

Bridging school to trade training & employment



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“Youth need to have practical understanding of the world of work, a safe way to experience the realities and mentoring/pastoral support to give them the tools to know what employers are looking for, what they need to do and what to say in an interview and know about the role and show the commitment they have to the employers. This programme provides a practical way in which this can happen. It is not about brief work placements, the end goal is an apprenticeship and employment.” (Rick from TradeUp)

Introduction

In February 2013 Mount Maunganui College and TradeUp set up a programme to connect 20 students to employers through pre-trade training and apprenticeships, and to support employers in employing youth into their work places. Currently (as of Nov 2013) there are 47 students in this programme, with all successfully placed into work experience. Twenty-four trainees are currently in full-time employment and completing an apprenticeship on the job.

This report summarises the processes used to set up and maintain the programme, what was done and the lessons learnt along the way. The purpose of the report is to capture this information to share with others who are interested in setting up a similar programme in their region or community. Information was gathered through face-to-face interviews, follow-up conversations and documents related to the programme.

This programme demonstrates effective practice which relates to Ministry of Education National Administration Guidelines (NAGs) and also to the Career Education Benchmarks - Secondary and to several dimensions in the Career Development Benchmarks - Tertiary. (For more information refer to Appendix I.)

Sincerest thanks go to Jane Doherty (Mt Maunganui College) and Rick Nicholson (TradeUp), who initiated the programme, and to Rosie Swinkels (Mt Maunganui College) for taking the time to share their information and insights. I would also like to thank those trainees/students who allowed me to sit in with them during their interviews and class work.

Prior to release, this report has been reviewed by those interviewed, and consent has been given to share this report freely with others interested in developing transparent and effective transitions for students into employment. Careers New Zealand has been given permission to share this case study with communities, providers and support services who are seeking examples of effective practice. Please contact Jane and Rick **to seek consent around publishing this report either online or on paper.**

If you have any queries regarding this project or wish to seek further information, please feel free to contact Jane Doherty on janed@mmc.school.nz or Phone (07) 575-3096 ext 817 or 027 496-3139 or Mariella Trynes on mariella.trynes@careers.govt.nz or (07) 834-7820.

Background

This programme was seen as a mechanism by Mount Maunganui College and TradeUp to support the transition pathways for students, and also to more easily connect the needs of employers with regards to employing youth. This section looks at the stakeholders involved in this programme, giving some detail about what they do and their roles and responsibilities.

About the key providers and personnel

TradeUp, their background and why they started this programme.

Comments from Rick & Jane

Geoff and I [*Rick*] were apprenticeship coordinators for the last 15 years, working directly with Industry Training Organisations (ITOs), Private Training Enterprises (PTEs) and schools. We found that the match between students from school and employment opportunities was poor, resulting in undesired outcomes. We had little opportunity to source students from our position. TradeUp was developed in February 2013 as there was a large gap with skills, attitudes, work readiness and informed decision-making prior to placement into a potential employment opportunity. Essentially TradeUp is a transition programme with an emphasis on pastoral care, making connections with perspective employers with a view towards apprenticeships. A strong communication link between all stakeholders, caregivers, students, schools and employers is developed to ensure a positive outcome for the individual student. We hold the belief that continuing education in conjunction with school in a contextual manner is important to develop successful transitions into employment and apprenticeships in the tertiary sector.

During our trial we [*Jane, Rosie, Rick & Geoff*] noticed that perceived disengaged students were experiencing success academically due to the contextual learning in a training role that the students were passionate about, resulting in a higher level of learning and bridging the gap between school and the 'real world'.

Mount Maunganui College

Jane & Rosie

Mount Maunganui College is a secondary school in Tauranga for Year 9-13 students. It has a roll of about 1260 students, and has a decile rating of 5. (Mt Maunganui College Education Review, 2011.)

Jane Doherty is the Career Pathway Manager at Mt Maunganui College. She is also the designer and developer of DreamCatcher, an online student-centred career development programme and management system.

Rosie Swinkels is the Career Pathway Administrator at Mt Maunganui College. She has an extensive background in small business ownership and management, and is currently studying the Diploma in Career Guidance at Nelson Marlborough Institute of Technology.

Who are the key stakeholders in this programme?

