

GOOD YOUTH EMPLOYMENT SYMPOSIUM



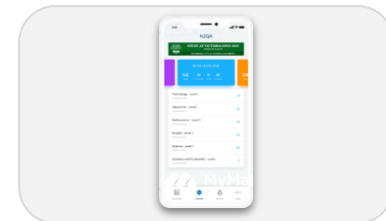
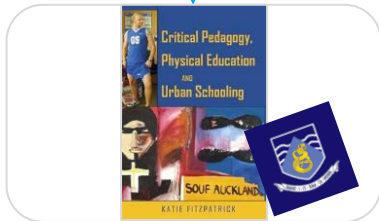
THURSDAY 14 – FRIDAY 15 SEPTEMBER 2023
LOWER HUTT EVENTS CENTRE



Employment as Career Development: pathway purpose and ownership



Quick background



Starter...



1. When did you get your first job? What was it, and what can you remember about it to this day?
2. What is one thing you learned about yourself from this job that still holds up today?

What the research says

- Four or more conversations - massive impact on successful transitions of young people (Mann & Percy, 2014)
- Online interactive career talks can be as effective as in-person talks (Percy, 2023)
- Engagement is greater with interacting with people - who actually do the job
- Fits with the NELP's - Objective 4 - Collaborate with industries and employers - to help pathway young people
- Young people currently choosing - 1 of 10 occupations (Mann, Denis & Schleider, 2020)



The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) are issued under the Education and Training Act 2020.

The NELP must be consistent with the objectives for education. These are: helping children and young people to attain their educational potential; preparing young people for participation in civic and community life and for work; and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

The TES must set out the Government's long-term strategic direction for tertiary education, including economic, social, and environmental goals, and the development aspirations of Māori and other population groups.

One of the purposes of the Act is to establish and regulate an education system that honours Te Tiriti o Waitangi and supports Māori-Crown relationships. Section 9 sets out the main provisions of the Act in relation to the Crown's responsibility to give effect to Te Tiriti o Waitangi. These provisions include obligations in relation to Te Tiriti o Waitangi for school boards, tertiary education institutions and education agencies.

OBJECTIVES	1	2	3	4	5			
	LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education	BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner	QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau	FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives	WORLD CLASS INCLUSIVE PUBLIC EDUCATION New Zealand education is trusted and sustainable			
PRIORITIES	1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	2 Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	4 Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy	5 Meaningfully incorporate te reo Māori and kōwhiri Māori into the everyday life of the place of learning	6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	7 Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work	8 Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)

* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language.

The NELP and TES are statutory documents enacted by the Education and Training Act 2020 that set out the Government's priorities for education. This document forms both the NELP (priorities 1-7) and the TES (priorities 1-8). Some aspects of these priorities will be more applicable to one sector than others.

The NELP is designed to guide those who govern licensed early learning services, ika kōwhiri reo, schools and kura.

In particular, licensed early learning services are required to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard. Boards of schools and kura must have particular regard to the NELP, including when developing or reviewing their charters.

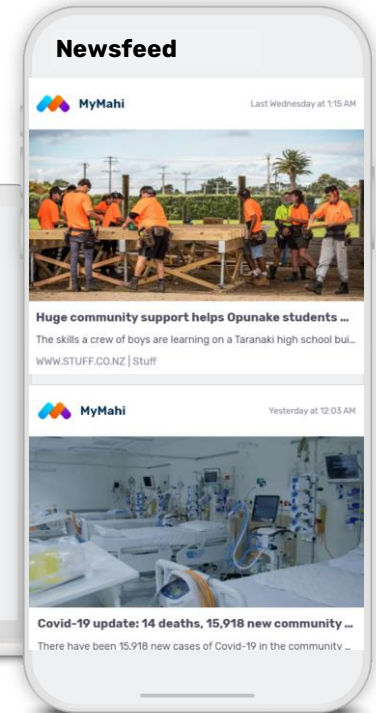
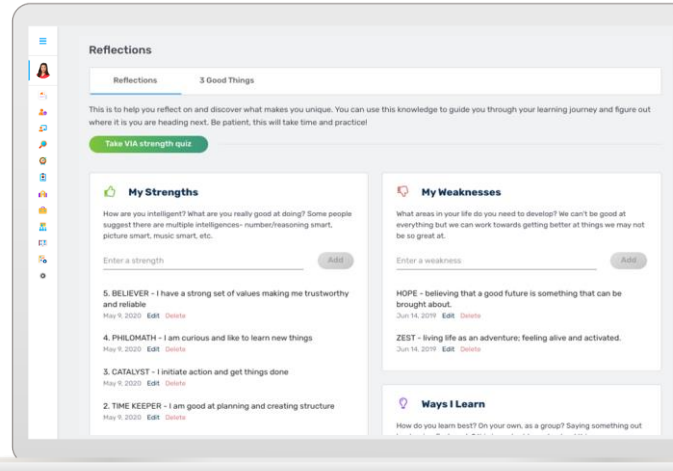
The TES sets the direction for tertiary education. Tertiary Education Organisations are required to show how they have regard for the TES. The Tertiary Education Commission must give effect to the TES, and the New Zealand Qualifications Authority must have regard for the TES.

