



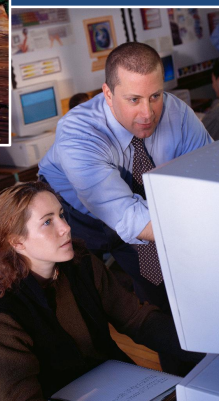
**MASSEY UNIVERSITY**  
COLLEGE OF EDUCATION  
TE KUPENGA O TE MĀTAURANGA

CENTRE FOR EDUCATIONAL DEVELOPMENT

# Future Pathways Integrating Careers into the Classroom

## August 2009

Advisers:  
Adie Graham  
Nicki Dowling



# Why Bother?...

What does current research and writing say?

## **Effective Pedagogy in Social Sciences:**

### *Relevance, motivation and engagement of students*

“The mechanisms of effective pedagogy interlock to symbolise their interrelatedness:  
Connection – making connections to students’ lives (***draw on relevant and inclusive content***)

Alignment – aligning experiences to important outcomes (***draw on prior knowledge and aspirations***)

Community – building and sustaining a learning community (***strengthened if in a motivating context***)

Interest – designing experiences that interest students” (***we are not all motivated by the same things***)

## **Secondary Futures:**

### *Knowledge needs context*

“Traditional concepts of education focused on acquiring specific, often discrete, sets of knowledge will no longer be enough to equip students for success. They will need to be able to integrate content across disciplines and to develop skills which can be applied in multiple contexts.

In this increasingly connected world, teacher and institutions working in isolation from each other will not be able to meet students’ needs. They will need to connect and collaborate with others within and beyond education. They will work as part of teaching teams, locally, nationally and internationally, as well as harnessing support and expertise from family and whānau, community, business and other experts”

## **Ka Hikitia – Key Evidence:**

### *Aligning learning to purpose and making better choices*

“Data suggests that disengagement (for Māori students, especially boys) escalates significantly in Years 9 and 10.”

“A 2006 study of NCEA’s effect on student motivation found that Māori students were less likely than Pākeha, Pasifika, or Asian students to attribute their subject choices to the usefulness or importance of the subject. More Māori students attributed subject choices to external influences, such as what their friends were doing, than did Pākeha or Asian students. These motivations have a correlation with achievements.”

## **Karen Vaughan – Pathways and Prospects (2009)**

### *Career Education is now a public good*

“Career development was once viewed as marginal to public policy because it was only something offered to early school leavers, but it is now integral to education, training, and employability strategies (McMahon, 2006). Within the context of a knowledge society, career development provides a way that social and economic goals might be blended - a key theme at the 4<sup>th</sup> IS2007 (International Symposium on Career Development and Public Policy, 2007). At an individual level, career development is about fostering individual progression and development (not just

participation) (Watts, 2001) and at a policy level it is about fostering the workforce participation and development of all people for the purposes of community, society and economy at local, national, and global levels. In other words, career development is now understood not only as a private good, but also as a public good.”

### **Karen Vaughan – Work and Learning Dispositions (2009)**

#### *Making explicit how learning can transfer to new situations*

“The emphasis on lifelong learning for twenty-first century society and for productivity sits alongside recent learning science and contemporary educational approaches. For example, Sawyer’s (2008) recent synthesis of interdisciplinary learning science developments tells us that people need integrated knowledge (not compartmentalised facts and procedures), that they retain material better, generalise it to a range of contexts, and learn deep knowledge when they can use that knowledge in real-world situations. The synthesis also points out that expertise is nearly always deployed in complex social settings.

Carr and Claxton (2002) suggest the development of particular learning dispositions to meet the demands of a 21<sup>st</sup> century that demands different ways of developing and using knowledge: “resilience” (persisting through setbacks and taking up challenges where the outcome is uncertain); “playfulness” (openness to new possibilities and seeing a situation in different ways) and “reciprocity” (ability to communicate learning processes to others, contribute ideas, ask questions). They argue for environments that afford opportunities for the deployment of these learning dispositions.”