There are a number of stakeholders in this programme. These are outlined below in Figure one.

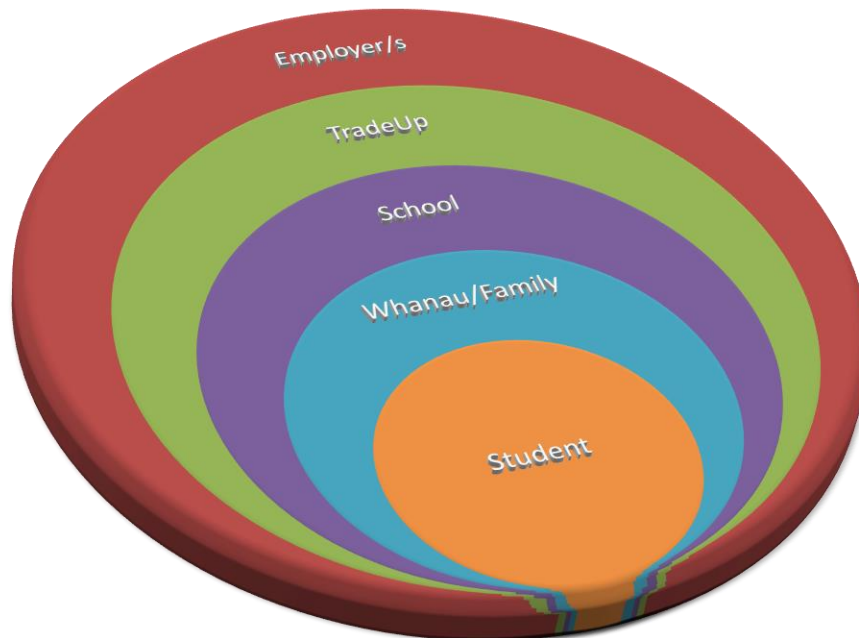


Figure one: Key stakeholders in the programme

- The **student** is at the heart of this programme
 - **Parents/whanau** are informed and encouraged to be involved in the process, as their consent and input is crucial
 - The **school** provides career planning and pastoral care support through the Careers and Gateway programme, and space for the trade related training unit standards to be taught. Careers staff connects students to TradeUp
 - **TradeUp** coordinators link the student to work place training using existing and developing relationships with employers in the community. They provide students with pastoral care in the workplace and support the employer in selecting and supporting youth selected for the training programme
 - The **employer** who has agreed to the work-based trial, then provides work place training for the trainee for four days a week for six months
-

Table 1: Summary of stakeholder roles and responsibilities

	Students	Parents/Whanau	School	TradeUp	Employers
	There is a written contract between student, parent, school and TradeUp. Example of this is attached in Appendix II. There is a MoU between the School and TradeUp. Example of this is attached in Appendix III.				
Funding/contribution	Students receive a financial incentive through a trainee allowance (this is <i>not</i> a wage).	\$500.00 bond	Funding towards relevant training unit standards. This is sourced through 20 extra Gateway student funded positions Pastoral care through the Gateway/Careers room	TradeUp is privately funded by employers to support the placements of trainees	Contribute towards the trade training allowance which helps cover gear and transport costs.
Role & responsibilities	Willing to learn and demonstrate a positive attitude Timeliness and commitment Share their experiences with other trainees	Need to be on board. Encouraging from the home front Contribute towards bond fee.	Support student linkages to industry training to aid informed decision making. Careers & Gateway pastoral care support Administration	Provides linkages to employers and pastoral support Connection and support for apprenticeships	Commitment to work trialling On-board with the vision & philosophy Communication with TradeUp and student

“Talking with employers it is really obvious that there are more employment opportunities in the trades area than there are currently jobs in Tauranga. Employers say that there is a real shortage in qualified youth who are work ready and able to fill apprenticeship trade training roles” Rick

Aims and objectives

The overarching objective of this programme is to fill the void between school and employment for those students who lack qualifications to help build initiative and confidence of students to succeed in learning and employment.

