



TE KĀRETI TAMATĀNE O TE WHANGANUI-A-TARA
WELLINGTON COLLEGE
Founded 1867

Being strategic about careers and transition

Hoea te waka, whaiā ngā whētū



NZCATE DECEMBER 2025 ¹

Tēnā koutou, tēnā koutou
Tēnā koutou katoa

Ko Bennachie te maunga e ru nei
taku ngākau

Ko Wairau te awa e mahea nei aku
māharahara

Nō Te Waiharakeke ahau

E mihi ana ki ngā tohu o nehe, o Pari
-rua noho nei au

Nō reira, tēnā koutou katoa

Bennachie is the mountain that
speaks to my heart

Wairau is the river that alleviates
my worries

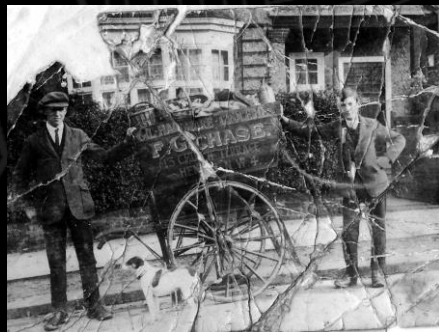
I am from Blenheim

I recognise the ancestral and
spiritual landmarks of Porirua
where I live

Thus, my acknowledgement to you
all

"Careers Tree"







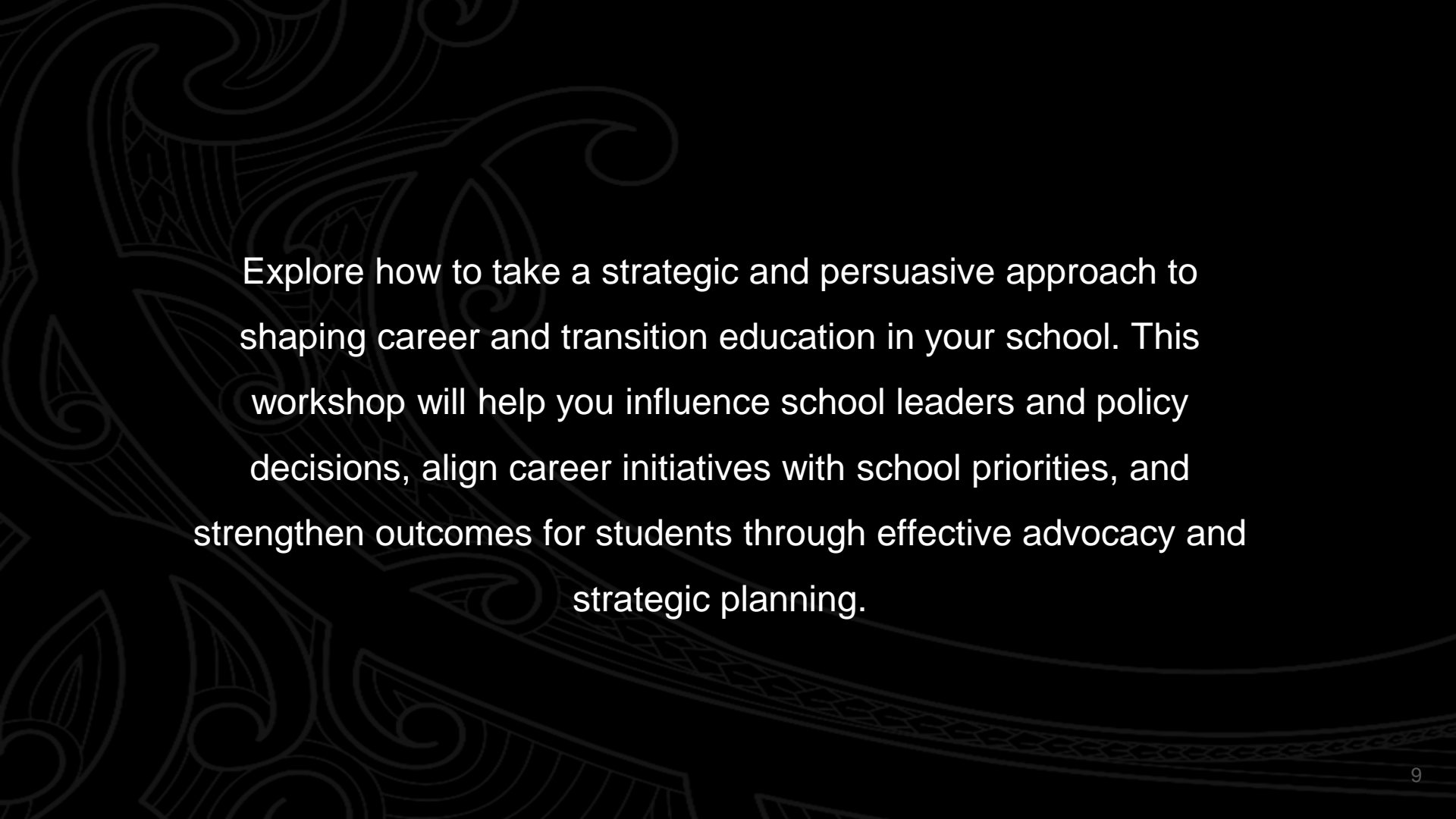
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Being strategic about careers and transition