***Karen Vaughan suggests that 6 years out of school, the young people in the study are finally gaining ‘self awareness’. Career development theory suggests this is the foundation level that schools would be addressing for most students at Yr 9&10.***

### **Helen Timperley – Teacher Professional Learning and Development (2008)**

#### *Sound pedagogy grounded in theory*

“Changing practice and developing the skills of (student) inquiry require in-depth understanding. For this reason, (students) need multiple opportunities to absorb new information and translate it into practice. Learning is cyclical rather than linear, so (students) need to be able to revisit partially understood ideas as they try them out in their everyday contexts.

Such opportunities should involve a variety of activities that are designed to promote acquisition of the target knowledge and skills.”

***Brackets indicate our insertion of ‘student’ for the original ‘teacher’ – we make the assumption that the theory can equally apply to students as the learners.***

### **Louana Meyer et al – NCEA and student motivation and achievement (2005-2009)**

#### *Relating subjects to real life and careers*

“Students prefer teachers who are not just knowledgeable about a subject but also relate it to real life and future career goals”

### **NZC (2007)**

#### *Does it integrate?*

Vision	the link to the future (what is the purpose of this work?)
Principles	“the curriculum offers all students a broad education that makes the links within and across learning areas, provides for coherent transitions and opens up pathways for future learning”
Values	“through their learning experiences, students will develop their ability to...” (would suggest that connecting to real-life examples outside of school would be imperative)
Key Competencies	development within real life contexts
Pedagogy	“students learn most effectively when they understand what they are learning, why they are learning it, and how they will be able to use their new learning”

## Interpreting NAG 1 (vi)

National Administration Guideline 1 (vi):

“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.”

**“appropriate career education and guidance” is ...**

- based on accurate and up-to-date information about careers, education and training options
- based on knowledge of current and future work and employment trends
- based on students’ knowledge of themselves, their needs and aspirations
- responsive to diversity of cultures and learning approaches.

**“all students” means ...**

that everyone in the school needs access to a minimum level of information and guidance, whether individually or in groups, whether as part of the curriculum or as part of an interview programme.

**“specific career guidance” means ...**

- career guidance tailored to the needs of the target group
- advice and support to help students compete equally for training places and jobs
- special programmes and events which help students to make the transition from school to work or further education and training in a positive way
- interventions that help students to decide what to do and then put their plans into action.

**“identified by the school as being at risk” involves ...**

- knowing which individuals and groups in the school are going to have difficulty in competing equally for education/training places and jobs
- predicting which students are nearing the end of their schooling
- knowing which groups are statistically over-represented in unemployment figures and tracing this back to the school population
- working with those students who appear to be the least motivated to take part in learning and who do not respond well to school codes of practice.

## Future Pathways education is effective when it:

<b>Good practice feature</b>	<b>Where does this fit in NZC (key words)</b>	<b>What does this look like in my school?</b>
Is delivered by people who establish positive relationships with students	<b>Example:</b> Pedagogy – supportive learning environment	
Is part of whole-school, planned activity across all year levels		
Makes explicit links with previous learning and relates to the student's current work		
Is integrated into curriculum areas where appropriate		
Is linked with pastoral care systems		
Develops students' understanding of their strengths, interests and values		
Shows the relevance of specific subjects to future pathways		
Makes curriculum and qualification pathways clear to students		
Provides students with the skills to find, understand and use information about a range of future pathways		
Develops students' ability to set goals and plan to achieve them		
Empowers students to develop independent strategies for career planning and decision making		
Is staffed by personnel who are committed to pathways education		

Involves a supportive team approach		
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# “Be the change you want to see in the world” Gandhi

Look at Future Pathways in terms of strategies, opportunities for innovation, and meeting your students’ needs and special character of your school and community.

<b>STRENGTHS</b>	<b><i>Suggestions on how to capitalize on, and promote this strength.</i></b>
•	
<b>CHALLENGES</b>	<b><i>Suggestions on how to meet this challenge.</i></b>
•	
<b>OPPORTUNITIES</b>	<b><i>Suggestions on how your school can make the most of this opportunity.</i></b>
•	
<b>THREATS</b>	<b><i>Suggestions on how to respond to this threat.</i></b>
•	

## 'The kid in your face'

Strategies for next week:

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- 
- 
- 

How could they become more engaged?

