

FUTURE READY CAREER DEPARTMENTS

Emma Bull | St Bernard's College

WELCOM

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HOD of Careers & Y13 Dean

Co-Chair of Wellington & Wairarapa CATE

Background in business



OVERVIEW

Discover how to strategically Review, Refocus & Revitalise your Career Departments

Review

- Snapshot of your department
- Engage with stakeholders
- Review your department against benchmarks
- Look at the data and evidence
- Analyse to inform your next step

Refresh

- Develop your strategy
- Establish key outcomes
- Identify resourcing
- Engage with SLT & BOT

Revitalise

- Creating a responsive environment not reactive
- Physical space is fit for purpose
- Inject innovation into your careers strategy
- Refine systems and processes for positive outcomes

“

WITHOUT A VISION
THE PEOPLE
PERISH

Proverbs 29:18

A RESOURCE FOR YOU.

A step by step workbook that will
take you through the process.

*This will be sent to you after
conference.

Future Ready Career Departments REVIEW | REFRESH | REVITALISE

————— Workbook —————

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PART ONE: THE REVIEW

BRAIN DUMP

Student Support	Whānau Engagement	Career Specific Subjects	Careers in the Curriculum
University Pathways	Gateway	STAR	WTA
Scholarships	Careers Information	Industry Connections	External Providers
Māori Students	Pasifika Students	High Risk Students	Data Collation
			Professional

SOAR

Strengths

Opportunities

Aspirations

Results

STAKEHOLDERS

Students

Do students feel prepared and ready for their next steps?

Whānau

How have whānau been supported in the journey to guiding their young people to make decisions about their future?

Who??

Connect with the people with the most direct influence on students

Staff

Staff have a key support role in helping young people make decision about their future, are they equipped to do so?

Careers

Team

Is your careers team operating effectively and efficiently to meet the needs of the students?

BENCHMARK RK

A framework to help you identify
the strengths and areas of
development.

Secondary benchmarks start point checklist

This start point checklist gives insight into the self-review process.

The questions below are based on assessment statements found in the adequate column of the secondary career development benchmarks. Schools should be performing at the adequate level or higher.

It's important not to make assumptions about meaning. Before you rate your school as ineffective, consolidating effectiveness or highly effective, refer to the relevant dimension, subcategory and assessment statements.

For example, L1.1 refers to the leadership dimension (L) in the school-wide career development plan category (L1), key school documents sub-category (L1.1).

Rating scale	Ineffective = I	Adequate = A	Consolidating effectiveness = CE	Highly effective = HE
Leadership				
Subcategory	I	A	CE	HE
Are career development programmes and services linked to the school charter, and are they also seen as an engagement and achievement strategy for priority groups?	L1.1			
Is there a vision for the career development of all students, which provides direction for career-related programmes and services school-wide?	L1.2			
Is there a policy that outlines the purpose and procedures needed for developing career-focused programmes and services, in particular, those for Māori and Pasifika students and students with special education needs?	L1.3			
Do school structures, in particular the curriculum, accommodate a school-wide approach to career development?	L1.4			
Is there a school-wide career development plan and does it acknowledge the needs of priority students?	L1.5			
Is there a designated member of the senior leadership team who monitors the vision for career development and transitions school-wide?	L2.1			
Does an established career lead team provide support and direction for career development programmes and services?	L2.2			
Does the career specialist hold, or is working towards, a career-specific qualification?	L2.3			
Do career development staff have defined roles and access to professional learning and development opportunities that enable them to grow professionally?	L2.4			
Is the time allocated to career development sufficient to implement programmes and services outlined in the career development plan as well as meeting the identified needs of Māori and Pasifika students and those with special education needs?	L3.1			
Is there a process to ensure sufficient funds are allocated to career development so as to implement the programmes and services outlined in the career development plan?	L3.2			
Is there a well-resourced, central, accessible, user-friendly, private career development space that also provides an area for career conversations and guidance?	L3.3			
Are all school staff members offered opportunities to attend career development professional learning and development?	L3.4			
Does leadership ensure that opportunities are provided to allow students to explore the world of work in a variety of settings?	L4.1			
Does the school work with outside agencies to help support the transitions of identified students as well as assist in the planning and delivery of career development programmes?	L4.2			
Is there a school-wide approach to developing, structuring and maintaining portfolios that help students keep effective records of their student career management competency development journeys?	L4.3			

