Questions to ask at school

HOW DOES THE SCHOOL SUPPORT CAREER EDUCATION?

1. As well as having high expectations for student achievement, good schools set high expectations for student engagement with learning.
2. Partnerships with the community help to ensure that students are engaged in their learning and will have opportunities to learn about the world of work. They can gain skills and experience that will benefit them when they leave school.
3. Students are engaged in their learning when they are working towards a qualifying achievement. Good schools clearly communicate to students the qualifications they need and what they need to do to achieve them. They develop learning programmes to meet the different needs, strengths and interests of their students.

WHAT ARE THE CAREER MANAGEMENT COMPETENCIES?

1. Deciding and acting on future pathways: students need to be able to decide and act on future pathways.
2. Developing self-awareness: students need to have a good understanding of their own strengths and interests. They need to be able to understand how and why they learn.
3. Planning, managing and adjusting: students need to be able to plan, manage and adjust their learning programmes to meet the different needs, strengths and interests of their students.

LINKS WITH THE COMMUNITY

1. Partnerships with local iwi: partnerships with local iwi can help to ensure that students are engaged in their learning and will have opportunities to learn about the world of work.
2. Partnerships with agencies: agencies such as Studylink, Careers New Zealand and people from the community can help to ensure that students are engaged in their learning and will have opportunities to learn about the world of work.
3. Partnerships with regional authorities and industry sectors: partnerships with regional authorities and industry sectors can help to ensure that students are engaged in their learning and will have opportunities to learn about the world of work.

WHAT ARE VOCATIONAL PATHWAYS AND WHO USES THEM?

1. Vocational pathways: the pathways help students see what qualifications and experiences they need to gain for their futures. You, as trustees, should explore partnerships with local iwi, agencies such as Studylink, Careers New Zealand and the community to help ensure that students are engaged in their learning and will have opportunities to learn about the world of work.

Questions to ask at school

QUESTIONS TRUSTEES COULD ASK ABOUT...

1. How does the school support career education?
2. What are the career management competencies?
3. What are vocational pathways and who uses them?

Other useful resources

1. The Child – the Heart of the Matter
2. Education Counts
3. For information about career education in New Zealand, visit careers.govt.nz
4. For the Virtual Learning Network, visit www.tec.govt.nz
5. For the New Zealand Curriculum, visit nzcurriculum.tki.org.nz
6. For STAR funding, visit ygearun guarantee.net.nz/trades-academies
7. For information about careers education in New Zealand, visit youthguarantee.net.nz
8. For information about careers education in New Zealand, visit www.dol.govt.nz/occupation-outlook
9. For information about careers education in New Zealand, visit www.ero.govt.nz
10. For information about careers education in New Zealand, visit www.careers.govt.nz
11. For information about careers education in New Zealand, visit www.tec.govt.nz
12. For information about careers education in New Zealand, visit www.educationcounts.govt.nz
13. For information about careers education in New Zealand, visit www.ero.govt.nz/publications/schooling/109306
14. For information about careers education in New Zealand, visit www.mckinseyonsociety.com
The Journey from education to employment

The Six Dimensions of a Successful School

WHAT DO EMPLOYERS LOOK FOR?

All employers use a mix of criteria when selecting employees. A person’s qualifications are used to determine their eligibility for a job. Employers also want people who have certain key skills or qualities. These are similar to the key competencies outlined in the NZQA. The following are some of the key skills employers look for:

- Be able to communicate clearly in writing and speak confidently in public.
- Be able to solve problems.
- Be able to lead, negotiate and influence others.
- Be capable of working with others as part of a team.
- Be able to listen, take criticism, follow instructions, and work on their own.
- Be reliable, honest and able to be trusted.

WHAT’S HAPPENING IN THE CLASSROOM?

The school has to make sure that its students are ready for both academic and skills development and can apply the knowledge they have learned in the classroom to the real world. To do this, teachers should talk about how students’ learning pathways might end up and what opportunities are available.

The Six Dimensions of a Successful School

Students are keen to learn when they know their learning pathways are leading to success. Students need to be taught how to learn, how engaged students are, and how well they are learning. In the classroom, students develop those skills and their ability to manage their own career.

Schools should have systems to help every student achieve. ERO wants to know how schools find out what each student needs to learn and achieve, and where they are achieving. ERO wants to know how schools find out what and how well students are learning and work beyond school.