Who will I talk to?

Who could I ask for help?

Then what?

# Letter from Ministry of Education – STAR funding

National Office

45-47 Pipitea Street  
Thorndon  
PO Box 1666  
Wellington  
New Zealand

Phone: 0-4-463 8037  
Fax: 0-4-463 8051  
[www.minedu.govt.nz](http://www.minedu.govt.nz)

25 June 2009

Dear Principal

Re: STAR (Secondary Tertiary Alignment Resource)

The Ministry has received a number of queries about the use of STAR funding. This letter clarifies how the resource can be used to best meet the needs of all students.

STAR is a resource available to all schools with students in years 11 – 13 plus. The main objectives for the use of STAR are contained in Appendix 3, Chapter 1 of the Funding, Staffing and Allowances Handbook. The handbook provides sound advice on how the funding should be used. School boards of trustees are responsible and accountable for the use of STAR

The ministry provides support for schools through a STAR Handbook (available at <http://www.minedu.govt.nz/educationSectors/Schools/Initiatives/STAR.aspx>) and a national advisory service run by the regional School Support Service providers.

As a guide to schools this letter provides advice on what the Ministry views as good practice for STAR.

In general:

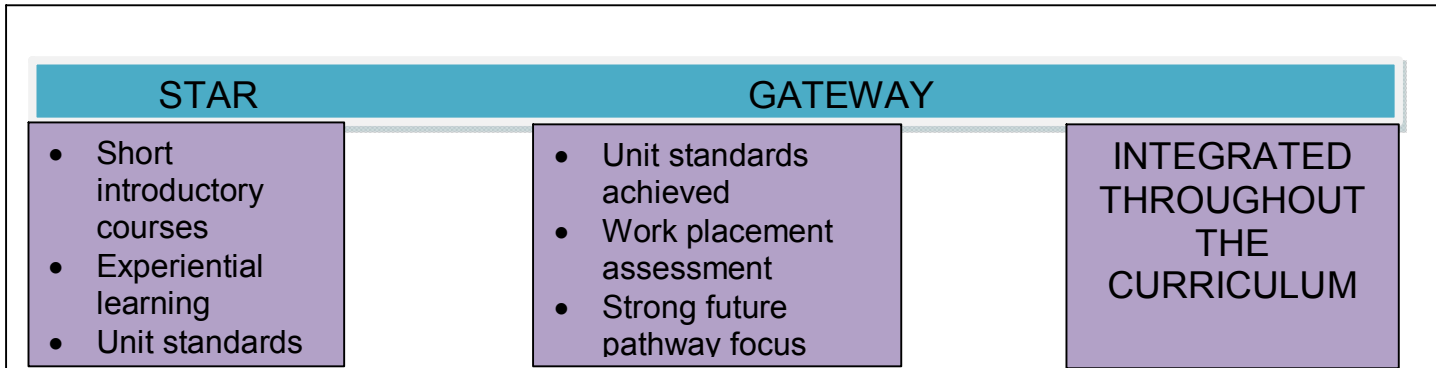
- STAR is a resource designed to increase flexibility for school's to meet individual student need. The resource is calculated from a school's senior roll and may be used across the whole student body when supported by school-based practice or policy in line with the school's charter.
- STAR may be used to purchase a range of experiential learning opportunities linked to individual student need and the good practice concept of personalising learning, such as tertiary-type courses and work experience (as distinct from work placements under Gateway).
- Resource flexibility may be reduced when schools hard-wire STAR funding into capital expenditure or staffing, or when STAR is used to fund ongoing school-based courses when these costs could be borne in part or full from conventional resourcing.
- To ensure courses remain relevant for students it is good practice to review curriculum regularly.
- STAR can be used to meet the experiential learning needs of a wide range of students, including special needs, at-risk and gifted and talented students. It is not intended that a student receive ongoing STAR funding to attain a qualification at tertiary level.

