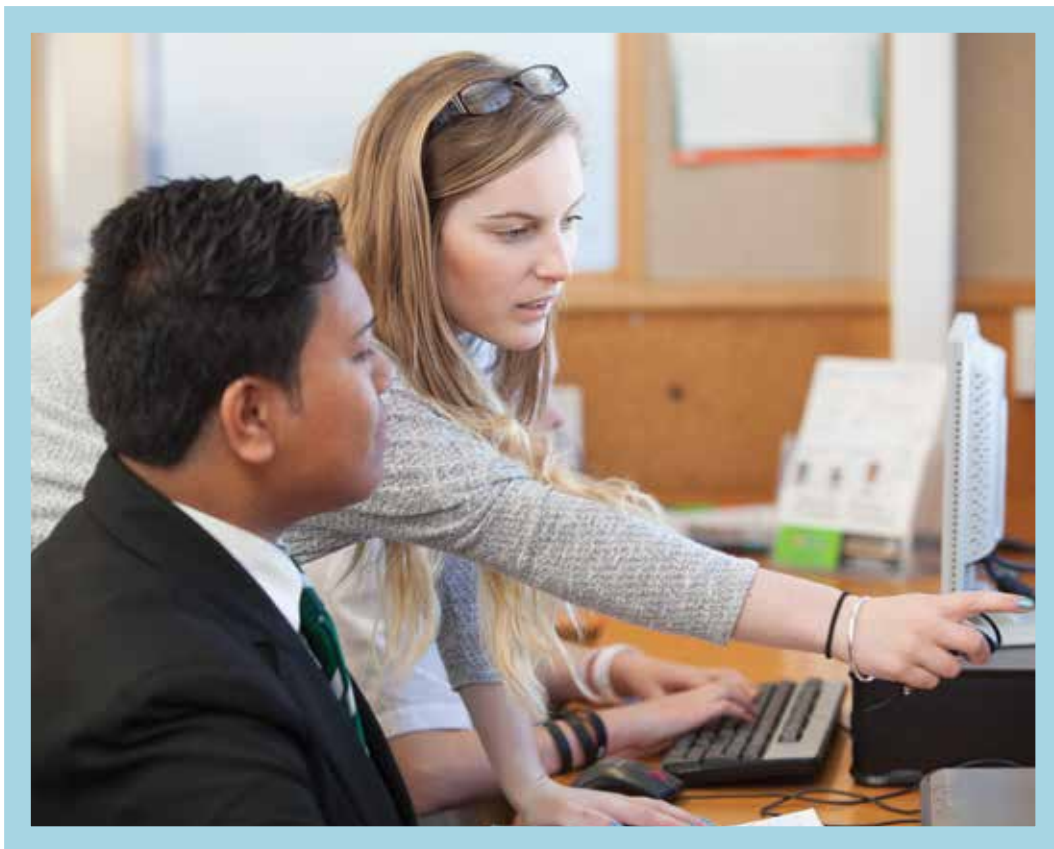


# Careers education and guidance: good practice



MAY 2015

# Ko te Tamaiti te Pūtake o te Kaupapa

## The Child – the Heart of the Matter



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## Foreword

High quality careers education and guidance is an essential part of preparing students for their future.

Supporting learners to make informed choices about subjects and pathways can make them more engaged in education and more motivated about the future. This can improve their overall quality of life, sense of purpose and the contributions they make to their families and communities. Young people's choices at school have a big impact on their lives – affecting not just their further education, training and employment, but also their social lives and health outcomes.

This national evaluation report was commissioned by the Education Review Office and Careers New Zealand. It focuses on good practice in careers education and guidance and showcases 10 secondary schools that are making a difference for their students.

The schools all had well planned careers education that was clearly linked to their curriculum and to pastoral care, was age appropriate, involved parents and whānau, and was individualised for students who needed it.

Helping young people learn to make decisions and take control over the future direction of their lives is important. And it's not just one person's responsibility. It's a collective effort in which schools, parents, families and communities all work together for and around the learner at the centre.



Iona Holsted  
Chief Review Officer  
Education Review Office

May 2015

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## Overview

### WHY IS CAREERS EDUCATION AND GUIDANCE IMPORTANT?

A key function of secondary schools is to prepare students for their future. This involves designing curriculum opportunities to support students' interests, strengths and aspirations, and supporting them to make informed decisions about their subject choices and pathways. Learners can become much more engaged in education and highly motivated about the future when they have a clear understanding of themselves and how they might live and work when they leave school.

There are economic and social benefits when learners are supported to make effective transitions from secondary school to tertiary education and training. Having information about the labour market can help students make decisions about tertiary study and training. Informed decisions also support young people's overall quality of life, sense of purpose and the contributions they make to their families and communities.

Careers education and guidance has an important role to play in a successful curriculum that supports:

- students' interests, strengths and aspirations
- students' achievement
- students at risk of poor outcomes
- students making informed decisions about their subject choices and pathways.

The National Administration Guidelines for schools require schools to provide careers education and guidance. There are two main parts to careers education and guidance:

- careers education (developing career management competencies of all students)
- providing guidance (specific to each student's needs).

This report identifies factors that contribute to high quality careers education and guidance in New Zealand secondary schools. The Education Review Office (ERO) and Careers New Zealand identified schools that were thought to demonstrate good practice in careers education and guidance. ERO reviewed 10 of these schools in Term 3, 2014.

## WHAT DOES HIGH QUALITY CAREERS EDUCATION AND GUIDANCE LOOK LIKE?

The schools in this report demonstrated high quality practices in many aspects of effective design and practice of careers education and guidance including:

- understanding that their role was to prepare students to make good career decisions through their lives, and that careers education and guidance was important in enabling students to do this
- carefully designing careers education and guidance activities and programmes to link to the school's curriculum and pastoral care systems
- providing age appropriate careers education experiences and guidance to build students' knowledge as they move through the different year levels at secondary school
- providing individualised guidance and support to help students at risk of poor outcomes to successfully transition into tertiary education, training and employment
- identifying desired outcomes of careers education and guidance for students
- creating detailed plans to develop their careers education and guidance
- accessing ongoing external professional development from Careers New Zealand.

Most of the schools had developed their careers education programmes over several years. To assist their careers education provision, they had actively participated in whole-school professional development initiatives such as *Designing Careers* and *Creating Pathways and Building Lives* (see *Appendix 2*).

Many schools were extending the roles of form teachers and subject teachers in providing careers education and guidance, including through pastoral support and academic counselling. Schools had clarified expectations for these roles and developed plans to increase teachers' confidence and support them with useful resources, guidelines, and professional development. Schools involved parents and whānau in developing goals for students and planning how to meet them.

Most of the schools had recently reviewed some aspects of the careers education and guidance they offered students. Some monitored how well the new programmes and practices were being put into place, and some monitored the teaching and quality of the careers education and guidance provided by form teachers and subject teachers.

The schools with the most successful careers education and guidance had worked with Careers New Zealand and used the *Careers Education Benchmarks*<sup>1</sup> to review current school practices and to improve their provision for students. These schools demonstrated many of the characteristics outlined in the Best Evidence Synthesis on factors associated with effective professional development<sup>2</sup>.

1 The *Career Education Benchmarks* is a self-review resource for secondary schools. It identifies four 'key dimensions' of high quality careers education and guidance, and the career management competencies that secondary school students need to successfully transition to further learning and work. The Benchmarks can be found at: <http://www.careers.govt.nz/educators-practitioners/planning/career-education-benchmarks/ revised-career-education-benchmarks-secondary/>

2 Timperley, H, Wilson, A, Barrar H, and Fung I (2007), *Teacher Professional Learning and Development: Best Evidence Synthesis Iteration*, Ministry of Education, Wellington.

## WHAT ARE THE OUTCOMES OF GOOD CAREERS EDUCATION AND GUIDANCE

Overall the students at these schools experienced high quality careers education and guidance and had positive outcomes.

As students moved through the year levels at secondary school, age-appropriate careers education information and experiences helped to build their:

- awareness of their strengths and interests
- knowledge about a range of careers and courses
- ability to make plans and put them into effect.

Many younger students knew it was important to choose subjects that kept their options open. Senior students were more likely to have plans for what they would do when they first left school. Some students had been offered jobs as a result of work placements. Students understood the purpose of careers education and guidance and talked about the value of particular aspects of this and how staff had supported them.

One student said:

*I'm 17 and working for my dream company! This wouldn't have happened without [the careers adviser].*

## Next steps

ERO recommends that schools:

- use the *Career Education Benchmarks* to review the quality and effectiveness of their careers education and guidance
- design their careers education and guidance as an integral part of their curriculum and pastoral systems
- plan and provide support, resources, and professional development to build capability so all staff can be confidently involved in providing careers education and guidance for students.

ERO recommends that Careers New Zealand continues to:

- support secondary school leaders and teaching staff with professional development to lift the overall quality of careers education and guidance, with a focus on transitions and student-centred pathways
- encourage secondary schools to actively use the *Benchmarks* to review the quality of their careers education and guidance provision
- maintain the currency, relevancy and accuracy of the *Benchmarks*, information and digital resources.



## Introduction

ERO carried out this evaluation with support from Careers New Zealand. The report shares good practice with secondary schools and is intended to help Careers New Zealand in its role of improving career education practice and supporting those who influence students' career decisions.

This report identifies and describes how schools have designed, planned and put in place effective careers education and guidance.

### WHY SHOULD SCHOOL STUDENTS PARTICIPATE IN CAREERS EDUCATION?

The Government's National Administration Guidelines for schools require schools to provide careers education and guidance through NAG 1(f) which requires each board, 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.*

Careers education and guidance has two components:

- career education (developing career management competencies of all students)
- guidance (specific to each student's needs).

Careers education and guidance helps students to understand the relevance of school to their future plans and improves their motivation to remain at school and achieve qualifications.

Schools vary in the ways they design their curriculum and provide pastoral care for students. Schools design their careers education and guidance to fit both of these.

Career management competencies for students include:

- developing self-awareness
- identifying possibilities and opportunities
- understanding consequences of choices and decisions
- making plans and taking action.

These link closely to the five key competencies identified in *The New Zealand Curriculum*: managing self, relating to others, participating and contributing, thinking, and using language, symbols and texts. Self-managing students are able to establish

personal goals, make plans, put these into effect and identify ways to meet challenges.

