



NEW ZEALAND COUNCIL FOR EDUCATIONAL RESEARCH

TE RŪNANGA O AOTEAROA MŌ TE RANGAHAU I TE MĀTAURANGA

Supporting Education in New Zealand for 75 YEARS

Making pathways meaningful: learning from young people's experiences

Karen Vaughan

Plenary presentation to Te Ara Whakamana: Pathways,
Transitions and Bridges to Tertiary Education”

Wellington 3-4 July 2012





*"What's to prevent some total stranger anywhere
in the world from paying my bills?"*

Pathways and Prospects (2004-2009)

- Greater opportunity **and** risk
- Pathways **and** navigations
- Making the familiar **unfamiliar**
- 114 young people
- 6 major pathways
- 4 interviews x 5 years



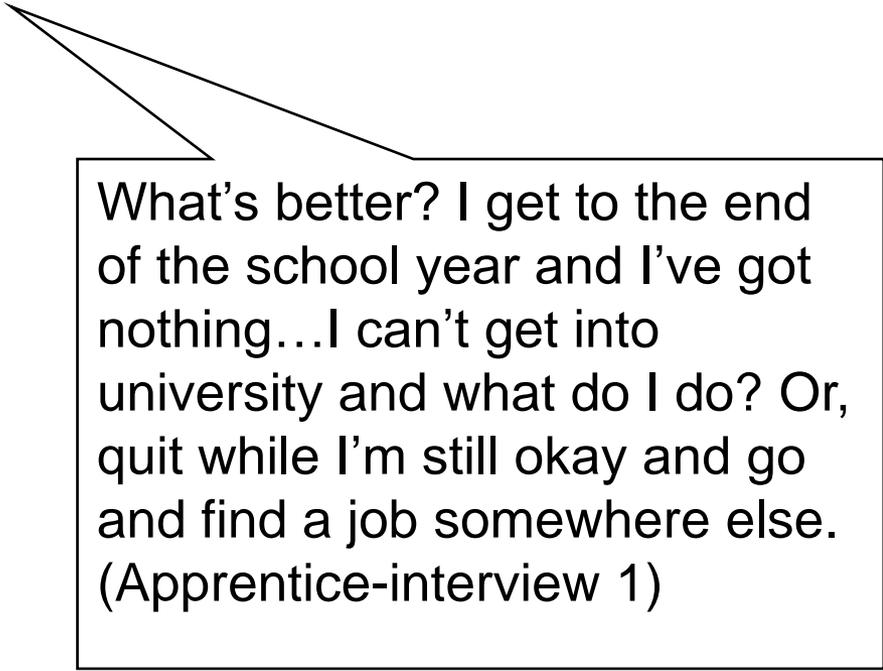
Factors and indicators

Secure Commitment	Contingent Security	Exploration
Short-term commitment to current option	Importance of current option as escape from past or potential future	Commitment to alternative (includes not doing it for some time to come)
Relationship between current option and career identity	Fear of failure (as motivator) in current option	Thinking about exploration (narrow to wide)
Level of satisfaction with current option	Degree of plannedness going into current option	Importance of exploration of self/own capacities
	Availability of viable options on leaving school	Importance of comparisons with others
	Importance of financial security	

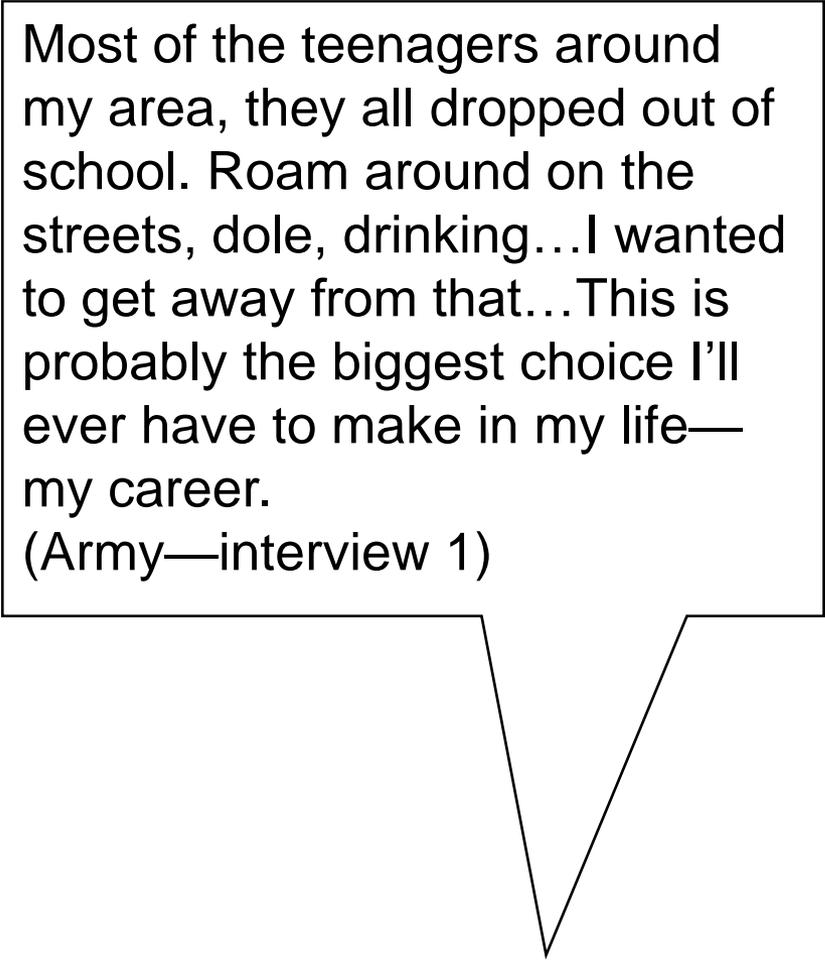
Young people 1-2 years after leaving school