- Key concepts for use of STAR include meeting individual student need; personalising learning; maintaining flexibility to ensure the resource is available to meet student need; ensuring STAR is available to meet the needs of a wide range of students.

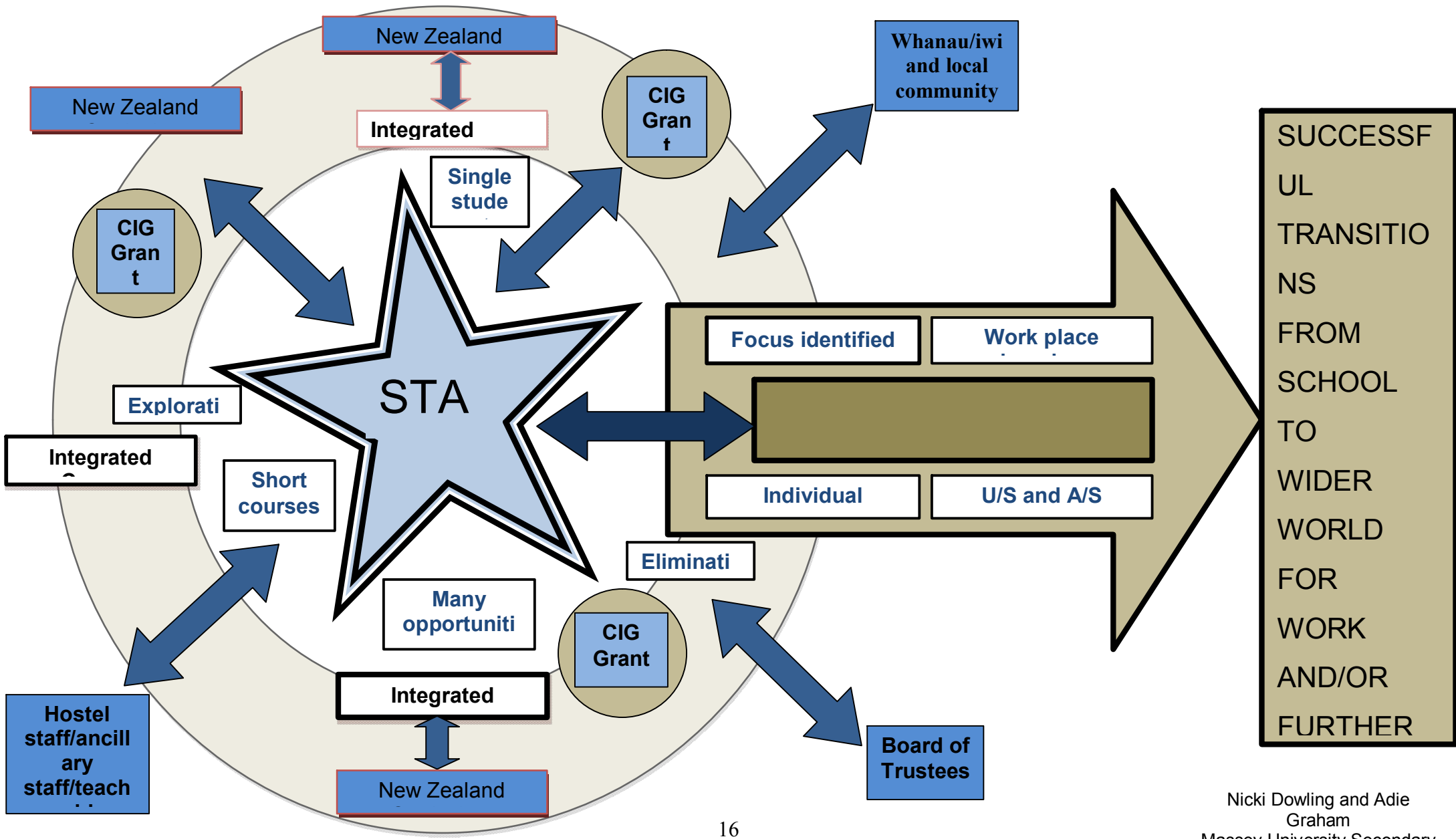
**FUTURE PATHWAYS OVERVIEW**

**BEST PRACTICE COLLEGE  
STRATEGIC PLAN**

**FUTURE PATHWAYS POLICY AND GUIDELINES**



**Good Practice College Future  
Pathways Vision**



## Examples of future-focussed innovative thinking that involves working with the community

A father reading the on-line update of his 15-year-old daughter's progress. Her learning path started at birth and, if he wants to, he could remind himself of her first spoken words, or the first time she wrote her name.

Tonight he wants to check her progress in her studies at the local hospital and whether she's had feedback on her latest assignment. A note from her teacher invites him to attend his

A local designer is trying to decide whether to interview an 18yr old who has applied for a position in her firm. The applicant interests her because she knows that he has good communication skills and is able to work well in a team. He demonstrated these qualities when he managed a boat-building project at school. A record of the project, with visual clips is included in his electronic portfolio of achievement. Most employees and all learners have these. They provide clear and detailed information regarding that person's learning outcomes, including products they have designed and created as well as supporting notes from all the sites where they

A large dairy business is experiencing a lift in domestic sales after a major national advertising campaign to promote the investment it makes in all forms of education. Just as in 2008 corporates sought to brand themselves as environmentally aware, so now many promote the value they put on learning. The dairy company has a good story to tell. It is a regular and respected participant in the discussions around the national learning compacts. It has helped design courses in chemistry and applied technology and has teaching labs at its worksites which are available for use by teachers and students. It also

A kaumātua, nestled into his favourite chair at the local marae, shares stories about the local maunga to the kids at kōhanga. He describes the epic journey of his ancestors to get to the area, the battles and the hardships of many years at sea. He tells tales of their first sight of land and how their eyes rested upon their maunga. He describes how many years ago, his ancestors buried the mauri of their people at the summit of the maunga. His passion and his skill in te reo Māori is