Hoea te waka, whaiā ngā whētū



Explore how to take a strategic and persuasive approach to shaping career and transition education in your school. This workshop will help you influence school leaders and policy decisions, align career initiatives with school priorities, and strengthen outcomes for students through effective advocacy and strategic planning.

CAVEATS / DISCLAIMERS

This is one school's story

Personal circumstance

Professional background

Age & stage

Supporters	Informing	Funding
College Mission	Connections	Kanban
Flexibility	Planning	Data
Curriculum	Reporting	Visibility
Research	Communication	Aspiration
Spaces	Review	Alignment
Parity of Esteem	SLT Practice	Compromise
Attitudes	FOMO	AI tools

Wellington college

- Established 1867
- Current roll: 1913
- EQI: 381
- 92% of Year 13 subjects UE focussed

Leavers Tertiary Enrolments	2023	
Degree Level 7 & above	192	59.6%
Non- degree Level 3 - 7	59	18.3%
Level 1 - 2	2	0.6%
Not enrolled in tertiary	69	21.4%
	322	

THEN, NOW AND BEYOND

Where did we start?

Where are we now and how did we get there?

What was the strategy?

Where are we heading and how are we planning for that part of the journey?

Our aspiration

Our goal is that by the end of 2026 Wellington College has a comprehensive Careers and Transition programme which is nationally recognised and which is based on research and best practice. It will be a programme which ensures that all ākonga:

- are provided with the skills, knowledge and experiences necessary for them to make informed, future focused decisions as they progress through Wellington College.
- leave Wellington College on a planned pathway equipped with the knowledge, skills and qualifications to support future success.

Then & Now: Staffing

Staff	2022	2026
Learning Area Leader	Full time <ul style="list-style-type: none"> • Tutor class • One teaching class 	Full time <ul style="list-style-type: none"> • One teaching class
Careers Advisor (2023)		Full time <ul style="list-style-type: none"> • Two teaching classes
Gateway Coordinator Industry Training Coordinator	30 hours per week	40 hours per week
Administration	10 hours per week	40 hours per week <ul style="list-style-type: none"> • One teaching class
Other teachers	2	4
	Deputy Principal	

Then & Now: Curriculum Delivery

2022			2026		
Programme	Students	Classes	Programme	Students	Classes
			11 Pathways	12	1
12 Retail & Hospitality	11	1	12 Pathways	34	2
12 Employment Studies	29	1	12 Pathways (Individual)	28	1
13 Working in New Zealand	23	1	13 Pathways	51	3
13 Gateway	51	2	13 Pathways (Individual)	21	1
<i>In 2022 some boys were taking both programmes at a year level.</i>			13 Pathways (University)	18	1
	114	5		144	9
			STPs	9	-
			Year 11 Skills for Life		

Then & Now: Spaces

2022	2026
Careers & Transition Office Gateway & Admin in Accounts Office Resources / Brochures in Tower Block	Careers & Transition / Gateway Office Careers Hub - resources and base for two careers advisors Meeting Room Dedicated Classroom (with eyes on another for future growth...🤖)

HOW?