Programmes and services				
Subcategory	I	A	CE	HE
Do curriculum and pastoral planning documents reference the building of career management competencies, especially amongst priority groups, as well as identify staff roles and responsibilities in developing career management competencies?	P1.1			
Do classroom and pastoral practices link to the career management competencies, include regular career conversations, and encourage whānau, āiga and families to help students develop career management competencies?	P1.2			
Do school structures and programmes allow students to demonstrate that they understand the relevance of their learning to the world of work?	P1.3			
Do learning pathways recognise the relationship between academic, vocational and other learning?	P1.4			
Are mapping processes used school-wide to help identify where career management competency development occurs and how the needs of priority groups are being met?	P1.5			
Is there an annual planning and review cycle for career development?	P2.1			
Are programmes and services adapted and developed in response to government initiatives, good practice and new insights into meeting the needs of priority learners?	P2.2			
Do resources and information, including web-based ones, support the goals outlined in the career development plan?	P3.1			
Do all students have access to current, accurate and regularly updated information from a variety of sources (including online information) to support their career development?	P3.2			
Is there a co-ordinated process to manage and store career development information, data collection (including tracking systems for school leavers)?	P3.3			
Is there a co-ordinated process of collecting and storing each student's career management competency-linked data in a portfolio? Is this process valued and used?	P3.4			

Transitions				
Subcategory	I	A	CE	HE
Does the school-wide transition team include career staff?	T1.1			
Do priority groups, as well as those students transitioning in to the school during the year, receive targeted support to ensure their wellbeing is monitored and the transition is successful?	T1.2			
Does information provided for school leavers identify both the people designated to support them and the processes (including the collection of destination data) they need to follow?	T1.3			
Are there processes in place that ensure all staff understand the importance of effective student transitions, personalised learning and building strong connections with their students?	T2.1			
Does the course selection process offer a range of subject options and clearly explain how subjects link to pathways to further education, training and employment?	T2.2			
Does regular communication about career development services and opportunities include active engagement with whānau, āiga and families, especially at key transition points?	T3.1			
Is school and wider community feedback relating to career development used for planning, implementation and review purposes?	T3.2			
Does the school engage with community networks and iwi to support students' career development and assist with their transition?	T3.3			
Does the school frequently use the local community to provide a range of experiences to build career awareness, challenge stereotypes and encourage priority groups to consider working in areas where they have traditionally been under-represented?	T3.4			

Career Development Benchmarks - NZ

BENCHMARK ANALYSIS

A framework to help you identify the strengths and areas for development.



Gatsby Benchmarks - England

DATA & EVIDENCE

The data tells a story.
The story will guide your decision making.

Data & Evidence

To make informed decisions, collate and review relevant data. Your data tells a story

Use the following checklist to collate appropriate information. IF you don't collate this information, now would be a good time to start.

- ☐ Class Sizes and Number of classes from the last 3 years
- ☐ Staffing, include number of staff, roles and responsibilities, hours
- ☐ Gateway placements
- ☐ STAR Courses
- ☐ Career coaching sessions
- ☐ Number of parent who engaged in career conversation during specific allocated times
- ☐ WTA applications and Enrolments
- ☐ Scholarships received
- ☐ Engagement with external Agencies
- ☐ Leavers Data
 - ☐ University Enrollments and University Locations
 - ☐ Further Education
 - ☐ Apprenticeships/Cadeships
 - ☐ GAP Year
 - ☐ Employment

STOP	STRENGTHEN	START
<ul style="list-style-type: none">• What is NOT Working or no longer appropriate?	<ul style="list-style-type: none">• What is working well but has room for improvement?• What needs to be tweaked?• What works but needs to be more efficient?	<ul style="list-style-type: none">• What are the gaps?• What are the needs?• What are the hopes & dreams?

