



# **Career Education –is your school on track?**

## **Between school and life**

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[New Zealand Government](#)



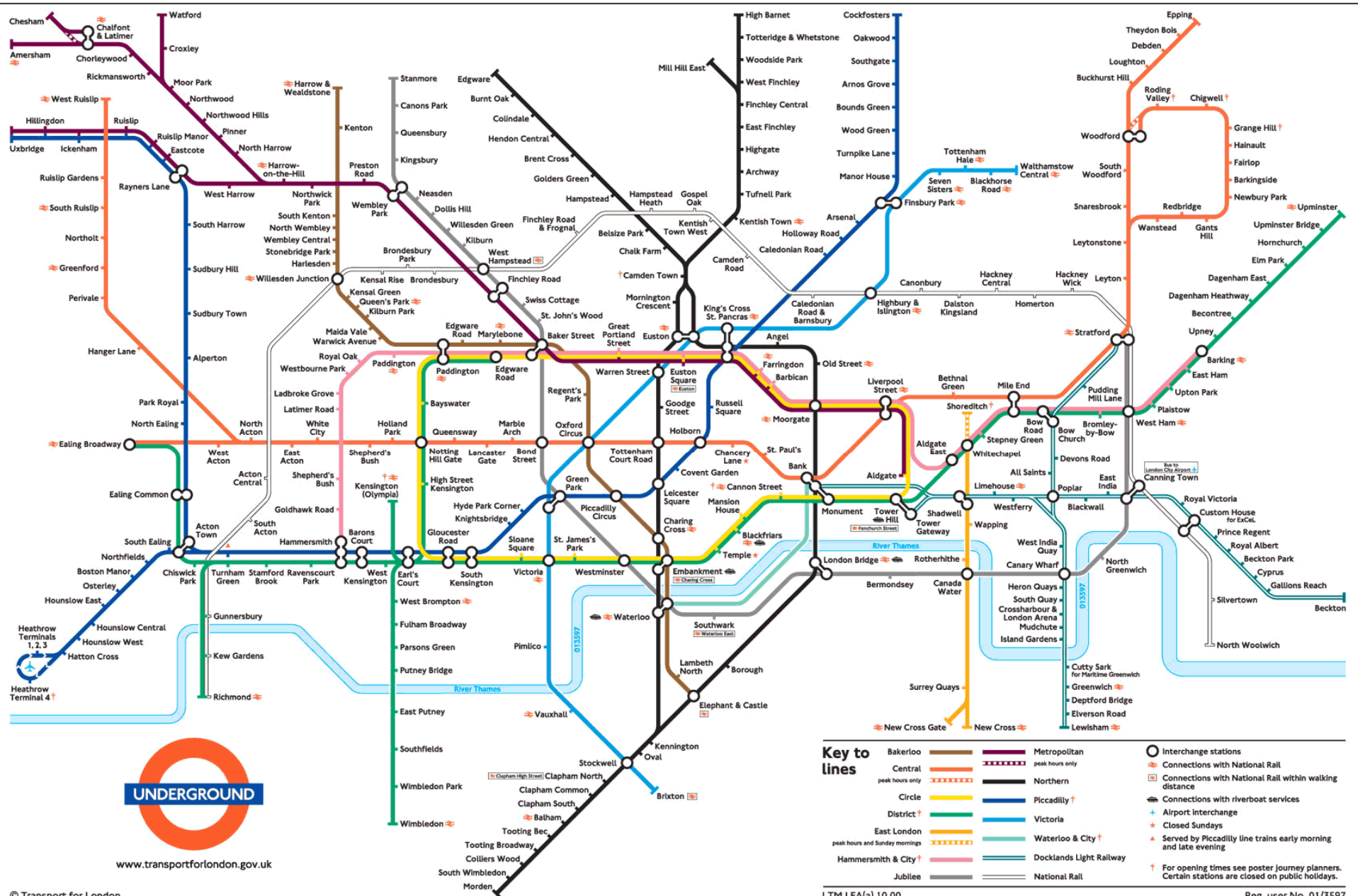
**What comes next?**

# Seeking directions





Seek the path that's right for you  
*Rapua te ara tika mou ake*



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# Session objectives

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1. Beyond school to study, training, work and life
2. What is happening now?
3. What requirements are there?
4. What support is available?
5. Thinking about careers education
6. What comes next?