Statement of National Education and Learning Priorities and Tertiary Education Strategy

Employment as Career Development



- Young people are starting employment later, and reaching adult milestones later (Mann, 2016)
- Employment is a key influence in the building of self-knowledge crucial for good career decision making – work experience, job shadowing, student-led interviews, career conversations
- School does not always provide the space or context for this learning to happen.
- Urban vs rural youth – vastly different experiences of employment
- Being “work ready” – often needs to be lived to gain importance (motivation)

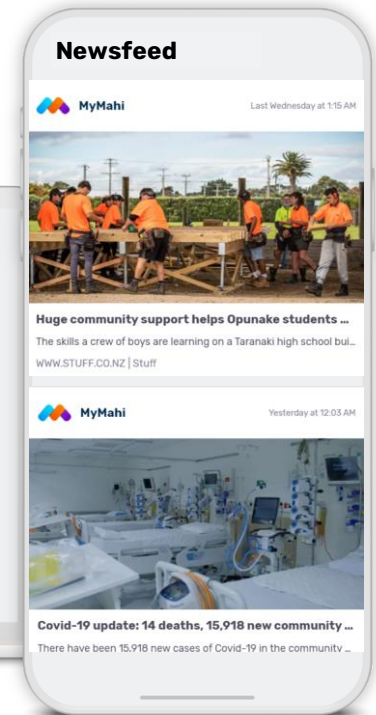
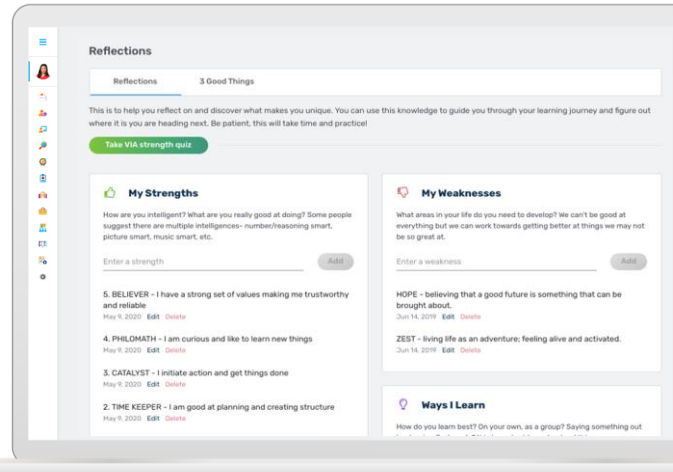


Employment as Career Development



So where could we start?

- Junior students engage in online career groups, work experience, volunteering, industry showcases, in-curriculum industry linked teaching and learning
- Schools build clusters of employers engaged in a shared model for their community
- Employment is a pre-cursor to decision making, happening before students make choices about their future pathways
- Youth employment has learning outcomes, linked to curriculum and NELPs, that link to and inform schooling practices