PART TWO: REFOCUS

YOUR NEXT STEPS



1

Determine Your Vision

A clear, concise,
overarching vision
that will lead your
decision making

2

Establish Strategic Goals

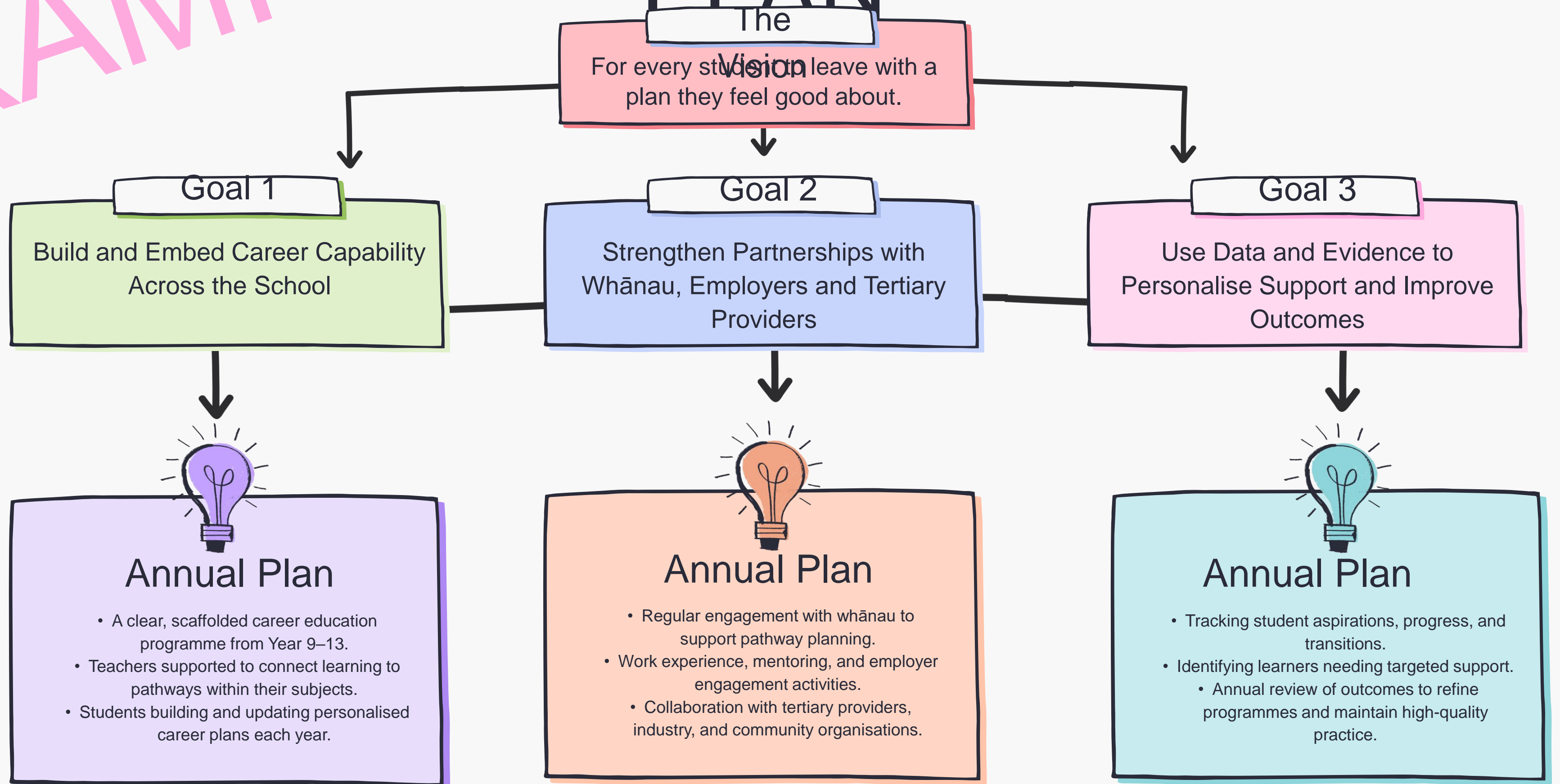
3-4 Strategic goals
that will help you to
achieve your vision

3

Create a Plan

These will be
smaller goals and
targets with specific
actions that will
move you closer to
obtaining your
strategic goals

EXAMPLE STRATEGIC PLAN



ANNUAL PLAN

We operate in multiple areas so you may wish break your annual plan down into area and link your key actions to your strategic goals.