Careers education also links with education policy initiatives that support students' transition from school into study, training or work. These include *Youth Guarantee* programmes such as trades academies, *Vocational Pathways* and *Profile Builder* (see *Appendix 3* for further information).

Increasingly schools are introducing various forms of academic counselling, mentoring or coaching. Some schools include careers education and guidance as an important part of this practice. In these schools, each staff member is usually responsible for academic mentoring and pastoral care of a small group of students over several years. Some schools provide professional development and support for teachers as they take up these roles for the first time.

### DEVELOPMENT OF CAREERS EDUCATION OVER TIME

Since 2005, there have been several initiatives to improve the provision of careers education and guidance (see *Appendix 2* for more detail). These have involved professional development and resources to help schools design and implement school-wide approaches.

In 2009, the Ministry of Education published an updated edition of the career education guidelines for schools. These emphasised whole-school processes for planning, designing, implementing and evaluating careers education and guidance programmes<sup>3</sup>.

In 2011, Careers New Zealand published the *Career Education Benchmarks*. These provide a framework for schools to review their careers education and guidance in relation to current understanding of effective practice and enable them to identify their strengths and their priorities for improvement. The *Benchmarks* include four dimensions: student career management competencies, leadership, information systems, and programmes and services. Careers New Zealand reviewed and revised the *Benchmarks* in July 2014, combining Information Systems with Programmes and Services and adding a new dimension on transition.

In 2012, ERO evaluated careers education and found that high quality careers education programmes were associated with:

- support from school leaders
- a whole-school approach
- career advisers with relevant qualifications and experience
- links with the curriculum and pastoral care
- targeted provision for at-risk students
- good relationships with parents/whānau and the community
- regular review.

3 Ministry of Education. (2009). *Career Education and Guidance in New Zealand Schools*. Retrieved from <http://nzcurriculum.tki.org.nz/Curriculum-resources/Career-education>

Other recent ERO evaluations of secondary school programmes have noted the importance of careers education and guidance and its links to curriculum and learning, student achievement, supporting students at risk, and students being well prepared for further education, training and work. Effective schools provided a range of curriculum courses and pathways, and careers education and guidance with pastoral care to support individuals (see *Appendix 4* for summaries of these reports).

## Methodology

The evaluation is based on information collected in Term 3, 2014 in 10 schools. Schools selected for this evaluation were identified by ERO and/or Careers New Zealand as those demonstrating good practice in careers education and guidance. Some were identified through ERO's 2012 evaluation of careers education and Careers New Zealand had been working closely with others. These schools had high levels of student achievement and engagement.

During their school visits, reviewers identified effective practices based on ERO's careers education and guidance indicators (see *Appendix 5*) and findings of earlier ERO reports. Further details about the methodology are in *Appendix 6*.

### Schools included

Seven schools were co-educational, two were girls' schools and one was a boys' school. Eight were in main urban areas – five were large and three were middle-sized schools. The two schools in provincial centres were small and had a high percentage of Māori students.

The schools included were:

- Hutt Valley High School
- Kelston Girls' College
- Lynfield College
- Makoura College
- Massey High School
- Nelson College
- Otumoetai College
- Waimea College
- Wairoa College
- Wellington East Girls' College.

### Acknowledgements

ERO would like to thank students, teachers and leaders at the 10 schools who made the time to talk to and share their programmes and practices with ERO reviewers.

## Findings

Careers New Zealand's *Benchmarks* and ERO's previous evaluation of careers education (see *Appendix 4*) indicate that a well-designed, whole-school approach to careers education and guidance includes:

- understanding careers education and guidance as an integral part of preparing students for life beyond school
- detailed planning to develop careers education and guidance programmes, including professional development for staff
- designing specific careers education and guidance programmes across year levels and subject areas
- providing targeted careers education and guidance for key groups
- providing careers education and guidance as part of pastoral support and academic counselling
- identifying outcomes for students
- reviewing coverage, quality and outcomes of careers education and guidance.

This report is structured around these seven aspects, with a final section on working with Careers New Zealand staff and using their *Benchmarks*. Each section starts with a summary of the main features which is followed by examples of good practice that illustrate key points.

## UNDERSTANDING CAREERS EDUCATION AND GUIDANCE AS AN INTEGRAL PART OF PREPARING STUDENTS FOR LIFE BEYOND SCHOOL

Each of the 10 schools had a clear vision of their purpose in preparing students for life beyond school. They had designed careers education and guidance as an integral part of their curriculum and pastoral systems. The key elements to support learning and wellbeing were evident where schools had:

- well-designed curriculum structures and options to meet the diverse needs of students
- understood the role of careers education and guidance in supporting student learning and wellbeing
- a purposeful commitment to careers education and guidance from the principal or a member of the senior leadership team
- a team to oversee careers education that included a senior leader, as well as curriculum and pastoral staff
- strategic planning for careers education and guidance, showing how its goals link with those for curriculum design and pastoral care
- good networks with local tertiary providers, employers and community groups.

The following paragraphs describe schools that were particularly effective with this aspect.

### Coherent curriculum and pastoral care systems prepare students for their future (Lynfield College)

The vision for Lynfield College students is that they will be confident, connected and actively-involved lifelong learners. Students' interests and goals drive the curriculum. The school uses information from students, deans and faculty heads to identify the subjects students need, and matches these to the *Vocational Pathways*<sup>4</sup> initiative. The school is creating purposeful learning pathways for students and has integrated careers education into the curriculum. The careers manager has a strong strategic overview and is a passionate advocate of a school-wide careers approach. One of the deputy principals oversees student support and leads weekly meetings with deans and careers staff. The careers manager meets regularly with the principal and has forged good links with the pastoral and academic areas of the school.

4 See Appendix 3.

### Purposeful leadership by the principal (Nelson College)

The principal actively promotes the value and importance of careers education and guidance to students, parents and staff. Careers education and guidance is one of the three pillars of student success, alongside course structure and professional development. These three pillars are linked coherently in strategic planning.

The principal recognises that the curriculum needs to suit a wide range of student needs, interests and career aspirations and provides resources for this approach. He spoke of ‘the need to find round holes for round pegs and square holes for square pegs. We look at what boys need and then tailor courses to suit’. Curriculum courses and programmes are flexible, with many choices for students strongly linked to career opportunities within the community. Students gain credits that are meaningful for them and connect to what they want to do in the future.

### Strategic development of careers education and guidance (Kelston Girls’ College)

Careers education and guidance has been a focus for the principal, board and senior management team for many years. The school participated in *Designing Careers* (see Appendix 2) in 2005/06 and has been working with Careers New Zealand since 2009 on a strategic approach to developing careers education and guidance. The principal and senior leadership team lead the developments with professional development provided by Careers New Zealand.

The charter states the school’s mission as: ‘Young women enabled to reach their potential and broaden the opportunities available to them in the future’. The strategic and annual plans include goals related to careers education and guidance. The plans have measurable outcomes and clarify expectations and accountabilities for staff. The school’s involvement in Te Kotahitanga<sup>5</sup> has explicitly linked goal setting, career pathways and academic counselling.

The school has high expectations and emphasises that learning programmes should connect to the wider lives of students and whānau. The key competencies of participating and contributing are also emphasised to prepare students for future employment, education or training. Career management competencies are developed over time and all Year 13 students leave with a career plan.

5 Te Kotahitanga is a whole school professional development initiative that focuses on supporting teachers to improve Māori students’ learning and achievement.

### Proactively working with local employers (Wairoa College)

Wairoa is a small town where employment opportunities are limited and often short term. School leaders and teachers are continually looking for ways to engage students, keep them at school and have them successfully transition to employment or further education. Teachers encourage students to look beyond what is available locally. The school has a long tradition of taking students to visit tertiary institutions and experience the learning environment.

The school has very strong community networks and recognises the advantages of partnerships with employers. The principal has set up a reference group of local employers (including the three biggest ones) to help the school understand the possibilities for employment and the skills employers are looking for. This information can then be used when the school reviews the effectiveness of its careers education.

Student choice is starting to inform curriculum design. When the school noticed that students were leaving the district for agricultural training, they established an agricultural academy, which teaches programmes at school and on farms. Students are helped to realise that a career in agriculture can be wider than just learning basic farm skills.

The Gateway<sup>6</sup> coordinator sought opportunities for students to learn through work experience. She saw that local hairdressers were overwhelmed with the numbers of students wanting work experience placements and it was difficult to coordinate work placements around the students' school-based programmes. She worked in partnership with a local home-based hairdressing business to move the business to school premises. Students can now work regularly with the hairdresser's clients, to link with their school programmes.

The Gateway coordinator also approached the New Zealand Institute of Highway Technology to encourage them to offer National Certificate of Educational Achievement (NCEA) Level 2 infrastructure credits to students not yet in the workforce. The resulting project involved a small number of students constructing a community memorial walkway. The students applied and were interviewed by a local roading services company, following the same stringent practice as required for adult candidates for this employment, including regular drug tests. They learned about safety and hazard identification as part of the programme. Students achieved their certificates and many are now in apprenticeships or employed with local companies.

<sup>6</sup> Gateway enables schools to provide senior students with opportunities to access structured workplace learning that specifies knowledge and skills that a student will attain.



## DETAILED PLANNING TO DEVELOP CAREERS EDUCATION AND GUIDANCE, INCLUDING PROFESSIONAL DEVELOPMENT FOR STAFF

All schools with high quality careers education and guidance had clearly identified how they would put in place and resource their programmes.

The key elements included:

- a high profile, well-qualified and experienced careers leader as well as careers staff with complementary skills, and suitable resourcing
- a plan showing links with pastoral and curriculum pathways with measurable goals, often related to developing careers education and guidance
- making sure that careers education is part of department planning and reporting, and explicit expectations documented for subject teachers
- a planned approach to supporting staff who provide careers education and guidance, including professional development and appropriate resources, especially form/tutor/ako teacher roles and deans.

Some schools surveyed staff about their involvement in careers education and guidance and what support they would like. Leaders acknowledged that teachers varied in their capability and confidence in providing careers education and guidance, and provided professional development, experiences and resources to support them.

Subject teachers were expected to talk about careers their subject might lead to, and to arrange related speakers and visits. Some schools arranged for teachers to visit workplaces that were relevant to their subject. Some teachers chose the focus of their teaching in relation to possible career/study directions identified by students.

Some of the schools were extending form teacher responsibilities to also include careers education and guidance and were developing staff skills and knowledge to do this effectively. Careers staff developed useful resources and support for staff involved in helping students with subject selection to guide this process.

