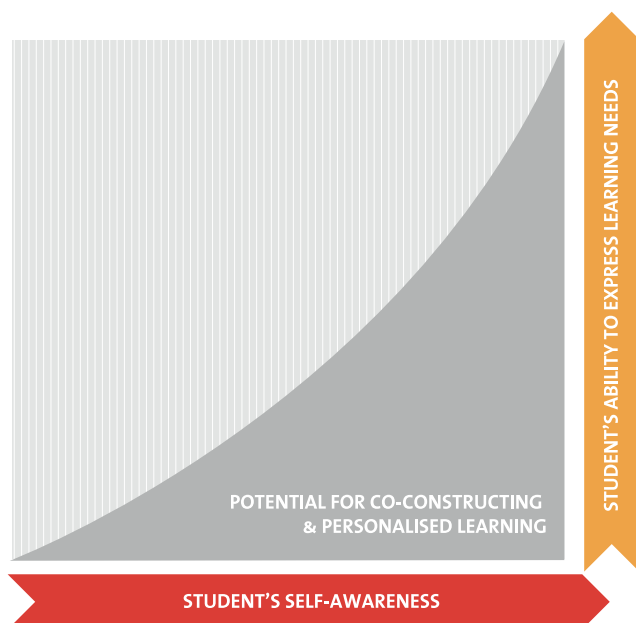
Career education and personalising learning

Students need to become positive, resourceful and motivated learners who will carry on learning when they leave school. They need help to recognise and develop their unique interests and strengths and they need to feel that they matter. They can then move on to take control of their career pathways.

Developing career management skills, particularly self-awareness, will help students to understand their learning needs and to express them. This helps teachers to decide what learning is a priority for them. It creates a foundation for the co-construction of teaching and learning.

Most schools have policies and programmes aimed at personalising learning. Schools can dovetail career education and guidance with other school strategies designed to personalise learning and to develop students' ability to take responsibility for their own learning.

A school can:

- encourage teaching and learning strategies that motivate individuals to identify their own interests and strengths and to think about how they can develop these
- encourage teachers to use their knowledge of students' career aspirations to adjust their teaching programmes to help support young people to achieve their goals
- design the career education and guidance programme to be flexible enough to respond to individual interests, strengths and aspirations
- frame the school's pastoral care so staff see career development as one of its functions
- identify students with specific career advice and guidance needs and provide ready access to ongoing career advice and guidance for all students who need it
- provide opportunities for every student to learn how to independently access appropriate and coherent career information and use it effectively
- support every student to maintain an ongoing learning and career plan and to take responsibility for reviewing and progressing their plan.

POTENTIAL FOR CO-CONSTRUCTING & PERSONALISED LEARNING

STUDENT'S ABILITY TO EXPRESS LEARNING NEEDS

STUDENT'S SELF-AWARENESS

"More than half of our students were born outside of New Zealand. So we are very aware of the need to acknowledge cultural differences when it comes to self-awareness and interpersonal skills."

Deputy principal, Takapuna Normal Intermediate

Students who are at risk of leaving school undecided about future pathways or unprepared for transition to the workplace or further education are a priority. The most obvious students at risk are those whose school achievements will not provide them with entrance to preferred post-school education, training or work. But students who are considered successful at school can still be at risk of leaving school without well-developed career management competencies or a fully considered career direction. Students who have a large number of post-school options open to them may lack the skills and support to assess available information and make appropriate decisions.

Research has identified groups of students that may have particular career education and guidance needs: Māori students, Pasifika students, migrant students, and refugee students. Other students in need of special consideration might include: gifted students, students with special needs and students who may be disadvantaged by their family background.

To identify students likely to be at risk, schools can monitor indicators like attendance, general achievement, literacy and numeracy, health, behaviour, stand downs and low motivation to take part in learning. Classroom teachers, form and whānau teachers and deans are well placed to identify students who may be at risk using these indicators.

Schools need to know:

- when students are nearing the end of their schooling
- which students appear to be underachieving or under-motivated
- which students are likely to have difficulty in competing equally for education or training places and jobs
- whether any groups in the school are statistically over-represented in unemployment figures
- which students have not developed their career management skills well enough to achieve their potential, including those who have made decisions about their futures without appropriate exploration and consideration, or have unrealistic plans
- which students (and families) have limited understanding and experience of the world of work and tertiary education and training.

Clarifying issues of need

While careers service efforts were focused on the 'hard to help', many other young people, who would not be targeted under the current criteria, were clearly in need of more support than they were currently receiving ... those who were dropping out of academic courses that many were said to have chosen without sufficient preparation or access to comprehensive, impartial information.

(Marian Morris, Mark Rickinson and Deborah Davies, 2001, p21)

Career education and guidance in schools contributes to several of the broad outcomes and goals of Ka Hikitia, Māori Education Strategy 2008-2012, and the Pasifika Education Plan 2008-2012, in particular:

Ka Hikitia: Māori learners working with others to determine successful learning and education pathways

Pasifika Education Plan: Strong learning foundations ensuring Pasifika students participate, engage and achieve at each stage of their education, and make good transitions from one stage to the next

Effective practice in schools

Career education projects conducted in New Zealand in recent years[2] have helped identify a number of factors that support effective practice in career education and guidance in schools.

These factors are reinforced by international studies. In summary, effective practice will:

- be based on the particular needs of the school's community
- be designed to meet the needs of all the school's students
- become a whole-school responsibility
- be planned, structured and co-ordinated
- involve the local and wider community
- respond to the changing nature of further education, training and work.

Active leadership

The profile of career education and guidance in the school is raised where the principal provides active leadership. Whole-school engagement has been most successful where the principal links the vision for career education and guidance with the school's curriculum and structures. Staff commitment is more likely when the principal conveys the school's career education strategy to all staff.

Vision and goals in strategic and annual plans

Career education and guidance is more likely to be sustainable where school boards of trustees include a vision for career education and specific, measurable goals in strategic and annual plans.

Using evidence to inform planning

Monitoring, evaluation and review ensure that planning flows from evidence and career education and guidance practice is fit for purpose. School priorities for career education and guidance need to be based on reliable data and other evidence that provides information on the particular needs and views of the school's community of students. Schools undertake self-review in a number of areas and need to apply these processes to career education and guidance. Evidence on students' career interests and intentions also provides valuable information for school-based curriculum design.

A team approach

Schools that fully embrace and appropriately resource a team approach to career education and guidance are more likely to develop co-ordinated programmes and successfully incorporate career education in school structures. A team approach broadens staff ownership and commitment to career education. Wider involvement in analysing student needs, identifying gaps and planning solutions helps staff take responsibility for including aspects of career education in teaching and pastoral care.

A co-ordinated programme

To ensure coverage and continuity for all students at all levels, it is important to plan and co-ordinate all learning opportunities, interventions and interactions. The connections with learning pathways provided through funding sources such as STAR and Gateway are particularly important.
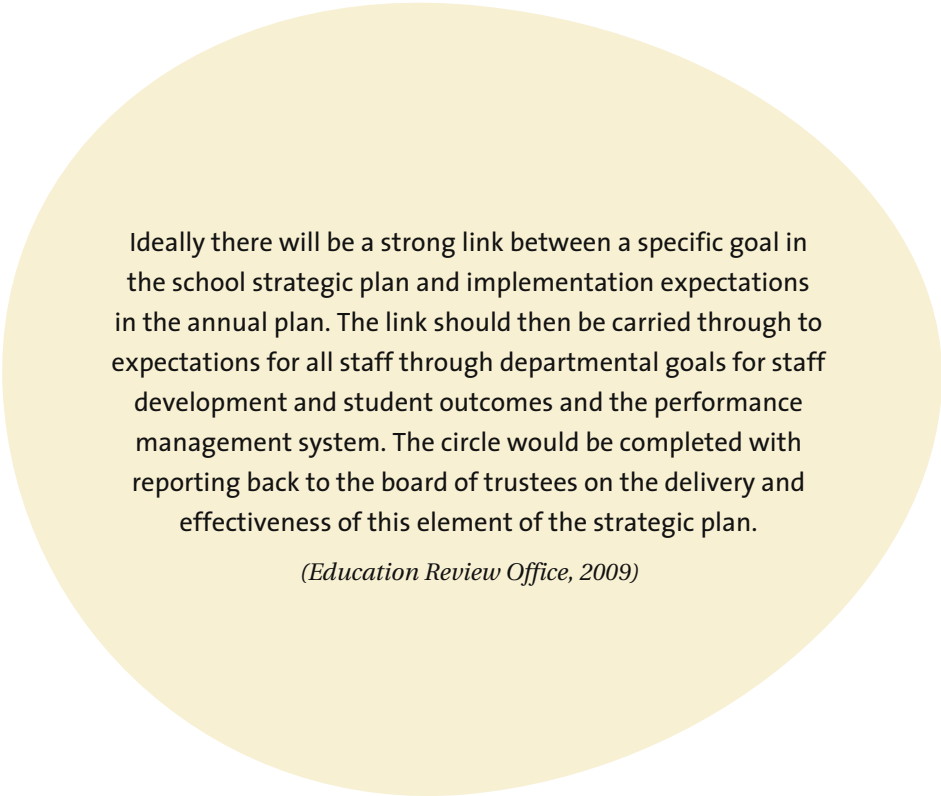
Incorporated in school-based curriculum and school structures

Successful school programmes establish career education and guidance as an essential component of the education a school provides. They provide career education and guidance learning opportunities through pastoral care systems, learning areas and specific career-related learning activities. They link career education to school initiatives in pedagogy, as career is a very important learning context particularly for older students.