This programme is a joint venture between Mt Maunganui College and TradeUp, and aims to:

1. Connect students to employers through pre-trade training and apprenticeships
2. Support employers in employing youth into their workplaces

The programme was developed specifically for students identified as:

- at risk of leaving school without their Level 2 or 3 NCEA
- disengaged from learning in the mainstream classroom environment
- wanting to seek career pathways into trade occupations.

The programme provides students/trainees with:

- career planning and pathway mapping into trades
- ongoing pastoral support in school and in their training settings, such as information and advice on CVs, becoming work ready, interview skills and in overcoming challenges (e.g. parental expectations, lack of transport and appropriate clothing)
- work trials and work training placements for four days a week
- one day a week at school (9 – 3.00pm) to work on their training unit standards at varying NCEA Levels 1, 2, 3 and 4 depending on the trade, which directly relates to their trade industry
- a training allowance, supplied by the training site/employer as a commitment to the programme, that covers transport costs, safety equipment and clothing.

The programme provides employers/businesses with:

- youth who are supported and prepared for training and who are focused and passionate about learning their particular trade
- work-ready youth who are able to talk about and demonstrate their qualities, interests and abilities
- trainees learning work-relevant, pre-trade training unit standards and demonstrating a commitment to learning
- support for up to four years if they take on an apprentice, such as ongoing pastoral care, study of Level 4 work-relevant unit standards

Method

The following outlines the process undertaken, and the roles and responsibilities of each stakeholder in the process.

The Six Step Process

There were six clear and defined steps involved in this process. These steps included:

1. Recruitment – starting point

- Identifying those students at risk of disengaging from learning and school, using absentee data
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- Identifying those students who are on the cusp of exiting school without a confirmed destination
- Students self-selecting as interested in careers in trades
- Referrals from Deans and Management
- Advertising specific trade opportunities through DreamCatcher
- Target notifications/messages to students interested in specific trades through DreamCatcher

2. Career planning - Aspirational assessment, mapping out career destination and pathway planning and research

- Initial conversation with student to collect information about where they are at, their circumstances – career planning session
- Introduce theories of Parsons and Holland (RIASEC Cards) – many students relate well to these ideas
- Career planning/development starts in Year 10. Identification of career aspirations using DreamCatcher
- Students to update their current thinking to help validate their TradeUp request using DreamCatcher, Careers New Zealand website and relevant ITO
- Conversations continue around personal goals, ambitions, purpose
- Students use DreamCatcher to guide their research and also obtain an additional 8 credits at Level 2
- Support given with CV development and interview skills. Information generated during career planning forms the basis of CV with a specific trade focus.

3. Informing and inspiring

- Introduce concept of programme, benefits and realities of the work
- Instill belief that they are wanted in this programme of work
- Inform and bring parents into the programme
- Taste test first, opportunity to discuss questions, what the programme is like, by meeting the trainees.

4. Connecting learning to work training and employment

- Connected support (parents, school, employment support, employers) pastoral care
- TradeUp employment coordinators.

5. Connecting, communicating and supporting trainees and employers with the work placement experience

- Provision of pastoral care at school and work placement
- Pastoral notes for each student maintained and communicated with students, parents and TradeUp via DreamCatcher
- Reminder texts to students and parents sent via DreamCatcher
- Peer support provision through sharing experiences with other trainees – the team meetings at school on Fridays give trainees space to share and learn from each other Keeping parents in the loop and informed of progress.

6. Apprenticeship/Employment - End point

- Supported transitions into pre-trade training with the goal of obtaining an apprenticeship and employment when completed.
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“Parents are feeding back comments such as ‘you’ve given me back my boy’. This programme rebuilds self-esteem and success isn’t a distant place to be. They experience success now. They have peer support for those challenges and obstacles that may arise, and they have the opportunity to learn from each other’s success and mistakes in a safe, supportive environment”. Rosie

Roles, responsibilities and why it works

Question: what is your role and why do you think this programme works?