# The education landscape



# New Zealand

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- By 16 years 20% students have been lost to education
- 4500 leave primary school and don't enrol in secondary school
- 80% Young people who enter Youth Court left or were absent from school
- 17,000 to 25,000 young NZers (15-19) not in employment, education or training
- How effective are our current efforts?

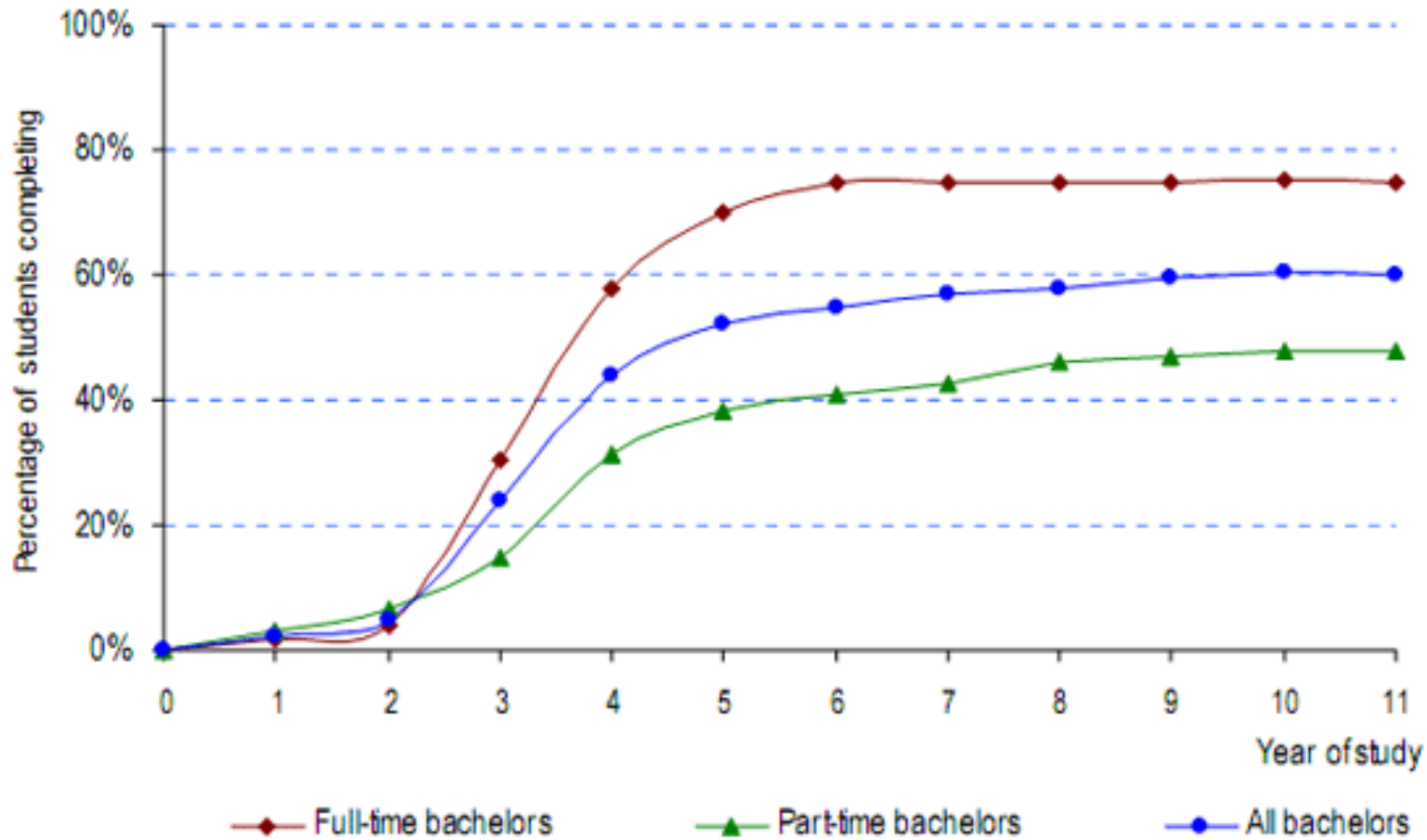
# Tertiary education attainment

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- Lowest completion rates of bachelor degrees in OECD
- 58% all students complete 73% full time complete
- New Zealand has the one of the highest proportions of degree-level students studying part-time in the OECD.
- 42% of students study full-time continuously during their degree
- Large number transfer to other courses or leave with lower level qualification

