



Briefing Note: Meeting with Leigh Gray, Career and Transitions Association

To:	Hon Jan Tinetti, Associate Minister of Education		
Cc:	Hon Chris Hipkins, Minister of Education		
Date:	19 March 2021	Priority:	Medium
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Purpose of Paper

This paper provides information to support your meeting with Leigh Gray, Kaiārahi, Career and Transitions Education Association NZ and Heather Lowery-Kappes, President, Career Development Association of New Zealand on 23 March 2021.

Summary

- The quality of careers education and guidance programmes across New Zealand schools varies.
- The Labour Education Policy commits to 'modernise careers advice in schools', and CATE and CDANZ are likely to want to discuss your thoughts on this commitment.
- The Ministry and the Tertiary Education Commission (TEC) have a number of initiatives to modernise support for careers education in schools underway. These include an online careers planning solution, the Inspiring the Future programme, updating the career guidelines and implementing education to employment brokers. We have been working with CATE and CDANZ on these initiatives.
- The TEC have also developed a Careers System Strategy (CSS). The CSS aims to raise education levels and the skills and aspirations of New Zealanders aged 7 to 70 plus to meet the demands of work, now and in the future.
- However, we know that there is more to do as the Review of Vocational Education continues to be implemented. You may therefore wish to use the meeting to seek input from CATE and CDANZ on what further changes are most needed.

Proactive release

Agree that this Briefing will be proactively released.

☒ Agree / ☐ Disagree

Ben O'Meara

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19/03/2021

Hon Jan Tinetti

Hon Jan Tinetti
Associate Minister of Education

23/3/2021

Background

1. You have agreed to meet with Leigh Gray, Kaiārahi, Career and Transitions Education New Zealand (CATE) and Heather Lowery-Kappes, President, Career Development Association of New Zealand (CDANZ) on 23 March 2021.

Associations representing the career development profession

2. CATE and CDANZ are two associations that represent individuals in the field of career development and transition education. Many of the careers workforce in schools are members of both CATE and CDANZ.
3. CATE is a representative body for the career workforce in secondary schools. CATE receives Network of Expertise funding from the Ministry for a Kaiārahi role. Leigh Gray is the current Kaiārahi. This role provides professional development opportunities for the careers workforce, and support and information around pedagogy, curriculum and assessment.
4. CDANZ is the professional body for career development practice in New Zealand. Members of CDANZ support career development services in schools as well as community and non-government organisations, business, government, vocational rehabilitation, high-performance sport, private practice and more.

Topics for discussion

5. CATE and CDANZ are likely to want to discuss the:
 - a. significance of career education in schools;
 - b. Labour Education Policy commitment to "modernise career advice in schools";
 - c. need for a national career system strategy for all New Zealanders; and
 - d. work CATE and CDANZ have contributed to with the Ministry and the Tertiary Education Commission (TEC).
6. We have provided information on the first three topics below, and highlighted where CATE and CDANZ have contributed to the Ministry and TEC's work on each topic.

A. The significance of careers education in schools

7. Careers education in schools is an important part of a developing a student's education and life skills. Careers related experiences during their schooling years help students to develop agency and empowers them to make informed decisions about their journey through life, which in turn promotes better long-term social and economic outcomes.
8. In recent years the Government has had a particular focus on the vocational training sector, because pathways into and through vocational education are not as clear and "well lit" as the university pathway. This work has been progressed through the Review of Vocational Education (RoVE).
9. We have received consistent feedback from CATE and CDANZ that, while this work is valuable, there is also a need for a focus on career education and guidance in schools to empower students to have the agency and voice to make well informed decisions about their pathway. You may wish to comment that the government is committed to looking at this issue over time (paras 20-21 outline upcoming work in this area).

Current state of careers education in schools

10. The Education and Training Act (2020) requires that students in Year 7 and above are provided with appropriate careers education and guidance that is designed to prepare them to undertake further education or training, or to engage in employment when they leave school.
11. Careers education and guidance programmes in schools are often seen as an 'add-on' to the local curriculum. This means that the quality of careers education and guidance programmes across New Zealand schools varies.

National Education and Learning Priorities

12. Objective 4 - Priority 7 of the National Education and Learning Priorities focuses on collaborative relationships between industries and employers to ensure learners have the skills, knowledge and pathways to succeed in work. Careers education in schools directly supports this objective, and provides ways for schools to integrate their local curricula with industries and employers, as well as communities and iwi.