Comments from Rosie

Rosie Swinkels (Career Pathway Administrator)

- My role is to provide pastoral care/support. This is critical to the success of this transitions programme-providing wrap-around pastoral care. I see this working as I can see students increase in confidence throughout the programme
- My background in business has helped me share with the trainees what employers are looking for [Rosiehas worked as a business owner for 20 years]
- My approach is as a mentor, and I use my business background to inform students about the world of business, what employers are looking for and practical advice on how to present themselves in the best light to employers and to TradeUp staff
- I see my role to help instill work ethics, identify personal qualities and skills being developed and what attitude is necessary as an employee. I do not see myself as a teacher, but more as an employment mentor
- I support the students every Friday to do their book work or pre-trade training Unit Standards
- Trainees are required to complete the required unit standards towards their chosen pathway. This is great, and a result that I see is that trainees can see the clear connection between their learning and their work placement. This can and has led to apprenticeships
- I run the classroom like a work environment. Each Friday morning we have “team meetings” where all trainees have the opportunity to report back on what they have learnt, discovered, experienced during their week’s work experience. I will arrange for guest speakers to come in and talk about their experiences, past graduates who are now in full apprenticeships and/or employment. These strategies enhance students’ overall understanding of the world of work
- This meeting time is also a great opportunity for students and parents considering this programme to come in and talk about the trainee’s experiences and expectations on the programme
- I am currently monitoring the classroom learning on Fridays
- What has also helped is my understanding of career development, and I am about two thirds of my way through the Diploma in Career Guidance through Nelson Marlborough Institute of Technology.

Question: what is your role and why do you think this works?

Comments from Jane

Jane Doherty (Career Pathway Manager)

The objective is to meet student needs in schools and support the transition into trade training. This is about stair cased learning from school into work experience and confirmed placements. This programme works because it is student-centred and we are supporting them to identify what they want to do and connect them to the learning pathway and then work placements that are relevant to them. There are a number of steps that are undertaken.

- We work with the school Deans to help identify those students who are at risk of leaving school without Level 1 or 2. We can also identify students through non-attendance lists as an indicator that students are not connected with their learning
 - Once we have identified a student, we work with them to identify what their career choices are. What do they want to do? - using career planning techniques and DreamCatcher to identify direction
 - We then contact the parent/caregiver at this point. We invite the parent to come in and discuss the programme of work and visit and talk with the trainees during their team meetings at school. Parental consent is needed for the student to be involved in this programme
 - Initial preparation with the student around interviews as first meeting with TradeUp staff important to give them the basic skills to perform here
 - Work at this stage is dependent on where the student is at. They may require intensive support or just information around CV, interview skills, mock interview practice before meeting with TradeUp staff. TradeUp will also mentor and work on interview preparation and how to talk to employers
 - DreamCatcher identified career choices of preference, then student is supported and needs to follow through with researching their choices. This is linked to Work and Study Skills Unit Standards (eight credits at Level 2)
 - We constantly monitor where the student is at – especially their confidence levels. If anxiety is a challenge, we work on practice and techniques to build confidence. We cover attitudes, attributes and qualities and check that these align with career choice. Practical advice on how to approach and talk about qualities and skills in an interview setting. Support with writing a CV which will be necessary for work training
 - The student is expected to do research and follow through with their career ideas. This works really well as the programme targets their specific career pathway. Students are offered work experience with a view of seeing the transparent fit between their learning and future employment
 - I talk to students and parents around what the programme is, what the expectations are and encourage students and parents to think about it, talk with current trainees. I show belief in them that they can do this and succeed
 - We have 16 – 18 year olds on the programme. I have seen that students with a stronger desire to enter programme will have better outcomes – so it is really important to paint a positive realistic picture so that students can see themselves succeeding in this programme. This is where talking with others or current trainees really helps.
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Question: what is your role and why do you think this works?

Comments from Rick

Rick Nicholson (Director of TradeUp)

The objective of this programme is to help fill the void or gap around pre-trade training for youth. Youth need to be up to scratch and to be up to scratch they need some practical support, advice and guidance to learn how to present and be work-ready for employers. This programme helps with this.

My role is to facilitate the bridge between the trainee, the school and the employer. This works because it fills the gap between school and employment for those students who lack qualifications; it helps build initiative and builds confidence of students to succeed in learning and employment.

There are several steps that my role involves. They include:

Step 1 – connecting with student & parent

- Having a good relationship with the school. The school sends through details of the student/potential trainee to me and/or Geoff along with CV and ideas on what the student is interested in doing (using DreamCatcher results)
- Geoff or I meet with and then interview potential trainees and their parents
- During the interview we look for the following qualities in the student: trade orientated interests, passion, showing through their conversation that they want to be in a trade and know that it's going to involve work. Looking for FOCUS and WORK READINESS/KEEN ATTITUDE
- We then discuss the practicalities and expectations of the programme (what, where, check what they want to do, etc.).