[http://www.educationcounts.govt.nz/publications/tertiary\\_education/42059](http://www.educationcounts.govt.nz/publications/tertiary_education/42059)

# Qualification completion for bachelor's students by year and mode of study



# **Schools have worked hard at academic pathways**

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- Less well prepared for the pathways that lead to work and learning
- What is the outcome that we want for secondary students in New Zealand?

# Traditional notions about career education



# What do you want to be?

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- Linear pathway from school to job
- Emphasis on information transaction
- Job information
- Brochures and applications

# Competent Children Competent Learners' project (MoE, NZCER)

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- longitudinal study of nearly 500 young New Zealanders drawn from the Greater Wellington region.
- Started in 1993 when participants were almost 5 years old and in early childhood education.
- Data has been collected every two-years and a series of reports has just been published on the students at the age-16 phase of the project.

# Student perceptions of career

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Having a job that you can:

- do well and where you can get promoted within the same workplace
- having a qualification that you can keep building on with more qualifications and experience in the same area
- a one workplace approach, e.g. where a career is focused on staying in and getting promoted within one workplace,
- also recognised the emergent trends in career ideas, e.g. work-in-life balance and adaptability of skills for different work environments.

# Many more options

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“...while there are many more options and choices, secondary students are not necessarily equipped to make the decisions required by these possibilities, raising questions about school based provision of career information as well as career development skills for students”

*P17 Student Perspectives on leaving School, Pathways, and Careers*

# Careers advice

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- School career guidance tended to be ad hoc and focused on information about jobs, rather than skills needed beyond *entry* to further study or the labour market.
- For over 80% of the respondents, families were the most useful source of careers information. They are a key influencer followed by friends.
- Half the students did not take part in career guidance activities organised through school.
- Forty-one percent said that they had never spoken to a teacher or careers advisor about future options.
- <http://www.educationcounts.govt.nz/publications/ece/2567/35117/35118>

# Young people view themselves

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- 'how students see themselves as school learners' is 'likely to affect how they see themselves as learners into the future including in further study'

# More recent thinking about careers



# Holistic definitions of career

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“ The combined total of a person’s lifelong experiences including their education, different jobs, family life, friendships, community activities and leisure choices”

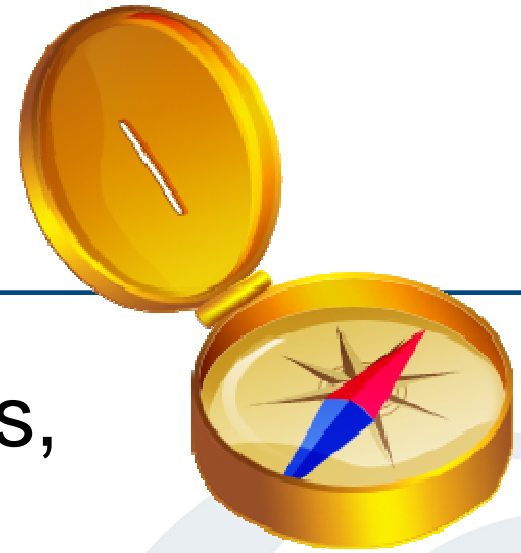
Source: Focus on the Future, Career Planning Begins at Home  
[http://www.edu.gov.mb.ca/k12/docs/support/c\\_plan\\_home/](http://www.edu.gov.mb.ca/k12/docs/support/c_plan_home/)