Off to see the
Headmaster.....
Deputy Principal....
Associate Principal....
Assistant Principal

KEY strategic relationships

Headmaster

Deputy Principal:
Culture & Relationships

Deputy Principal:
Achievement & Attainment

Deputy Principal:
Teaching & Learning



Associate Headmaster:
Achievement & Attainment

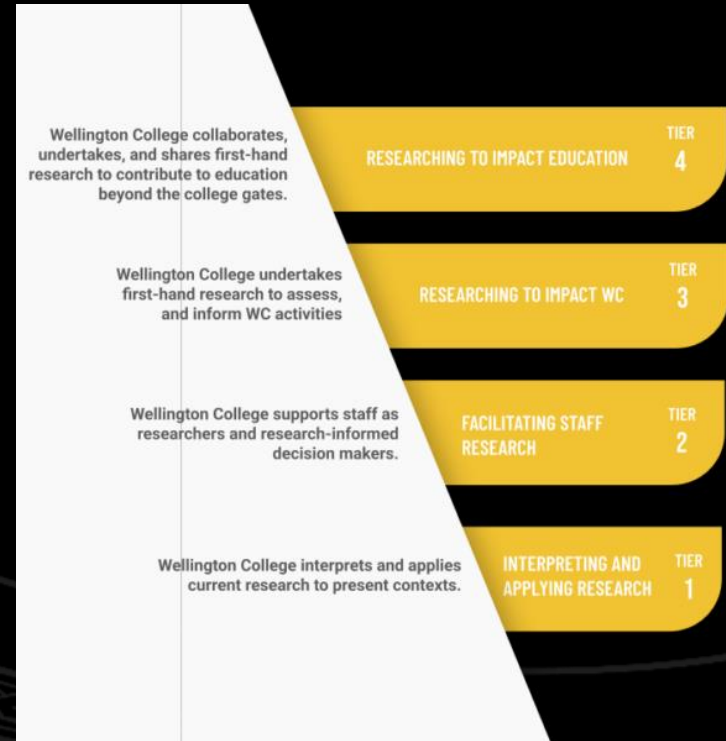
Assistant Principal:
Achievement & Attainment

Assistant Principal:
Achievement & Attainment

Using Research and evidence

Since 2021 Wellington College has been developing a [research centre](#) and a research based approach to professional and programme development.

Careers and Transition needs to use this approach to support planning and development.



Using Research and evidence: Foundations

Review

- 2021, Leigh Grey Review

The Career Lead, alongside the senior management team, needs to establish the importance of career education and guidance at Wellington College. This includes defining the vision and key priorities, what this will look like at Wellington College, and how this is resourced. Evidence shows that by having career education “early, integrated and often”, young people have the opportunity to explore a range of different pathway options. This ensures their aspirations are not prematurely narrowed and influenced by gender or social stereotypes.

The report included results of whānau, ākonga, teaching staff, senior staff surveys.

Application and interview

- *What would you (Wellington College) want Careers & Transition to look like five years time?*

Using Research and evidence: Getting the lay of

The plan: spend Terms 2 - 3 getting to know how things worked and putting forward proposals in Term 4.

The reality: first submission submitted June 3.

Issues:

- Career management system
- Careers Hub
- Staffing
- STAR
- Open Days
- Career Education Plan
- Work Exploration
- Key Documents

Using Research and evidence: 2022

Education Plan

Signalled the intention to develop through Terms 1 - 3 2023 based on:

- OECD
- Gatsby Benchmarks
- Best practise Aotearoa | New Zealand
- TEC Careers System Strategy
- MOE
- Study leave research

Key Documents

- NELPS
- Employer Engagement Toolkit
- W3 Continuum
- Careers and Covid
- Gatsby Benchmarks - England
- CNZ Career Benchmarks
- WC Careers and Transition Review - Leigh Gray: Full Report and Recommendations

Using Research and evidence: 2022

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Using Research and evidence: 2023



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Careers and Transition Education at Wellington College

Te Ara o te Tamatāne



November 2024



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Strategic Summary 2024 Action Plan



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CAREERS AND TRANSITION EDUCATION AT WELLINGTON COLLEGE

TE ARA O TE TAMATĀNE

WORKPLACE LEARNING & EXPERIENCE



STRATEGIC ALIGNMENT: SCHOOL

TŌ MĀTOU ARONGA | OUR VISION

A long-term visualisation that guides the school's direction, values, and decision-making processes.

We enable students with knowledge, skills, and good character, fostering a lifelong commitment to meaningful service and positive impact on society.

Ō MĀTOU WHAKARITENA | OUR MISSION

Long term goals to achieve our vision.

RECEIVE THE LIGHT...

To support each other to thrive, so that every student can pursue a meaningful pathway

AND PASS IT ON

To seek opportunities that challenge inequity in Aotearoa

STRATEGIC ALIGNMENT: careers policy 2024

Career and Transition Education

Wellington College is committed to ensuring that all ākonga:

- are provided with the skills, knowledge and experiences necessary for them to make informed, future focused decisions as they progress through Wellington College, and that;
- leave Wellington College on a planned pathway equipped with the knowledge, skills and qualifications to support future success.