Step 2 – linking to employer

- The next step is to link the trainee to the employer. I have an existing knowledge base of potential employers on database, and I've spent time with them so I know what they are looking for
- Geoff and I consider the trade interests of the student and think about the most appropriate "fit" for that trainee and employer
- We meet with employer/s to discuss potential trainee and arrange placement for a one week trial
- We keep in touch with the school and trainee at all points, and we make sure that the trainee knows the importance of being timely and listening to instructions.

Step 3 – on-going trainee & employer support

- Not only do we connect the trainee to the employer, we also mentor the trainee throughout their work placement with the employer. We are there to sort out any misunderstandings, help facilitate the relationship between the trainee and employer
 - We provide practical information to trainees around mental, physical and workplace wellbeing. For example, from explaining that the types of food you eat can impact on your energy and ability to concentrate on the workplace, to personal hygiene and health and safety requirements in the work place. Really practical and straight forward information
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- After the one week trial, checks are made to see how the relationship is going. If going well, the agreement gets extended to six months. During this six months the trainee works for four days, and one day on their pre-trade Unit Standards at school
- After six months, the trainee knows the procedures and expectations and work standards required on the workplace. They are starting to become productive for the employer. Depending on how the traineeship goes, the next step is to take the trainee off work training placement and into an apprenticeship supported by the employer and the TradeUp staff and apprenticeship coordinators. The mentoring relationship continues for the next four years while the employee completes their apprenticeship
- If things don't go well after the first week trial, we will talk with the trainee and the employer separately to find out where the difficulties might have occurred. If the trainee needs more information, advice and reality testing, that then happens. If the placement is not a good "fit" for either trainee or employer, I will find another work placement setting that is more suitable.

Criteria for students to be a part of the programme

The programme wants students/trainees who:

- have a desire to be in the programme
- are committed to abiding by the clear and transparent programme rules
- have a positive attitude
- are 16 years and over
- have validated career exploration indicating an interest in a trade career pathway
- have been identified as being at risk of leaving school without NCEA Level 2 or described as a disengaged student learner in the school environment and ready to take action to transition
- have a driver's licence or are willing to get a driver's licence with the support of parents/caregivers and school
- have their parent/whanau's commitment to the programme
- have parent/whanau contribution towards a \$500 bond.

Criteria for employers to be part of the programme

The programme wants employers who:

- are committed to taking on and trialing a young person who is interested in a career within their area
 - will contribute towards a trainee allowance
 - will contact the pastoral support team if and when any concerns arise that might affect the trainee's placement.
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“Students who have gone through the career development/guidance programme have more positive outcomes. This is because they go through career guidance and have had the opportunity to know what they want to do, what is needed to get into that job and have support to reach their goals.”
Jane

Outcomes and lessons learnt

The following are comments and statements of those involved in this programme of work.

Benefits observed for students/trainees from Rosie, Rick and Jane

Question: What has been the biggest outcome that you have observed to date?

Comments from Rosie

- Students have reengaged in their learning. They can see the direct connection between learning and the work they do through their work experience/training. They are connecting their learning to work. They get the opportunity to understand the concept of the world of work. They get exposure to real world in a safe and supported way
- The traditional model led to disengaged students, who would get into trouble and either leave or get asked to leave. The trade programme provides learning relevance and it is practical
- I have noticed a huge shift in attitude, personal behaviours, and youth living up to their inner potential
- Parents are feeding back comments such as, “You’ve given me back my boy.”. Rebuilds self-esteem and success isn’t a distant place to be. They experience success now. They have peer support for those challenges and obstacles that may arise, and they have the opportunity to learn from each other’s success and mistakes in a safe, supportive environment.