An elderly lawyer works two days a week in a local learning site which specialises in law and justice. He is working with secondary school students and adult learners and doing some individual mentoring on-line from his home. His court experience has taught him how to present an argument compellingly and he also helps with Manu Kōrero and debating. He is part of a growing number of retired people with skills and expertise to offer who have become active

A building teacher works half the week in the school and the other half for a construction company. Teachers are supported to stay up to date with developments in their specialty areas, including spending time working alongside practitioners out in the field. The company also has an established relationship with the students at the school. The arrangement was brokered under the local community learning compact. Like everyone else, the construction company had the chance to contribute to the development of the compact and helped to define the skills and values needed for students to succeed in the

## Building a Pathways team

People responsible for planning and managing the building of a Pathways team should consider the following questions:

- What governance decisions has the board of trustees made with reference to its vision for career education? How has the school gone about implementing these and what role might a Pathways team have in supporting the board's intentions?
- Who in the senior management team has responsibilities for implementing National Administration Guideline 1 (vi)? How will this person be represented in or connected to the Pathways team?
- Who does the senior management team see delivering the various elements of career education and guidance in the school? How does this fit with the approach of having a Pathways team?
- Who are the key influencers for review and improvement of career education and guidance? How could a Pathways team assist these 'champions' to turn visions and opportunities into realities?
- To what extent is career education a 'whole school responsibility', embedded in the school's culture and integrated across curriculum areas and pastoral networks? How might a Pathways team promote and grow this?
- What are the obvious areas of new or emerging interest?

~~Working effectively~~ Working effectively a Pathways team needs:

- a shared understanding of its roles and responsibilities
- a focus on whole school communication and relationship management
- an evidence-driven, planned approach
- authority and delegations to manage change
- reliable access to all relevant information
- time and resources (including budget), secretarial and administration systems
- Reporting lines, times and deadlines.