Personalises career education and guidance

Learning and career planning helps students to gain an understanding of their own interests, abilities and potential. It helps students to develop the skills they need to learn about the range of career options open to them, set goals and make decisions. This planning is most effective when it includes discussion and support from family and whānau.

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2   These include Designing Careers and Creating Pathways and Building Lives.

Ideally there will be a strong link between a specific goal in the school strategic plan and implementation expectations in the annual plan. The link should then be carried through to expectations for all staff through departmental goals for staff development and student outcomes and the performance management system. The circle would be completed with reporting back to the board of trustees on the delivery and effectiveness of this element of the strategic plan.

(Education Review Office, 2009)

Caters for target groups

Schools need to gather evidence to identify the needs of specific groups of students, including those who may be at risk of leaving school unprepared for transition to the workplace or further education or training, and those with diverse needs. These groups include Māori, Pasifika, migrant and refugee students but are not limited to these. It is important to establish appropriate goals for each target group, to plan how to meet their needs and to evaluate the effectiveness of measures put in place.

Involves family, whānau and community

Families, whānau and communities have a major influence on a young person's career decisions. Encouraging family and whānau involvement in ongoing activities such as learning and career planning will build a shared understanding of students' strengths, interests and aspirations. It is important that interactions with family, whānau and community observe appropriate cultural protocols and are arranged for convenient times and places.

Sharing ideas with other schools

Networking between schools is vital for sharing information on effective career education and guidance initiatives and on activities that are taking place in the school's region and around the country. Clustering is successful in fostering effective learning communities. It is important for secondary schools to understand how career education and guidance is provided in contributing schools, and vice versa.

Professional development

Schools need to identify the ongoing professional development needs of staff, and develop strategies, such as providing resources and ongoing learning opportunities, to support all teachers, including the career education team and teachers involved in pastoral care.

Sustainable career education and guidance

Sustainable career education and guidance is underpinned by planning at strategic, policy and programme levels. Effective planning and sustainable programmes are supported by evaluation and professional development.

STRATEGIC PLANNING

Career education and guidance is most effective when it is integral to the school's curriculum and pastoral care systems, and planned so that it is sustainable over time. This is more likely to happen if the board of trustees establishes a vision for career education and guidance in the school and a set of annual goals.

Strategic planning for career education and guidance should:

• embody the school's vision for the future
• provide a vision for career education in the school
• address the particular needs of and desired outcomes for the school's student community – one size does not fit all
• be clear about how progress will be evaluated
• be updated as the school progresses toward its goals.

Career education and guidance may be included in the school's charter in its own section and/or in a range of other sections. For example, career guidance might be one of the strategies for addressing the needs of refugee students or promoting lifelong learning. Professional development strategies might include a career education and guidance element.

If career education and guidance in the school is in need of significant growth and development, it could be part of the long-term strategic plan. Boards of trustees can establish annual priorities and targets related to the direction, development or intended outcomes of career education and guidance.

Examples of areas where boards could establish strategic priorities and aims are:

Students	Improved identification of students needing individual career guidance	Targets for student engagement in further education or work following school
Staff	Structured involvement of staff in career education and guidance	Targets for staff professional development in career education
Resources	Budget allocations to support a whole-school approach to career education and guidance	Property planning to raise the visibility of career education and guidance

School policy

A policy sets out the principles of the school's approach to career education and guidance. It helps maintain a consistent approach to career education and guidance over time and ensure its connection and coherence with other school policies.

A policy can explain the purpose of career education in the school and how this relates to the school's broader educational philosophy and practice. It can explain the theoretical basis for career practice.

A policy will articulate the outcomes the school wants for students before they leave school. It may explain the school's distinctive features (eg. geographic and ethnic) that will influence its programmes.

The policy could explain the school's broad approach to providing career education and guidance and how it will be co-ordinated and managed.

Programme planning

The school's career education and guidance plan shows how the school's strategy and policy will be achieved. It includes:

- a programme of actual learning opportunities, interventions and interactions the school intends to provide.
- a framework for identifying, meeting the needs and tracking the progress of students who may be unprepared for the transition to the workplace or further education/training
- details on how the programme will be delivered, for example, staffing, timetabling, budget, professional development, and so on
- details on how the programme will be monitored and evaluated.

An effective programme will make it clear which career management competencies and learning outcomes are priorities. It will provide group learning experiences for all students, career education and guidance for specific groups of students, and ongoing support and guidance for individuals.

A career education and guidance programme isn't planned in isolation. It will seek to maximise connections and coherence with other school programmes and strategies and to support and be supported by those.

It will be consistent with the principles of the New Zealand Curriculum by encouraging high expectations, valuing the unique contributions of diverse people to a productive and sustainable society, linking with learning across the curriculum, seeking active community engagement and encouraging students to envision and build their futures. It will take account of students' whole of life experiences, develop their ability to relate what they learn at school to their futures, encourage them to reflect and take action, and support them to do this.

Many schools support programme planning by asking syndicates, teams, departments or faculties to set career education goals and targets in their management plans and to report on these regularly.

Evaluation and review

Effective evaluation and review ensures that planning flows from evidence and career education and guidance practice is fit for purpose.

Career education and guidance can be reviewed as part of the school's regular self-review processes. It can be reviewed in conjunction with other areas, such as literacy and numeracy, the key competencies or specific curriculum learning areas.

A review evaluates effectiveness and looks for ways to improve outcomes for students. Questions that could be used in review include:

- What evidence is there that career education and guidance is incorporated into the school's structures and curriculum?
- How consistently is career education and guidance provided at each year level?
- Are pastoral care and classroom teaching supporting career education and guidance to the extent needed?
- To what extent is career education and guidance student-centred? Does it meet the particular needs of the school's students? How well is the school catering for the diversity of its students?

"There are three strands to our career education and guidance policy:

- developing effective career partners – students, staff, parents and the community
- creating career pathways – the learning and future pathways plans that students maintain with their whānau teachers
- making career connections – with a focus on school subjects, each student's aspirations and life beyond school

Careers thinking is integrated into everything we do, particularly in pastoral care and also in the classroom. There's complete staff buy-in."

Head of careers department, One Tree Hill College

- What evidence is there that students are developing career management competencies?
- What benefits do students gain from specific career-learning activities and events (such as career modules, expos and career days)?
- Do students and parents receive sufficient career-related assistance prior to key transition points, such as choosing subjects?
- Is career information accessible to all? Is it up to date and accurate? Is it impartial? Is there an appropriate balance between impartial material and promotional material produced by tertiary education or training providers?
- How much confidence do students have about seeking career guidance?
- Could the school make better use of the resources allocated to career education and guidance?

Evaluation should draw on a range of relevant evidence and be designed to measure effectiveness against baseline data. Some of the evidence chosen for the evaluation will already exist in the school. Some will need to be gathered to answer specific questions. Evidence can include[3]:

- Demographics – data that describes the school's students, staff and community. Much of this data is collected at enrolment, when students leave school and by tracking students beyond school. This evidence will reveal the distinctive features of the school's student community that will shape the school's career education and guidance programmes.

- Student achievement – data and other evidence from attendance records, assessments, standardised testing, portfolios of student work, student profiles and achievements soon after leaving school. This evidence can indicate the impact career education is having on student motivation and achievement.
- Perceptions – evidence of what staff, students, parents and whānau and others think about the career education programme and how much they know about learning and career pathways and options.
- School processes – how the school is organised and operates. Senior school curriculum options, the ease of changing subjects and the structure of the timetable can be factors in students' career options.
- Other practice – academic research, the experiences of other schools, methods to track students beyond school, etc. Keeping up to date with other practice is a key role for the school's career education leader.

Review should take account of factors that are beyond the school's control. Fluctuations in the national and local economy can impact on job opportunities and how students, families and whānau feel about possible learning and career options. For example, if local businesses are struggling, work experience and placement programmes might have to be reviewed. Or, if local businesses are actively seeking workers, some students may need help to weigh up the risks of leaving school without gaining qualifications.

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3   This approach is adapted from the Ministry of Education publication Consider the Evidence, 2006

DESTINATIONS AND PATHWAYS

What students do after they leave the school can be an important indicator of the effectiveness of a school's career education and guidance. Tracking students can be difficult and time consuming, but the results can indicate how well a school is equipping students for their first steps beyond school.

Most schools collect exit data, including each student's destination intentions. Some schools contact students after they leave school to find out what they are doing. It is not necessary to attempt to contact all leavers. A representative sample can provide valid indicators. Tracking only those students who have been identified as at risk of not making successful transitions can provide rich evidence.

