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A. Principles of Career Education

1. Young people need encouragement to become career-minded
2. Positive self-esteem is the key to making progress in learning and work
3. Individuals need to take responsibility for their own careers
4. Individuals define career success for themselves
5. Forging a career is an act of creative self-expression
6. Ongoing learning is the key to lifelong career development.
Careers education and guidance: a scheme of work for key stage 3, 4 and post 16, VT Careers Management, 2003, p4 (points 1-6)
7. The school makes explicit reference to careers education in a variety of authentic ways in order to meet 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.'

B. Aims of Career Education in years 7-8

1. Students increase their awareness of their strengths and interests, and how they relate to others. They see themselves positively, demonstrating a hopeful picture of themselves in the future.
2. They explore adult roles in their communities and the range of occupations that contribute to the products and services people use in their daily lives, and demonstrate optimism that they will do the same in the future.
3. They become aware of the link between education and work and the role of lifelong learning, understanding that people's skills are built up over time because of learning and experience.
4. They develop transferable skills in research, goal setting, evaluating options and reaching decisions.
5. They become aware of the style and nature of secondary schooling, and are prepared for this transition.

Career Education and Guidance in New Zealand Schools, Ministry of Education, 2009, p15

C. Career Competencies

1. Awareness of self, how they relate to others and their potential development.
2. Awareness of future opportunities and the value of participation and contribution.
3. Making decisions and planning. Student recognise the need to identify all available options so they can make informed choices in planning their next steps.
4. Preparing and managing the transition to secondary school.

Career Education Benchmarks Year 7 and 8, Careers New Zealand, 2013, p7-11

D. Procedures

1. The Learning Directors will be responsible for ensuring that Career Education programmes and/or units are effectively resourced and delivered across the school, including opportunities in the school organisation for specialist input.
2. The programme will be implemented through homeroom, and Specialist units.
3. The homeroom programme will:
 - a. ensure students set and monitor personal goals through out their time at CSIS, becoming increasingly aware of their strengths and areas for development.
 - b. promote possible careers relating to current units of work eg: What historians do for a Social Sciences unit on WW2, or visiting speaker (Statistics lecturer) for Math etc
 - c. Utilise the 'Career Education Benchmarks Year 7 and 8', and 'Career Kete, for years 7-8' Both CareersNZ Publications.
 - d. ensure that their students focussed on the four Career Competencies and complete the following over the year:

Year 7 Programme	Year 8 Programme
<ul style="list-style-type: none"> • Identify personal strengths/weaknesses and set appropriate goals for academic areas and involvement in opportunities. (T1) • Explore individual skills and qualities through aptitude quizzes. Develop awareness of self. (T1 unit) • Explore any careers related to class units of work. (eg. Careers board in classes) 	<ul style="list-style-type: none"> • Identify personal strengths/weaknesses and set appropriate goals for academic areas and involvement in opportunities. (T1) • Complete a celebration of achievement that focuses on skills and knowledge developed during their time at South. What future opportunities could be associated with their skills and interests? (T4 – Health unit). • Transition to secondary school • Explore any careers related to class units of work. (eg. Careers board in classes)

4. The Specialist teachers will embed aspects of career education within their units. This will include identifying careers associated with their areas and making explicit links to skills that are necessary for careers in these fields. Students will be made aware of how certain professions are carried out eg: how a scientist thinks and acts.

This procedure is reviewed as part of the Christchurch South Intermediate School Board of Trustees' programme of review.