Many careers leaders in schools have a wide range of established relationships within the careers field and local networks of careers and transition teachers provide an important vehicle to share ideas.

The examples below highlight how the schools supported teachers to take on new roles.

### Well-qualified careers leader and planned support for other careers education and guidance staff (Hutt Valley High School)

The careers leader has a high profile in the school and regularly presents appropriate information at year level assemblies. The careers leader has a Masters in Careers Counselling, and the other careers team member has been the Gateway/employment skills teacher for many years and has a Graduate Certificate in Careers Development. The third team member is studying tertiary careers education papers.

Teachers who are involved in careers education and guidance are well supported to provide information to students about possible careers in subject teaching areas. Resources and professional development are provided for Year 9 social studies teachers and Year 10 health teachers, who teach particular components of the careers programme. The careers leader organises visits to related workplaces for various subject departments so that teachers become familiar with some current employment opportunities in their subject areas. The careers leader also regularly upskills heads of departments and deans and provides resources.

Mentor teachers work with Year 9 and 10 students with a focus on subject choices and keeping options open. These teachers were given guidance about how to have in-depth conversations about students' learning, counselling students and having conferences with parents.

### Developing staff to deliver curriculum-based careers education and guidance (Lynfield College)

Careers education and guidance is well integrated into everyday learning and teaching across the curriculum. The college participated in *Creating Pathways and Building Lives* (see *Appendix 2*), which included planning strategic and annual goals related to developing careers education and guidance. This approach is still strongly embedded in the school, and has meant professional development has been well-planned to support staff with new responsibilities.

Careers education and guidance is shared by all faculties and subject departments and the careers department work in tandem to teach careers education. Each faculty's management plan includes strategic goals about teaching careers education. One faculty was developing an inquiry project to review how well the faculty was meeting the students' future aspirations and goals. This included a student survey and a review of courses to include information about career and industry requirements. The results of this survey and review and suggested follow-up will be reported to the board.

Senior managers and the careers manager provide ongoing support for form teachers and subject teachers through staff meetings, professional development and written material. Teachers were taken through careers-related websites and received training on how to link their subject to possible careers. This means all staff can assist students with their career decisions in an informed way and ensures each student receives appropriate careers education. Teachers have also been supported with relevant experiences. For example, Year 9 teachers spent a day in workplaces within their subject sphere. They found this very valuable and were encouraged to discuss career pathways in their subject.

#### **Expectations for subject teachers to include careers education and guidance (Massey High School)**

The careers adviser provides resources and guidance for teachers who teach careers units, and monitors the quality of the careers work completed by students. Some teachers have attended university taster days so that they are better informed about possible courses and careers in their subject areas. The school expects that department planning includes information about careers related to subjects. This means there are authentic links between careers and the curriculum for students.

#### **Supporting staff to take on new responsibilities (Wellington East Girls' College)**

The Careers Education Management Team promotes a coordinated approach to careers education and guidance and its role in curriculum and pastoral care. The team includes deputy principals with responsibility for curriculum and pastoral care. The school decided to develop the 'Ako' (form teacher) role to reinforce relationships between students and teachers and strengthen pastoral care. Careers education and guidance is one of their responsibilities. The school has included goals for this in the school's annual plan and the annual plan for the careers department.

The Careers Education Management Team recognised that teachers have varied capability and confidence in carrying out this new responsibility, and so the school has appointed an Ako Leader to develop the Ako Programme. She and the deputy principal meet weekly to reflect on progress and to plan next steps. They have designed meaningful professional learning to develop teachers' skills in mentoring students. The careers leader has provided an Ako handbook to support Ako teachers and resources for students to complete. Teachers have also learnt more about the requirements for students to gain literacy and numeracy credits and university entrance. Students benefit from more up-to-date and appropriate advice.

The careers staff gather up feedback from staff each term to identify the support needed for the professional development programme. Some teachers have appraisal goals and inquiries linked to their Ako role. The school's professional learning groups provide time to reflect and share ideas.

Subject teachers are now expected to include employment opportunities and courses in their area of expertise so students are aware of possible pathways. Professional development is provided for them about careers related to their subject, including teachers visiting workplaces and tertiary providers.

### PROGRAMMES TO INCLUDE CAREERS EDUCATION AND GUIDANCE IN THE CURRICULUM

All 10 schools reviewed had a planned approach to careers education and guidance that differed across the year levels, with students' learning and understanding progressing from year to year. At each year level, students revisited their strengths and interests, with an increasing focus on the implications of these for choosing courses and a career. Typically these programmes included the following:

- A short programme at Years 9 and 10 (one to three hours) taught by careers staff. This is followed up by subject teachers with activities prepared by careers staff (often English or health in Year 9 and social studies in Year 10). These programmes were often linked to students choosing subjects for the following year.
- Making explicit links between subjects, further education and pathway choices.
- An emphasis on keeping options open, particularly for younger students, and having back-up plans if the first choice did not work out or if students realise it is not what they want.
- Year 11 and 12 programmes increasingly focused on work exploration, Tertiary Tasters,<sup>7</sup> and individual career counselling for some students, especially those at risk or disengaged.
- Year 13 students receiving more individual support for things like university and hostel applications.
- Providing options for Years 11 to 13 students that include a greater focus on transition, such as life skills, employment skills, Gateway, STAR<sup>8</sup>, trades academies, *Vocational Pathways*, and other work experience possibilities.
- Modifying senior subject classes to respond to student aspirations and interests.

The following examples illustrate how two schools were designing their careers education and guidance across year levels and curriculum areas.

7 Tertiary Tasters: funded by the Tertiary Education Commission to introduce secondary school students to career pathways and familiarise them with programmes and campuses.

8 STAR – Secondary Tertiary Alignment Resource provides additional funding to provide senior students with alternative learning experiences to support their retention and achievement in education.

### Careers education and guidance planned with progression across year levels (Waimea College)

The careers development programme provides relevant experiences for all students at each year level. Careers guidance supports students at risk of poor outcomes.

Careers education and guidance for Year 9 students is largely developmental. The emphasis is on self awareness, and gathering information about students' strengths and interests is a core activity. Health and social studies units develop students' knowledge of themselves and introduce them to the Careers New Zealand website. Students complete a profile sheet with their form teacher about personal strengths and work preferences and the careers staff keep this information so students can modify their information in subsequent years.

At Year 10, a stronger emphasis is placed on students exploring careers opportunities through looking at specific jobs and life skills. All students are involved in personality testing and discussions about possible career pathways. Most students participate in one day of work shadowing. The Ministry of Education's Education for Enterprise<sup>9</sup> (E4E) initiative also provided some real world experiences. For example, a group of Year 10 girls attended courses on information and communication technology at the University of Canterbury, while other students researched a range of careers within dairying.

Year 11 students investigate the possibilities for careers based on their own knowledge of their skills, strengths, attributes and interests. The focus is on 'great to have this goal, but what's your plan?' Students are provided with support to choose their Year 12 subjects, including using CareerQuest,<sup>10</sup> a subject selection expo, and specialist teachers providing careers information in their subject areas.

At Year 12, the focus is increasingly on future planning and action. Year 12 'resource classes' are run by the careers staff for two hours each week. They include transition activities such as:

- careers pathway planning
- curriculum vitae preparation
- writing application letters
- personality analysis
- time management and study skills.

Individual careers guidance interviews are available on request. All students take part in another work exploration day.

9 This initiative provided opportunities for students to link their learning to 'real-life' situations.

10 CareerQuest is a job-matching tool designed to provide career suggestions and promote career conversations. See [www.careers.govt.nz/tools/careerquest/](http://www.careers.govt.nz/tools/careerquest/)

At Year 13, the school focuses on helping individual students plan and take action towards leaving school at the end of the year. All students participate in seminar periods that include study plan guidance, help with applications for jobs, tertiary courses and accommodation, and interview skills. All students at this Year level have one-to-one interviews with the head of guidance. Some students participate in individual work exploration and site visits.

At Years 12 and 13, further careers education involves:

- visits from tertiary providers and employer groups
- a school-hosted careers roadshow
- a careers taster day and further training opportunities at Nelson Marlborough Institute of Technology, giving students more information about possible courses and careers
- work experience opportunities through Gateway and STAR courses.

Students were able to explain to ERO what careers education and guidance they participated in at each year level and understood that the purpose was to develop awareness of their skills and strengths and suitable career pathways. Students said that staff went out of their way to support them to get where they wanted to go.

*From Year 9 we are told about what is expected or required and what we need to do to get there.*

*Our form teacher always strives to get you there.*

The school also provided programmes with a greater focus on transition support for students at risk of poor outcomes. Year 11 students were offered a *Life and Employment Skills* class that provides unit standards directly related to the careers management competencies. The students also do work experience for a week each in Terms 2 and 3. Students in Years 12 and 13 are offered a *Head start* programme, which includes eight hours each week in-school and Fridays spent in work experience or at the local trades academy. The programme is based on unit standards with generic work skills and is linked to work experience.

**Vocational programmes and pathways with a greater focus on careers education and guidance (Nelson College)**

*Six years ago we found boys in inappropriate courses at Level 3, low achievement at this level and too many students leaving school early. So we focused on broadening their options and providing for the students who wouldn't go on to university.*

The school has responded to student interest and local opportunities and invested in its own ‘trades centre’ to deliver courses to senior students. Centre staff are accredited to provide Industry Training Organisation<sup>11</sup> unit standards. The centre has 400 boys (more than a third of the school) taking courses and a 90 percent pass rate. An onsite trades centre has allowed many of the boys to remain active participants in the wider school curriculum with the security of onsite learning, combined with an easier transition to other subjects. The school uses the Nelson Marlborough Institute of Technology Trades Academy to fill identified gaps in its own trade programmes. The school also involves a wide range of other educational institutions, employers and the wider community in its programmes.

Key staff employed by the trades centre come from established trade backgrounds, which means that they bring a wealth of experience and links into the wider community and working world, as well as an understanding of what employers need. They have knowledge of community employment trends and try to turn out ‘trades-ready’ students who do not need pre-apprenticeship training. These community and industry links help the school provide work experience placements. The school has also developed cadetships with a car retailer and an accountancy firm.

Many employers seek work placement students as a way to test their suitability for future apprenticeships. Many boys are offered fulltime positions during these work placements. The local community of tradespeople trusts the school because it is open about the boys’ abilities and the possible support some may need to succeed in the workplace. This makes the community more likely to accept the boys, knowing they will be supported by the school.