# From Decision Guidance to Career Development Guidance

Decision Guidance	Career Development Guidance
Linear, single destination orientation – help people to make an informed decision	Dynamic, change, growth orientation – help people to learn to live well as citizens
What do you want to be when you grow up? Separation of paid work from rest of life	Who might you become? What kind of life do you want? Paid work and life roles connected
Choose a career Making a living	Create a career Making a life
<p><i>Process:</i></p> <p>Explore self (identification of stable preferences: values, skills and interests)</p> <p>Explore occupations (information to match (trait/factor) or choose the best fit between self and options)</p> <p>Develop an education/training plan</p> <p>Graduate, obtain work and move up the ladder</p> <p>Security in the known, routine, rights of passage ‘job for life’</p>	<p><i>Process:</i></p> <p>Formation of preferences through reflection on experiences – ‘follow your heart’</p> <p>Help people to learn how to manage their lives, manage change</p> <p>What skills will I need to be resilient and able to create what I want and respond positively to change (career resilience)</p> <p>Security, contingent on maintenance of employability</p>

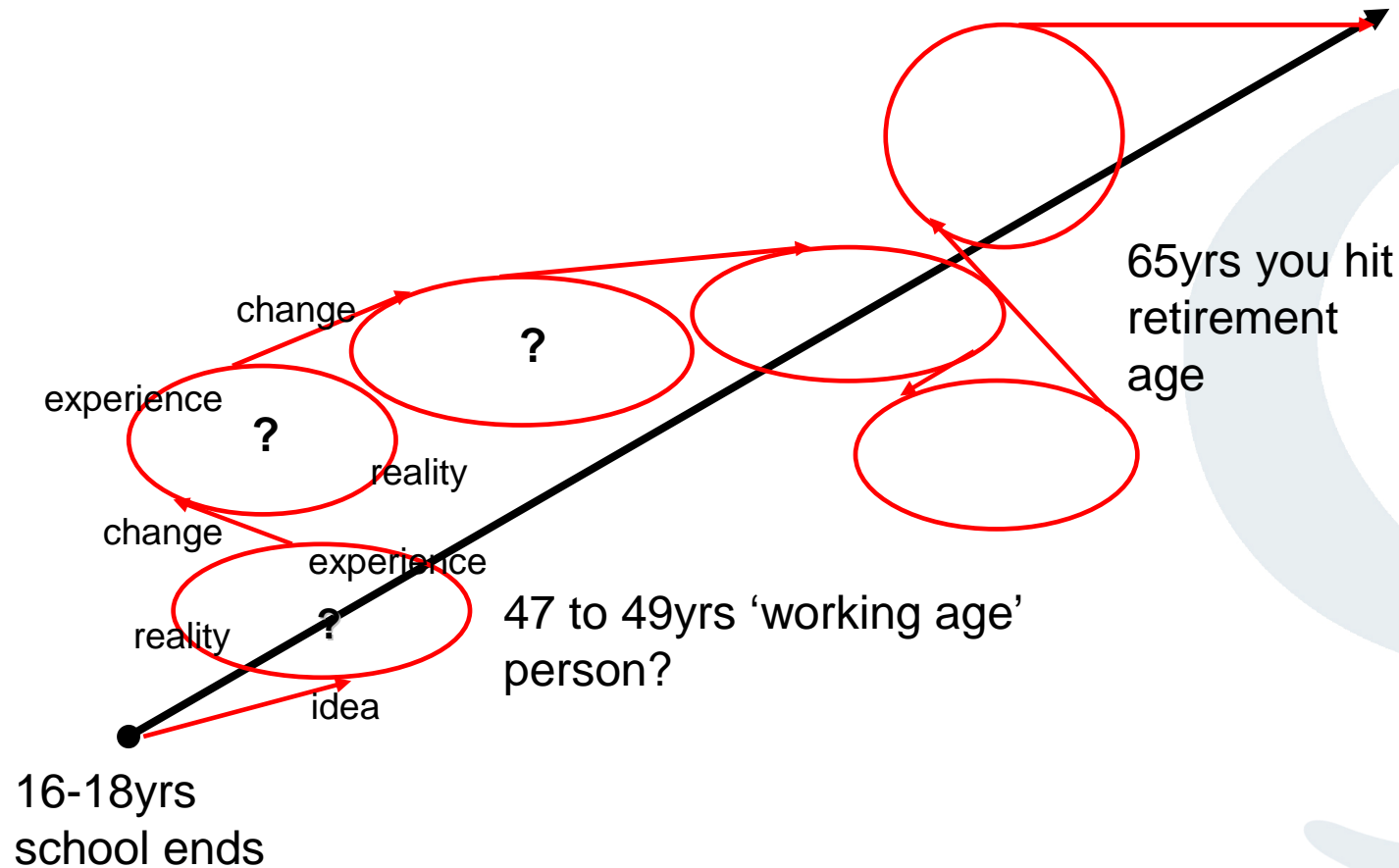
# A compass not a map

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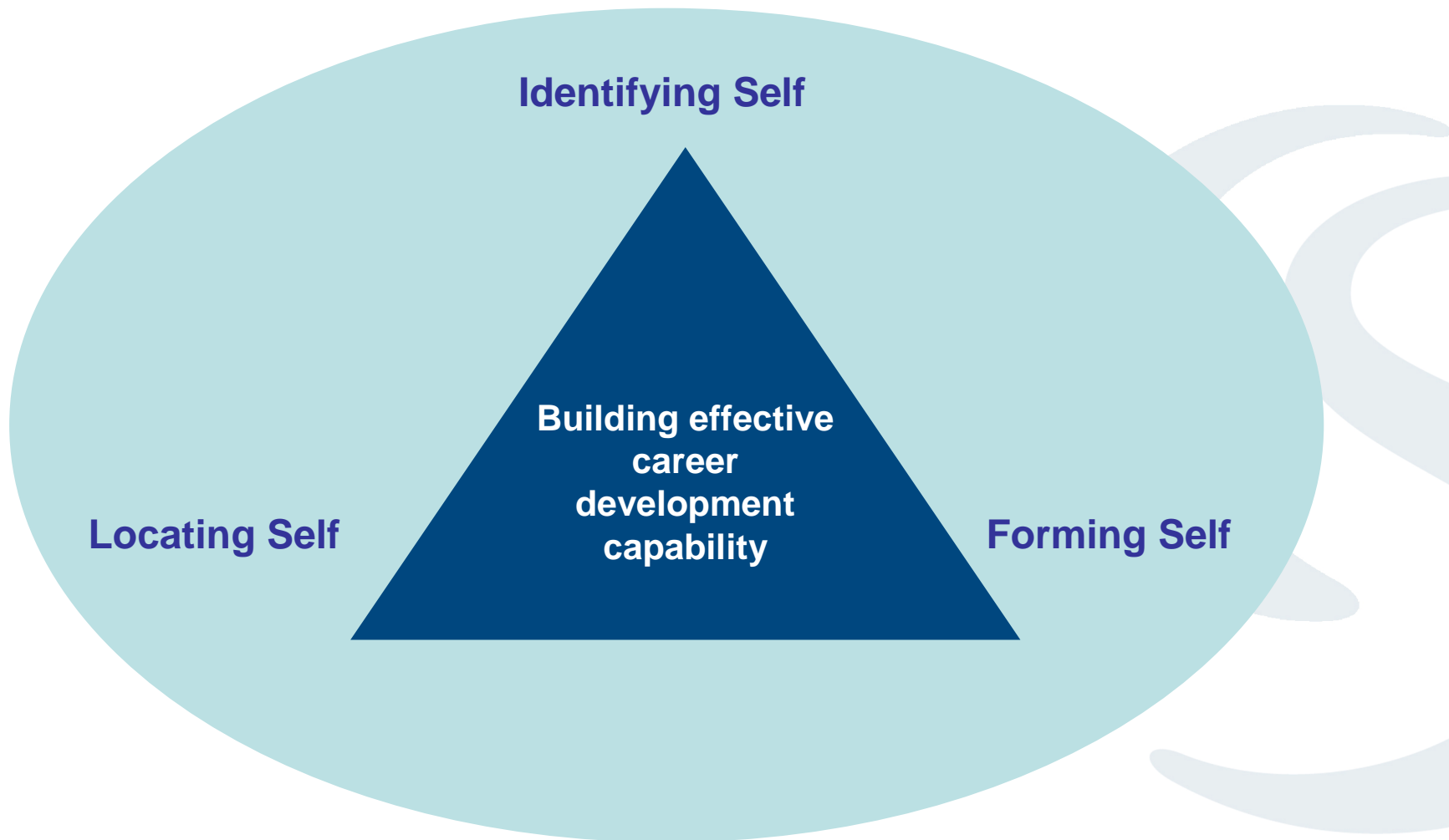
- Develop awareness about skills, knowledge, attributes
- Make students more articulate about themselves so as opportunities present themselves
- Dynamic society, simply many options emerging that weren't there before