Most schools use destinations data to report to senior management, boards of trustees and curriculum review committees. It is important to interrogate all evidence. For example:

- student destinations follow traditional gender-specific patterns. What can the school do to broaden horizons for students?
- a high proportion of students do not go to the work or study destination they gave in their exit survey. Can you improve processes for identifying students who probably need more support than they reveal?
- students appear to follow pathways related to only a few school subjects. Do other subjects need to inform students of related learning and career pathways?
- a certain proportion of school leavers went directly to work (or to degree studies, etc). What does this mean for curriculum offerings and career education and guidance priorities?
- individuals whose time at school was characterised by poor attendance, low achievement or behaviour problems were more positive and successful after leaving school. Does this mean the school had a positive impact on them or was the school environment too inflexible to accommodate them?

Schools may be able to get assistance from external agencies to obtain and collate destinations data[4]. Commercial software is available to assist schools to collate data. In some regions, business or economic development agencies provide information.

4   Nationally, Youth Transition Services offer to register school-leavers for assistance beyond school and can provide data to schools about former students. Youth Transition Services is administered by the Ministry of Social Development.

Professional development

Career education and guidance is a dynamic field. Rapid changes in work, tertiary education and industry training necessitate ongoing professional development in schools. Careers professionals are constantly refining career concepts and researching effective practice.

Professional development is essential for career education and guidance specialists and career education leaders. It is also necessary for all teachers so they understand the aims and processes of career education and guidance. Many schools have taken steps to ensure that "all teachers are careers teachers". In schools where career education is seen as integral to pastoral care and classroom teaching, this role is not seen as additional or burdensome.

Professional development opportunities can be provided for teachers and career education leaders to:

- update their skills and knowledge through conferences, workshops, seminars and peer mentoring
- develop skills in using technology to access career information
- understand the family and cultural contexts in which students make decisions
- learn to advise students on career management and pathways
- learn to meet the needs of students with particular career education needs
- undertake action research into career education in their curriculum areas.

Whole-school understanding of career education and guidance can be enhanced by:

- incorporating career education and guidance in pastoral care and giving the teachers involved the skills and resources they need
- including a career education focus in other professional development activities in the school, for example, on monitoring students' development of the key competencies, or reviewing a school's approach to teaching and learning in year 9
- systematic efforts to raise awareness of how career pathways can relate to each curriculum learning area
- career education workshops for staff run by the careers lead team
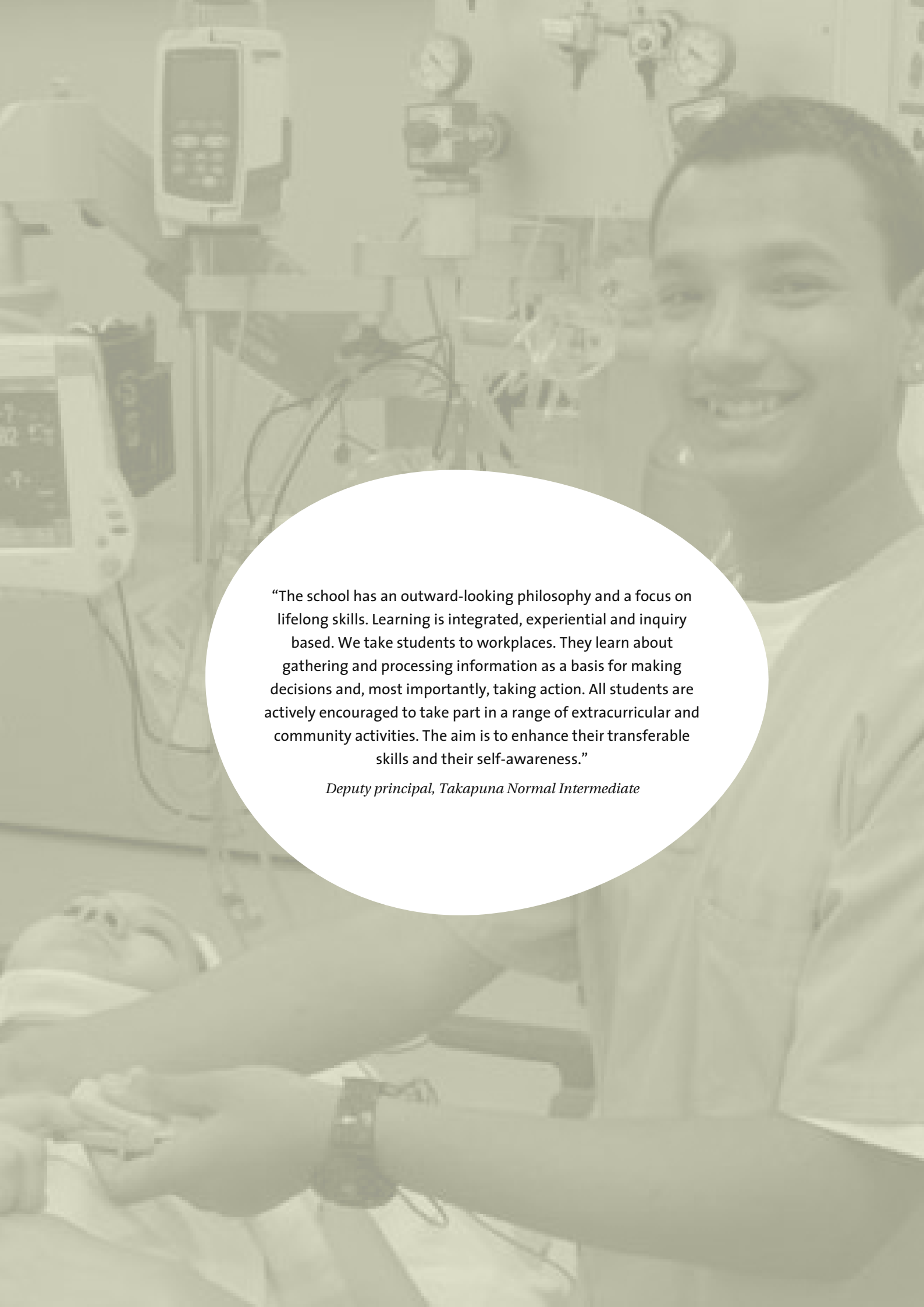
"The college has a forward-looking philosophy to education. It's a school policy to engage with the world of work – to give purpose and relevance to learning and for career planning purposes. All students visit a tertiary education campus before they enter year 11. They go to many workplaces, and teachers go with them. In fact, getting teachers out of the school and into work environments related to their subjects has become a major element of our professional development. The experience equips them to think of where students will go when they leave this college, which makes them better subject teachers."

Deputy principal, Teaching and Learning,
St Thomas of Canterbury College

- involving teachers in career education visits to businesses, tertiary education providers, industry training events, etc.
- enhancing staff awareness of career pathways that are involved in events and enterprises they are involved in, such as sport, arts and subject-related visits.

Career education leaders could be encouraged to:

- undertake specialised training in guidance and counselling
- gain formal qualifications in career education
- join career industry professional associations, for example, the Career Development Association of New Zealand (CDANZ) and the Careers and Transition Education Association (CATE).

"The school has an outward-looking philosophy and a focus on lifelong skills. Learning is integrated, experiential and inquiry based. We take students to workplaces. They learn about gathering and processing information as a basis for making decisions and, most importantly, taking action. All students are actively encouraged to take part in a range of extracurricular and community activities. The aim is to enhance their transferable skills and their self-awareness."

Deputy principal, Takapuna Normal Intermediate

Steps for developing career education and guidance

Set up a careers lead team

Establishing a representative team is an important factor in incorporating career education and guidance in school-based curriculum and school structures.

The most effective teams are led by a senior manager working closely with a career education leader. Some schools seek representation on the team from each learning area or syndicate, while other schools invite classroom teachers with an interest in career education. Decide how you will involve other staff through consultation. Students could be represented on the team.

The careers lead team is responsible for developing and monitoring the provision of career education and guidance. Team members may need to lead significant whole school change. Consider providing professional development to help them do this.

Review your current situation

Gather and analyse all available evidence about the coverage and impact of current career education and guidance and the needs of your students. Run teacher, student and whānau surveys. How is career education perceived in the school? How satisfied are school leavers and parents with the help they receive? How well did students cope with decisions at key transition points? Look widely across the school for activities that are contributing to career education outcomes whether overtly planned or not. Identify potential synergies with other initiatives that could be explored for future development.

Understand your students' needs

Schools need to understand the unique characteristics of their student community before designing their approach to career education and guidance. It is important to identify the needs of the student community as a whole, as well as those of particular groups and individuals who may need special consideration. For example, the school's geographic location or ethnic mix could be relevant. The needs of parents and whānau could also be considered, as they have significant influence on their children's career development.

Establish specific goals and priorities

Specify targets for student outcomes. These could refer to learning and career planning, successful transitions and engagement beyond school. There could also be a need for development goals, such as a phased process for introducing career education topics into learning areas and professional development for teachers.

Specify available resources

Consider the expertise, staffing and budget required to plan, deliver and monitor the career education and guidance programme. Factor in the costs of resources, special events, external input, etc. Look at all sources of government and other funding.