#### Careers Academy to develop independence (Kelston Girls’ College)

Careers education and guidance is well integrated into the curriculum and innovatively builds on the interests and needs of students as they move through the year levels at Kelston Girls College. Students complete a student folder related to careers education and guidance from Year 9. Students develop independence, supported through careers education and guidance.

A ‘Careers Academy’, established in 2012, has four core areas:

- hospitality
- early childhood education – Pacific focus
- community health programme including workplace experience – Māori focus
- fitness for personal trainer career, armed services and Police force.

11 Industry Training Organisations are responsible for setting national skill standards for their industry, arranging the delivery of training, assessment of trainees, and monitoring of quality training.

Each core area has a wide variety of pathways that were developed in response to both student interest and opportunities identified in the community. Within the academy, as well as English and mathematics, students learn health education and financial literacy and about preparing for the workplace. The latter includes learning about workplace safety, culture diversity in the workplace, presentation skills and driving education. These are all intended to build students' overall confidence and leadership.

Students are clear about their development.

*Life skills class (was) really important.*

*Using the folders since Year 9 means that I understand SMART goals.*

*I understand what will suit me.*

*More confident, can ask questions now, manage myself and meet deadlines.*

## PROVIDING TARGETED CAREERS EDUCATION AND GUIDANCE FOR KEY GROUPS OF LEARNERS

Key groups of students were supported through a variety of programmes, initiatives and individualised guidance. Their parents were involved in a variety of ways, including working with the dean or form teacher to plan pathways for individuals and attending careers-related events designed for particular groups of parents.

Most schools provided some activities or experiences that particularly focused on Māori and Pacific students.

Some schools had sizeable groups of refugee students and provided tailored support for them by employing staff from the refugee community, providing targeted programmes and providing interpreters at meetings with parents.

### Individualised wrap-around support for at-risk students (Otumoetai College)

Wrap-around pastoral care is a strength of the school as careers staff work closely with staff responsible for pastoral care. Each week deans, careers staff, guidance counsellors, senior leaders and the Resource Teacher: Learning and Behaviour (RTLB) meet to share knowledge, identify students at risk and develop an approach to address students' issues based on their strengths.

Specialist careers support is provided for at-risk senior students. Form and subject teachers identify these students as early as possible. Twenty minutes each day and 40 extra minutes each fortnight in form time allow for conversations about students' career goals and the courses and qualifications they need to achieve their goals.



### Programme for Māori students (Kelston Girls' College)

Māori students are well supported by a dean who monitors their achievement and wellbeing, develops individual career pathways and helps with subject choices. Tuakana teina<sup>12</sup> is strongly promoted in vertical form classes so there is always an older Māori student to act as a role model for younger girls. Staff talk with whānau throughout the year to support Māori students to make well-informed decisions.

The school holds a noho marae wananga<sup>13</sup> that focuses on learning pathways and possible careers and developing personal awareness and resilience. A Māori health academy has been established in response to a strong interest around health.

### Programme and initiatives to support Māori students (Lynfield College and Massey High School)

Māori students at Lynfield College who spoke with ERO said they are well supported and given lots of information to help them make career plans so that they have a clear understanding of what they have to do to achieve their career goals. Teachers have high expectations and encourage students at all year levels to aim high. Careers staff work with Māori students in focus groups to find ways to keep them engaged at school and to help them develop and achieve their career plans. There is a strong focus on building positive relationships with whānau. A team of Māori teachers provides coaching and advice on course selection and pathways to all Maori students in Years 10 to 13.

This approach has supported relationships with Māori students and their parents and whānau. Parent-teacher evenings are held at the school's marae.

At Massey High School, Year 13 Māori students told ERO that careers education and guidance had given them confidence and insight into their strengths. The students said staff were very informative and wanted the best for each of them, and that careers advisers gave helpful 'real' advice. Māori students in Years 9 to 12 had many opportunities to explore possible education and career pathways and said they felt well positioned for success.

Tertiary experts talk with Māori students interested in particular pathways, and students are able to visit tertiary providers and experience life on campus as well as work experience in the career they are interested in. Some of the programmes students participate in include:

- Kei a Tatou Te Ihi Komiti (KATTI) is a collaborative programme run by tertiary providers throughout New Zealand and Careers New Zealand to encourage Māori students to succeed in school and to go onto further study. It promotes whakawhanaungatanga<sup>14</sup> and students build networks with each other and with staff at various tertiary institutions.

12 Tuakana teina relationships: to foster relationships and interactions between older and younger children.

13 Education programme involving an overnight stay at a marae.

14 Whakawhanaungatanga – process of establishing relationships, relating well to others.

- STEAM AHEAD provides an in-depth look at degree programmes at the University of Auckland for science, technology, engineering, architecture and medicine.
- BEAMS day involves workshops at the University of Auckland faculties of business, engineering, architecture, medicine and science. It gives Year 10 students an insight into how Māori and Pacific students are catered for at the university and provides guidance on the qualifications they should achieve at school to gain entry into these programmes.
- Tuakana Engineering is a mentoring programme for Māori and Pacific students in Years 11 to 13 taking science, physics and calculus.
- Rangatahi programme is offered by Auckland District Health Board in conjunction with Te Runanga o Ngati Whatua. It gives aspiring Māori medical students an introduction to health sciences and work experience.
- Whakapiki Ake is a recruitment programme at the University of Auckland that actively engages with Māori secondary school students to promote health as a career and entry into professional programmes in the Faculty of Medical and Health Sciences. It offers exposure to health career options, assistance for students to apply to the faculty and some financial support for successful applicants.
- Māori into Tertiary Education are projects offered across Auckland tertiary institutions, with some offering work internships, cadetships and employment opportunities.
- Creative Māori Roots focuses on indigenous architecture and design.
- Accelerating Aotearoa offers Māori and Pacific students information about digital pathways.
- Whaia te pae tawhiti links promising Year 13 Māori students with Māori currently studying at the University of Auckland to gain in-depth knowledge and first-hand experience of tertiary study. Students stay at a marae, visit the university's campuses and attend lectures.
- Ngati Whatua Career Days involve specialists from different fields/careers.
- Otago Campus Experience is designed for Māori students to experience campus life at the University of Otago.

### Initiative to involve Pacific parents (Wellington East Girls' College)

The school community has been exploring 'What does it mean to be Pacific?' Discussions at their Samoan Parents' evening and Pacific Careers meeting showed that students perceived that being Pacific had very little to do with achievement. They thought of being academically successful as being 'Palangi' (Pakeha). The students discussed who the Pacific role models/leaders in the school were and identified that they were more likely to be in sporting or cultural roles. School leaders realised that Pacific girls did not put themselves forward for other leadership positions, which triggered a focus on changing the way the girls felt about themselves. They presented information to the Pacific students about average wages and levels of education in New Zealand and compared those with Pacific people's average wages. The school set up Celebrating Pacific Success evenings to make success visible and provide role models. Subsequent discussions led to a shift in Pacific students' thinking and a change in their perception of themselves. This led to the students starting to set goals and putting themselves forward to be prefects.

Pacific students receive targeted assistance from careers staff and attend specific Pacific careers events such as Vic Days at Victoria University of Wellington. Pacific students have role models in the school, and see themselves as successful.

### Programmes to support Pacific students (Massey High School)

Pacific students are given help to access particular programmes targeted for Pacific students. The school's relationships with Pacific families and the Pacific community contribute to the success of these programmes. Pacific students also participate in STEAM AHEAD, BEAMS, and Accelerating Aotearoa (see above). Other opportunities include:

- PILOT – the Pacific Island Leaders of Tomorrow programme that introduces Pacific students in Years 10 to 13 who show leadership qualities to options for further education.
- Pasifika Otago Campus Experiences at the University of Otago.

Leaders and teachers recognise that their Pacific community values education and the school's parent liaison person establishes good relationships with Pacific families. Parents now call to discuss their child's plans for the future and how they can help them to make informed decisions about possible future pathways.

The school invites inspirational Pacific speakers as role models for students and to make them aware of possible careers. This, together with the focus on future planning from Year 10, encourages Pacific students to have high aspirations and make good subject choices.

### Supporting refugee students (Nelson College)

Nelson College has 30 Burmese refugee students. These students have a dedicated teacher in charge, as well as a Burmese teacher aide who supports them in class. The school's careers programme for refugee students is part of a Ministry of Education initiative for refugee pathways and career planning. The teacher in charge monitors students' academic progress and course selection, and clearly explains their NCEA credits to them and their parents. The teacher maintains close contact with parents, and families are fully involved in discussions about progress and opportunities available, and decisions about future learning pathways.

The programme, adapted from a Year 12 careers unit, builds students' confidence with career planning by:

- increasing their numeracy, literacy and employment skills
- having individual meetings with students and parents
- having students participate in group sessions about pathway planning and subject selection
- facilitating meetings for parents (with an interpreter) about qualifications, tertiary study, pathways and employment requirements.

Students are generally successful and appreciate the individualised support. Outcomes are positive, with all students either continuing to further study or gaining employment.

### Supporting refugees (Kelston Girls' College)

Kelston Girls' College has over 50 students enrolled from refugee families. Many are the first of their extended family to migrate to New Zealand. They have diverse ethnicities such as Afghani, Burmese, Congolese and Eritrean. Some of the students are from cultures that traditionally do not have women in career paths involving leadership. The careers staff work with parents to help them understand the different opportunities possible in New Zealand.

Refugee students are slowly eased into school and thinking about future careers. The school supports students to gain formal qualifications including University Entrance Literacy English for Academic Purposes standards. Students gain work experience through the Gateway programme, which helps them make decisions on career pathways. Along with their families they participate in targeted careers workshops that include information about financial assistance.

## PROVIDING CAREERS EDUCATION AND GUIDANCE AS PART OF PASTORAL SUPPORT AND ACADEMIC COUNSELLING

Careers education and guidance was seen as an important part of the pastoral support system. Students are more motivated in their learning when they have a clear direction to guide them.

Some schools allocated the main responsibility for careers guidance to deans while others used deans as a backup for form teachers. Pastoral committees identified students who were at risk of not succeeding at school and often referred them for careers guidance. When deans had the main responsibility for careers guidance, it was easier for schools to ensure they had sufficient knowledge and support to carry out the careers education and guidance role effectively.

Other schools had introduced or extended form teacher roles so students developed ongoing relationships with an adult in a smaller group. The form teacher's role included conversations with students about their learning, interests, possible future directions and motivation. Form teachers also developed an ongoing relationship with parents and families.

