

Case Study Scripts

Case Study Narrative	PTC	CEB
I started using the benchmarks just over three years ago when they first came out. I had a visit from Careers New Zealand and worked out some things to better focus on career development in our school.	5 12	L, P&S,T P&S
We identified programmes and services an area we needed to pay the most attention to. I wanted the HODs and classroom teachers to be able to connect the subjects they're teaching to career pathways. As a Careers advisor I regularly send teaching staff ideas on integrating careers into their teaching and twice a year they fill in a template with what they are doing. Once collated, an email is sent to all staff to outline the results of all the careers in the curriculum work by subject. Teachers are pleased to see the wide range of their efforts recorded and openly acknowledged.	1 6 7	L, P&S,T P&S P&S
One of the maths teachers was teaching a junior class and could see the students were not engaging with it, so she started to relate it to careers. They logged on to the Careers New Zealand site and she showed them some of the jobs they were interested in that had a requirement for maths. She told me that many of the students had ideas of what they wanted to do, but hadn't realised how important the maths was to that pathway. They were reluctant students and she used careers education to address that. Staff better understand the connections between the subjects, and they know they have a role in explaining how their subject relates to the working world.	2 4 8 9	L, P&S,T L P&S P&S
Using the benchmarks as a guide has given us a new way of doing things. It was a bit stressful for me putting it all together, but it was worth it. Depending on how the school is set up, most students can't get more than one formal interview a year on careers. Here they can have a casual careers conversation at any time in the classroom.	3 10	L, P&S,T P&S
[Careers Adviser], [Years 9-13 Focus]	PTC	CEB
Tātaiako – Cultural Competencies for Teachers of Māori Learners	Tātaiako p.14	