# Careers are not linear



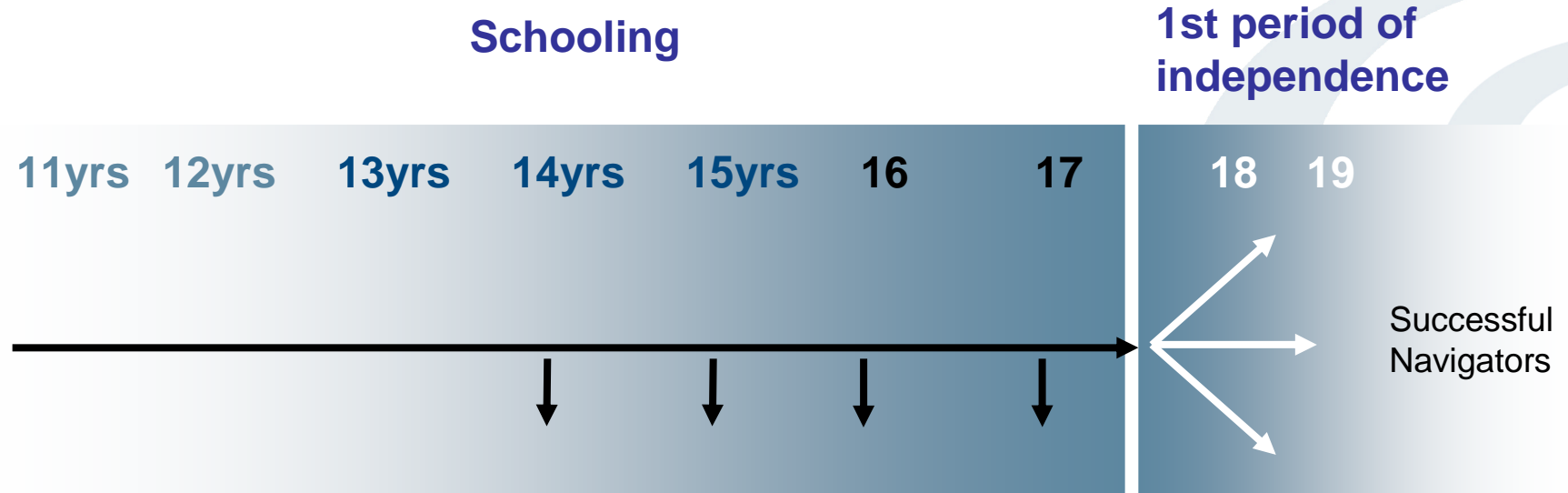
# A Constructivist Approach to Career Education:

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# Locating the schooling experience

The 'life and world' of a teenager



Transitioning from school and starting to participate in adult world

# Thinking about students



# Every teacher is a careers teacher

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- Students select the influencer (best subject, sports, school drama production, friends, family)
- How well placed are your teachers to assist and provide them with good advice?
- What do you know beyond their own experiences?

# What do young people need?

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Ability to be:

- Confident
- Connected
- Actively involved
- Lifelong learners

(Source: NZ Curriculum 2007, Vision)



# Students expect schooling to:

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help them to:

- Understand self
- Understand how to get on with others
- Understand how to think about the world
- Be able to act on these understandings

*Secondary Futures and University of Auckland research*

# Australian evaluation

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‘young people may not be fully exploring factors relevant to their career decisions’ and that many times the focus has been on making ‘immediate decisions rather than on developing people’s career management skills’

(NCVER, 36).