Parents were involved in helping their child make decisions about courses and possible careers. School leaders and teachers engaged parents in careers education and guidance through:

- academic conferencing where the student, parents and form teacher discuss the best pathway and goals for the student
- careers events and subject choice meetings where careers staff were available to answer questions and offer advice
- providing information for parents about careers-related events and opportunities through newsletters and the school website
- inviting parents to contact careers staff directly for information about courses and careers, and advice for their child
- pastoral care and careers staff contacting parents to suggest possible work placements.

Careers information and resources were highly visible throughout the schools. Careers departments were usually centrally located with welcoming staff and well supplied with print materials (often displayed in *Vocational Pathway* groupings) and computers. Information about subject-related careers and careers events was displayed in classrooms, foyers and hallways.

The following examples show some of the ways the schools in this report integrated careers education and guidance as a key part of their pastoral support.

### Wider pastoral responsibilities for deans (Waimea College)

The tutors (deans) are the first port of call for students who want to discuss goals and careers. The *Profile Builder* has been integrated into the school's student management system (as a pilot school) and this allows tutors to see the credits the students have acquired in relation to *Vocational Pathways*. The tutors' ongoing conversations with students about their progress and plans are recorded and these records help tutors and careers staff to work together. Tutors refer students to the head of careers if they need more information about courses or careers to help them make decisions about career plans. The head of careers attends monthly meetings with the tutors to discuss support for individual students.

The tutors follow their year group until Year 13 so they have a good knowledge of each student and their needs. Tutors have a role in monitoring achievement and early identification of students at risk of not achieving. They believe conversations about achievement are directly linked to conversations about careers. Students who are stood down or suspended have interviews and career planning with the head of careers, as a condition of their return to school.

Parents and students have access to a wealth of information through the school intranet. A specialised portal for careers covers all the areas of careers education and guidance and provides links to Careers New Zealand, tertiary providers and useful job market analysis. Parents can also access their child's achievement records through the school's portal. A parents' evening provided NCEA information and a subject selection expo was held. Subject specialist teachers show the relevance of their subject to different career options.

### Form teachers delivering careers education and guidance programme (Lynfield College)

The school provides an extended form time each week where form teachers lead students through career development activities. Careers related units and worksheets are available to guide form teachers. They use booklets called *My Pathway* to help each student to develop awareness of their learning needs and aspirations, which students said they find very helpful.

Students said that teachers frequently talked about courses and pathways including student pathway planning and which subjects are relevant to their future needs. Year level subject choice booklets show requirements of courses and potential career pathways.

### Extended form teacher role (Wellington East Girls' College)

The school decided to strengthen pastoral care by developing the Ako (form teacher) role so that all students have an ongoing relationship with a significant adult. Ako time has been extended to 25 minutes three times a week plus an extra hour each fortnight, as the school moves into longer learning times in 2015. This time enables Ako teachers to have ongoing conversations with students about possible future career pathways and subject choices. It also provides an opportunity for regular 'checks and connects' between each student and their Ako teacher, and leads to earlier identification of students at risk.

The school uses information about students' career interests to identify providers for training, tertiary and industry experiences. Staff provide information about career-related opportunities and events that may be relevant. Students are expected to take responsibility for following these up to take advantage of the opportunities. Students have an Ako folder where they record their reflections and self assessments.

Students organised visits from their parents or a community member to talk to the Ako class about their life journey and how this related to what they had done at school. This was highly successful. The students found the speakers to their own classes interesting and also talked to students from other classes about what they had learnt. Parents were pleased to be invited and it strengthened their relationships with teachers.

The school recognises that parents are important when making decisions about careers and courses and provides opportunities for them to be involved. Student-led parent meetings have resulted in more parents being involved. Parents are becoming more comfortable to come to the school, ask questions, and discuss future plans. They are involved with Ako teachers in planning pathways and identifying goals for students. When concerns arise, parents and teachers are able to work together to find a way forward. Separate evenings are held for Māori and Pacific parents.

### Extended form teacher role (Hutt Valley High School)

The principal sees Years 9 and 10 as critical years. Year 9 and 10 students stay in the same form class with 30 students and two mentor teachers for the two years. Mentor teachers also teach a core subject to their form class. Teachers and students develop a strong relationship and the mentor role has been extended to include in-depth learning conversations, active counselling and parent conferencing. The conversations are intended to be positive and help students feel optimistic about their pathway. Students complete a *Careers Outlook* booklet based on *Career Kete* (from Careers New Zealand) and other resources. They work with their mentor teacher to prepare for learning conferences which are held in April and November. These are led by students and attended by mentor teachers and parents. Survey responses indicate that parents appreciate this approach.

### Approachable careers staff (Otumoetai College)

The Careers hub has a high profile in the school and is well-used by students and teachers. Students find the careers staff very approachable and value their expertise. Students are confident to ask questions and make appointments if they need more formal advice and guidance. The hub is centrally located and thoughtfully resourced. Substantial space, attractive displays, comfortable chairs and computers provide easy access to careers information and stimulate student interest. Careers events are clearly displayed and notifications for parents and students are updated through the careers Facebook page, the parent portal, school newsletters and the school's website.

### IDENTIFYING OUTCOMES FOR STUDENTS

The findings in this section identify what the 10 schools knew about the outcomes for students. Students' comments illustrate good practice and how it helped prepare them to make decisions about their futures.

Careers education and guidance supported students to:

- develop awareness of their strengths and interests
- identify possible learning pathways and careers
- choose subjects that keep their options open
- make plans and take action.

These initial outcomes meant students had a better sense of direction, understood the relevance of their learning and were more motivated to remain at school and learn.

Specific learning about careers meant students knew where to find information about careers and courses and were able to identify a range of possible careers. Visiting tertiary providers and experiencing workplaces helped them to clarify which options would suit them. This helped to build their confidence and ease their transition to ongoing education, training or employment. Some students were offered jobs as a result of a work placement.

Most schools did not formally monitor development of career management competencies. Schools usually identified outcomes of their careers education and guidance in general terms, highlighting students' developing self awareness and confidence in planning for their future. Some schools referred to key competencies from *The New Zealand Curriculum*, especially 'managing themselves'.



Schools often had more information about outcomes and achievement for students who were involved in programmes that were more targeted to transition to work, such as Gateway. Many of these students achieved particular unit standards (such as completing a curriculum vitae) or were offered a job by the employer at their work placement.

Many of the students ERO interviewed could talk about the careers education and guidance they had experienced and what they might do when they left school.

#### Interim outcomes of careers education and guidance

Students talked about highlights from their career education experiences and what they had learnt so far. Younger students identified activities that had been useful, such as completing the careers booklet, using websites, researching a range of jobs and learning about personal qualities – such as people skills and cultural skills. They gave examples of careers-related information in curriculum subjects, such as Market Day in economics and Gateway programmes. Students valued having guest speakers, careers nights, and three-way conferences with teachers and parents. They said form teachers were helpful, talked a lot about their futures and wanted them to do well.

Information such as student profile folders and student management system records demonstrated a long-term approach to developing career competencies.

#### Developing clear ideas about themselves

Students' awareness of their strengths and interests and future employment possibilities developed over time. Many Year 10 students had general ideas about areas they might like to work in and knew they should keep their options open. They had reflected on their strengths and interests and felt more motivated to complete their work as they could see its relevance.

*There is lots of reflection in Ako class. It's good to talk about strengths, what you want to do and where you want to be. You have to really think about how to make the strengths better and weaknesses into strengths. Teachers encourage us to think about our interests and choose a pathway you love.*

Another Year 10 student said:

*I'm good at speaking persuasively so I might work in human resources, law or sales.*

Many younger students were still in the process of deciding about what they might do in the future. This is illustrated by the comment from one Year 10 student who said that she knew what she was going to do when she left school, and followed this by saying she would be a scientist, a lawyer, a doctor or a PE teacher.

Senior students talked about their plans for the future and how the school and careers adviser had supported them by providing information, arranging work placements, and encouraging them to aim high. Students had also identified opportunities, goals and pathways, and developed self-management skills. Older students had very clear ideas about themselves and what they wanted to do in the future.

### Understanding pathways

Students needing additional support identified their strengths and interests and learnt about different job areas. They explored jobs through work placements, learnt the importance of meeting deadlines and being punctual, and became better at managing themselves.

*I'm looking at possible learning pathways and choosing subjects for this.*

Students interviewed were positive about their understanding of the career pathways available to them as they progressed through to the senior school. Students said that there was a lot of discussion about what subjects connected to future needs and how relevant they were. Some of their comments were:

*Teachers have high expectations and support us to aim high.*

*I've been given lots of information and have clear pathways in mind.*

### Becoming familiar with tertiary providers

Students who did not have a family background of tertiary study found it useful to visit tertiary providers. They could see other students similar to themselves and found it easier to picture themselves studying there. One student who visited Massey University, Victoria University of Wellington and Wellington Institute of Technology said:

*It's good to feel what it's like so I can believe it.*

### Work experience

Work placements enabled students to experience the reality of jobs they were considering. This helped them to see the relevance of school in preparing them for the future and they became more engaged. Some students discovered that what they thought they wanted to do was not right for them. This was helpful because they were able to change direction early, before they spent time gaining qualifications that might have little use. Many students that leave from Year 12 leave for employment, and some were offered jobs as a result of work placements.

### Making plans and taking action

Students identified possible careers, found out about courses and training, planned the steps they needed to take and understood the impact of their choices and decisions.

One student has a dream of being a high profile TV journalist. She talked to the careers adviser and dean about her aspirations and they arranged opportunities for her to work as an intern for a local radio station and to attend a journalism 'boot camp' at a local polytechnic. She said:

*The school tells you about opportunities but you have to do the following up.*

Another student acknowledged that working out what to do with her life is a big thing. She had been living independently for two years and valued the support provided by the school staff. She has decided to enrol in a Bachelor's degree in criminology, law and marketing. She said:

*The careers adviser has helped shape me from a scared Year 12 student to where I am today.*

## REVIEWING COVERAGE, QUALITY AND OUTCOMES OF CAREERS EDUCATION AND GUIDANCE

Most of the schools had reviewed some aspect of their careers education and guidance. The reviews usually focused on activities and events, rather than the overall effectiveness of their provision.

High quality review was purposeful, systematic, ongoing and based on several sources of evidence. When concerns were identified, the school took action to address them and included them in planning for the next year.