Look outside the school

Research effective practice and review available resources, including those produced by Career Services. Decide which community representatives and organisations you will involve in planning and delivering career education and guidance. Plan ways to actively involve family and whānau.

Outline the programme

Decide on the shape of a school-wide delivery model and how that will be realised. For example, how some career education will take place within curriculum learning areas, what specific career-related learning activities are scheduled, how all students can receive some degree of ongoing individual support, and how students who need additional support are identified and given attention.

Decide how you will evaluate, review and report

How will the school assess whether its vision, goals and targets for career education are being achieved? It is important to establish baseline data so you can measure progress. Decide how to monitor the programme and how you will gather and report information on its effectiveness.

Contributors to effective career education and guidance

For schools to provide effective and sustainable career education and guidance, commitment and support are needed from:

- boards of trustees
- principals and senior managers
- career education leaders
- deans and staff providing pastoral care
- curriculum leaders and classroom teachers
- students
- parents, caregivers and whānau
- the community
- tertiary education and training organisations
- business and industry.

Boards of trustees

The board of trustees is responsible for ensuring that the school is giving effect to the New Zealand Curriculum or Te Marautanga o Aotearoa, the national education goals and the national administration guidelines. This includes ensuring the school provides appropriate career education and guidance for all students in year 7 and above.

The board's role is to:

- ensure that the career education and guidance needs of all students and the aspirations of their communities are reflected in the school's strategic planning and reporting
- ensure that the school's community, in particular Māori and Pasifika, have opportunities to contribute to career education and guidance strategies
- ensure there is an appropriate level of funding and resources to meet the career education needs of the students
- encourage a whole-school approach to career education.

Principals and senior managers

Principals and senior managers make sure that the school develops and reviews appropriate policies and programmes. This leadership role is a crucial element of effective career education and guidance in schools. Whole-school commitment to career education within the school is raised where the principal actively leads a career education strategy. Careers lead teams are most effective when they include a senior manager.

Some responsibilities are to:

- make sure career education and guidance is considered in strategic planning
- liaise with and support the careers lead team and career education leaders
- ensure teachers providing career education and guidance have the appropriate skills and knowledge to work with their students
- value and involve the wider community in career education and guidance
- make the involvement of parents and whānau with their children's learning and career planning a priority
- participate in career-related school and community events
- allocate and manage funding and resources to best meet the career education needs of students
- review progress and report to the board of trustees.

"We maintain a high profile for career education and guidance. There's a weekly newsletter to staff and regular assembly events. One of our major professional development meetings is devoted to careers and there's a Career Education Coverage page in the staff planning book. All teachers record career activities they include in their teaching. The checklist includes suggestions like talking about career opportunities related to the subject, using a community speaker, going on an industry or tertiary field trip and just relating anecdotes about careers. Careers staff collect these forms, collate them and give feedback to staff."

Careers adviser, St Thomas of Canterbury College

Career education leaders

Most schools appoint a career education leader to oversee and co-ordinate the implementation of career education and guidance throughout the school. This person will be more effective if they are supported by a careers lead team.

Career education leaders may be responsible for:

- developing and implementing the school's career education and guidance programme
- working with the curriculum committee, learning support teams and co-ordinators of programmes like STAR and Gateway to develop curriculum options
- working with syndicate leaders, heads of department or faculty and curriculum teams to incorporate career education in curriculum areas
- working with teachers providing pastoral care to incorporate career education and guidance in pastoral care systems
- organising resources, training and support for teachers
- making sure that career information is relevant, up-to-date and easily accessible for students and staff
- making career guidance available to students who need it, individually or in small groups
- encouraging and supporting parents and whānau to get involved in their children's learning and career planning, especially during transitions
- maintaining networks with businesses, education and training providers and parents, encouraging their involvement with the school
- organising or co-ordinating special career education learning activities
- consulting with and reporting to senior management
- co-ordinating career education evaluations, monitoring transition points and gathering information on the destinations and pathways of school leavers.

Deans and the pastoral care system

Career education and guidance becomes a whole-school responsibility when it is an essential element of pastoral care. Deans and whānau and form teachers are ideally positioned to provide ongoing support for students in their care. To do this effectively they need dedicated time, support and guidance from senior management and career education leaders.

Staff providing pastoral care can:

- provide ongoing mentoring for students in their care, preferably using resources supplied by the school's career education leader
- monitor each student's learning and career planning
- monitor each student's use of career information and assist them to interpret it
- provide a basic level of career guidance
- identify students who need special attention or may be at risk of not making successful transitions, based on discussions with students and monitoring indicators like attendance and engagement with classroom learning
- talk to the career education leader about students who may be intending to leave school
- encourage parents and whānau to support their student's career and learning planning.

Curriculum leaders and classroom teachers

Curriculum leaders are pivotal in designing teaching and learning opportunities that meet students' current and future needs. They ensure effective links are made and maintained between learning areas, career education and pathway options at and beyond school.

Teachers play a key role in supporting and encouraging students to explore these opportunities, to take responsibility for their own learning, to make decisions and to move through transitions with increasing resilience and self-reliance. Curriculum leaders can liaise with the school's career education leader and ensure that all teachers receive appropriate support and encouragement.
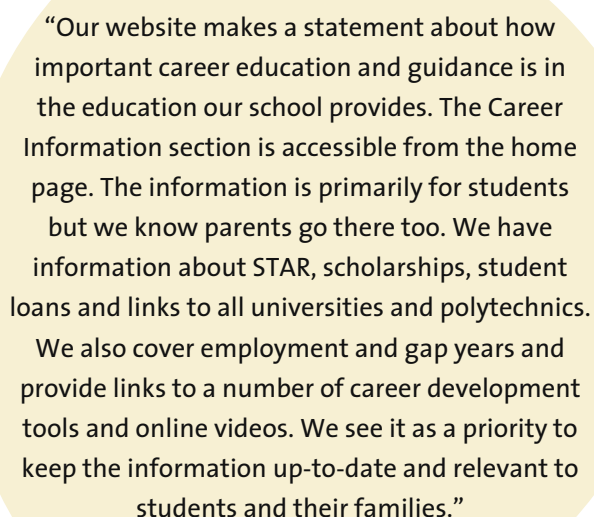
It is important that all teachers and curriculum leaders:

- understand the value and purpose of career education and guidance
- are aware of the career management competencies and how to address them in their teaching
- understand how to create career education opportunities in their curriculum areas and to connect with learning occurring in wider contexts (eg. career activities and extracurricular activities)
- understand the work and tertiary education and training environments their students will be moving on to, and the changing nature of these
- are aware of and sensitive to their students' potential pathways
- engage in discussions with students, and with their parents, about their learning and potential pathways
- talk to career education leaders about students who may be in need of career guidance
- receive appropriate professional resources, training, and support in career education.

Students

Many schools encourage student involvement and peer support within career education, for example, by:

- training senior students in peer mentoring programmes so they have an understanding of career issues
- including a student representative on the careers lead team
- inviting students to help maintain and distribute career resources
- inviting ex-students to share their experiences of further education, training and employment.

"Our website makes a statement about how important career education and guidance is in the education our school provides. The Career Information section is accessible from the home page. The information is primarily for students but we know parents go there too. We have information about STAR, scholarships, student loans and links to all universities and polytechnics. We also cover employment and gap years and provide links to a number of career development tools and online videos. We see it as a priority to keep the information up-to-date and relevant to students and their families."

Principal , Avonside Girls' High School

Parents, caregivers and whānau

Parents, caregivers and whānau have a major influence on their children's career decisions. Students need their advice and support as they make their learning and career plans and transitions. Parents, caregivers, and whānau can also contribute to the school's career education programme as adults who are managing their own careers.

Parents, caregivers and whānau can contribute to school career education and guidance by:

- being actively involved in their child's learning and career planning
- understanding for themselves the range of career pathways open to their children
- increasing their own knowledge of how to access reliable career information
- assisting their children to access reliable information and to become aware of the range of pathways that may be open to them
- expanding their child's knowledge about study, training and the world of work
- attending careers evenings or other events with their children
- helping their children to set goals and put their plans
- into action
- being actively involved in their child's transition decisions, including subject choices and leaving school
- questioning school policies that have an impact on their children's future career options
- providing practical advice or assistance to the school (for example, as a speaker or mentor or on a mock interview panel)
- offering work experience or work shadowing in their own places of employment.

To encourage parents, caregivers and whānau to be actively involved in their children's career development, schools can:

- promote and support family or whānau involvement in career education by participating in community hui and events and using community bulletin boards, radio, etc
- include and support a career education focus in ongoing initiatives aimed at building partnerships with parents and whānau, such as Home School partnerships[5]

- arrange meetings between career education staff, teachers, parents, whānau and students to discuss students' individual career and learning plans, often within the school's pastoral care system
- personally invite parents to meetings and arrange them at times that suit diverse families and at welcoming locations
- build on the success of academic, cultural and sporting activities to encourage parental involvement in career planning and school achievement
- routinely liaise with family or whānau and make sure they receive key information, taking into account home languages
- assist parents to understand their role as career mentors and provide advice and strategies to equip them to undertake that role effectively.

