



## **2.1 CAREERS & GUIDANCE**

**Approved by:** Board of Trustees

**Date effective:** Aug 2016

**Contact:** Deputy Principal

**Review date:** Aug 2019

**Group:** Leadership Team

**Reviewed by:** Leadership Team

---

### **Policy Statement**

Nelson College has a school wide, integrated, culturally responsive careers programme that enables students to achieve their potential and be a positive contributor to the community and nation as a whole. This programme supports students to self-manage their life and learning to enable them to successfully transition from school to further learning or work. The development of career management competencies will enable students to develop self-awareness skills, identify opportunities and to take action so they can follow their individual pathway.

### **Rationale**

Nelson College will implement appropriate whole school career education and guidance programme from years 7 – 13 with an emphasis on specific career guidance for those Maori and Pacifica students and those identified as being at risk of leaving school unprepared for the transition to the workplace or further education and training.

The college has a range of policy guidelines and procedures that meet the requirements of NAG 1 (f)

### **Responsibility for implementation**

#### **Board of Trustees**

- Will ensure that policies and procedures are in place which meet the requirements of NAG 1 (f).
- Will delegate responsibility for the development and review of the Careers policy and the enactment of policy guidelines and procedures to the Senior Leadership Team.

#### **Senior Leadership Team**

- Will delegate responsibilities for the enactment of policy guidelines and procedures to a Deputy Principal.
- Support and supervise the implementation of the policy.
- Appoint Career Advisor and associated staff.

#### **Career Development Leader**

- Responsible for developing and implementing a Careers Education Strategic Plan and Career Education Programme.
- Appoint Career support staff
- Liaise with tertiary providers and local businesses to facilitate Gateway and other Vocational pathway opportunities.
- Manages all aspects of the college/tertiary interface with support from Deans and Senior Management.

#### **Staff**

- Will be aware of the College's career education plan and understand how it can be integrated into their particular subject area.

## Guidelines

The Guidelines relate to the Career Education Benchmarks, which are a self-review tool for career development services in New Zealand secondary schools. These guidelines are reviewed each year and the Career Education Plan is adapted to meet the needs of the students.

### i) Leadership

- There is a strategic, planned team approach to career development. The team is led by the school's senior leadership team and includes the Career Development Leader to enable school wide integration of a diverse range of career development programmes and services. The roles and responsibilities of career development staff are clearly defined, with accountability through the school management systems.
- School senior management provides professional support and resources to ensure that the career development programmes and services meet the career development needs of all students. Career development resources are used strategically to ensure the successful transition of all students from school to life, learning and work.
- Leadership ensures flexibility and innovation in its approach to career development. There is a strong focus on individualised career development learning and the long-term progression of students which is evidenced within individual portfolios. Data analysis and the use of specialised agencies assist in identifying student career development needs and support in the creation and review of individualised programmes.

### ii) Programme and Services

- Documentation demonstrates that there are school-wide career development programmes and services that provide innovative and diverse opportunities for students to develop and demonstrate the key competencies described in The New Zealand Curriculum. There is evidence of a cohesive, coordinated approach to build career development competencies across all curriculum and pastoral care areas of the school.
- Career development programmes and services are developed and improved through information and data analysis, review and evaluation. They are enriched by incorporating new approaches and opportunities to meet the identified, specific career development needs of students.
- Families and whanau are actively involved in supporting their young people and the whole school community are active partners in the review, planning, implementation and evaluation processes. Networking and network development are evident and are ongoing activities: they are used as a "source of shared learning, knowledge production, and knowledge management"; and they are used to promote equality of opportunity, celebrate diversity and challenge stereotypes.

### iii) Transitions

- Transitions focus on the opportunities and support provided to help students move successfully into and through secondary school.
- Personalised learning, access to high-performing academic, careers and pastoral systems, and the involvement of key influencers are emphasised.
- The development of community networks and partnerships that support the development of career management competencies in a variety of contexts are also strongly linked to the concept of transitions.

### iv) Information Services

- Career development programmes and services are supported by a wide range of up-to-date career development information that is able to be accessed easily by students and the school community. This is reviewed to ensure currency and that it meets the needs and requirements of programmes and services. Information management systems and sustainable technology access enable the gathering, sharing and documentation of career development information and programmes and services.

v) Student Career Management Competencies

- Students have a strong awareness of self, their identity, language and culture, how they relate to others and their potential for development. They can identify their special and distinctive capabilities and their social and cultural influences. Students are able to consider, analyse and apply these to the lives they have and aspire to.
- Students can identify the many future possibilities and opportunities available to them in life, learning and work. They understand the role of life- long learning and the influence of shifts in regional, national and global economies on their life, learning and work.
- Students understand the consequences of their choices and decisions and the impact they have on themselves and others. They recognise the importance of creating chance opportunities to assist them in identifying all the options available so they can make informed choices about their next step when they transition from school.
- Students are able to make flexible life, learning and work plans. They have the capabilities to seek and secure the opportunities and are adaptable and responsive to change. Students can find alternatives when faced with obstacles and have the resilience and ability to adjust as their life, learning and work environment change