Some schools had developed systems to monitor the provision and quality of careers education programmes and ensure every student participated. Most schools sought feedback from students on particular events or experiences and a few went further and asked for student feedback on their overall careers education and guidance experience. Some schools also obtained feedback from parents and staff.

Schools had some information about destinations of their leavers. Some had collated information about the destinations of their Year 13 leavers but only a few had information about students who left from Years 11 or 12.

School leaders' reports to the board usually included descriptions of programmes, events and resourcing, and some information about student achievement. Some usefully reported progress in meeting the school's careers education and guidance goals and recommendations for future goals.

The descriptions below illustrate the effective and robust review in some schools.

### Connecting strategic planning and review (Makoura College)

The measurable goals in the school's strategic and annual plans provide a useful basis for systematically reviewing progress towards the goals. The school's charter has two key goals relevant to careers education and guidance: providing students with relevant qualifications and pathways, and developing strong educational connections with the local community, businesses and employers.

The strategic plan contains actions related to these goals that reflect the school's careers education and guidance programme, and specific measurable targets related to these goals and actions. Three such targets were that:

- 85 percent of Year 12 and 13 students go on to useful employment, training or further education
- all Year 10 students attend two days of work experience
- 80 percent of parents attend whānau conferencing.

The school monitors progress against these goals and reports findings to the board of trustees.

#### **Kelston Girls' College**

The school systematically reviewed its progress towards the goals in its strategic and annual plan to determine how elements of careers education and guidance were included in programmes across subjects and across the school. Effective systems ensure all students receive appropriate careers education and guidance (and not just those at risk of poor outcomes).

The school frequently sought feedback from students, staff and parents about courses selected and careers education. To monitor the effectiveness of its careers education, the school analysed retention, engagement and achievement data. Self review focused in-depth on target groups such as Pacific students and particular programmes such as the Careers Academy. Reports to the board included students' outcomes.

The school was developing some good longitudinal data about destinations after school by contacting former students to see whether they were doing what they had indicated at the time they left school.

#### **Waimea College**

A careers review surveyed some staff and students to obtain feedback about careers education and guidance and to inform future planning. Most staff felt they engaged with students effectively in discussing future pathways and believed this was an appropriate expectation of them. One review identified that only 58 percent of Year 13 students had a current curriculum vitae. As a result class work about this aspect has now increased. A staff survey found that subject teachers needed further information about tertiary courses and careers staff responded by providing information about useful websites.

#### **Wellington East Girls' College**

Self review of careers education and guidance is based on many sources, such as achievement results, feedback from students across year levels, input from Ako (form) teachers and guidance staff, feedback about students not making good choices and parent views. The school has established a consultation group with 25 students from different year levels.

Through the pastoral system, staff monitor programmes put in place to ensure that all students are receiving the careers education and guidance they need. Continual reflection means changes can be made quickly in response to concerns.

## WORKING WITH CAREERS NEW ZEALAND STAFF AND THE CAREER EDUCATION BENCHMARKS

The schools with a whole-school approach to careers education and guidance had usually received professional development from external experts over an extended time. This is consistent with Helen Timperley's Best Evidence Synthesis on professional development<sup>15</sup>, which reported that professional practice was more likely to impact on student outcomes when it involved extended time for learning, external expertise and active school leadership.

Six schools had been involved with the two-year *Creating Pathways and Building Lives* initiative to develop their planning for careers education and guidance, and two with the earlier one-year *Designing Careers* initiative (see *Appendix 2* for descriptions). Three schools had recently worked in-depth with Careers New Zealand, one had been helped with self review by Careers New Zealand and at least eight schools had been involved in professional development with Careers New Zealand staff. The schools that were most effective had all been involved with focused school-wide professional development initiatives over two or more years.

Schools that had worked with Careers New Zealand staff to use the *Benchmarks* had carried out more comprehensive reviews and developed plans to improve their careers education and guidance. Those who used the *Benchmarks* on their own reviewed only some dimensions, did not involve senior leadership and were not as confident using them as teachers in schools supported by Careers New Zealand staff. There was only limited recognition of the term 'career management competencies'.

All schools had used a wide variety of Careers New Zealand resources for teachers and students. Many had developed careers booklets and activities that were based on Careers New Zealand resources and information

Four schools used the *Benchmarks* with Careers New Zealand staff to comprehensively review of their careers education and guidance programmes. Some of their experiences are described below.

### Nelson College and Waimea College

In 2013, the careers staff of these two schools, with Careers New Zealand support, comprehensively reviewed their own school's practices and programmes in relation to one dimension of the *Benchmarks*. One school reviewed the leadership dimension and the other the information dimension. Extensive evidence-based reviews assessed each school as 'highly effective', 'consolidating effectiveness', 'adequate', or 'ineffective', in each sub-category of the dimensions. School-wide practices were identified and reviewed

15 Timperley, H, Wilson, A, Barrar H, and Fung. I (2007), *Teacher Professional learning and development, Best Evidence Synthesis Iteration*, Ministry of Education, Wellington.

to determine areas to develop. Each school set goals for 2014 which appear in their careers education and guidance planning documents. The career development goals link directly to the career management competencies.

The clearly outlined careers plans have a vision and policy statement linked to the *Benchmarks*, and show expected outcomes, actions, responsibilities, resourcing required, timelines and review dates.

The schools' goals for 2014 included:

- clarifying board and senior leadership responsibilities, leadership, programmes, resourcing
- strengthening online profiling of students, moving to online surveys
- developing programmes
- professional development for senior tutors about careers education and guidance.

### Wairoa College

Support from Careers New Zealand and use of the *Benchmarks* to review careers education and guidance has been a key factor in developing a more strategic approach. Careers New Zealand worked alongside the school in 2012 to review its careers education and guidance. This helped them shape their strategic plan and set goals for 2012 to 2014.

Following a staff survey, senior leaders tailored a range of professional development opportunities to address the needs identified. The social sciences teachers accessed professional development about the use of *The Real Game*<sup>16</sup> and the Careers New Zealand website. The whānau (form) teachers engaged in professional development about mentoring and having careers conversations with students. Staff attended a workshop on student profiles. As a result of the support from Careers New Zealand, teachers now feel they have enough expertise to manage their own self review.

In 2012, a group of Year 10 students worked with Careers New Zealand and school careers staff on building career management competencies. Careers New Zealand modelled approaches for the school staff. In 2013, the college ran a follow-up workshop with students under the guidance of Careers New Zealand. As a result this group of students showed better understanding and self awareness of opportunities available and were more capable of using *Profile Builder* material (see *Appendix 3*).

<sup>16</sup> *The Real Game* is a career education resource that introduces Years 9 and 10 students to the world of work and helps them to develop an understanding of the opportunities available to them and the importance of their choices.

## Conclusion

The 10 schools in this report that demonstrated good practice in careers education and guidance for their students had an ongoing focus on ensuring their students understood their strengths and options and had considerable opportunities to plan for their future. They had been involved in targeted professional development with external experts and had many opportunities to develop their knowledge and understanding.

These schools had built strong community networks with families, community groups, and local businesses to help students to understand some of the opportunities available to them.

They developed their programmes and monitored how well new programmes and practices were put in place.

The schools with the most successful careers programmes had worked with Careers New Zealand and used the *Careers Education Benchmarks* to review their practices and improve their provision for students.

Most leaders and teachers recognised that careers education and guidance improved students' self awareness and motivation by showing them the relevance of their courses to their future. As a result, students at these schools knew what they had to do next, what courses they should undertake and were supported to reach their goals.



## Appendix 1: Self review questions to consider with the Career Education Benchmarks

### Coherent approach

1. How well is careers education and guidance (CEG) integrated into how we prepare students for life beyond school?
2. How clear are teachers about their specific responsibilities in supporting students to develop career management competencies?
3. What additional support do teachers need to develop their capability and confidence in providing CEG?

### Links with curriculum and pastoral care

1. How effective are subject teachers in including career-related information in their teaching?
2. How effective are the links between pastoral care and CEG?

### Reviewing effectiveness

1. Do all our students receive CEG to meet their specific needs? Are there any groups that may need additional support?
2. How effective is our monitoring and review of CEG provision and outcomes? What is reported to the board?
3. What is helping our CEG provision? What is impeding it?

### Outcomes for students

1. What are the outcomes for students of our CEG? How do we know?
2. How confident can we be that students are developing career management competencies? Who monitors this?
3. How robust is our planning to improve our CEG provision?

## Appendix 2: Recent developments in careers education and guidance

### Designing Careers

*Designing Careers* was a pilot programme in 2005/06 that involved 75 schools. It focused on learning and career planning for Year 10 students and individual career guidance for students at risk of poor outcomes in Years 11, 12 and 13 (delivered directly to students by Career Services [now Careers New Zealand] or other consultants).

The programme involved professional development and teaching resources for teachers. While a number of positive outcomes resulted from *Designing Careers*, the focus on Year 10 meant provision for senior students was not optimal in some schools.

### Creating Pathways and Building Lives

In 2007 and 2008 a second careers education and guidance initiative took place. *Creating Pathways and Building Lives* targeted 100 randomly selected schools with the overarching goal of developing a whole-school approach to career programmes. Career Services developed and delivered this project, together with School Support Services staff. The goals were to:

- develop planned approaches to careers education and guidance that are sustainable and focused on outcomes
- develop leadership within the school for planning and delivering career programmes and resources
- share career knowledge and skills with all school staff
- assist in the development of career education policy for students with specific needs (i.e. Māori, Pacific, refugees and migrants)
- engage parents, whānau and the wider community in careers education and guidance strategies.

### Guidelines for careers education and guidance

In 2009, Career Services and the Ministry of Education produced an updated edition of the guidelines for *Career Education and Guidance in New Zealand Schools*.<sup>17</sup> These outline a set of career management competencies young people need to develop, such as developing self awareness, exploring opportunities, and deciding and acting. The guidelines provide a framework for good practice in schools, including whole-school processes for planning, designing, implementing and evaluating careers education and guidance programmes.

### Career Education Benchmarks

In 2011, Careers New Zealand Services published a set of *Career Education Benchmarks* as a self-review tool for schools to examine their own career education practice. The *Benchmarks* were intended to provide aspirational goals rather than specific programme elements.<sup>18</sup>

17 Ministry of Education, 2009. *Career Education and Guidance in New Zealand Schools*. Retrieved from <http://nzcurriculum.tki.org.nz/Curriculum-resources/Career-education>

18 Furbish D, and Reid L, 2013 *Best Practices in Career Education and Development in NZ Secondary Schools*, AUT.

## Appendix 3: Policy initiatives to support transition from school

Over the last few years, the Government has introduced a range of initiatives to support students' transition from school into study, training and work.