The community

Community organisations and individuals in the community can make valuable contributions to a school's career education and guidance programmes.

The community can:

- assist schools to design and implement career education programmes and events
- include a career education component in the community's hui and events
- provide mentors, including former students, for students with particular career interests, students who are not engaged in learning or those identified as at risk of not making successful transitions
- provide accurate and up-to-date information about career opportunities in the community
- encourage students to become active in their community as a way of enhancing their key competencies and career management competencies
- provide information about support in the community for career decision making while a student is at school and after they leave school.

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5   For information on Home School Partnerships go to the Literacy and Numeracy kete on Te Kete Ipurangi (TKI). ww.tki.org.nz/r/literacy_numeracy/hsp_secondary_programme.php

Business and industry

Relationships with industry training organisations and local and regional businesses and industries provide many benefits. Students and staff can become more aware of the world of work beyond school and the range of opportunities and challenges students will face. Business and industry benefit by helping to shape the learning experiences of students and enhancing wider understanding of business and industry[6].

Businesses and industries can contribute to a school's career education and guidance programme by:

- working with the school's careers lead team to design and implement career education programmes
- ensuring schools, students and families have accurate and up-to-date information about work and occupations in the school's region, nationally and globally
- providing resources and speakers for classrooms and career events
- providing mentors for students interested in particular career pathways
- providing role models for students who are not engaged in learning or identified as at risk of not making successful transitions
- facilitating work experience opportunities for students
- providing exposure to working in business and industry contexts for students and staff.

Tertiary education and training organisations

Schools need to form strong working relationships with tertiary education and training organisations in order to expose younger students to future possibilities and to assist older students in their career planning and transition to tertiary education. These organisations often offer to meet students at the school or invite them to visit institutions or participate in events. Many have Māori and Pasifika staff, or students who work with Māori and Pasifika students in schools. It is important, however, that schools also provide balanced and impartial information about tertiary education and training opportunities.

Tertiary education and training organisations can support career education and guidance in schools through:

- providing balanced and unbiased information and advice to students, including the realities of possible tertiary choices, for example, living away from home
- providing information about how a range of young people have managed their careers after leaving school
- providing clear information about entry requirements for all programmes
- assisting students to understand and manage any local or regional factors that might impact on their tertiary education or employment
- providing information on career pathways beyond tertiary programmes, including job market information
- running career aspiration programmes for Māori and Pasifika students
- helping students to implement their career plans.

> Strong school to tertiary education connections that provide good information for all students' decisions about where, when and how to engage in tertiary education are needed. Tertiary education organisations and schools are expected to continue to develop connections to support students to move from one setting to the next as well as supporting students who re-enter education later in life.
>
> *Ministry of Education (2008). Tertiary Education Strategy 2007–12 Incorporating Statement of Tertiary Education Priorities 2008–10, p12*

6   Education for Enterprise provides opportunities for students to link their learning to real-life situations. Schools are assisted to establish links and partnerships with businesses and other community organisations. http://education-for-enterprise.tki.org.nz/

Whole-school career education and guidance

Career education and guidance in schools is most effective when it is seen as an essential component of the education a school provides for its students.

Building whole-school career education and guidance requires planning, co-ordination and buy-in from all staff. There are two aspects to consider:

- establishing career education and guidance as a whole-school responsibility, and
- supporting teachers to contribute to their students' career education.

Establishing career education and guidance as a whole-school responsibility will be a new experience for many schools. It will challenge the concept that career education and guidance is the sole responsibility of the careers department and is likely to mean some significant changes for school managers, careers specialists, form teachers, classroom teachers and the community.

Engaging with the entire staff will ensure that teachers understand what career education and guidance is seeking to achieve in their school. It will help them to understand and feel supported in their role in improving outcomes for students.

Incorporating career education and guidance into school structures

Career education and guidance is most effective when it is an integral part of school life. This can be achieved in several ways. Career education and guidance can be at the heart of the pastoral care system, it can enhance school-based curriculum and enrich professional development for staff, and it can give new relevance to extracurricular activities.

Many schools report that whole-school understanding of and commitment to career education and guidance improves students' engagement with learning and revitalises classroom teaching.

Form teachers, whānau staff and deans are ideally placed to mentor students within regular pastoral care systems. Some schools make learning and career planning the focus of timetabled pastoral care time and of meetings with parents, whānau and caregivers. Individual support can range from a quick catch-up to structured guidance.

Schools can take advantage of opportunities around key transition points to engage students, families and whānau. For example, when students:

- enrol at school
- move from one school to another
- make subject choices
- consider applying for tertiary- or work-experience school programmes (for example, through STAR or Gateway)
- fill in course or programme evaluations
- enter for national or other external qualifications
- receive qualifications results and records of achievement
- consider tertiary education and training choices and the criteria for them
- are considering leaving school.

Extracurricular activities provide rich opportunities for students, their families and whānau to think more broadly about careers. For example:

- There are many career opportunities in sport and the arts, not just in performing but in the business and other systems that support them
- Engaging in community and extracurricular activities can enhance transferable skills, including the competencies employers look for in potential employees
- Participating in cultural events can strengthen students' cultural identity and self-concept, and connect them with people who may become role models or mentors.

Career education and guidance that is genuinely part of school life will engage a wide range of people, including:

- classroom or subject teachers
- form or home group teachers
- deans, heads of department or faculty, house or whānau leaders, counsellors
- non-teaching school staff
- peers, student mentors and role models
- resource teachers: learning and behaviour
- people who assist with extracurricular activities
- parents or guardians and whānau support groups
- community leaders and mentors, such as kaumātua, kuia, and church ministers
- industry mentors and role models.

It will be visible in school planning and reporting at all levels, from a school's overall strategy for the future to the annual management plans of departments, syndicates and teams. It may involve setting reporting obligations in regard to career education and guidance for school middle managers.

"We wanted to transform outcomes for students so we had to transform the way the school works. We see ourselves as a restorative school. We are building lives. Part of that is early intervention and real engagement with families, but we knew we had to rethink our approach to relationship building in the school. Thinking through how we should do career education and guidance gave us the impetus to overhaul the pastoral care system and the way we connect with parents.

We made learning and career planning the core of our pastoral care. We have vertical whānau. Whānau teachers are career mentors. Students, whānau staff and parents build relationships throughout the year and over the years. Their whole focus is career development. In fact every teacher is a career mentor, but whānau teachers have a specific ongoing role. Students and whānau teachers keep a running dialogue and a record of what they plan to do, what they've done, what they've achieved, personally and in terms of qualifications. We call our learning and career planning Pathways. It covers self-awareness and developing personal skills, gathering information and exploring opportunities.

We also rethought how to engage parents, caregivers and whānau in their children's education. We sent personal invitations for meetings at specific times and made it clear that it was the student's future we were interested in. Parent involvement at meetings went from 32% to 81%. In the past it's been a challenge to engage with our Māori and Pacific families, so that was an amazing result.

All teachers have a wider perspective of the whole life of every student. Teacher morale is up. They have a renewed sense of purpose.

There are many other indicators of success. Suspensions fell by 80% and year 9 to 13 retention increased. We had 60% turnover, so many students coming and going, but there's been a 70% reduction in students changing schools.

Our focus is building lives. We now have a system in place to make it happen. Teachers, parents and students are far more engaged with learning and with each other."

Principal, One Tree Hill College

At the time of this report, 20% of the students at One Tree Hill College were Māori and 37% Pasifika.

Making career education a part of classroom learning

Curriculum learning areas provide rich teaching and learning opportunities for career education. When career topics and concepts are highlighted within regular classroom teaching and learning, students develop their career management competencies in meaningful contexts. In turn, study within learning areas is linked to life beyond school and takes on greater relevance for students.

There are parallels between developing career management competencies within the curriculum and developing the key competencies within the curriculum. Career management competencies can be specifically addressed or brought to the forefront in modules of work in all learning areas. (Career education and the key competencies are discussed on page nn of these guidelines.)

A planned and co-ordinated approach is needed if career education is to be included in the teaching and learning that happens in curriculum learning areas. Schools need to consider:

- how teachers can be assisted to understand the aims and purposes of career education
- which career management competencies can be addressed in specific classroom contexts
- when and how these competencies will be addressed
- how well the students' needs have been met.

Teachers can consider how a learning module can be adjusted or enlarged to include some relevant career education learning outcomes and how career concepts can be fore-grounded without detracting from the subject-specific aims. In many cases, this enhances teaching and learning by adding an applied, future-focused perspective.

An example of how this might be done is a module that studies the environmental impact of sources of energy,

> "There is a limit to how much education you can sustain for no obvious reason... there is a dramatic drop-off in motivation and attendance of students aged 14 to15... but if they are starting to develop a view that what I am doing will lead me to this area or that area, if they see the connection, it gives them a reason to continue to learn their English, to develop their maths or whatever they need... that there is a purpose for it... then they will achieve success."
>
> *Dr Stuart Middleton, Manukau Institute of Technology*

especially electricity and gas. Teachers can address the career management competency of self-awareness by encouraging students to think about their own behaviour and values with regard to the environment and energy. In considering the impact of energy production on the environment, they can think about how people's lives are affected. Students could then consider consequent career challenges and opportunities. They could explore disappearing and emerging occupations that relate to changing sources of energy.