This will be done by providing:

1. A stable career programme across all year levels
2. An inclusive programme which includes targeted opportunities and support for Māori, Pasifika and Neuro-diverse students
3. Programmes and learning opportunities which address the needs of each ākonga with access to individualised programmes and and support
4. Quality information about future study options and labour market opportunities
5. Current information linking curriculum learning to careers
6. Encounters with employers and employees
7. Experiences of workplaces
8. Encounters with further and higher education and training
9. Personal guidance

Careers and Transition Education is a school wide responsibility, led by the LAL Careers and Transition | Te Ara o te Tamatāne.

Note: This policy is designed to reflect characteristics of a quality career education programme as defined by the Gatsby Benchmarks and the NCSS..

Agreed to by the WC Board 2024

STRATEGIC ALIGNMENT: 2025 implementation

1.2: Ensure that all students leaving Wellington College do so on a planned and meaningful pathway

- Ensuring all leavers have a definite next step and a five year vision
- Making advice and guidance accessible to all students and whānau

- All Year 13 students have completed Career Central "My Plans" by the end of Term 1
- Leaver data is gathered from all Year 13 and any other leavers.

- 75% of Year 13 completed "My Plans" by the end of the year. Not by the end of Term 1. There needs to be a more coherent plan and emphasis to ensure this happens.
- 269 Year 13 students completed the Leaver Survey - 75%. Of these only four had "Unknown" as their destination. Data not clean due to the inability of some of our best and brightest to fill out a form accurately.
- 260 Year 13 students - 70% - made 460 appointments with careers advisors
- 938 appointments were made with careers advisors
- 42 Careers newsletters were sent out to Year 11 - 13, whānau and staff. A total audience of 66,237 with 67% opening the email - 44,413 individuals

STRATEGIC ALIGNMENT: KANBAN

CAREERS & TRANSITION	TO DO		DOING		DONE	
	THINKING	CONSULTING	DEVELOPING	HAPPENING	MONITORING	REVIEWING
STABLE CAREERS PROGRAMME		12 Pat Review & Restructure	Year 9 7-10 12 Pat Review & Restructure			Year 9 Eoy
INCLUSIVE PROGRAMME	(3/2024) To Talk in Curriculum Appointments 12/13 Pat Pop & Training		Year 9 7-10 12 Pat Review & Restructure	Programme		
ADDRESSING THE NEEDS OF EACH PUPIL	AI + Tools + Guidance + Guidance	AI + Tools + Guidance + Guidance	AI + Tools + Guidance + Guidance	Year 11 Pathways 2024		
CURRICULUM AND CAREERS	Teachers P.D.	Vocational Education Future				
CAREER AND LABOUR MARKET INFORMATION	Careers Week			Small Digital Pilot		
EMPLOYERS AND EMPLOYEES / WORKPLACES	Employers Partnership ★	Review & Develop during term 1/2024				
HIGHER EDUCATION ENCOUNTERS		Year 11 Tutoring Work View/Win				
PERSONAL GUIDANCE	Year 11 Summer 2024			Year 11 Term 1 Term 2 at Year 12		

Understanding
the
Future

When
will you
9-11
say you are
ready

Remembering
the
importance
of
Team 1

WC Careers & Transition

Kanban

Gantt

Task list

Archive

Q Search

2

Sha

9

TO DO: THINKING 4

CAREER & LABOUR MARKET INF...

AI in the workplace: impacts and opportunities

EMPLOYERS / EMPLOYEES / WOR...

Year 11 Work Experience week

HIGHER EDUCATION ENCOUN...

Year 11 Tertiary Experience Week

INCLUSIVE PROGRAMMES

Employment & Te Tiriti

1

TO DO: CONSULTING 1

CAREERS EDUCATION

Year 9 and 10 Careers

4

DOING: DEVELOPING 4

PATHWAYS PROGRAMMES

11Pathways

PATHWAYS PROGRAMMES

12Pathways

PATHWAYS PROGRAMMES

13Pathways

CAREER & LABOUR MARKET INF...

