

**Tertiary Education
Commission**
Te Amorangi Mātauranga Matua



Quality framework for career education, information, advice and guidance (CEIAG)

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Executive summary

A quality framework for careers education, information, advice and guidance to underpin New Zealand's careers system

Throughout the development of the National Careers System Strategy (NCSS), feedback from stakeholders was clear that people's capability to make effective careers decisions and transitions is lifted when they can access high-quality careers education, information, advice and guidance (CEIAG). Additionally, that a flow of quality information and good communication within the careers system can help ensure careers guidance supports both the needs of individuals and the evolving needs of industry, employers and communities.

This feedback informed the inclusion of an action to create a quality framework in the NCSS Action Plan that would support the careers system to take a consistent and coordinated approach to delivering high-quality CEIAG.¹

The purpose of this report is to deliver on this Action.

The quality framework development approach comprised research, analysis, and cross-system engagement

The framework for quality CEIAG was developed through research, analysis, engagement and consultation with many government agencies, employer organisations, career professional associations, career-sector-specific networks, Māori organisations, and client group representatives. Engagement sessions took place over a series of two to three sessions, where possible, with each stakeholder group moving through the following phases: current state; insights; future state.

The quality framework includes a key principle and five criteria to inform and guide quality CEIAG in Aotearoa New Zealand

The quality framework includes a key principle that underpins all elements of the framework, and five criteria to inform and guide quality CEIAG across the system.

The principle is Te Tiriti o Waitangi and informs an inclusive framework of tangata whenua and tangata Tiriti.

1 Action 1.4 Determine criteria for quality careers education, information, advice and guidance

The five criteria are:

- › Committed and trusted leadership
- › Meaningful and diverse knowledge-based practice
- › Self-determined success and well-being
- › Thriving and secure identities
- › Past, present and future sustainability

Supporting mechanisms are required to embed the quality framework and drive aspirations for high quality CEIAG

The development of the framework outlines the criteria for quality. It is important to focus next on identifying support mechanisms to expand strategic vision and aspirations for quality CEIAG. This report includes several suggestions for next steps, including the public release of the quality framework, identification of quality framework impacts, and support for the careers workforce's engagement and implementation.



1. Background

Introduction

Quality frameworks for careers systems have a rich history and continue to be developed and established in many countries. These include Australia, Canada, Hong Kong, New Zealand, Norway, South Korea, the United Kingdom and numerous countries across Europe. The foci of quality frameworks have primarily been on career education or learning and career guidance as significant careers-system functions.

Four approaches to quality have been identified:

- › regulatory, which assures quality through mandatory requirements – often backed up by legal or other forms of sanctions
- › advisory, where quality is defined and specified but there are limited or non-existent sanctions
- › organic, where quality is controlled internally by the sector, the profession or the users of career guidance services
- › competitive, where market mechanisms and league tables are used to drive quality improvements (Hooley & Rice, 2018).

Significantly, across these approaches, quality is not a fixed set of standards but, rather, a series of agreed social practices (Hooley & Rice, 2018). This statement supports the sectors' lean towards implementation and ongoing evaluation of quality frameworks and quality approaches that best serve the context in which they have been developed, alongside related global changes and demands.

Quality Frameworks for the Careers System in Aotearoa New Zealand

Quality development and quality assurance for careers in Aotearoa New Zealand have occurred at two levels:

- › the career professional bodies, such as the Career Development Association of New Zealand (CDANZ), and
- › organisations that provide career services, such as the former Crown entity Careers NZ.

Governments and policy makers are also responsible for creating appropriate sector regulations. In Aotearoa New Zealand, this falls to the Ministry of Education through the National Education and Learning Priorities, and education performance measures.

Aotearoa New Zealand's careers system also has a sound history of establishing quality practices, guidelines and benchmarks.

These include:

- › Government-led career initiatives such as Creating Pathways and Building Lives (CPABL) and Designing Careers
- › Career Education and Guidance in NZ schools (Ministry of Education)
- › Career education benchmarks – secondary, tertiary and primary (Careers NZ)
- › the Career Development Association of NZ (CDANZ) competency framework
- › the Career Guidance Services Quality Standards (Careers NZ)
- › the Work Connect Quality Guarantee (Tertiary Education Commission)
- › Te Tūkirunga (Careers NZ)
- › Project Kāmeameha (Careers NZ)
- › Project Lumana’i (Careers NZ).

These guidelines and frameworks have had mixed responses, and some continue to be referenced across the current careers system. They have informed, where appropriate, the development of this system-wide quality framework delivered in this report.