# United Kingdom

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- there ‘is a large body of evidence’ showing that when young people are provided with high quality careers advice that they make ‘better progress through the education system and better transitions’.

*UK Skills Commission*

# Today's young people

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'today's world young people need to navigate a pathway which has become increasingly complex, with the modern career now viewed as a continuous journey of adaptation in an ever changing environment and expressed in the term 'career development' (NCVER, 7)

# Key personal qualities that employers want (in industry career)

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- initiative;
- team skills/ co-operation;
- responsibility;
- self management;
- adaptability;
- stick ability; and
- interest in adding value to self and work environment



# Employers 10 most requested skills from tertiary graduates

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- Strong interpersonal skills
- Strong verbal communications skills
- Strong written communication skills
- Flexible and can do attitude
- Sound academic achievement
- Self motivated/ self starter
- Team player
- Have energy and enthusiasm
- Problem solving skills
- Analytical and conceptual skills



*Victoria University 2007*

# Key Competencies for a Successful Life and Well Functioning Society

## OECD

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### Using tools interactively

- The ability to use language symbols and text
- The ability to use knowledge and information interactively
- The ability to use technology interactively

### Interacting in heterogeneous groups

- The ability to relate well to others
- The ability to cooperate
- The ability to manage and resolve conflicts

### Acting autonomously

- The ability to act within the big picture
- The ability to form and conduct life plans and personal projects
- The ability to assert rights, limits and needs

# Jarvis (2003)

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‘ahead of our students lies an increasingly unknown and perplexing set of choices and options. Knowledge specifically prepared for students today (i.e. content) may be less important in the future than the skills and competencies that will act to help guide young people in their future decision making (i.e. contextual experience).’

# Career Management Competencies...

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It 'is not about making the right occupational choice. It's about ***equipping people with the competencies (skills knowledge and attitudes) to make the myriad of choices*** with which adults are confronted continuously, in all aspects of their adult lives, lifelong'

(Jarvis, 2003: 4).

# ERO effective practice for Career Education

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- Active leadership
- Team approach
- Staff buy in/ change management
- Career education goals embedded in strategic and annual plans
- Integration across the curriculum
- Using data to inform planning and self review

# Effective practice

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- Networking and sharing ideas and good practice
- Delivering to identified target groups
- Community involvement
- Individual student career plans
- Career education plans