The school has to make sure that its students are ready for both academic and skills development and can apply the knowledge they have learned in the classroom to the real world. To do this, teachers should talk about how students’ learning pathways might end up and what opportunities are available. These are some of the key skills that students need to develop.

Parents and students need to work together, but parents can help students by being involved in decisions. It is important for parents and students to discuss their career plans and how they can contribute to New Zealand’s economy.

Where does it all go to?

The Six Dimensions of a Successful School

Parents should talk about their children’s career plans and how they can contribute to New Zealand’s economy. ERO is then interested in what is being done to help every child achieve. Each of the six aspects is described in this booklet. ERO uses this diagram when it reviews schools. Each of the six aspects is described in this booklet. ERO uses this diagram when it reviews schools.

Who is this booklet for?

The Six Dimensions of a Successful School

This booklet is for parents and students. It provides advice on how to help students prepare for their future. It also helps parents and students to understand what employers are looking for and how they can contribute to New Zealand’s economy.

The journey from education to employment

Businesses and schools

Schools should work closely with the business community to ensure that young adults, with the qualifications they need to be successful, have opportunities for gainful employment. Businesses should have systems to help students develop those skills and their ability to manage their own career. It is important for businesses and schools to work together, but businesses can help students by being prepared for the world of work. Businesses can help students by being prepared for the world of work.

Why is it important for parents and students to work together?

The Six Dimensions of a Successful School

Parents and students need to work together to develop skills and qualifications that will help them to be successful in the world of work. It is important for parents and students to discuss their career plans and how they can contribute to New Zealand’s economy.

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FAMILIES

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The journey from education to employment

Who is this booklet for?
This booklet is about how you and the school can help to prepare your child for life beyond school. It identifies what employers are looking for in learners who have left school, and ways you can help.

Why do parents and trustees need this booklet?
Parents: Why do parents and trustees need this booklet?

- They need this booklet to support their child's educational success. Being interested and involved in your child's education, employment, and a better future beyond school.
- They need to keep lifting expectations and improving what it does, together with families and values they need for the future?
- Parents need to help students develop the skills and the right attitudes to learning and work beyond school.

Businesses and schools:
- Businesses need this booklet to participate in ERO reviews. ERO uses this diagram when explaining later in this booklet.
- The Ministry of Education describes the key competencies. They model pathways for students and support them in their own learning pathways to success.

What do employers look for?
Any employer who asks about their skills, values and qualities will be interested in knowing about your child's progress towards those set and achieving. ERO wants to know how schools find out what your child is achieving. ERO wants to know how schools find out what your child is achieving.

Who is this booklet for?
This booklet is for parents and secondary school trustees who are interested in helping their child to prepare for life beyond school.

www.ero.govt.nz. As part of its review procedure, ERO: The Education Review Office reviews all schools in New Zealand and publishes education reports on its website.

The Six Dimensions of a Successful School

1. Planning and Leadership
- Together, trustees and school leaders make plans that are focused on the learner and have a real sense of purpose if they have a clear statement about learning pathways and support them in the uncertainties of the future.

2. Learning in the Classroom
- Teachers are confident in their teaching and the way it contributes to the achievement of students as learners. They are identified and modelled in their own learning pathways to success.

3. Learning and Work Beyond School
- Students have a secure understanding of the world of work and what is involved in it. They are not yet sure what they want to do, how much they need to learn, or how they will get there. ERO uses this diagram when explaining later in this booklet.

4. Learning Communities
- Teachers use assessment information and talk with families and values they need for the future?
- They need to help students develop the skills and the right attitudes to learning and work beyond school.

5. Environments
- ERO uses this diagram when explaining later in this booklet.

6. Student Engagement
- Parents need to help students develop the skills and the right attitudes to learning and work beyond school.

Questions parents could ask about...

FOLLOW A CAREER PATHWAY?
- It also helps if a student has some awareness of the world of work and what is involved in it. They are not yet sure what they want to do, how much they need to learn, or how they will get there.
- By Year 11, a course should be decided upon with credits that are worthwhile and relevant to your teenager for advice.
- By Year 9, courses should lead to each particular job. It is important that your teenager is not yet sure what they want to do, how much they need to learn, or how they will get there.

WHAT'S HAPPENING IN THE CLASSROOM?

- Teachers will:
  - help students to reason, apply simple numerical thinking to real-world problems;
  - provide times when students work on their own or in groups.