Area	Next Steps	Links to Goal #	Key Person	When
Careers in the Curriculum	<ul style="list-style-type: none">Develop a careers in the curriculum plan that identifies outcomes and expectations for Y 11, 12 and 13 students	1	HOD	Term 1

CAREERS IN THE CURRICULUM

This plan helps you to identify key outcomes for all students at different year levels and the responsibilities of various staff members.

Careers in the Curriculum Senior Overview <i>Last Updated -</i>			
	Year 11	Year 12	Year 13
Outcomes for all Students			
Māori Student Outcomes			
Māori Student Engagement			
Pasifika Student Outcomes			
Pasifika Student Engagement			
High Risk Student Outcomes			
High Risk Student Engagement			
Tutor Teachers			
Year Level			

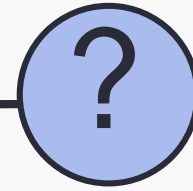
RESOURCIN

In order to achieve your goals
what resourcing do you need?



People

- Do you have enough man power to reach your goals?
- Are the right people doing the right jobs to be effective and efficient?
- Who do you need to develop and upskill?
- What external providers or people can you engage with?



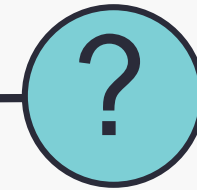
Funding

- Is the budget you have being optimized?
- What additional funding opportunities are available to you?
- How can you get creative with your funding to stretch it further?



Systems & Processes

- What systems and process could be improved and how can you make that happen?
- Who needs to be upskilled in current systems and processes to ensure more efficiency?
- What external systems can enhance efficiency and accuracy?



Wishlist

- What would you love to have to enhance your careers programme that might be out of immediate reach?

ENGAGING WITH

SLT & BOT

- Collate & Summarise the information clearly
- Ask to meet with your SLT to share your findings and next steps.
- Talk through the resourcing needs.
- Bring the evidence and the plan to support what you are asking for.
- Be patient.

Strategic Plan

Strategic Review Summary:

- Link your full report here for additional supporting evidence
- Link your Benchmark analysis here for additional supporting evidence

The Vision:

The Goals:

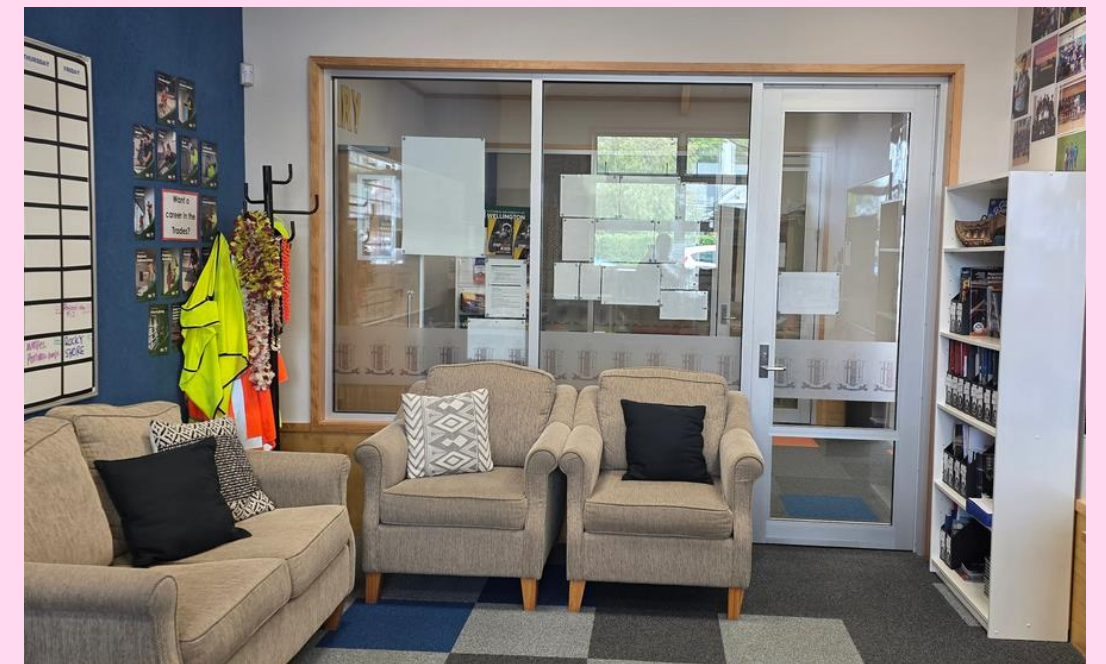
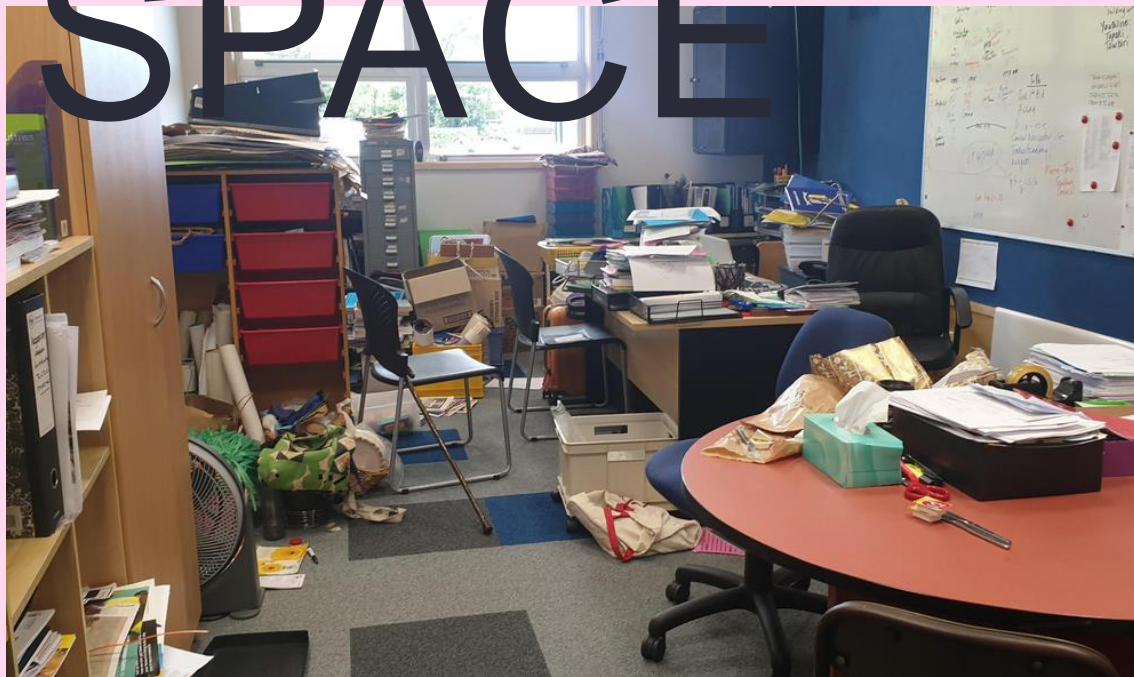
The Action Plan:

Resourcing Requirements:

