



# OTAMATEA HIGH SCHOOL

## CAREERS ACTION PLAN

### A Career Plan in Context

*Purpose: To place the Career Education Plan in context of the national guidelines and the school's existing character and guiding policies..*

This action plan is underpinned by:

#### 1. NAG 1f. of the Education Amendment Bill:

“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.”

#### 2. The following NEGs:

“NEG 1

The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society.

NEG 2

Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.

NEG 3

Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.

NEG 4

A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.”

**3. The Career Education Benchmarks** for year 7 and 8, as well as the ones for Secondary Schools developed by Careersnz

#### 4. Student Career Management Competences as identified by Careersnz

Developing Self-Awareness

Exploring opportunities

Deciding and acting

Transitions

#### 5. The School's Mission Statement and Goals

*Meeting the Learning Needs of Every Student*

##### Strategic Goal

Develop a curriculum that maximises student learning, engagement, progress and achievement and meets the learning needs of every student

##### 2017 Annual Goals from Long Term plan

\*Review the Curriculum

Especially the key improvement strategy: Continue to develop and embed a sustainable whanau time curriculum which has clear objectives and outcomes and which incorporates the following: b) careers education for all students and f) the opportunity for students to develop their capacity to manage their own learning, achievement and future planning

- \* Build staff capacity to support students to succeed
- \* Review practices which celebrate diversity and success
- \* Develop clear school wide ICT protocols and practices
- Improve year 10 engagement
- \* Encourage school involvement

## 6. The two parts of Careers in schools

**Career Education:** "Planned, progressive learning experiences that help students develop career management competencies that will assist them in managing their own lives. Career education includes elements that stand alone and elements that are part of classroom teaching."

**Career Guidance:** "Individualised interactions to help students move from a general understanding of life and work to a specific understanding of the life, learning and work options that are open to them. It helps individuals or small groups to better understand themselves and their needs, confront challenges, resolve conflicts, develop new perspectives and make progress. Career guidance is carried out by staff with specialist training" (Ministry of Education 2009)

## 7. ERO's School evaluation indicators July 2016

Student voice is a crucial source of information about the quality and effectiveness of the learning opportunities provided by the school or an individual teacher. Students' insights and perspectives are an important tool for supporting evaluative thinking and determining priorities for action.

### Outcome indicators

***Every student is a confident, connected, actively involved, lifelong learner ...***

- \* confident in their identity, language and culture as citizens of Aotearoa
- \* socially and emotionally competent, resilient and optimistic about the future
- \* s successful lifelong learner
- \* participates and contributes confidently in a range of contexts - cultural, local, national and global

## B Goal

*Purpose: To state the ultimate outcome for students of the Career Education and Guidance programme at Otamatea High School*

***Every student will have the opportunity to develop skills, knowledge and attributes that expand and enhance their ability to manage their career and make informed learning decisions throughout their life. (Career management competencies) All students will have a career pathway to employment or further tertiary training before they leave school.***

## C Key Tasks

*Purpose: To summarise the tasks that will be planned and timed in Actions*

- Lead career education given to all students by all Hela's and subject teachers
- Lead career education and guidance given to all students by whānau teachers
- Provide career education of students during whanau times, generally and in groups
- Provide individual career guidance to year 13 students in particular and all others and their parents/caregivers on request
- Organise a programme of visits by liaison officers, local business people and industry representatives
- Organise career education trips
- Coordinate the Pathways class
- Particularly support Māori students and whānau in high expectations
- Particularly support students at risk of not gaining their numeracy and literacy and particular NCEA level

## D Resources

*Purpose: To summarise human and physical resources available to implement the plan*

### Human Resources

- The principal, Rachel Clothier-Simmonds,

- The career adviser, Elizabeth van den Berg
- The kaiawhina in her rautaki role and Gateway coordinator, Fiona Kemp
- All subject teachers in their particular departments
- All whānau teachers as academic counsellors and as part of pastoral care
- Syndicate teachers in particular for meeting year 7 and 8 benchmarks
- Parents, caregivers and whānau involved in students' lives

### **Physical Resources**

- An office in The Hub/Te Pokapū where consultations take place, visitors and liaison officers from tertiary institutions meet students and information is displayed and made available
- Display stand in the library for information
- Pathways classroom where all students complete a Careers Unit of Work
- Subject classrooms where posters are displayed and teachers integrate career information in lessons
- Syndicate classrooms where learning is complemented with specific focuses on career management competencies
- The learning centre where students can explore career pathways in their SPEC programme
- The alternative education centre where career education and guidance can help to focus students
- Careersfasttrack™ Careers Management System that provide students with personalised information on careers, employment and learning based on questionnaires completed by students.
- Career Central, a new school wide platform that allow students to systematically work towards career management competencies and all teachers to access students' career explorations and goals.
- Rangatahi Futures - specific Careers programmes developed by CareersNZ for year 10's and 11's
- **Giveme** website for senior students to learn about scholarships and apply for them.
- Kamar e-mail facility to contact students and in some cases, parents, about career matters.
- Printed brochures, posters, magazines and other information from tertiary providers and industries.
- Specific career education resources for whānau teachers / academic counsellors such as Real Game, career stories
- Whānau time to meet with year groups at a time to work on building career management competencies
- Space on the school website to place information for students, parents, caregivers, whānau and the community
- Space in Te Panui for notices to involve parents and caregivers
- Space in the Monthly Newsletter to involve whānau and community