QUESTIONS PARENTS COULD ASK ABOUT...

- What if my child can't do the subject or course they want to do?
- What if my child is not sure what they want to do?
- What if my child can't do the subject or course they want to do?
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The journey from education to employment

Education should equip our young people to successfully make the transition to New Zealand’s economy. Young people need the skills and the right attitudes for well-paid work. There are also people in New Zealand who do not finish school. Schools should help students to help themselves to have the best chance of getting the job they want. We must all help young people to achieve the qualifications they need to be successful in life.

Businesses and schools

The journey from education to employment

Businesses and schools: a partnership that works

Businesses and schools

Businesses and schools work together to help young people achieve relevant qualifications. When businesses and schools work together, young people gain real-world experience in workplaces.

Why is it important to employers?

Employers want young people to be able to contribute to New Zealand’s economy. There are many key competencies and career management competencies into which schools help students to develop.

What do employers look for?

Six Dimensions of a Successful School

Employers look for:

• work well in a team
• be able to balance rights, roles and responsibilities
• manage their time well and show initiative
• problem solve
• understand the role of communities in the world
• communicate their ideas clearly

Primary and intermediate schools

Schools should have systems to help students develop life skills and the right attitudes to contribute to New Zealand’s society. Students must also have the knowledge they need to get the job they want. These are key competencies and career management competencies that schools help students to develop.

Schools

Schools should have systems to help students develop those skills and their abilities to be successful in meeting the expectations of the workforce. Students must also have the knowledge they need to get the job they want. These are key competencies and career management competencies that schools help students to develop.

Relationships in the school

At this stage, students are mentored by their teachers and drawn into the school culture. They link their teaching to the real world. Students are mentored by their teachers and drawn into the school culture. They link their teaching to the real world.

The Six Dimensions of a Successful School

• Communication
• Understanding communities
• Working well in teams
• Managing rights, roles and responsibilities
• Managing time
• Problem solving

What do employers look for?

The journey from education to employment

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• Understanding communities
• Working well in teams
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• Managing time
• Problem solving

What do employers look for?
This booklet is about how you and the school can help to prepare your young adults, with the qualifications they need to be successful. Good qualifications give students the tools to manage themselves and have a real sense of purpose if they have a clear pathway – working together.

Parents:
- Working with your child for their future.
- Students are keen to learn when they know the expectations and their opinions are taken into account.
- Teachers and support staff help to make the curriculum accessible to all with families and values that are meaningful to the learner.
- Parents can ask about learning and work beyond school.
- Parents are encouraged to become involved with families and values which are meaningful to the learner.
- The New Zealand Curriculum describes career management, including career pathways which are available.
- Students are mentored and supported to achieve their learning and work beyond school.
- Parents should have support from the school.
- Parents can be confident in the development of key competencies that are identified and modelled throughout the school.
- Parents can ask how well their child is developing strengths and interests?
- Parents and teachers can talk with advisors about what school leavers are identified and modelled throughout the school.
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There are websites listed that you and your child could visit and use to...
The Six Dimensions of a Successful School

- **Educational and work pathways:** ERO looks at how well the school's curriculum helps students to gain self-confidence, develop new skills, and have a real sense of purpose if they have a clear direction to work towards. Your daughter/son needs to know what they need to do to go on to do.

- **Learning pathway:** As a parent, your involvement helps you work with your school to keep their options open. As a parent, your involvement helps you work with your school to keep their options open.

- **Learning:** The school plans are focused on the learner. The school identifies the qualifications that students can apply the knowledge they have gained from, and how students can progress smoothly to the next level. Subject choices should lead students to be engaged in different careers. You can ask about where students can gain self-confidence, develop new skills, and have a real sense of purpose if they have a clear direction to work towards.

- **Teaching:** How do teachers help students develop the skills and build self-confidence in their students. Effective teachers work consciously to develop the students' success, including the way they think and learn.

- **Teaching:** English: English can be used to express themselves clearly in front of an audience. How do teachers help students develop the skills and build self-confidence in their students. Effective teachers work consciously to develop the students' success, including the way they think and learn.

- **Teaching:** Mathematics: Students should be able to balance rights, roles and responsibilities. How do teachers help students develop the skills and build self-confidence in their students. Effective teachers work consciously to develop the students' success, including the way they think and learn.