### Building a Pathways team

#### Developing capacity and capability

Below is a suggested approach for schools planning a formal Pathways team (Whether or not a school has or needs a team will depend on factors such as the size of the school, and the nature of the career education and guidance being provided.)

1. Review the existing situation – who is doing what? Could include staff with formal responsibilities, for example, careers advisers, STAR and Gateway co-ordinators, and other staff who play a key role, such as deans.
2. Identify existing skills and interests – who is doing what well?
3. Consult with key staff – how do they see their current and prospective roles?

4. Identify positions needed for the department team and the skills and experience needed for these. Develop position descriptions.(on MOE website in STAR section)
5. Negotiate roles and responsibilities with existing staff and, if required, advertise positions and recruit. This could be a two-stage process, starting with appointing a Pathways leader, who can then participate in appointing team members.
6. Meet with the team to confirm the team structure and functional relationships.
7. Identify, plan and implement required induction and professional development.\*
8. Implement regular team meetings to monitor delivery and the progress of team.\*
9. Develop and implement Pathways systems.\*

\* These tasks may be the responsibility of the Pathways leader once someone is confirmed in this role.

### Drawing together a team

- A Pathways team need to be able to draw on the following range of skills to function well:
- strategic thinking and vision – developing the ‘big picture’
- engagement and relationship management – getting others on board
- planning and doing – getting things happening
- careers expertise – knowing what works
- systems and data management – keeping and maintaining records
- Team leadership and facilitation – managing growth and change.

**A Pathways team includes all** school staff who play a part in delivering defined, planned programmes of career education. The size and structure of a Pathways team will differ between schools, and team members' tasks will vary.

Building a delivery team involves engaging the most appropriate teaching staff at the most appropriate moments during the career-related events in students' lives. The delivery team must be given sustained professional development and support, and quality information systems that are easily accessible.

## Where can I go for help?

- Future Pathways team at your school – Careers Adviser, STAR and Gateway Co-ordinators

- **Future Pathways Advisers in your region:**

Region	Advisers	Institution	Contact
Northland	Mark Dashper	Team Solutions	m.dashper@auckland.ac.nz
Auckland	Nicola Riley	Team Solutions	n.riley@auckland.ac.nz
Waikato	Saskia Osborne	Waikato University	saskiao@waikato.ac.nz
	Lesleigh Henderson		lesleigh@waikato.ac.nz
Massey	Nicki Dowling	Massey University	n.m.dowling@massey.ac.nz
	Adie Graham		a.graham@massey.ac.nz
Wellington	Kirsten Price	Victoria University	kirsten.price@vuw.ac.nz
Canterbury	Arthur Sutherland	Canterbury University	arthur.sutherland@cce.ac.nz
Otago	Mal Thompson	Otago University	mal.thompson@dce.ac.nz

- MOE website – Search word STAR  
<http://www.minedu.govt.nz/NZEducation/EducationPolicies/Schools/Initiatives/STAR.aspx>
- MOE website - staying at school  
<http://www.minedu.govt.nz/NZEducation/EducationPolicies/Schools/Initiatives/STAR/StayingAtSchoolCaseStudies.aspx>
- TEC website - Gateway –  
<http://www.tec.govt.nz/templates/standard.aspx?id=2762>
- Careers Services Website  
<http://www.careers.govt.nz/> (great section for parents)
- Local Careers Services Rapuara – Careers consultants who can work with your school.
- Middle Managers in your school – what are departments at your school already doing to integrate career education into subject teaching? How are career links identified in schemes? Is there a big picture of what is happening across the school? Does what is happening relate well to the stages of career development?
- CATE website  
<http://www.cate.co.nz/> This is the ‘subject association’ for Career and Transition Educators. The website holds a wealth of information and immediate updates on any changes.
- Tasmania – Department of Education  
<http://www.education.tas.gov.au/school/educators/guaranteeing-futures/pathway>
- MOE website – Career Education and Guidance in New Zealand Schools

<http://www.minedu.govt.nz/NZEducation/EducationPolicies/Schools/PublicationsAndResources/Kits/CareerEducationAndGuidanceInNZSchools.aspx>