A career education focus can facilitate the integration of different learning areas within the school-based curriculum. Career education often provides a context that crosses traditional subject boundaries.

An example of how this might be done is a module of work that requires students to research career pathways by interviewing people in a range of occupations. Students can choose occupations that reflect subjects they are studying. They will develop oral language, media and IT skills and they can be set tasks that relate to workplace technology and health.

"We took students in our City and Guilds hospitality and catering course on a trip to a winery. The focus was to be food technology, the process of wine making and appreciation. But once we were there, the students became interested in the whole operation, the vine management, harvesting, packaging, marketing and exporting. They became aware of the range of occupations in the wine industry. It became an authentic careers learning experience."

Careers adviser, Papanui High School

Examples of career education in the curriculum

DEVELOPING THE KEY COMPETENCIES IN CAREER EDUCATION LEARNING

The key competencies managing self, participating and contributing, and relating to others are directly and explicitly linked to career education and guidance. When schools provide opportunities to address these competencies in a career education framework, the content and context are real and meaningful.

Managing self

Consider developing this competency through providing students with opportunities to:

- develop their awareness of their interests, qualities, skills and cultural and personal values in relation to possible pathways beyond school
- develop decision-making skills in relation to school and further education options
- develop time management skills
- develop realistic personal pathway plans and monitor their own progress.

Participating and contributing

Consider developing this competency through providing students with opportunities to:

- connect with people in the community to explore the mechanisms of the workplace and organisations
- participate and work in community organisations
- study a workplace in terms of its sustainability as a social, cultural, physical and economic environment
- research workplace rights and responsibilities
- work within teams and groups in career-related projects.

Relating to others

Consider developing this competency through providing students with opportunities to:

- seek and undertake work experience
- explore the importance of cultural awareness and ethnic practices in workplaces
- understand how decisions about work and life will involve and affect others, including family, whānau and friends
- develop interviewing and other face-to-face communication skills.

"Naming your skills is an important part of putting together a career identity. Remember that, for a young person, a belief in their competence NOW leads to a belief in their future competence. By naming the skills they are developing and voicing them in a way that they can understand, you can help them realise the ways in which they are achieving competence and becoming a useful adult. As they gather evidence of their competence, they see further possibilities for this in the future."

(Carpenter, 2008, p66)

Making sense of information, experiences and ideas about career pathways and career development is an important aspect of career education. The key competencies thinking and using language, symbols and texts underpin and can be developed within career education activities.

Thinking	Consider developing this competency through providing students with opportunities to:
	• relate prior learning and experiences outside of school to current learning and future work
	• make considered decisions about future learning or work
	• ask questions and challenge assumptions and perceptions about themselves and possible career pathways.
Using language, symbols and texts	Consider developing this competency through providing students with opportunities to:
	• develop their knowledge and understanding of the language of work, for example, to describe and name their skills
	• explore the place of ICT in finding out about career opportunities and presenting information on these
	• identify useful career information resources and interpret information appropriately
	• develop communication skills by providing information and ideas about themselves in writing and speaking.

DEVELOPING CAREER MANAGEMENT COMPETENCIES IN CURRICULUM LEARNING

The following suggestions can be adapted for learning at years 7 to 13. For all suggestions, use cultural contexts, role models, etc that students can readily relate to.

All year levels and all learning areas

Self-awareness

- Ask students what skills and knowledge they bring to the subject and what skills and knowledge they can develop. Then discuss how these can be transferred to the outside world, including how they could be used in specific jobs.
- Acknowledge and make use of all of a student's learning and extracurricular activities in current learning.
- Be aware of any students involved in tertiary courses, industry training or work placement programmes. Provide opportunities for them to draw on those experiences in your classroom.

Exploring opportunities

- Include awareness of careers when planning experiences outside the classroom. If the class is visiting a workplace or doing outdoor pursuits, get students to ask the people they meet about the range of occupations and career pathways in that field.

- Develop research skills by looking at careers in a variety of well-known contexts. For example, research industries and occupations that are involved with a sporting World Cup, creating a television programme or doing a census.
- Include researching industries and occupations related to in-class topics in homework activities.
- Use relevant role models and encourage students to research their career paths.

Deciding and acting

- Ask guests who are speaking to students on any topic to also describe their career pathways and development.
- Encourage students to become mentors for younger students in your subject. Assist them to identify the skills they will be developing (interpersonal and communication skills, for example).
- Provide opportunities for students to develop interview skills by conducting mock interviews on any topic.

Almost half of the schools surveyed reported that career education was integrated across the curriculum at each year level. This was likely to be through teachers talking about jobs where the subject might be used, explaining the relevance or long-term value of learning a particular topic, or using career education as the focus for teaching a skill such as information literacy.

(Education Review Office, 2009)

English

- Use work experience or workplace visits as the basis for commercial or creative writing.
- Interview a family or whānau member, neighbour or friend about their career journey and relate their story in speech, drama or writing.
- Use biographies, or blogs, that may inspire students to develop aspirations for their own futures.
- Investigate the options and requirements for a career in a chosen industry and process the information for an oral presentation to the class, using a variety of presentation methods.

Health and physical education

- Learn about environments that best enable people to learn and work and how we can develop these.
- Investigate community-based health services through site visits, listening to speakers, or undertaking research, looking at the range of occupations required to meet community health needs and the skills, qualifications, and experience needed for those occupations.
- Investigate legislation, policies and practices that relate to stereotyping, discrimination or harassment, or that affect minority groups (for example, new migrants, refugees or people with disabilities).

The arts

- Experience visits from performing and visual artists to become aware of career possibilities and to encounter role models and possible mentors who have careers within the arts field.
- Research career opportunities and pathways related to live performances or exhibitions, with a focus on the range of occupations that underpin these events, such as designers, accountants, marketers, electricians.
- Write a dramatic piece for radio, television or stage, choreograph a dance, write a musical score, or create a visual art work related to a chosen occupation, career pathway or industry.

Social sciences

- Identify and show how the cultural or social identity of three living New Zealanders has influenced their career choices and actions. Identify the reasons for their career decisions, the challenges that have arisen and how they coped with change. State possible future changes in direction.
- Gather data to identify the aspirations, interests and skills of a family or whānau member, neighbour or friend. Through research, develop a possible future career path for that person, showing the learning they will need to undertake and the decisions they might need to make along the way.
- Identify an organisation and demonstrate how the past management or leadership structure is different to the current structure.

Learning languages

- Inquire into and report on a range of careers in which knowledge of other languages assists in communicating in local and global settings.
- Interact with speakers of different languages in various careers to identify the knowledge, skills & attitudes that equipped them for living in a world of diverse peoples.
- Use appropriate e-learning strategies to engage students learning languages to think about career pathways that would enable them to participate globally.
- Develop a deeper understanding of how appropriate interaction with speakers of other languages enables students to move between and respond to various languages and cultural practices.

Mathematics and statistics

- Identify the use of mathematics knowledge and skills in a range of occupations or industries, and solve everyday mathematical problems from each of those careers. This activity could focus on number operations and geometrical concepts.
- Graph and interpret local labour market information (for example, changes in the types of jobs in the workforce, the number of people in the workforce, the levels of unemployment, and the qualifications of people in the workforce).
- Survey attitudes about a career-related topic and reflect critically on the data and methods used for the survey.

Science

- Interview workers about the impact of scientific developments on their work practices (for example, biosecurity on customs work or genetic testing on police work), or how science informs their daily work (for example, a vet, council environment officer or waste water treatment worker).
- Interview scientists about their career pathways, choices and aspirations, including possible changes in occupation within their industry.

- Research industries that require an understanding of more than one area of science. For example, interview horticulturists about how an understanding of ecology and chemicals affects their methods of pest and disease control.
- Investigate the impact of particular scientific developments on employment and business opportunities. For example, the creation of new industries as a result of the space programme.

Technology

- Investigate the influence and importance of technology in particular industries, including some that do not have a primary focus on technology (for example, professional sport or the arts). Then research the technological knowledge, skills and qualifications needed for different occupations in selected industries.
- Identify the changes that have occurred in an industry or occupation as the result of new technologies.
- When producing technological solutions, explore related considerations in the world of work. For example, meeting quality standards, managing time and using human and physical resources safely and effectively.
- Visit workplaces community groups and work co-operatively with people in a range of occupations, observing the impact of technology on their work.

Suggested resources

Government organisations

Career Services rapuara
(www.careers.govt.nz)

Career Services is a government organisation that aims to provide all people living in New Zealand with access to the best careers information, advice and guidance to achieve their life goals. This means promoting the importance of career planning at every stage of a person's life.

Career Services offers a range of services to schools from year 7 onwards. These services include:

- free access to career information and advice through its website www.careers.govt.nz and advice line (0800 222 733 or text CAREER to 434)
- review of current career education and guidance programmes
- analysis of students' career education needs
- assistance to develop strategy, policy, programmes and resources
- development and delivery of training for staff
- seminars for parents and students on career literacy
- customised guidance and pathway planning for individual students or groups, including Māori and Pasifika.