- **Teaching:** Science: Students can use mathematics to explain the way that money works in the world. How do teachers help students develop the skills and build self-confidence in their students. Effective teachers work consciously to develop the students' success, including the way they think and learn.

- **Teaching:** Economics: Students and families can think about the way that financial literacy can be used to explain the way that money works in the world. How do teachers help students develop the skills and build self-confidence in their students. Effective teachers work consciously to develop the students' success, including the way they think and learn.

- **Teaching:** Career education: Students and families can think about the way that career education helps them understand the way that communities work. How do teachers help students develop the skills and build self-confidence in their students. Effective teachers work consciously to develop the students' success, including the way they think and learn.

- **Teaching:** Leadership: Students and families can think about the way that leadership helps them achieve success and have a sense of purpose if they have a clear direction to work towards. How do teachers help students develop the skills and build self-confidence in their students. Effective teachers work consciously to develop the students' success, including the way they think and learn.

- **Teaching:** Communication: The six aspects are described in the six dimensions. How do teachers help students develop the skills and build self-confidence in their students. Effective teachers work consciously to develop the students' success, including the way they think and learn.

- **Teaching:** Caring relationships: The school communicates well with families and values them. How do teachers help students develop the skills and build self-confidence in their students. Effective teachers work consciously to develop the students' success, including the way they think and learn.

- **Teaching:** Teaching: Students should have a secure place to meet the needs of all students. School policies, development of key competencies and success. How do teachers help students develop the skills and build self-confidence in their students. Effective teachers work consciously to develop the students' success, including the way they think and learn.

- **Teaching:** Learning: Educational and work pathways: ERO looks at how well the school's curriculum helps students to gain self-confidence, develop new skills, and have a real sense of purpose if they have a clear direction to work towards. Your daughter/son needs to know what they need to do to go on to do.

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Questions to ask about...  
HOW DOES THE SCHOOL SUPPORT CAREER EDUCATION?

WHAT ARE THE CAREER MANAGEMENT COMPETENCIES?

QUESTIONS TRUSTEES COULD ASK ABOUT...

HOW DOES THE SCHOOL SUPPORT CAREER EDUCATION?

- What policy, expectations and goals are there for career education?
- How does the school support career education?
- What are the career management competencies?
- What qualifications should students leave school with?
- What qualifications do students get?
- How do students engage in their learning?
- What are the pathways which prepare them for leaving school?
- How does the school collect data which can tell them further education, training or employment?
- What are the career education benchmarks?
- What partnerships does the school have?
- How do students gain NCEA Level 2 or its equivalent?
- How do they get the ‘right’ experiences?
- What partnerships help with income, fees and support?
- What partnerships can help with mentoring?
- What partnerships can help with assistance?
- How much are students engaged?
- How do students think about their future?
- How do students think about their family, wha-nau, iwi, community and businesses?
- How do students think about their career education?
- How do students develop a curriculum that connects to the local economy?
- How do students think about their careers?
- How do students think about their work and what skills or competencies they need to maximise their career opportunities?
- How do students think about their financial well-being?
- How do students think about their further education?
- How do students think about their training?
- How do students think about their employment?
- How do students think about themselves and what influences them?
- How do teachers support students in their career management?
- How do teachers support students in their career development?
- How do teachers support students in their career decision-making?
- How do teachers support students in their career planning?
- How do teachers support students in their career implementation?
- How do teachers support students in their career evaluation?
- How do teachers support students in their career reflection?
- How do teachers support students in their career action planning?
- How do teachers support students in their career action implementation?
- How do teachers support students in their career action evaluation?
- How do teachers support students in their career action reflection?
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Questions to ask at school

Thinking about links with the community

What are the career management competencies?

What are vocational pathways and who uses them?

From education to employment

Questions to ask at school

Ko te Tamaiti te Pu-take o te Kaupapa

QUESTIONS TRUSTEES COULD ASK ABOUT...

HOW DOES THE SCHOOL SUPPORT CAREER EDUCATION?

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HOW DOES THE SCHOOL SUPPORT CAREER EDUCATION?

What are the career management competencies?

What are vocational pathways and who uses them?
Questions to ask at school

Think about Linking with the community

What are the career management competencies?

Why are vocational pathways and who uses them?

From education to employment

Other useful resources

www.ero.govt.nz

Ko te Tamaiti te Pu-take o te Kaupapa

Questions to ask about how does the school support career education?

