

THE EDUCATION (UPDATE) AMENDMENT BILL 2016

6 OCTOBER 2016

IMPROVE THE PROVISION OF CAREERS SERVICES BY THE GOVERNMENT: A SUMMARY OF THE PROPOSAL

Following the review of the New Zealand careers system, the Government is proposing to transfer Careers New Zealand's functions to the Tertiary Education Commission (TEC). Disestablishing Careers New Zealand requires legislative changes so this is being incorporated into suite of changes in the Education (Update) Amendment Bill. Part 4 of the Bill: *Provisions relating to the Careers New Zealand* sets out in statute how Careers New Zealand will be dissolved and that the assets, liabilities and information will be transferred to the TEC.

Findings of the review of the careers system found fragmentation, and duplication of effort and information provided. The proposed changes to the careers information services aim to "to increase its effectiveness, help drive improvements in achievement for all learners, and strengthen post-study outcomes".

Housing a careers service within the TEC aims to create clearer accountability, reduce duplication of effort and resources by agencies tasked with providing support to schools.

The current compliment of Careers New Zealand staff (102 FTEs), with the exception of the Chief Executive role, would be offered employment by the TEC on equivalent terms and conditions. Over time, the resources that support schools to offer careers services to learners that have been delivered by Careers New Zealand will be transferred to the schooling sector.

The Ministry of Education would have sole responsibility for supporting the school facing areas of the careers system.

EDUCATION COUNCIL VIEWS

We support the aim of improving the delivery of careers information to students

We support the intent of the careers service review, and the Government's vision for "a student-focused education system, underpinned by high quality information and with strong links to the world of work".

We agree that the current system is fragmented and that there is duplication of effort. Young people deserve quality information and advice to support them to make the best possible decisions about future study and employment options. Teachers are central to this system and play a pivotal role in supporting children and young people to think about these options from a young age.

We agree that the TEC is well placed as the new home for a careers information service

The TEC has the ability to assist and leverage tertiary providers to provide better and more consistent careers advice to schools and CoLs. The TEC can also use its careers funding to support coordination between schools, tertiary education providers and employers on the skill requirements and pathways for school students into further education and employment.

We are pleased that under this proposal, the experience and knowledge of Careers New Zealand staff will be retained and that the TEC will continue to deliver the impartial and reliable careers information that schools have always been able to access from Careers NZ. It is important that in this transition any disruption is reduced to a minimum, particularly for young people using the system.

We support increased collaboration across schools for careers services as long as this does not result in any reduction in the level of service provided

Background papers state that the Government wants to “explore ways to enable schools to collaborate more and share careers provision. Although initially all of Career New Zealand’s functions will transfer to the TEC, overtime, the resources that support schools to offer careers services to learners will be transferred to the schooling sector. This includes professional development to teachers. Background papers state that the Ministry of Education will consult with the schooling sector to see how best to utilise these resources support the provision of careers services in schools and Communities of Learning (CoLs). We support collaboration across schools, and the sharing of resources with the proviso that it does not reduce the overall level of careers service provided.

We look forward to being involved in future discussions on how best to transfer resources that support schools to offer careers services to learners

These changes will potentially impact teachers’ roles, their workload, the way they deliver the curriculum, and the professional development available to them. As the professional body for teachers we have a role not only in championing the profession and listening to teachers but in ensuring that teachers are equipped with the skills they need to undertake their role. We therefore look forward to being closely involved in this next phase in the transformation of the careers system along with the broader schooling sector.