

# What is essential in career education programmes?

**National Symposium**  
**‘Developing Pathways Leading Students to Success’**

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# Introducing Careers New Zealand

- Government's agency responsible for central coordination of career information, expertise and support to New Zealanders, for past 20 years
- Lead the careers sector to improve quality and deliver better outcomes for students, employees and employers
- Guide New Zealanders to make smart career decisions that lead to:
  - better financial and personal wellbeing
  - higher productivity
  - economic growth for New Zealand
- Everything we do is about supporting better skilled, more employable and productive New Zealanders.

# Hub of career expertise and support

- Comprehensive hub of training and employment information to enable well informed decisions that match skills to the right training and jobs
- Website the front door for most clients (free information, practical resources, interactive tools, CV templates and job search tips)
- Online support via webchat and 0800 advice line
- Build career capability of others working with youth
- Intensive and direct one-to-one guidance for those with greatest needs

# A career competent young person

- thinks ahead, makes decisions and plans
- is aware of their skills, interests, drivers and values
- knows how they contribute to business/organisational success
- knows when a career change or transition is required
- can evaluate how well a work role will suit (self and employer)
- determines the best way to develop their career, make career changes, or become entrepreneurial with their skills and talents
- anticipates how technological, economic and social trends may affect their work and industry
- works out a suitable level of social and economic independence for retirement

# The reality

- 27.5% of 15-19 year olds are unemployed Mar 2011 Labour Market survey.
- Over 40% of Maori and Pasifika youth in Manukau are in no education, employment or training
- 30% of students leave school with either no qualification or only NCEA Level 1 Education Counts
- Employers tell us that more than half the school leavers they see simply don't have skills the employers want
- It's not as simple as "making them go out and get a job"
- Job market is tight, particularly for the low wage employees

# Can we do better?

- Modern information age
- Many options, but which one is right?
- It's about competency
- Rapidly changing employment

# The careers system needs improving

- Fractured system
- Responsibility beyond the end of school
- What is it like to journey through our system
- Employers reporting concerns about work readiness
- Many young people not reaching their potential