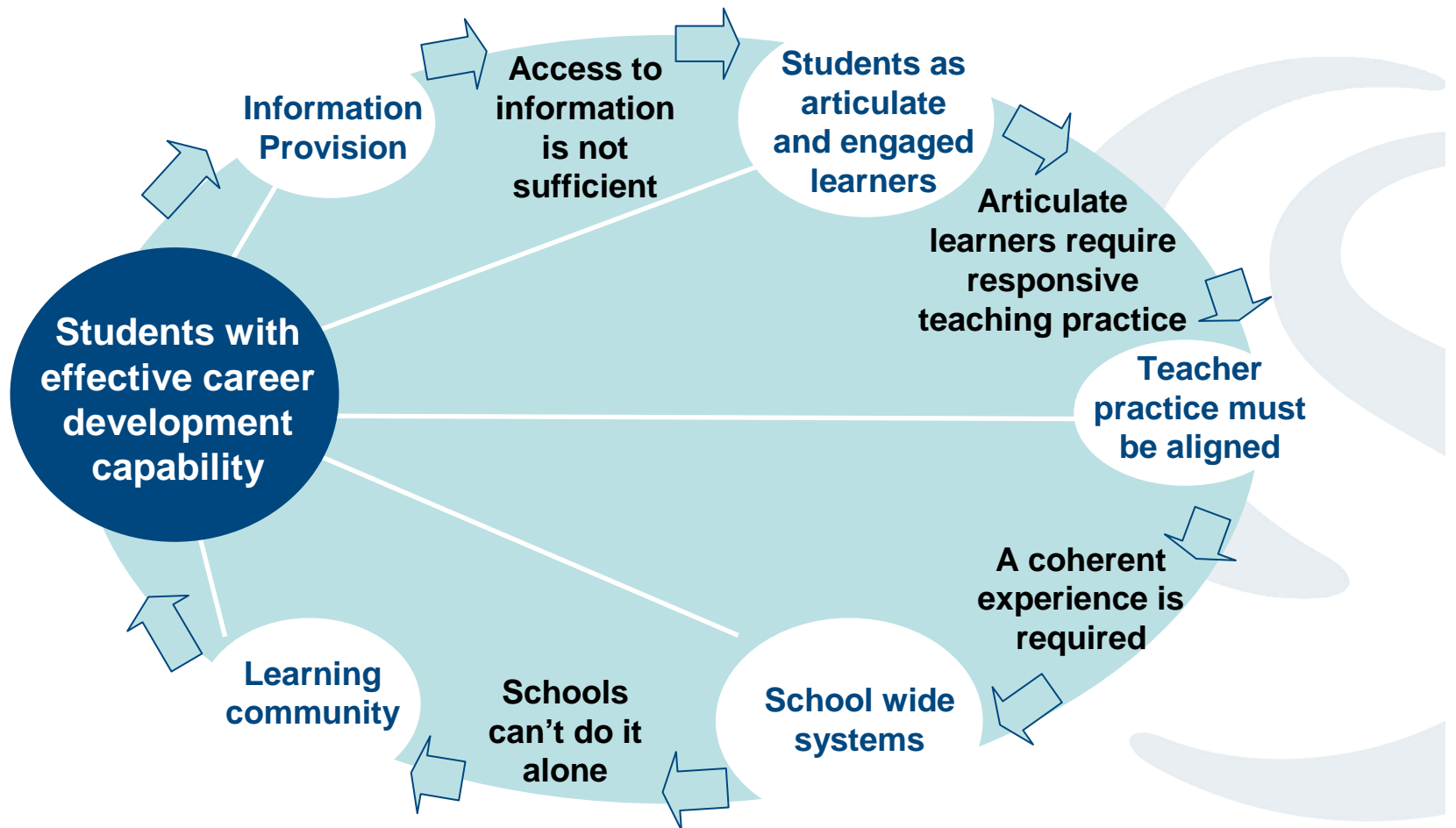
# Informing the dialogue

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- Between teacher and learner
- Teacher gets information that can be useful in motivating learning
- Learner gets information about themselves allowing them to become more articulate in expressing their own needs

# 5 integrated themes for a focus on building career development capability

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# What do schools need to do?



# National Administration Guideline

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- (d) aspects of the curriculum which require particular attention;  
  
(vi) 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 is the dialogue between learner and teacher

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- Knowing what is of relevance to students
- Exploring future careers as a way of directing learning to positive outcomes
- Students become more articulate about what they want from their learning
- Students can better describe their skills, attributes and ideas about themselves

# What support is there?

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- New career education guidelines being published
- Research into effective career education to be published in November
- ERO reports on the CPaBL project
- Professional development activities for careers staff & specialist teachers
- On site support

# Coordinate the activity

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- Curriculum integration
- Guidance support
- Learning support
- Work experience
- STAR courses
- Gateway programme



# International Conference

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# [www.careers.govt.nz](http://www.careers.govt.nz)

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## Career Services - helping you make decisions

about work and training in New Zealand

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### Other people's stories

- Tony Kuepfer
- Karen Thompson**
- Hopoi Vaivevea
- Margie Laubscher
- Robin Angell
- Nonna Sadchykova



"I worked in Canada for three summers. I'd work in New Zealand in the off season, temping in an office."

Karen Thompson - Tour Guide


Read about Karen's job

Karen's career change

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# Plans for 2010

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- New phone service for schools
- Regional support
- New modules for delivery
- Email newsletters



# Insert slide shows

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# Questions for trustees

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- How integrated into the curriculum is our Career Education provision?
- Are we providing students with the opportunities to get their career compass?
- How would our Career Education rate against ERO's effective practice indicators?

# First day at work

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- <http://youtube.com/watch?v=RnOUYucGT50&feature=related>