MyMahi Connect

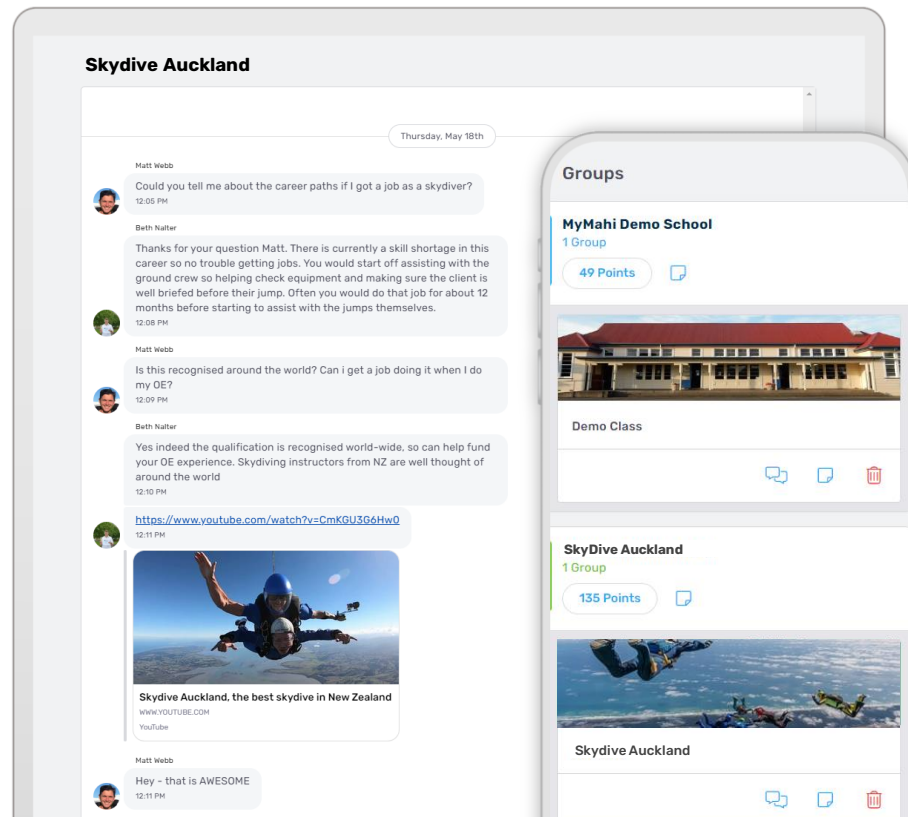
Helping to join the dots between
rangatahi and you



What it looks like



- Creation of a group within MyMahi
- Ability to see what youth are engaging with
- Professional development about how to engage youth within MyMahi
- Channel support to get you started



Growing Self Knowledge with MyMahi

MyMahi is full of resources to help you discover what makes you who you are.

Click to reveal example answers:

MyMahi Reflections

- *My Strengths + VIA strengths quiz*
- *My Passions*
- *My Values + Personal Values Test*
- *Ways I Learn*
- *My Weaknesses*
- *3 Good Things - what makes you grateful?*

Self Knowledge

MyMahi Lessons

- Know Yourself Careers resources
 - *E.g. Personality Traits*
- Personal and Social Capability resources
 - *E.g. Finding Your Strengths; My Personal Identity*

Growing Career Knowledge

There are so many tools and ways to expand your awareness of the working world!

Click to reveal example answers:

Personal Contacts

E.g. coach, neighbours, community leaders...

Each week, **talk to people outside of school** about their work.

Did you know that having **5 or more helpful career conversations** is associated with [better earnings](#) at age 26?

Career Knowledge

Online Resources

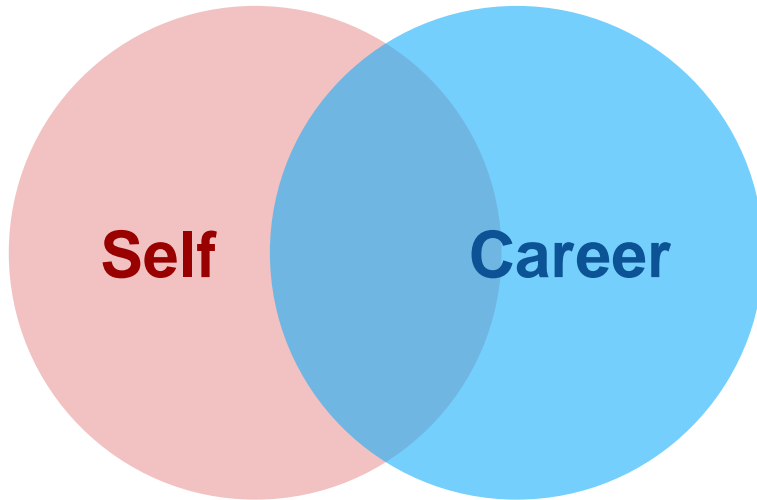
Extend your learning beyond the tools and lessons in MyMahi, although these will help!

- Find out which industries have **skill shortages**.
- Get ideas for jobs on CareersNZ [Job Profiles](#) and do the [CareerQuest](#) quiz.
- Browse **job vacancies**.

Step 3: Find the Overlap

Identify real opportunities that align with your abilities and interests.

Once you've learned more about yourself and the range of careers that exist, you'll see that your circles of knowledge begin to overlap!



The Intersection:

Where interests and opportunities meet!

Subject Decision Making

The careers/subject decision making process has **four main steps**.

Steps are arranged in a **cycle** to show that you continue moving through the process as you grow, change, and have new experiences.