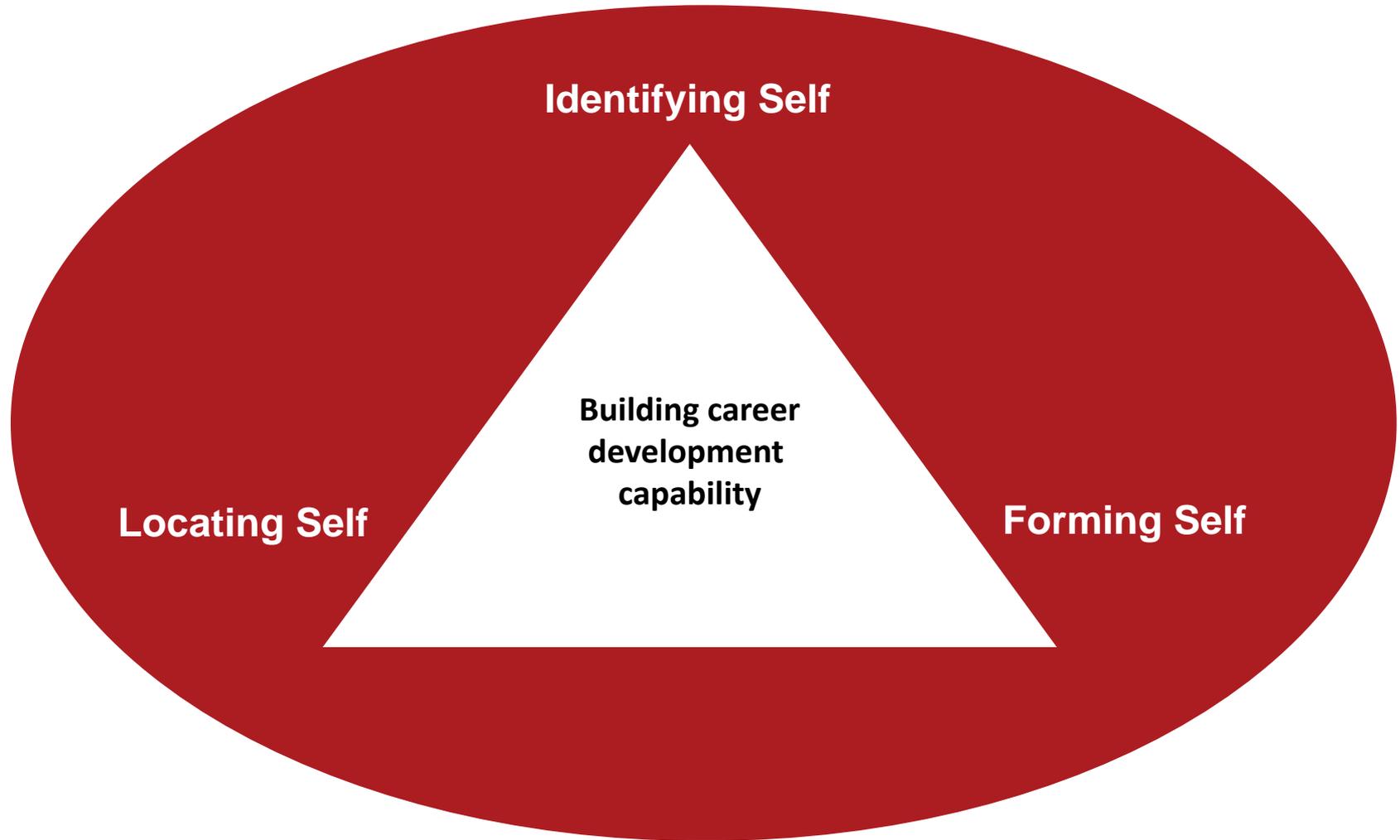
# Improving career education

- Multiple groups that influence a young person's career decisions e.g. schools, tertiary providers, parents, employers
- New benchmarks to increase quality and consistency of careers provision in our education system
- Will result in better outcomes and successful transitions for young people