PART THREE: REVITALISE

BECOME
RESPONSIV
F

THE PHYSICAL SPACE

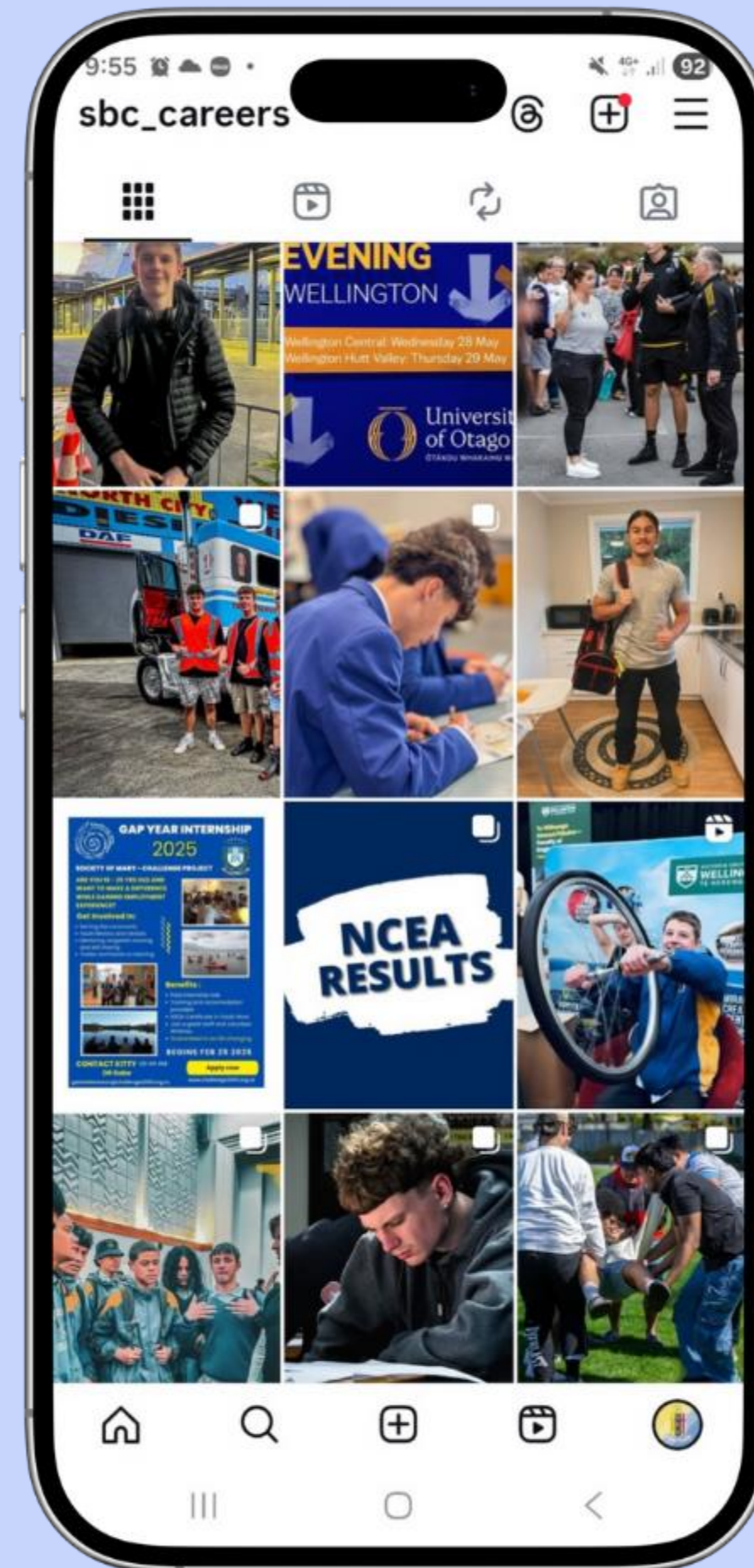


INNOVATE

How can you innovate within your department?

- Social Media
- Driving programmes
- Workshop or speaker series
- Workplace visits
- A school careers expo
- Speed dating with employers

How do these link to you overall outcomes?



SYSTEMS & PROCESSES

Efficient & Effective = Responsive

Consider reviewing/refreshing:

- Job descriptions – Clarity = efficiency
- Calendar organisation – colour coding for the win!
- Booking systems – students & whānau
- Enrolment process - STAR/Gateway etc
- Data Tracking & Student Achievement
- Student and whānau engagement – communication channels
- Google Drive & Email Organisation
- EOTC

IN REVIEW

Creating Future Ready Career Departments

Review

A judgement free, honest, snapshot of your department as it currently stands.

Refresh

The big picture vision with a strategy and action plan to support your young people with successful transitions.

Revitalise

The parts that are injected into your strategy that give your department a new lease on life to ensure they are future ready.

THANK

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Slides and PDF Workbook will be emailed after conference

YOU!