Ministry of Education
(www.minedu.govt.nz)

The Ministry of Education determines policy to meet government priorities for education and manages educational investment across the compulsory school sector. This includes pathway and transitions funding such as the Secondary Tertiary Alignment Resource (STAR).

Ministry support to schools includes an advisory service run through School Support Service providers. This service provides advice to schools on developing learning pathways, using in-school resources such as the Careers Information Grant, Gateway and STAR, and on including career education in school structures and classroom learning.

Tertiary Education Commission
(www.tec.govt.nz)

The Tertiary Education Commission manages government's annual investment in the tertiary education system. This includes learning pathways programmes such as Gateway, Youth Training, Training Opportunities, Rangitahi Māia, Tupulaga Le Lumana`i, and Modern Apprenticeships.

Work and Income
(www.winz.govt.nz)

Work and Income provides employment assistance to job seekers and income assistance to those in need. Its website details the services it provides and includes access to a job search database. It also links to the StudyLink site (www.studylink.govt.nz) which outlines support for tertiary students through student loans, allowances, and the Unemployment Benefit Student Hardship.

New Zealand Qualifications Authority
(www.nzqa.govt.nz)

The New Zealand Qualifications Authority co-ordinates national qualifications. Its website provides information on approved courses and qualifications, National Qualifications Framework Unit Standards, NCEA Achievement Standards and Records of Achievement.

Local government
(www.localgovt.co.nz)

City and district councils carry out community and education initiatives within their local regions. Information is available on their websites or they can be contacted through local telephone directories.

Other ministries and departments that can assist

These include:

- the Education Review Office (www.ero.govt.nz)
- the Ministry of Pacific Island Affairs (www.minpac.govt.nz)
- the Ministry of Youth Affairs (www.myd.govt.nz)
- Te Puni Kōkiri, Ministry of Māori Development (www.tpk.govt.nz).

Tertiary education providers

Tertiary education providers – universities, polytechnics, colleges of education, wānanga, and private training establishments – can provide calendars and prospectuses on their courses and programmes and information on various sources of funding. They have general recruitment and liaison staff, and many also have specialist liaison staff for Māori and Pasifika people and people with disabilities.

A list of tertiary providers, including their addresses and information on how to contact them, is available on the Career Services website (www.careers.govt.nz).

Industry training organisations

Industry training organisations set and maintain training and education standards within industries. They have valuable information on industry requirements and training pathways for students to consider. Many have staff available to attend events or visit schools. A list of contacts can be located on the Industry Training Federation website (www.itf.org.nz).

Business, industry and service organisations

Business, industry and service organisations may be able to provide support and partnership to the schools in their regions in different ways. Students' skills and knowledge of the workplace can be enhanced through visits from speakers, school visits to workplaces, mentors and by opportunities for work experience. Sponsorship, grants, or awards for learning and education may also be available.

Contacts can be made through business and telephone directories, through Business New Zealand (www.businessnz.org.nz) or through regional business affiliates such as chambers of commerce.

Parents and community groups

Many schools value the contributions of parents, caregivers, family and whānau to their career education programmes. These contributions are enhanced when parents are provided with the appropriate environment, training and support. Parents may provide one-to-one support to students, have a role in classroom activities, or have a role in school or community events such as careers evenings and expos.

Community groups are set up to meet specific community needs. Links with church groups, youth centres, sports and other groups can be useful for schools. They can be located through community directories and the Citizens Advice Bureau (www.cab.org.nz).

Independent career consultants

In most areas, career advice and guidance services are available through independent career consultants. Contact details are in the Yellow Pages under Careers Advice. It is very important to work with credible consultants who are professional members of groups such as the Career Development Association of New Zealand (CDANZ) or the Careers and Transition Education Association (CATE).

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Suggested learning outcomes

These learning outcomes are offered as a guide for planning career education for students from years 1 to 13+. The tables of outcomes are suggestions and are not intended to be exhaustive or prescriptive. Schools should select outcomes they believe will fit their career education and guidance programme and will meet the needs of their students.

Although outcomes are presented in tables that suggest fixed boundaries, students' career management competencies lie along a continuum. Schools need to adjust programmes to meet their students' needs.

Schools that choose to assess achievement in career education programmes can develop assessment criteria from these outcomes. Many schools assess senior students against unit and achievement standards registered on the National Qualifications Framework.

Changes from Career Education and Guidance in New Zealand Schools (2003)

The 2003 edition of Career Education and Guidance in New Zealand Schools identified four broad aims for career education and guidance. Since 2003, many countries have decided to refer to competencies instead of aims and they have grouped competencies under three headings. We have also adopted this approach.

We have combined two of the aims in the 2003 guidelines, Making Decisions and Planning and Taking Action, into the competency Deciding and Acting, as set out in the following table. The strand time management has not been carried into the new competencies.

We have also made some small changes to some of the learning outcomes. These include re-levelling to reflect current practice and clarifying language.

	Make and review career plans	Make life- and career-enhancing decisions		Act appropriately to manage their own career	
	Setting goals and planning	Decision-making skills	Independence and interdependence	Transition	Job search
Aims 2003	combines	combines	combines	combines	combines
Making decisions and planning	Setting goals and planning Exploring options and reviewing plans	Decision-making skills	Independence and interdependence		
Taking action		Making subject choices		The workplace Support networks	Developing a CV The job search process Interview skills

Developing self-awareness

Young people need to be able to understand themselves and the influences on them.

A career education programme will assist students to develop the following competencies:

	related key competencies **managing self / relating to others**	Build and maintain a positive self-concept	Interact positively and effectively with others	Change and grow throughout life
		• knowing who we are – our interests, skills, qualities and cultural and personal values • understanding how to develop our capabilities and interests • demonstrating behaviours that reflect a positive attitude about ourselves • understanding what influences our behaviours and attitudes • building the understanding and ability to give and receive feedback	• interpersonal and group communication skills • wanting to help, work or collaborate with others • being able to relate to people of diverse cultures appropriately • understanding the importance of positive relationships in our lives • being able to express ideas and personal feelings in an appropriate manner • knowing how to deal with peer pressure and solve interpersonal problems	• understanding that our motivations and aspirations will change as we go through physical and psychological changes • being aware of how mental and physical health impact upon on our life, learning and work decisions • knowing how to adapt to changes in all areas of our lives • knowing when to ask for help and how to go about it

	Build and maintain a positive self-concept		Interact positively and effectively with others		Change and grow throughout life
	Self-concept	Personal interests, qualities and strengths	Interactions with others	Cultural awareness	Change and growth
	Students will	*Students will*	*Students will*	*Students will*	*Students will*
Years 1-6	demonstrate characteristics of a positive self-concept	explore and demonstrate awareness of their personal interests and strengths	develop and demonstrate skills in interacting with others	demonstrate awareness of their own culture and the cultures of others	demonstrate awareness of the importance of change and growth as part of life
Years 7-8	demonstrate characteristics and understanding of a positive self-concept	explore and demonstrate awareness of their qualities, strengths and career possibilities	develop and demonstrate skills in interacting positively with others	demonstrate knowledge and appreciation of diverse cultures	demonstrate knowledge of the importance of change and growth as part of life
Years 9-10	demonstrate characteristics and understanding of a positive self-concept develop skills in building and maintaining a positive self-concept	demonstrate knowledge and understanding of their qualities, skills and values and their career interests demonstrate awareness of things that could help or hinder the development of their capabilities and career interests	develop and demonstrate skills in interacting positively with people from diverse backgrounds	demonstrate understanding and acceptance of diverse cultures	demonstrate skills and positive strategies to cope with change and growth in life

	Build and maintain a positive self-concept		Interact positively and effectively with others		Change and grow throughout life
	Self-concept	Personal interests, qualities and strengths	Interactions with others	Cultural awareness	Change and growth
Year 11	demonstrate skills in maintaining a positive self-concept within the immediate environment	demonstrate understanding of their qualities, skills and values and life and work interests demonstrate understanding of strategies to develop their capabilities and their life and work interests	develop and demonstrate skills in building and maintaining positive relationships with people from diverse backgrounds	develop skills in relating to people of diverse cultures appropriately	demonstrate skills and positive strategies to cope with change and growth in life
Year 12	develop skills in maintaining a positive self-concept in the wider community	demonstrate skills in exploring new and existing life and work interests demonstrate skills in exploring and implementing strategies to develop their capabilities and their life and work interests	develop and demonstrate skills in building and maintaining positive relationships in the wider community	develop skills in relating to people of diverse cultures appropriately demonstrate understanding of cultural issues in the workplace	demonstrate skills in managing the dynamics of change and growth in life
Year 13+	develop skills in maintaining a positive self-concept in wider society understand their own role and that of others in their whānau	demonstrate a strong sense of their own mana, their personal strengths, gifts and talents demonstrate a positive and accurate view of their capabilities and strengths demonstrate skills in implementing strategies to develop their capabilities and their life and work interests and to meet potential challenges to this	develop and demonstrate skills in maintaining effective behaviours in life and work relationships, including the ability to give and receive constructive feedback while maintaining respect for themselves and others	develop skills in relating to people of diverse cultures in the wider community and workplace demonstrate understanding and acceptance of their own cultural and personal values within the wider social context	demonstrate skills in managing the dynamics of change and growth in life

Exploring opportunities

Young people need to be able to investigate opportunities in learning and work, and relate them to themselves.