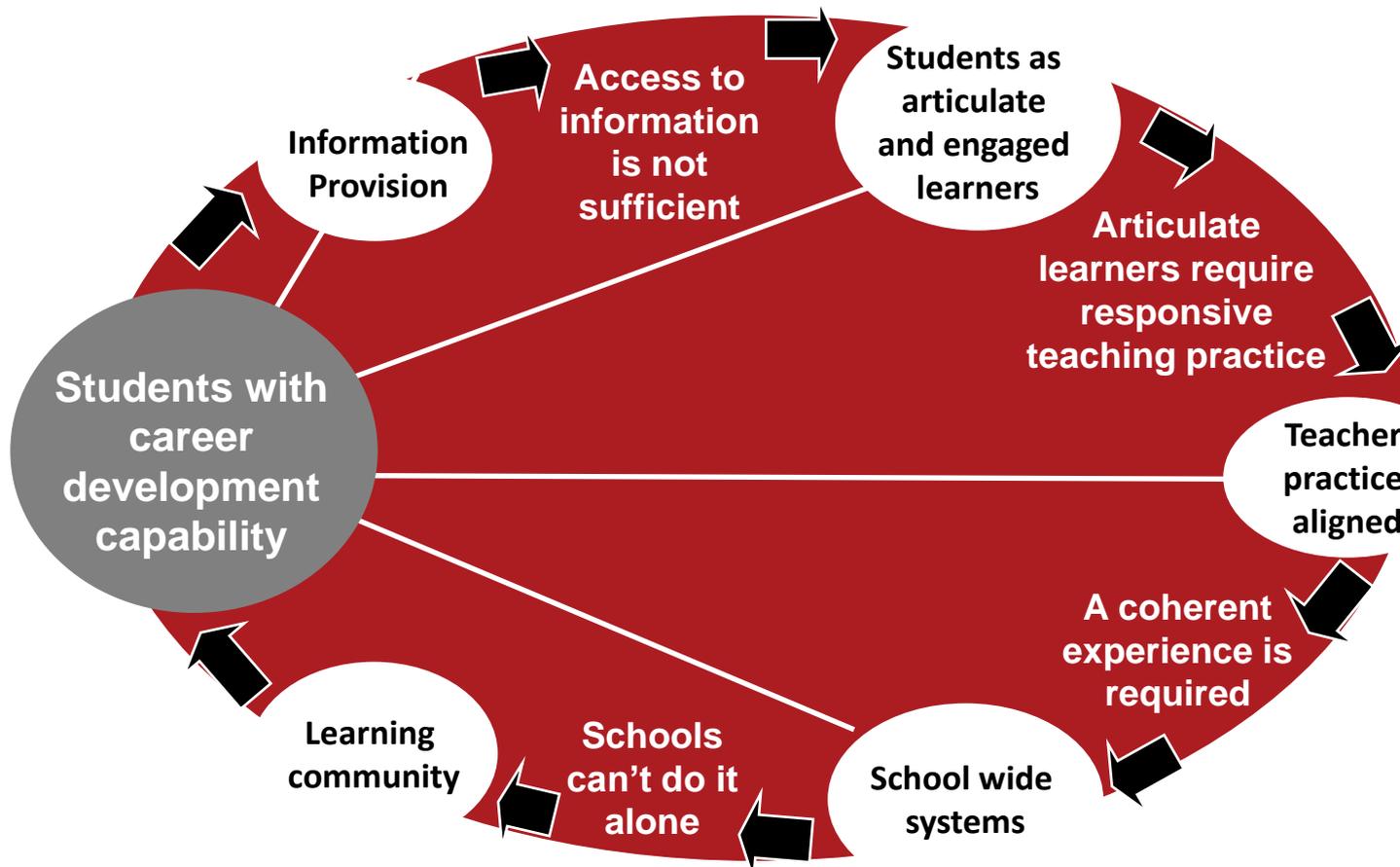
# Beyond information and job picking...