Comments from Rick

- Students who come from Mt Maunganui College have successful outcomes. I think that this is the case because students have been through the career planning process first. Students are prepared at the school before we meet them, they know what they are applying for, they have researched what the trade is about and they know why they want to work in this area
- The programme works well because we are not tied to government funding or criteria, so if something needs to be changed we can change it. We have the flexibility to make things happen and we are always checking to see how we can make things smoother and work better
- Preparation is the key. Placements (are easy) - it’s the preparation and background support that helps this happen.

Comments from Jane

- Preparation, placement and pastoral care (and ongoing communication) are key for success

- Students who have gone through the career development/guidance programme have more positive outcomes. This is because they go through career guidance and have had the opportunity to know what they want to do, what is needed to get into that job and have support to reach their goals
- We have found that students transition better into work placements and are keen to complete their unit standards as they can see the direct link between learning and work. We don't just select students who are academic and do well, we work with all. They do well because it is linked to their interests and they are expected to research and find out as much as they can beforehand.

Benefits of schools involvement to TradeUp

Comments from Jane

Question: What has been the biggest outcome that you have observed to date?

- Students taking action to achieve confirmed career pathway plans towards apprenticeship status
- Students are connected learners and inspired to work – they can see the direct connection between what they are learning and the work they do, transition learning relevant standards to the work environment towards independence
- Introduced and coached in the rudiments of interview preparation, pastoral support within the school, helps provide a trainee candidate that is already focused
- Support to ensure trade-related training units are being completed, pastoral support to facilitate class learning
- Additional NZQA standards important for school's academic results
- TradeUp allows students to experience the world of work under the safety and guidance of people who are there to support them.

Benefits of TradeUp's involvement to Employers

Comments from Rick

Question: What has been the biggest outcome that you have observed to date?

- TradeUp gets to know the trainee, think about employers that would provide the best 'fit' with the candidate and for the employer as well
- Broker the relationship and introductions between the trainee and the employer
- TradeUp serves as the support for trainees to ask any questions, share any concerns they may have with their workplace or employer if they are unsure how to approach the employer
- Employers very happy as they have the security in knowing that the employment coordinators/apprenticeship coordinators are there to support their transition of working with a young person
- This support is ongoing and up to four years if they go on to take the trainee as an apprenticeship
- The employer gets to know the trainee and their work ethic before committing to an apprenticeship programme
- Reduces and or mitigates risk for the employer in the sense of the expense of training up the right person who is the best fit for the role.

A real story of success - Alex*

Alex*

Alex was not interested in school but heard about the school's trade training programme. She indicated on DreamCatcher and in career conversations that Bakery was something she was interested in. After doing research on DreamCatcher, putting together her CV with help from the Gateway/Careers team, Alex had her first interview with Rick at TradeUp.

Alex's first placement introduced her to the early 3am starts and the work that happens behind the scenes in the bakery. She found this placement tough, the bakery team didn't stop for breaks and she felt that she didn't have much in common with the others. Shy and uncertain how to discuss this with her workplace employer, she shared her thoughts with her TradeUp mentor and Rosie at College. She wasn't sure how to explain this without it affecting her placement. After having an open conversation with Rick and Rosie, Alex was placed in another bakery, one that was smaller and had more of a family vibe to it. Since that placement, Alex hasn't looked back, and is now in full time employment and part way through her apprenticeship.

Alex is now earning and learning, and knows that she has someone looking out for her if she has any difficulties. She's also learnt that it's best to work on problems or issues early rather than sit on it and hope that it gets better.

**Not the real name of the student*

Key contributors and contact details

Persons consulted	Jane Doherty Rosie Swinkels	Role	Career Pathway Manager Career Pathways Administrator
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Person consulted	Rick Nicholson	Role	Director of TradeUp
Organisation	TradeUp	Location	Tauranga
Website & contacts		Contact	rick@trades-academy.co.nz Business Phone: 027 872-3388

Resources attached

The following includes examples of how this programme may connect to Ministry requirements and the Career Education aspects of the Secondary and Tertiary Benchmarks. *Please note that this is not a complete list, simply an example of where this programme of work fits to date.*

Appendix I – How the programme relates to Ministry of Education Guidelines & Career Education Benchmarks (Secondary/Tertiary)

Ministry Guidelines – Sourced from www.minedu.govt.nz. Click [here](#) for more information

NAG 1.f	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.
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 6	Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need.