### Youth Guarantee

*Youth Guarantee* aims to provide students with more choices, ways and places to achieve NCEA Level 2 or equivalent. It encourages different parts of the education sector and industries to work together innovatively to meet the needs of students, and support the government goal that all students leave school with a minimum of Level 2 NCEA. Youth Guarantee ([www.youthguarantee.net.nz](http://www.youthguarantee.net.nz)) provides foundation education so young people can achieve NCEA and transition to further education or find a job.

### Vocational Pathways

*Vocational Pathways* is a tool to provide a clear framework for vocational options, support better programme design and careers advice, and improve the links between education and employment. Young people can use *Vocational Pathways* to access a wider range of learning opportunities to achieve qualifications at Levels 1 to 3 on the National Qualifications Framework.

The pathways represent ways to structure and achieve NCEA Level 2 and provide a more coherent framework for foundation vocational education and training. They are intended to help students to develop their own individual education plan, so they are better informed and able to make better choices to meet their goals.

Six pathways have been described – Primary Industries, Services Industries, Social and Community Services, Manufacturing and Technology, Construction and Infrastructure, and Creative Industries.

### Profile Builder

The *Profile Builder* is an online tool to create a vocational profile which students, parents, whānau and employers can use. The profile is a graphic representation of learning achievement or planned achievement that links to future study options and careers.

Students can compare their NZQA Record of Achievement to their vocational profile, and how their interests, aspirations and achievements match up to a wide range of work and study possibilities, under each pathway. Teachers, parents, or mentors can help them in their planning and identifying what they need to learn and how to achieve their chosen pathway(s). It is also a very useful tool for school and tertiary curriculum planning.

### Service academies

Service academies are military-focused programmes delivered within schools. They are intended to encourage students to stay engaged in learning, and help students to gain improved qualifications.

## Appendix 4: Recent ERO reports

In the last few years, ERO has published a report on careers education and guidance and other evaluations about senior schooling that also inform the current evaluation. These reports refer to the importance of careers education and guidance and its links to pathways, student achievement and student preparation for further education, training and work.

### Careers Information, Advice, Guidance and Education in Secondary Schools (2012)

This evaluation examined the extent to which secondary school careers education and guidance supported all students to achieve successful outcomes at this stage of their education. It also looked at the contribution of careers education and guidance to ensuring that every young person has the skills and qualifications to contribute to their own and New Zealand's future.

ERO investigated 44 secondary school career programmes and identified four as having whole-school high-quality programmes, 17 with conventional established programmes, 19 with conventional developing programmes and four with low quality programmes. High-quality careers education programmes were associated with support from school leaders, a whole-school approach, careers advisers with specific career expertise and training gained from formal qualifications in career or extensive professional development, links with the curriculum and pastoral care, targeted provision for at-risk students, good relationships with the community, and periodic review of their provision.

Most of the schools in the top two groups had participated in either *Creating Pathways and Building Lives* or *Designing Careers*.

### Achievement 2013-2017: Success for students in 2013 (2014)

This evaluation of 30 schools focused on strategies schools had used to raise student achievement at Level 2 NCEA. These schools were part of an initiative to investigate what could be achieved by identifying and supporting a target group of Year 12 students who were unlikely to gain NCEA Level 2 without additional help. Schools recognised the importance of students having someone who knew the student well and monitored their progress and well-being. This person could be the form teacher, dean or a mentor. They discussed progress with the student and talked about what the student still needed to complete.

ERO made various recommendations about how schools could support students to lift their NCEA achievement to actively build and sustain a long-term focus. These included:

- reviewing achievement data, pathways and destinations
- relationships with families and whānau
- pastoral care
- careers education.

#### Raising achievement in secondary schools (2014)

This evaluation examined how 40 secondary schools reviewed their achievement information and developed activities, innovations or approaches to improve achievement. The 10 schools with effective approaches to inquiry and improvement used career planning and student mentoring to improve student achievement. These schools had coordinated pastoral care and careers systems to effectively identify and respond to the needs of students, including developing support structures for student learning and *Vocational Pathways* tool. In many cases, staff were trained as mentors (academic counsellors) so they could give one-on-one advice and guidance to students and their families and whānau about their progress at school. Together they discussed each student's academic goals and career pathways.

#### Making connections for Pacific learners' success (2013)

Schools that had high levels of achievement for their Pacific learners had strong partnerships with parents. High quality three-way conferencing (students, parents and teachers) resulted in students developing a clear learning pathway, a sense of purpose and being motivated to learn. A particular success involved strong links with the Pacific Health Community. Students involved in the Health Science Academy, operating in three schools, were provided with effective mentoring through the Pasifika Medical Association which supported students in their career pathways.

#### Increasing educational achievement in secondary schools (2013)

In 2013 ERO published a report evaluating the work of schools aiming to lift the achievement of targeted groups of Year 12 students who were identified as at risk of not completing NCEA Level 2 qualifications. The report discussed the need for schools to build a sustainable, whole-school focus on supporting students – through their pastoral, curriculum and careers systems. Initiatives included:

- effective tracking and monitoring of progress
- profiling students to generate institution-wide knowledge of who is being supported and how

- tailored interventions to support students when they fall behind, study support, mentoring and other strategies to re-engage students
- access to career guidance to better align learning to desired post-school outcomes
- tailored access to external providers (eg through STAR and Gateway)
- ongoing learning and assessment opportunities through to the end of the academic school year (through the period that is sometimes referred to as ‘exam leave’)
- holiday programmes
- engagement with parents and whānau to gain commitment to support students.

### Secondary schools: Pathways for future education, training and employment (2013)

ERO investigated how well 74 secondary schools were preparing students for future opportunities in education, training and employment. In the 10 most effective schools:

- pastoral, careers and school curriculum initiatives supported the interests and goals of individual students, so that their individual pathways were typically linked to their aspirations
- having a school curriculum that was effective for a large majority of the students enrolled at the school
- the focus on individual student pathways was complemented by the cohesive way in which curriculum, pastoral care and careers systems supported individual students.
- an extensive range of vocational and academic options
- some effective initiatives for Māori and Pacific students
- some effective self-review systems.

ERO found that most New Zealand schools were not showing the levels of innovation required to ensure that all learners have suitable pathways to future education, training and employment. ERO recommended that schools use robust self review to determine the extent to which their curriculum, careers and pastoral care processes assist students to develop career management competencies and successful pathways from school.

Other relevant reports include those on alternative education, service academies and trades academies. These reports identify the importance of careers education and guidance and its link with pathways, and how these enhance student achievement. These and all the reports described above can be found at [www.ero.govt.nz/national-reports](http://www.ero.govt.nz/national-reports).

## Appendix 5: Careers education and guidance indicators

1. How is the school-wide approach to careers education and guidance (CEG) and developing student career management competencies (CMCs) led, designed and resourced?	
<b>Leadership and whole school approach</b>	
<b>Purposeful leadership</b>	<ul style="list-style-type: none"> <li>• Leaders actively promote the high status and importance of CEG with staff, students and parents.</li> <li>• Senior leaders and middle managers have a clear understanding of how students will develop CMCs through the curriculum.</li> <li>• Leaders clearly articulate expectations to include aspects of developing CMCs in management documents.</li> <li>• Middle managers ensure that curriculum courses reflect these expectations.</li> <li>• Senior leaders actively encourage approaches to curriculum design that promote a whole-school approach to developing student CMCs.</li> <li>• Senior leader/careers leader are responsible for reviewing coverage of a coordinated programme and its effectiveness in developing CMCs.</li> <li>• Sufficient resourcing is provided to enable effective coordinated programmes and services to be designed and delivered.</li> </ul>
<b>School-wide approach and plan to developing CMCs and guidance</b>	<ul style="list-style-type: none"> <li>• School has a vision and coordinated approach to ensuring that all students develop their career management competencies and leave school on a positive pathway (in line with NEG 1 – <i>The highest standards of achievement, through programmes which 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; and</i></li> <li>• NEG 3 – <i>Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.</i></li> <li>• Key strategic documents show clearly that developing CMCs is essential and how it links with school’s goals for students.</li> <li>• Plan shows links between developing CMCs and both curriculum and pastoral system.</li> <li>• Career development plan documents expectations for where key components are included and who is responsible.</li> <li>• Staff understand their particular responsibilities and are positive about their role.</li> <li>• Curriculum courses and programmes are flexible to meet student interests and career aspirations.</li> <li>• Appropriate balance between programme and services for all students and customised services for students at risk of poor outcomes.</li> <li>• Meaningful credits/courses link to pathways.</li> <li>• Careers leader or senior leader responsible for monitoring development of CMCs.</li> </ul>

Staffing	
<b>Careers leadership team</b>	<ul style="list-style-type: none"> <li>• Includes senior leaders.</li> <li>• Includes subject teachers.</li> <li>• Includes pastoral staff.</li> <li>• Includes students and includes parents/whānau (on team and their views).</li> <li>• Membership of team promotes influence and positive staff attitudes.</li> <li>• Careers team ensures the school has an effective plan for developing student CMCs.</li> <li>• Strategies and activities of team support staff practice.</li> </ul>
<b>Careers leaders and staff</b>	<ul style="list-style-type: none"> <li>• There are clear roles and responsibilities for careers staff, linked to the school's expectations for developing CMCs.</li> <li>• Careers staff have qualifications and experience in careers education and guidance.</li> <li>• Careers staff keep up-to-date with trends on employment and further education.</li> <li>• Careers staff support all staff involved in supporting student to develop CMCs so that they provide appropriate programmes and guidance.</li> <li>• Careers staff ensure all students develop CMCs and a pathway.</li> </ul>