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

# A revised approach to career education

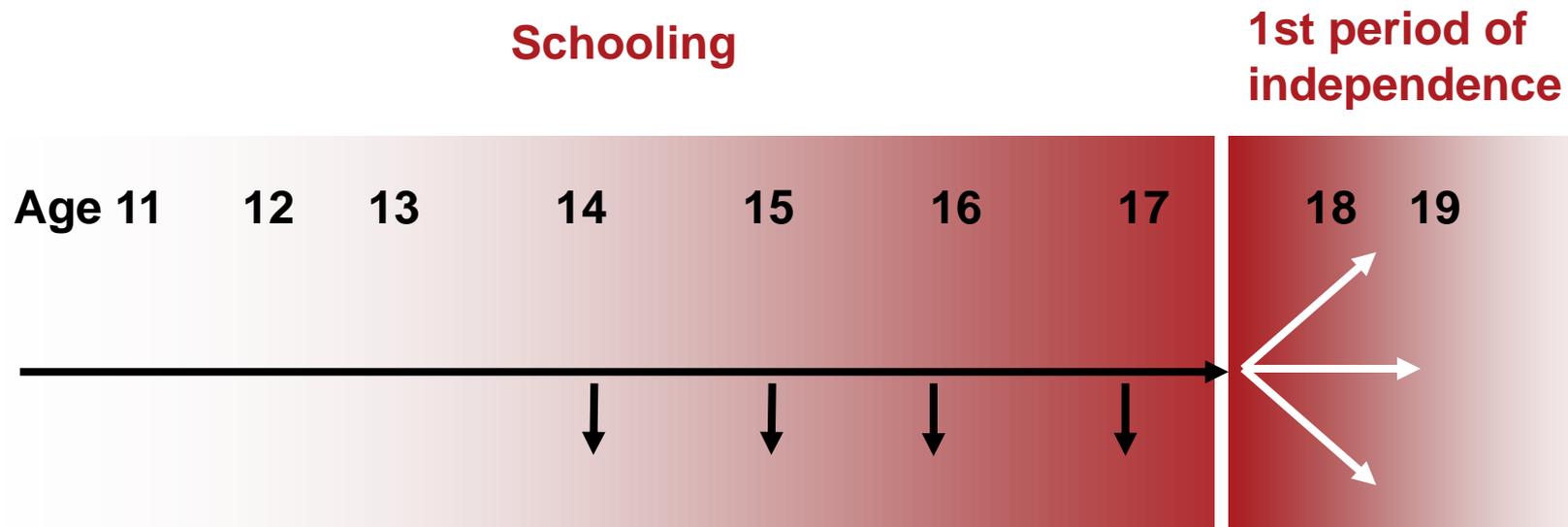


# A whole-school approach



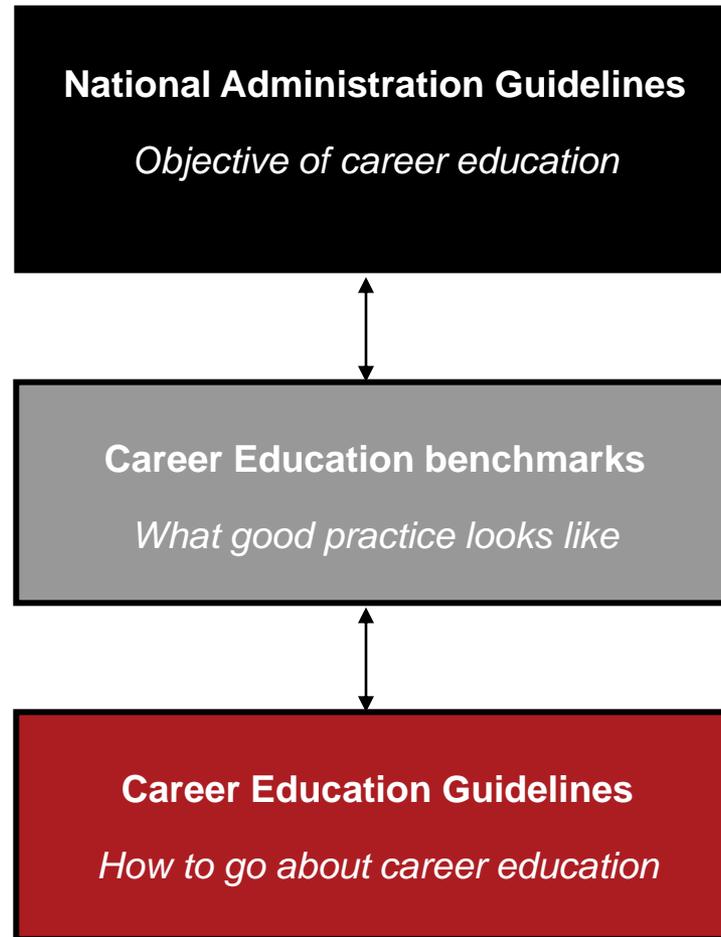
# Implications... beyond the container of school

The 'life and world' of a teenager



Starting to participate in adult world

# Where do the benchmarks fit?



# Purpose of the benchmarks

- Gain a common understanding of good practice for effective career education
- Self review tool for schools to evaluate and improve on their current approach and programmes
- Provide those who are supporting schools with a framework to focus their work
- Promote engagement and discussion about a vital part of the education system

# Key dimensions - Benchmarks

1. Building student career competencies to support successful transitions.
2. Effective leadership, governance and management.
3. Objective and focused strategic plans and processes.
4. Students at the centre of career development programmes and services.
5. Purposeful and efficient management of career development information.



# What do students and their parents want?

- Life and work
- Meaningful, productive lives, and success
- Career literacy
- Self management
- Evaluating options
- Making plans

# More information

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

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