Career Education Benchmarks – Secondary - Sourced from www.careers.govt.nz. Click [here](#) for more information

<p>Output Dimension:</p> <p>Student Career Management Competencies</p>	<p>Student Career Management Competencies: students need to be supported in developing the capability to self-manage their life and learning to enable them to successfully transition from school to further learning and work. Culturally responsive effective career development programmes and services focus on developing students’ career literacy and capabilities so they are resilient, confident, connected and actively involved in lifelong learning. This will enable them to follow the pathway they choose, through which they might realise their potential and be effective contributors to our economy and society.</p> <ul style="list-style-type: none"> ✓ S1.1 Self Knowledge ✓ S1.2 Developing capabilities ✓ S1.3 Changing and growing ✓ S2.1 Opportunity Awareness ✓ S2.2 Life, learning and work realities ✓ S2.3 Accessing and using information ✓ S3.1 Making life, learning and work decisions ✓ S3.2 Creating opportunities ✓ S3.3 Identifying the next step ✓ S4.1 Life, learning and work plans ✓ S4.2 Acting to secure future education, training and/or work ✓ S4.3 Managing change
<p>Input Dimension:</p> <p>Leadership</p>	<p>Leadership: School leadership incorporates both governance and management. Effective leadership practice and behaviour must be linked to the underlying principles of career development. Sound leadership creates a positive climate for the provision of relevant innovative career development programmes and services that are sufficiently resourced and supported to ensure the successful transition of all students. It is essential that there are clear strategies and plans for career development to enable a whole-school approach whereby career development is integrated into all school structures.</p> <ul style="list-style-type: none"> ✓ L2.1 Career development specialist ✓ L2.2 Career development lead team ✓ L2.3 Career development staff ✓ L3.3 Career development facilities ✓ L4.1 Individual learning needs ✓ L4.2 Use of specialist agencies ✓ L4.3 Student portfolios
<p>Input Dimension:</p> <p>Programmes & Services</p>	<p>Programmes and Services: High-quality and diverse career development programmes and services are at the centre of a students’ learning. They are provided through a school-wide integrated approach to support connected and contextualised learning and build student capability for lifelong career management. Programmes and services are reviewed, evaluated and improved to ensure the career development needs of all students are being met.</p> <ul style="list-style-type: none"> ✓ P1.2 Learning and teaching ✓ P2.2 Response to current trends and new opportunities

	<ul style="list-style-type: none"> ✓ P3.1 Whanau and family participation ✓ P3.3 Networks and partnerships ✓ P3.4 Raising student aspirations
Input Dimension: Information Systems	<p>Information systems: Quality systems and processes enable information and data to be accessed, managed and evaluated to support the development and improvement of career development programmes and services. They include collection, interpretation and use of data and information for knowledge management and decision making. All career development information and resources are accurate and are reviewed and evaluated to ensure currency and relevance.</p> <ul style="list-style-type: none"> ✓ I 1.1 Career development information ✓ I 1.2 Access to career development information and technology ✓ I 2.1 Information and data management systems ✓ I2.2 Online information

Career Development Benchmarks – Tertiary - Sourced from www.careers.govt.nz. Click [here](#) for more information.

Output Dimension: Student Career Management Competencies	<p>Student Career Management Competencies: For tertiary students to further develop the competencies to self-manage their life, work and learning they need to be supported through culturally responsive effective career development programmes and services. Career management competencies will enable them to make sound career decisions and study choices, realise their potential, complete their qualifications and become good citizens and effective contributors to our economy and society. Career-literate students can clearly articulate their distinctive capabilities, as well as demonstrate resilience, confidence, connectivity and commitment to lifelong learning.</p> <ul style="list-style-type: none"> ✓ S1.1 Self Knowledge ✓ S1.2 Developing capabilities ✓ S1.3 Changing and growing ✓ S2.1 Opportunity Awareness ✓ S2.2 Life, learning and work realities ✓ S2.3 Accessing and using information ✓ S3.1 Making life, learning and work decisions ✓ S3.2 Life, learning and work plans ✓ S4.1 Developing a marketable identity ✓ S4.2 Communicating
Input Dimension: Employer and Industry	<p>Employer and Industry Engagement: For tertiary students to further develop the competencies to self-manage their life, work and learning they need to be supported through culturally responsive effective career development programmes and services. Career management competencies will enable them to make sound career decisions and study choices, realise their potential, complete their qualifications and become good citizens and effective contributors to our economy and society. Career-literate students can clearly articulate their distinctive capabilities, as well as demonstrate resilience, confidence, connectivity and commitment to lifelong learning.</p> <ul style="list-style-type: none"> ✓ E1.2 Relationships ✓ E2.1 Industry programmes