A career education programme will assist students to develop the following competencies:

related key competencies	Participate in lifelong learning to support life and work goals	Locate information and use it effectively	Understand the relationship between work and society and the economy
thinking / using language, symbols and text / relating to others	• understanding the role of learning in our careers and lives • understanding how our interests, knowledge, skills, attitudes and values can be transferable to various work roles • understanding the realities and requirements of various education, training and work settings • knowing about learning opportunities and how these will change over time	• knowing where and how to access and use reliable career information • knowing how to use school and community resources to learn about work roles • knowing how to interpret and use labour market information	• understanding how work contributes to our community and society • understanding the effect of work on people's lifestyles • determining the value and importance of work for ourselves • understanding how society's needs and functions affect the supply of goods and services • understanding the concept of the 'global economy' and its impact on individuals and society

	Participate in lifelong learning to support life and work goals		Locate information and use it effectively	Understand the relationship between work and society and the economy		
	Benefits of educational achievement	Lifelong learning	Using career information	Rights, roles and responsibilities	Work, society and the global marketplace	The changing world of work
	Students will	*Students will*	*Students will*	*Students will*	*Students will*	*Students will*
Years 1-6	develop awareness of the benefits of educational achievement	develop awareness of the relationship between learning and work	demonstrate skills in understanding and using information demonstrate awareness of different jobs	demonstrate awareness of the importance of good work habits	discover how work relates to the needs and functions of the community	demonstrate awareness of changes in the world of work and in gender roles
Years 7-8	demonstrate knowledge of the connections between educational achievement and career opportunities	develop understanding of the relationship between learning and work	demonstrate skills in locating, understanding and using career information on different jobs	demonstrate awareness of the importance of personal responsibility in life	demonstrate understanding of how work contributes to society	demonstrate awareness of changes in the nature of work, including changes in gender roles

	Participate in lifelong learning to support life and work goals		Locate information and use it effectively	Understand the relationship between work and society and the economy		
	Benefits of educational achievement	Lifelong learning	Using career information	Rights, roles and responsibilities	Work, society and the global marketplace	The changing world of work
Years 9-10	demonstrate understanding of the relationship between educational achievement and career planning	develop understanding of the need for positive attitudes towards learning and work	demonstrate skills in locating, understanding and using career information; demonstrate knowledge of fields of work and entry requirements for jobs of interest	demonstrate understanding of how responsibility and good work habits are valued in life and work	demonstrate understanding of how work relates to the needs and functions of society and the economy	demonstrate knowledge of changes in the nature of work, including changes in gender roles
Year 11	demonstrate knowledge and understanding of the demands and costs of further education and training; demonstrate understanding of the expectation for independent learning at tertiary level	demonstrate appreciation of the nature of work and of the place of learning in life and work; demonstrate knowledge of the dynamic nature of career choice and pathway planning	demonstrate skills in accessing and interpreting career information and resources from a range of sources; demonstrate knowledge of the subjects that will support their career options	demonstrate knowledge of employment rights, roles and responsibilities	demonstrate understanding of the concept of the global marketplace	demonstrate understanding of the different styles and patterns of work, including changes in gender roles
Year 12	demonstrate understanding of the range of possibilities to meet the costs of further education or training, such as scholarships, awards, grants and loans; demonstrate understanding of the expectation for independent learning at tertiary level	demonstrate understanding of the place of learning in making transitions in life and work; demonstrate understanding of the needs that work fulfils; demonstrate awareness of the importance of continuing to develop their capabilities and life and work interests, across their lifespan	demonstrate skills in accessing and interpreting relevant and realistic career information from a range of sources; demonstrate knowledge of the qualification, skill, knowledge and attitude requirements of specific career options	demonstrate understanding of employment rights, roles and responsibilities	demonstrate understanding of the global nature of workplace trends and opportunities	demonstrate understanding of the personal implications of different styles and patterns of work; demonstrate understanding of changes in gender roles and the implications of these for their own choices
Year 13+	demonstrate skills in coping with self-directed learning in preparation for learning at tertiary level	demonstrate understanding of lifelong learning in a deliberate consideration of the transition from school to further education or training or work	demonstrate skills in initiating investigations into specific career areas using a variety of sources and experiences; demonstrate skills in locating information on ways of funding their own further education or training	demonstrate understanding of employee and employer roles, work ethics, and contracts in the workplace	demonstrate understanding of global workplace trends and employment opportunities, in particular those in their own career interest areas	demonstrate awareness of and adaptability to the changing nature of work; consider the implications of different styles and patterns of work for their own career planning

Deciding and acting

Young people need to be able to make and adjust their plans, to manage change and transition, and to take appropriate action.

These competencies combine the outcomes from two aims in the 2003 edition, Making Decisions and Planning and Taking Action.

A career education programme will assist students to develop the following competencies:

	Make and review learning and career plans	Make life- and career-enhancing decisions	Act appropriately to manage their own career
related key competencies — thinking; participating and contributing	• understanding the importance of setting goals • being able to set ambitious but realistic career goals • being able to develop and implement short-term plans • being able to revisit career plans on a regular basis	• understanding that our career path reflects a series of choices • being able to explore alternatives in decision-making situations • demonstrating the skills, knowledge and attitudes required to assess career opportunities • being aware of what might make it hard to attain our goals and planning strategies to overcome problems • being able to evaluate the impact of our decisions on ourselves and others	• understanding how positive attitudes are important to our career building process • knowing how to apply coping strategies during transition periods • applying for and securing places in chosen learning or work situations • communicating effectively in portfolios, applications, CVs and face-to-face interactions • gaining support from family and whānau, peers and community organisations

	Make and review learning and career plans	Make life- and career-enhancing decisions		Act appropriately to manage their own career	
	Setting goals and planning	Decision-making skills	Independence and interdependence	Transition	Job search
	Students will	*Students will*	*Students will*	*Students will*	*Students will*
Years 1-6	demonstrate awareness of goal setting	demonstrate understanding of how decisions are made, including those made by individuals or whānau throughout history	demonstrate awareness of the influence of others on decisions and plans	demonstrate awareness of how their learning environments will change during their years at school	
Years 7-8	develop goals and aspirations demonstrate understanding of planning to achieve goals	develop and demonstrate skills in decision making	demonstrate awareness of the influence of whānau on decisions and plans	develop skills and strategies for adjusting to new learning environments demonstrate awareness of subject options at secondary level	gather information, including on extra-curricula activities, for future CV development

	Make and review learning and career plans	Make life- and career-enhancing decisions		Act appropriately to manage their own career	
	Setting goals and planning	Decision-making skills	Independence and interdependence	Transition	Job search
Years 9–10	demonstrate understanding of short- and long-term career planning generate a range of career options to aid their subject choice	develop and demonstrate skills in decision making demonstrate understanding of learning pathways and skills in choosing senior school subjects	demonstrate understanding of the influence of whanau on career decisions and plans and the importance of support networks	develop understanding of education and training options and the workplace through school and community sources and experiences	develop understanding of job search and interview processes demonstrate understanding of the uses and types of CV and gather personal information to compile one
Year 11	develop skills in career planning demonstrate skills in monitoring progress towards goals investigate and explore possible career options and pathways	develop skills in making career decisions demonstrate understanding of learning pathways and skills in choosing subjects that support possible career options	demonstrate understanding of the importance of both independence and support from others in career decision making and planning	enhance understanding of education, training and work environments through school and community sources and experiences establish a support network	develop a CV, portfolio or other self-marketing document demonstrate understanding of the job search process and how to apply for jobs enhance their understanding of the interview process
Year 12	demonstrate receptivity to adapting career plans to reflect progress towards goals, take up new opportunities and pursue personal strengths review, refine, and prioritise possible career options	demonstrate skills in making career decisions practice skills in assessing learning pathway choices in relation to career options	demonstrate skills in making their own decisions and plans with support from others	develop skills for adjusting to education, training and work environments maintain a support network that suits their life and work interests	update and maintain a CV, resume, profile or portfolio develop skills in the job search process and in applying for jobs and courses demonstrate interview skills
Year 13+	demonstrate skills to refine and implement a career plan that suits their interests and capabilities, satisfies and motivates them reassess priorities for career options and pathways in relation to their career plan and make adjustments as required	develop and demonstrate skills in reviewing their career decisions practice skills in assessing learning pathway choices in relation to career options	demonstrate the ability to make decisions and plans and take action in a culturally appropriate way (eg, by owning and accepting responsibility for their own decisions or by reaching consensus through dialogue with family members)	refine and practice skills for adjusting to education, training and work environments utilise support networks for transition to further education or training or work	maintain a CV, resume, profile or portfolio and adapt it for specific market needs demonstrate skills in the job search process and in applying for jobs and courses enhance their skills in being interviewed for jobs and courses

New Zealand Government