Supporting future-oriented learning and work.

Available at www.studylink.govt.nz

For information about finance and support for distance learning, visit www.tec.govt.nz

For the Gateway Programme visit www.careers.govt.nz

For general information about tertiary education, visit www.dol.govt.nz/occupation-outlook

For information about vocational pathways, visit www.youthguarantee.net.nz/trades-academies

For Trades Academies, visit nzcurriculum.tki.org.nz

For the New Zealand Curriculum, visit www.nzcurriculum.tki.org.nz

For the search box,

Put STAR in search box

www.ero.govt.nz

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Available at www.reading.nh.govt.nz
Questions to ask at school

**Thinking About Links with the Community**

- Partnerships with businesses:
  - Businesses can provide work experience, internships, and apprenticeships.
  - Businesses can also provide funding and support for career education programs.
- Partnerships with local iwi:
  - Indigenous communities can provide cultural and language support for Māori learners.
  - Partnerships with iwi can help ensure that educational programs are culturally relevant and responsive.
- Economic development agencies:
  - These agencies can provide funding and resources for career education programs.
  - Economic development agencies can also provide support for businesses looking to expand or relocate to an area.

**Questions Trustees Could Ask About...**

- What qualifications should students leave school with?
- What qualifications do students need to get to where they are?
- How do partnerships with the community help careers?

**What Are the Career Management Competencies?**

- Career management competencies include:
  - Self-awareness
  - Goal-setting
  - Decision-making
  - Learning and growth
  - Self-management

**What Are Vocational Pathways and Who Uses Them?**

- Vocational pathways refer to specific career paths that students can follow.
- There are currently five pathways, one for each of the following industry sectors:
  1. Primary industries
  2. Manufacturing and technology
  3. Construction and infrastructure
  4. Social and community services
  5. Social and community services

**Related Websites**

- Youth Guarantee website: youthguarantee.net.nz/fees-free/
- Studylink: studylink.govt.nz
- Careers New Zealand: careers.govt.nz
- Economic development agency websites
- Local iwi websites
- Businesses' websites

- Students
- Teachers, mentors, and parents
- Schools
- Employers
- Economic development agencies
- Local iwi
- Businesses
Questions to ask at school:

1. **HOW DOES THE SCHOOL SUPPORT CAREER EDUCATION?**
   - Is career education provided throughout the school year?
   - Are there strategies used in the school.
   - What evidence is there that the school supports career education?

2. **QUESTIONS TRUSTEES COULD ASK ABOUT...**
   - How many students graduate each year?
   - How many go on to further education, training or employment?
   - What qualifications should students leave school with?
   - What are the pathways which prepare them for leaving school?

3. **THINKING ABOUT...**
   - What do the destinations of students show?
   - How do partnerships with the community help?
   - What are the career management competencies?
   - What are the vocational pathways and who uses them?

4. **WHAT ARE THE CAREER MANAGEMENT COMPETENCIES?**
   - The Ministry of Education has a model for career education benchmarks.
   - The pathways help students see what qualifications are needed.
   - The profile builder – an online tool to help.

5. **WHAT ARE VOCATIONAL PATHWAYS AND WHO USES THEM?**
   - These are pathways which help students see what qualifications are needed.
   - The pathways help students see what qualifications are needed.
   - From education to employment.

6. **LINKS WITH THE COMMUNITY**
   - Partnerships with local iwi:
   - Close partnerships with the community can.
   - You, as trustees, should explore.
   - What skills or competencies are:

7. **To help students think about their future...**
   - What skills or competencies are:
   - Advice for students.
   - Advice for students.
   - Advice for students.

8. **FOR THE NEW ZEALAND CURRICULUM, VISIT...**
   - website.
   - website.
   - website.

9. **OTHER USEFUL WEBSITES**
   - website.
   - website.
   - website.
   - website.

10. **RELATIVE WEBSITES**
    - website.
    - website.
    - website.
    - website.

11. **WHAT DO THE DESTINATIONS OF STUDENTS SHOW?**
    - How many students go on to further education, training or employment?
    - What qualifications should students leave school with?
    - What are the pathways which prepare them for leaving school?

12. **WHAT QUALIFICATIONS SHOULD STUDENTS LEAVE SCHOOL WITH?**
    - What qualifications should students leave school with?
    - What are the pathways which prepare them for leaving school?
    - How do partnerships with the community help?