Cluster Name	Maxim	Factor
Hopeful Reactors (14%)	"I won't end up a bum"	Contingent Security
Confident Explorers (34%)	"I'm building myself for my future"	Exploration + Contingent Security
Anxious Seekers (24%)	"I don't know which way to turn"	Exploration + Secure Commitment
Passion Honers (29%)	"I'm becoming something in a secure career"	Secure Commitment

Hopeful Reactors



What's better? I get to the end of the school year and I've got nothing...I can't get into university and what do I do? Or, quit while I'm still okay and go and find a job somewhere else. (Apprentice-interview 1)



Most of the teenagers around my area, they all dropped out of school. Roam around on the streets, dole, drinking...I wanted to get away from that...This is probably the biggest choice I'll ever have to make in my life—my career. (Army—interview 1)

Confident Explorers

I never want to be able to say: I wish I did this, I wish I did that. I want to look back on life and say: I did exactly what I wanted to do. (Army—interview 1)

At the moment really this job is just because I want to work with Māori and Pacific youth and because I needed income...But otherwise I would really want to be at uni studying law and Māori business...I want more knowledge so I can apply it to work here and other jobs or areas... But also I want to pass my qualification...when I go to uni, I could maybe transfer those points over to my degree...(apprentice – interview 1).

Anxious Seekers

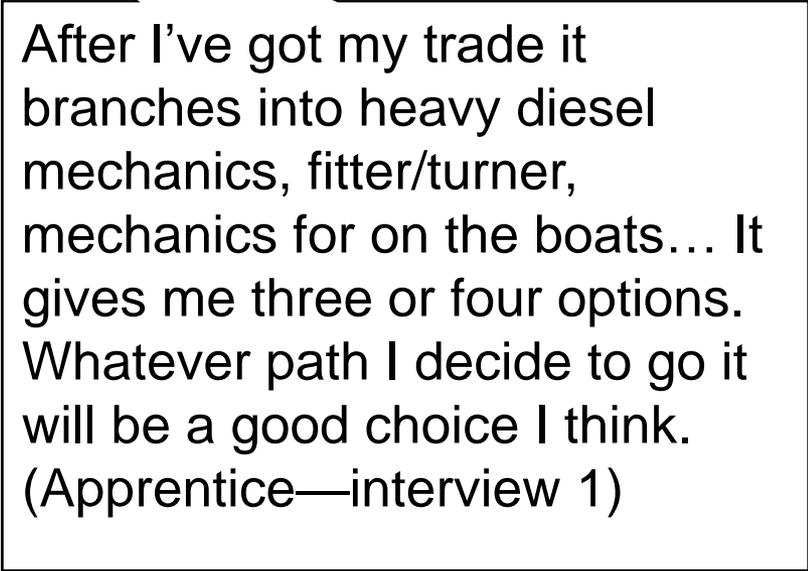
I will be a chef for a while, and then I am going to do an electrician's course, or do something completely different... like a mechanics course...

(Student/Trainee—interview 1)

My family thinks, oh, she'll do a hairdressing course and she'll be really good at it, and then my friends are like, nah, you should do something in computers... It's good that they're supporting me but... I'm scared if I choose one thing and it doesn't work for me, and then I have to start again.

(Student/Trainee—interview 1)

Passion Honers



After I've got my trade it branches into heavy diesel mechanics, fitter/turner, mechanics for on the boats... It gives me three or four options. Whatever path I decide to go it will be a good choice I think. (Apprentice—interview 1)



I knew I wanted to stay in cooking... I decided I was interested in catering after working in a restaurant. I realised that I don't like [restaurant] speed... With catering you get a bit more time to put in all the detail and make it look good. (Employee—interview 2)

Pathways & Prospects 2004-2006

1. What young people do is not a proxy for its role in life
2. “Career” is a process, not a destination
3. Exploring options may be a life-mode
4. The multitude of possibilities can be overwhelming and inhibiting
5. Back-up plans serve as risk-avoidance and as hybrid platforms
6. Who you can be is as important as what you can be

Pathways and Prospects: learner-workers to learning-workers



C. Barvotti

"My advice is to learn all the tricks you can while you're young."

Vocation: a calling issued by whom?

occupation

(continued practice,
arising from society)

+

personal meaning

(fulfilment, identity)



"Dad, now can I be a fireman?"

Career Management Competencies



1. Developing Self-Awareness
2. Exploring Opportunities
3. Deciding and Acting

“A framework for designing career education and guidance programmes in schools...

...a set of understandings, skills and attitudes required to successfully manage life, learning, and work”

(Ministry of Education, 2009).

The potential of CMC

- Builds long-term capabilities for learning and career throughout life
- Makes other careers activities more meaningful
- Uses the disciplinary lens of each subject
- Demands rich learning opportunities and engaging pedagogies



“Testing the Waters: Career Management Competencies in the Subject Classroom”. EEL Report – Karen Vaughan and Lorraine Spiller, 2012.

“The potential of career management competencies for renewed focus and direction in career education” - Karen Vaughan, NZ Annual Review of Education, 2011, pp. 24-51



Pathways are meaningful when:

- They're clear and flexible, *and*
- Young people can make sense of them in their lives