Lunchtime workshops

DOING: HAPPENING

1

DONE: MONITORING

1

DONE: REVIEWING 1

PERSONAL GUIDANCE

Year 13 Interviews

BLANK CARDS

2023/24: CURRICULUM DEVELOPMENT

"Isn't Pathways for dumb dropouts?" a friend remarked when I mentioned my Pathways work placement. "Oh, I was just surprised. You are not the type of person to be doing that," a teacher echoed, although less bluntly. With Excellence endorsed in Level 3, as well as four subject Scholarships before starting Year 13, I was apparently not the "dumb dropout" that my friend assumed would take Pathways. Although it offers opportunities for valuable work experience outside the classroom, there is an obvious stigma surrounding Pathways and the people who take it. This stigma must be reversed so that Pathways can be seen as a viable option for every student.

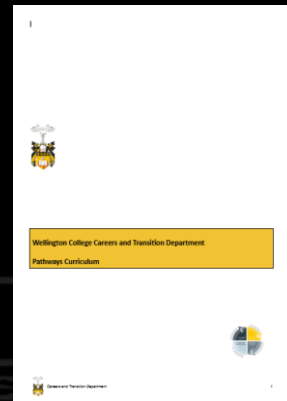
- Ben McLanahan, Year 13 2024, now studying at Brown University

2023: PATHWAYS PROGRAMMES ESTABLISHMENT

Ahead of course selection 2022: Pathways Curriculum document: 12 & 13 Pathways

- Linked Employability Skills and NZ Curriculum
- Workplace literacy components
- Workplace exposure, exploration and experience
- Entry to programmes
 - Application and interview
 - LAL approval
 - Limited numbers
- Content:
 - The workplace
 - Personal Development
 - Financial Literacy
 - Health & Safety
 - Industry Standards

Goal:
To create a coherent and structured programme to get away from the “easy credit” syndrome and address a lack of parity of esteem



2024: PATHWAYS PROGRAMMES diversify

Increased interest in Pathways opportunities with a wider diversity of interest.

- Year 12 and 13 Pathways (Individual) to support students working on specific microcredentials, qualifications, packages from external providers or STPs
- Year 13 Pathways (University) to support students undertaking Distance Learning Stage 1 university papers



Using DATA 2025

<p>935 appointments were made with the careers advisors</p> <p>2024: 805</p>	<p>460 Year 13 appointments were made with a careers adviser by 260 boys (70%) of the total</p> <p>2024 : 379</p>	<p>Of the 54 Year 13 parents who completed the 2024 Year 13 Parent survey 83% had had some form of contact with the Department</p> <p>2024: 50 parents: 88%</p>	<p>77 Gateway students (we are funded for 65) gained an average of 27.3credits.</p> <p>2024: 68 / 25.8</p>
<p>278 Year 12 appointments were made with a careers adviser</p> <p>2024: 379</p>	<p>159 Year 11 appointments were made with a careers adviser</p> <p>165</p>	<p>2024 32 newsletters sent out: Total 66,237 recipients Opened by an average of 67% 44, 413 readers</p>	<p>2025 42 newsletters sent out: Total 66,237 recipients Opened by an average of 67% 44, 413 readers</p>
<p>42 Year 10 appointments were made with a careers adviser</p> <p>2024: 40</p>	<p>3 Year 9 appointments were made with a careers adviser</p> <p>2024: 10</p>	<p>lunchtime workshops and presentations</p> <p>2024: 31</p>	<p>WGC / WC Careers Evening</p> <p>34 presenters</p>

VISIBILITY



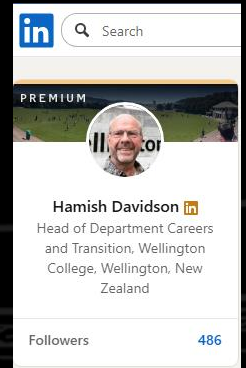
Location, location, location



VISIBILITY



Whānau
Pasifika Parents
Board



VISIBILITY



Random bits

Careers & Transition vs Transition & Careers

NEXT

Years 9 & 10 Careers Education

- Proposed a programme that would require some curriculum time, but.....
- Taking advantage of changes to tutor time to make a start and to align with the ongoing development of a character education programme
- It's not perfect, but it's a start and sometimes we have to compromise

Year 11 Careers Education

- Continuing to develop through Skills for Life
- Advocating for workshops / one off days to take advantage of not being tied to NCEA Level 1
- Work Experience Week

Vocational / Industrial Subjects

Beginning the conversations...engaging key staff in the background material...sharing discussion papers...taking to conferences / meeting

Goal: to ensure that Wellington College is able to response to the



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Hamish Davidson
Learning Area Leader
Careers & Transition | Te Ara o te Tamātane
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