Resourcing

13. While schools are required to provide careers education from year 7 upwards, specific resourcing for this is only provided from Year 9 upwards. Secondary schools receive resourcing through the:
 - a. Careers Information Grant (CIG), which is part of the school's Operations Grant and totals around \$5 million across the system per year. This funding is untagged, so schools can use it for other purposes.
 - b. Guidance Staffing Entitlement, which schools receive for careers and guidance counselling staff. Under this entitlement staff must be registered teachers. Schools can choose whether they spend this funding on careers or guidance counselling staff or on other teachers.
14. Feedback from careers practitioners is that they often have to compete for time in the school timetable to have conversations with students about their options and journey through education, training and into employment.
15. CATE and CDANZ are likely to raise insufficient resourcing as a significant issue for careers education. You may wish to comment that the government is committed to looking at this over time within the constraints imposed by the post COVID-19 fiscal environment.
16. Careers NZ was merged into the TEC in 2017. As a result, the careers workforce has lost access to the specific professional learning and development opportunities that Careers NZ offered for the careers workforce.

B. Work to meet the Labour Party manifesto commitment

17. The Labour Education Policy commits to "modernise careers advice in schools." The Ministry and TEC have a number of initiatives underway that contribute to this commitment. These include an online careers planning solution, Inspiring the Future, updating the career guidelines and implementing education to employment brokers (these initiatives are discussed further below).

18. You may wish to comment that, while the government has begun work on modernising careers education, we know that there is more to do, and you welcome thoughts from CATE and CDANZ on where additional work should be focused.

C. The National Careers Strategy and other Careers Supports

The TEC leads the Careers System Strategy

19. The TEC have developed a Careers System Strategy (CSS), which aims to raise the education levels and the skills and aspirations of New Zealanders aged 7 to 70 plus to meet the demands of work, now and in the future. The CSS has four main objectives: refresh of the *careers.govt.nz* website; Inspiring the Future (ITF); Online Career Planning Solution; and in-school support for careers education.
20. The TEC engages with both CDANZ and CATE on a regular basis to discuss and share information and changes that relate to the CSS. This includes a series of regional workshops held with CATE members at the end of 2020, to identify how *careers.govt.nz* is currently used at schools, as well as to help inform the ITF and Online Career Planning Solution workstreams.

Refresh of the careers.govt.nz website

21. The TEC has refocussed the content on *careers.govt.nz* to target workers displaced due to COVID-19. This includes a new COVID-19 hub, updates to 100 job profiles, and pages providing advice relevant for returning to work and building confidence for job seeking.

Inspiring the Future (ITF)

22. The TEC's ITF programme aims to broaden young people's horizons, help challenge stereotypes and address unconscious biases that can limit their potential. The current programme is aimed at intermediate aged students. CATE and CDANZ have been involved in the programme's development.
23. TEC have completed nine pilots across locations in Auckland, Gisborne and Dunedin. ITF will be launched to schools during Term 2, 2021.

Online Career Planning Solution

24. TEC is developing an online career planning solution to provide a self-service careers tool and jobs database. This will significantly modernise the careers planning tools available to schools and their students, tertiary providers and their students, and adults who are no longer in education.
25. The first stage of this resource focuses on skills transferability for displaced workers due to COVID-19. This tool is called Skill Net. An early version of Skill Net was released on 25 February with a small group of career advisors to test. Full release of the online career planning solution is planned for 2022.

In-school support for careers education

26. The Ministry is currently working on updating the *Careers Education and Guidance in New Zealand* publication (last updated in 2009) that supports schools to engage in best practice delivery of a quality school-wide career education and guidance programme. CATE and CDANZ representatives are providing industry knowledge and expertise in support of this work.

Other initiatives that support careers education

Education to employment brokerage

27. The education to employment brokerage service works to strengthen connections between local employers and schools. There are 25 brokers across New Zealand. The brokers have been encouraged to connect to their local CATE groups.

Direct Career Services

28. As part of the COVID-19 response in 2020, the TEC received funding to offer free careers advice targeted at displaced workers. In partnership with CDANZ, the TEC recruited CDANZ members to provide careers guidance through a time-limited service.
29. The service includes over the phone careers guidance and regional pop-up sites. As of 17 March, over 5,000 people have used this service.
30. This service started on 19 October 2020 and is due to finish on 30 June 2021. Opportunities for this service to continue post 30 June 2021 will be assessed following the evaluation report due at the end of March.