Take time to **reflect and evaluate** on new experiences. This will help you learn what aspects of work you find satisfying!



- Newsfeed
- Admin
- Mentor
- Lessons
- Settings
- Hide More
- Search
- Goals
- Reflections
- Connections
- Resource Hub
- Jobs & CV
- Groups
- Courses
- Projects
- DRIVE

Jobs & CV

Jobs
My CV
Job Profile
Pathways

Country: **New Zealand**
 State/Region/City:
 Type of Job: **All**
 Sort*: **Latest**

- Harvey Norman** Administration Assistant
Part-time Job
MyMahi

Pukekohe, Auckland Listed Last Wednesday at 11:44 PM
- Harvey Norman** Sales Consultant
Full-time Job
MyMahi

Glenfield, Auckland Listed Last Wednesday at 11:42 PM
- Harvey Norman** Sales Consultant
Full-time Job
MyMahi

Mount Roskill, Auckland Listed Last Wednesday at 11:40 PM
- BIG** Merchandiser
Part-time Job
MyMahi

Rotorua, Bay of Plenty Listed Last Wednesday at 11:37 PM
- Storelin** Merchandiser
Part-time Job
MyMahi

Pukekohe, Auckland Listed Last Wednesday at 11:33 PM
- Storelin** Merchandiser
Part-time Job
MyMahi

Whangarei, Northland Listed Last Wednesday at 11:32 PM
- Storelin** Merchandiser
Part-time Job
MyMahi

New Plymouth, Taranaki Listed Last Wednesday at 11:29 PM
- Warehouse Pick Packer**

Manukau City, Auckland Listed Last Wednesday at 11:23 PM
- Pick Packer**

Manukau City, Auckland Listed Last Wednesday at 11:21 PM



Self Knowledge

1. Introduction to Careers Decision Making
2. Know yourself: The Big Five Personality Test
3. Values and Passions
4. Find your Passion
5. What is a strength?
6. Finding your strengths
7. Using your strengths
8. Using your strengths to Achieve Goals
9. Leadership: What type of leader are you?
10. Leadership: What is your why?
11. Leadership: Communication
12. Leadership: Teamwork
13. Grit
14. Motivation vs Procrastination
15. Backmapping
16. Get Involved

Job Knowledge

1. Job vs Career: What's the Difference?
2. Industry Explorer + Quiz
3. What Types of Careers are there?
4. Why we work: Job Satisfaction
5. What employers want
6. Be the Boss
7. Social Media and Jobs: Part 1
8. Social Media and Jobs: Part 2
9. Where do I find a job?
10. How do I apply for a job?

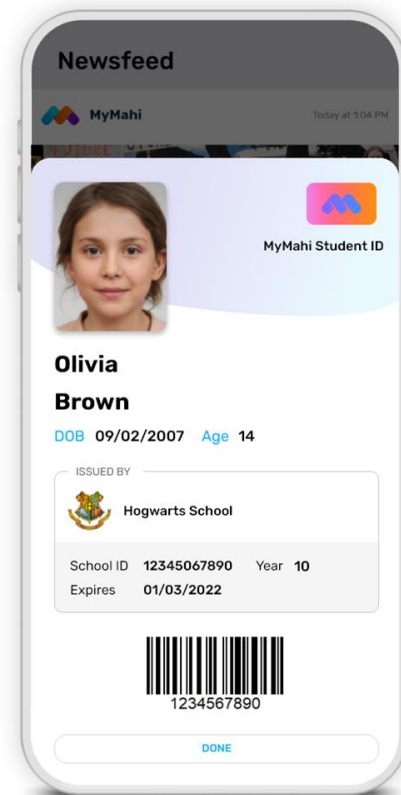
Taking Action

1. Building a Perfect CV: Part 1
2. Building a Perfect CV: Part 2
3. Personal Statement
4. How to Write a Cover Letter
5. What's next?
6. Preparing for an Interview
7. The Interview
8. Health and Safety
9. What is Drug Testing
10. Unemployment Data in Aotearoa NZ

School Student ID



- A school ID on a student's mobile device is the way of the future.
- MyMahi provides a tamper-proof student ID reading directly from a school's SMS and automatically updates new photos.
- The ID appears immediately a student logs into MyMahi with their school email credentials.
- Once a student leaves a school the ID will disappear after a set time.
- Initially only available for NZ schools using the Kamar SMS covering 90% of secondary schools but new SMS integrations on the way.
- No cost to the learner or their whānau.
- Used by students across New Zealand at Waka Kotahi, libraries, cinemas, gyms, supermarkets, transport networks plus more.



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