<p>Engagement</p>	<ul style="list-style-type: none"> ✓ E2.2 Employability skills ✓ E2.3 Industry awareness ✓ E2.4 Events
<p>Input Dimension:</p> <p>Student Engagement</p>	<p>Student engagement is enabled by high-quality career development information systems, programmes and services, which develop the self-management competencies necessary for successful programme completion, progression through and transition from the tertiary environment. They are provided through an integrated approach to support connected and contextualised learning and build student capability for lifelong career management. Information systems, programmes and services are reviewed, evaluated and improved to ensure the career development needs of all students are being met.</p> <ul style="list-style-type: none"> ✓ SE1.1 Career development programmes and services ✓ SE1.2 Online careers portfolio ✓ SE2.2 Response to current trends and new opportunities ✓ SE3.1 Participation ✓ SE4.1 Student access to career development information systems ✓ SE4.2 Career development information services content
<p>Input Dimension:</p> <p>Organisational Engagement</p>	<p>Organisational Engagement: A sound career development culture throughout the tertiary organisation is key to successful student and organisation outcomes. Effective leadership is informed by evidence-based practice, and creates a positive climate for the provision of career development information management and programmes and services. These are sufficiently resourced and supported to ensure the successful transition of all students. It is essential that there are clear strategies and plans for career development to enable an organisation-wide approach whereby career development is integrated into appropriate organisational structures.</p> <ul style="list-style-type: none"> ✓ O2.1 Career development leadership ✓ O2.2 Career development staff ✓ O2.3 Career development specialist(s)' qualifications ✓ O3.1 Organisation-wide career development information management ✓ O3.2 Organisation-wide student data management ✓ O3.5 Career development facilities

Appendix II – TradeUp and employer contract – document attached seperately

Appendix III – MoU documentation between TradeUp and School



MEMORANDUM OF UNDERSTANDING (MOU)

AGREEMENT between TradeUp and

_____ (School name)
for support of the TradeUp programme

This agreement is made between

TradeUp and

_____ (School name) (hereinafter referred to
as the School)

PURPOSE

TradeUp and the School agree that the purpose of this agreement is to support the introduction and maintenance of the TradeUp programme for school students. TradeUp and the School share a common goal to enable students to have a positive experience of the workplace and to gain credits towards both industry and NCEA qualifications.

TERM

This agreement will take effect from the date both signatures are affixed to this MOU and terminate by agreement by either party

COMMITMENTS

TradeUp will

- Interview Students and Parents prior to enrolling onto the programme
 - Provide pastoral care to all TradeUp students
-

- Find an appropriate and safe host employer
- advise schools of relevant units to order if required
- Report to the school weekly work attendance
- Supply all relevant information required to satisfy the schools policies and procedures
- Notify the school of any changes arise in work placement

The School will:

- Select Suitable Students for the TradeUp programme
- Supply the units required for the TradeUp student to complete
- Manager the one day a week where the TradeUp student is at school
- Notify TradeUp of any changes that could impact on the TradeUp programme
- Accept responsibility at all times for the welfare and safety of its students in the TradeUp programme

DISPUTES

Tradeup and the School shall maintain a 'no surprises' policy that keeps one another informed In the event that a dispute arises between Tradeup and the School, both parties will make a genuine effort to resolve the dispute promptly.

If the parties cannot resolve the dispute, they agree to:

- Each nominate a representative with authority to negotiate and settle on their behalf.
- Go to mediation.
- Refer the matter to the arbitration of an agreed arbitrator or failing agreement an arbitrator appointed by the NZ Law Society.

The arbitration shall be carried out in accordance with the provisions of the Arbitration Act 1996.

Signed for TradeUp

TradeUp Manager

Date

Signed for the School

Principal

Date