<b>Staffing <i>continued</i></b>	
<b>Subject and pastoral staff</b>	<ul style="list-style-type: none"> <li>• Faculties/departments and individual teachers have the skills, knowledge and support to make the curriculum both relevant to students and structured so that it helps students to develop self awareness and explore their future options.</li> <li>• Staff have a clear understanding of the school's approach and how students will develop career management competencies through the curriculum.</li> <li>• Subject teachers understand how students develop CMCs through their subject.</li> <li>• Subject staff involved in delivering CEG have professional development on CMCs, updates on careers in their subject areas including visits to workplaces.</li> <li>• Staff involved in mentoring have professional development to support these roles including CMCs.</li> <li>• Mentoring and subject staff are clear about when to refer students for additional guidance and information.</li> </ul>
<b>Local community, employers, educational institutions, and external specialists and agencies.</b>	<ul style="list-style-type: none"> <li>• Students' interests and needs are identified and used to identify relevant specialist and agencies.</li> <li>• The school involves a wide range of educational institutions, employers and the wider community to provide opportunities.</li> <li>• Specialist careers educators/providers help the school provide individualised career development.</li> <li>• All students have opportunities to gain insight into their possible future pathways, eg work experience, speakers, visits to and by employers and tertiary institutions.</li> </ul>

2. How does the school implement their designed approach to:	
<ul style="list-style-type: none"> <li>• support students to develop CMCs and</li> <li>• provide guidance to enable students to successfully transition from school to further learning and work?</li> </ul>	
<b>Programmes and services to develop CMCs and provide guidance</b>	
<b>Links with learning pathways and academic mentoring</b>	<ul style="list-style-type: none"> <li>• Each student has an active career plan based around setting goals, exploring options and making decisions.</li> <li>• Subject choice process links effectively to developing CMCs.</li> <li>• Mentoring or tutor teacher system supports student decision-making.</li> <li>• All students have an ongoing relationship and can talk with a significant adult who knows them well.</li> <li>• Students have a good understanding of their future options and the choices they need to make for their range of possible pathways.</li> <li>• <i>Vocational Pathways</i> used to inform subject/career choices and monitor progress along pathways.</li> <li>• Student aspirations and goals inform curriculum design and planning.</li> </ul>
<b>Links with curriculum</b>	<ul style="list-style-type: none"> <li>• Developing CMCs is consistent with effective practice in career education guidelines (CEG 2009), including students developing CMCs and the personalisation of career advice and guidance.</li> <li>• Links between career management competencies and the key competencies of <i>The New Zealand Curriculum</i>.</li> <li>• Careers education and guidance is integrated into each curriculum area with ongoing opportunities for students to develop self-awareness and explore options (e.g. enterprise education, career related learning, mentoring, work experience and career planning programmes).</li> <li>• There is a plan showing clear responsibility for delivering key components by subject teachers and careers staff.</li> <li>• Staff understand how to scaffold the CMCs in their curriculum area and have the capacity to do this.</li> <li>• Links to the other institutions, businesses and the wider community help students to develop self awareness, explore opportunities and plan for their future.</li> <li>• Developing CMCs shows progression across year levels.</li> </ul>
<b>Year 9 and 10 programmes to develop CMCs</b>	<ul style="list-style-type: none"> <li>• Build students strengths and interests and consider how these relate to their future life and employment decisions.</li> <li>• Junior secondary students are exploring career options as part of their curriculum programme.</li> <li>• Junior secondary students have regular opportunities to be involved in curricula and extracurricular activities that are relevant to future employment and develop their self-awareness, leadership skills and knowledge of the world of work.</li> <li>• Students with specific CEG needs are identified and provided with additional support in line with their interests/strengths.</li> </ul>

<b>Programmes and services to develop CMCs and provide guidance <i>continued</i></b>	
<b>Junior to senior transitions</b>	<ul style="list-style-type: none"> <li>• Year 10 students have a career education programme that supports students to identify their strengths and interests and informs their Year 11 course selection.</li> </ul>
<b>Year 11-13 CEG</b>	<ul style="list-style-type: none"> <li>• Explore a range of different careers and courses.</li> <li>• Links to subject choices.</li> <li>• Individualised.</li> </ul>
<b>Experiences outside school</b>	<ul style="list-style-type: none"> <li>• Involved in extracurricular activities to explore a range of career opportunities.</li> <li>• Student interests and needs used to identify appropriate external agencies and experts.</li> </ul>
<b>Links with pastoral and guidance systems.</b>  <b>Academic mentoring, counselling</b>	<ul style="list-style-type: none"> <li>• Developing CMCs is an integral part of pastoral care system.</li> <li>• Pastoral care team includes career staff.</li> <li>• The school has processes in place to identify students' strengths and interests.</li> <li>• School responds appropriately and flexibly to each student (e.g. individual mentoring, tutor groups, external careers advice, links to the community).</li> <li>• There are effective processes and initiatives in place that support Māori, Pacific, students with special needs and students at risk of under-achievement to develop appropriate career plans and competencies. These opportunities build on the language, culture and identity of these students.</li> <li>• Targeted career development and guidance is provided for students at risk of leaving with limited qualifications.</li> <li>• Career development and guidance is provided for disengaged students.</li> <li>• Career development and guidance involved in re-integration process for suspended students.</li> <li>• Type of additional career development guidance and support provided for various kinds of at risk students.</li> </ul>
<b>Careers information</b>	<ul style="list-style-type: none"> <li>• Careers environment is attractive, welcoming and stimulates interest.</li> <li>• All students have access to various careers resources and information that support them to explore options and make decisions.</li> <li>• Ready access to online resources eg <i>CareersQuest</i>, <i>Vocational Pathways</i>.</li> <li>• Support to develop skills to locate and critically use careers resources.</li> <li>• Careers-related information is displayed throughout school.</li> <li>• Events such as expos, visiting speakers, subject choice/career evenings.</li> </ul>

Partnerships with families	
<b>Families</b>	<ul style="list-style-type: none"> <li>• Parents are involved in subject choice processes and decisions.</li> <li>• The parents of ALL students are included in processes that help students develop their career competencies and decide their future possible pathways.</li> <li>• Resources such as subject choice booklets include information and guidance to support parent involvement in decisions about pathways.</li> <li>• Parents supported to understand the National Qualifications Framework and qualifications needed for future study, training and employment.</li> <li>• School provides opportunities and events for parents and students to hear/talk to people about various careers and study options.</li> <li>• The parents of ALL students, including Māori and Pacific students are included in a way that affirms their language, culture and identity and helps them to fully understand and support the pathways of their children.</li> <li>• Parents of students at risk are involved in planning pathways and subject selection.</li> </ul>

3. What are the outcomes for students from their CEG? How do schools determine these outcomes? How are CMCs assessed?	
<b>Outcomes for students</b>	
<b>Career management competencies<sup>19</sup> and future pathways</b>	<ul style="list-style-type: none"> <li>• Students increase their understanding of themselves and the pathways available to them as they progress in the senior school and/or transition from school to employment/training and education.</li> <li>• Students know how to identify possibilities and opportunities.</li> <li>• Students identify possible pathways in school and for after they leave.</li> <li>• Students know about CMCs and can track their progress in developing them.</li> <li>• Māori, Pacific, Students with special needs and students at risk of under-achievement are effectively developing self awareness, exploring opportunities, and deciding and acting.</li> <li>• Students leave school well-prepared for their next steps in training, education or employment.</li> </ul>
<b>Exit transitions</b>	<ul style="list-style-type: none"> <li>• The school provides all leavers with the career management competencies and pathway support they need to succeed in future education, training and employment.</li> <li>• Students understand their future options and the choices they need to make for their range of possible pathways.</li> </ul>

19 Ministry of Education, 2009. *Career Education and Guidance in New Zealand Schools*. Retrieved from <http://nzcurriculum.tki.org.nz/Curriculum-resources/Career-education>.

4. How does the school monitor CEG quality and coverage, review effectiveness, and improve its provision?	
<b>Quality assurance, self review, and using data</b>	
<b>Quality assurance</b>	<ul style="list-style-type: none"> <li>• Responsibility for monitoring quality delivery of agreed curriculum elements allocated to careers leader or subject leader.</li> <li>• Review whether all key components of CEG are being delivered across the curriculum.</li> <li>• Ensuring all students receive appropriate CEG.</li> <li>• System to track development of CMCs.</li> </ul>
<b>Review of key elements and overall effectiveness</b>	<ul style="list-style-type: none"> <li>• Responsibility assigned to senior leader or careers leader with authority/ active support of senior leadership team.</li> <li>• Review effectiveness of elements of CEG.</li> <li>• Review effectiveness of CEG programme as a whole.</li> <li>• Review effectiveness of CEG in supporting student engagement, retention and achievement.</li> <li>• Review and next steps reported to board.</li> </ul>
<b>Using analysed data</b>	<ul style="list-style-type: none"> <li>• The school tracks the development of student pathways and/or career management competencies.</li> <li>• School analyses data about course selection, student learning and career plans, achievement data, feedback from staff, students, and parents, and destination of leavers to inform design of careers and curriculum programmes.</li> <li>• The analysis examines the pathways taken by Māori, Pacific, students with special needs and students at risk of under-achievement.</li> <li>• Data analysis is used to improve the effectiveness of school's careers education and guidance programmes.</li> <li>• Information on student and parent views is gathered and informs developments.</li> </ul>

## Appendix 6: Further information about the methodology

### Review process

Two reviewers visited each school and interviewed key people, such as:

- the principal (or deputy/assistant principal) to find out the big picture of how careers education fits into the school – any links with the strategic directions of the school, and how the school develops and reviews their careers education provision
- deputy principals – pastoral and curriculum about links between their areas and careers education and guidance and oversight of careers education and guidance in the senior management team

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- careers adviser/careers head of department about how careers education and guidance (CEG) is delivered
- teachers that deliver CEG – both subject teachers (eg social sciences, English, transition) and mentor/tutor teachers
- Gateway/STAR coordinator
- people with responsibility for Māori and Pacific students – and links with CEG
- some students about their experience and understanding of CEG.

Reviewers also read documents that showed planning for CEG, set out expectations for teachers, and showed student work. These included:

- charter, strategic plan and plans to develop CEG
- plan for delivering careers education and guidance across the school
- management documents that describe how career education will be included in curriculum areas
- guidance for subject teachers on including CEG
- guidance for mentor/tutor teachers that includes CEG
- resources, including those related to assessing Career management competencies
- subject choice booklets
- student learning/career plans
- reviews of career education and outcomes for students
- reports to the board about CEG.

## Schools included

Location	Roll	Decile range	Schools
Main urban	over 1500	5-8	Hutt Valley High, Lynfield College, Massey High, Otumoetai College, Waimea College
Main urban	800-1200	3-8	Kelston Girls, Nelson College, Wellington East Girls
Provincial centre	300, 500	2	Makoura College, Wairoa College

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