Quality can play a significant role in raising the public value and purpose of CEIAG in areas such as social inclusion, equity, well-being, and sustainable and self-determined futures for all New Zealanders.

There is also continued national and international attention on measuring quality through standardised evaluations and workforce performances within and across careers systems to ensure economic productivity. However, social impact is another powerful tool which transcends traditional economic metrics and captures the broader impacts and reach of career services, delivery and practices on society.

For example, social metrics are central to questions such as:

- › What positive changes occur across a person’s lifetime because of CEIAG interventions?
- › What types of meaningful exchanges, engagements and activities related to CEIAG have made a difference to a person’s life?

This goes beyond financial gains, and towards measuring the social value created by investment in a national careers system.

By utilising quality approaches which serve social, environmental and economic dimensions of the careers system, a comprehensive understanding of the true value of CEIAG can be presented.

The National Careers System Strategy and its Action Plan

The vision of the NCSS and its Action Plan is that New Zealanders are empowered to understand themselves and their aspirations and can navigate careers opportunities that fit throughout their lives. The three key focus areas for change are:

- › strengthening connections: improving coordination and connection so people can easily navigate the careers system and access CEIAG throughout their lives
- › growing quality careers support: improving the quality and availability of CEIAG and the diversity of those who deliver it
- › ensuring equitable access: working collaboratively so people feel connected to, and supported by, the careers system.

The NCSS was formed within a collaborative, all-of-government approach. A framework for quality CEIAG must therefore be robust enough to work across the complex systems to which it is connected – such as education, economic, labour-market and social systems.

The NCSS Action Plan lays out the actions needed to implement the NCSS. Action 1.4 ‘Determine criteria for quality Career Education Information Advice Guidance (CEIAG)’ is a key foundational action, and several subsequent actions in the Action Plan require this to be completed before they can be undertaken.²

Developing and providing frameworks and resources for careers service providers can help them deliver high-quality careers services.

Regarding quality, stakeholders were clear that:

- › people’s capability to make (or support others to make) effective careers decisions and transitions is lifted when they can access high-quality CEIAG, and
- › a flow of quality information and good communication within the careers system can help ensure careers guidance reflects both the needs of individuals and the evolving needs of industry, employers and communities.

The need for more accessible careers advice and guidance was strongly supported throughout the engagement with Māori and Pacific stakeholders. The feedback informed the development of an action to create a quality framework which would enable the careers system to take a consistent and coordinated approach to delivering high-quality CEIAG.

² The quality framework will support a quality assessment for existing careers information, resources and frameworks, inform the development of new resources, and support the delivery of careers information, education, advice and guidance to priority groups

2. Framework development approach

The framework development approach takes on a strategic perspective to serve and support the NCSS. Unlike some quality frameworks that have a focus on one function of career services, for example, career guidance or career education, Action 1.4 of the Action Plan has identified four functions to be included in the determination of a framework for quality. These are career education, information, advice and guidance.

The four functions of CEIAG:

Education refers to planned progressive learning experiences that help people develop career management competencies (which are entwined with life management), including self-awareness, exploring opportunities, planning and acting.

Information encompasses occupation and industry descriptions; information about employment trends and opportunities, courses, training and qualifications; and digital tools that help with finding information or trying to make a career decision.

Advice is defined as an interaction between two or more people that helps someone move from a general to a specific understanding of career pathways and/or realistic work, education and training options.

Guidance is an in-depth process that helps someone move from a general to a specific understanding of the options available for their career and lifestyle. It contains a mix of information, education, and advice to help people acquire knowledge, skills and attitudes that help them make better career decisions and transitions.

Rationales for framework and criteria

Rationales can support responses to questions such as, 'What are we doing here?' and, 'Why are we doing it?' With these questions in mind, the following rationales were used for Action 1.4 to develop a framework and criteria for quality CEIAG:

- › can be used to examine multifaceted activities and functions, including everything from the provision of pieces of factual information to long-term planning and succession
- › accept CEIAG as embedded interventions, which act alongside other interventions with individuals, communities, whānau and the workforce, to shape the ways in which they interact with a changing environment
- › progress CEIAG to be accessible, inclusive, people-centred, responsive and connected.

Research and analysis approach

The research approach for Action 1.4 was qualitative and drew on social constructionism theory. The methodological approach for this work was Participatory Action Research (PAR) which enables a focused and sensitised engagement with participants to co-construct knowledge and practices that build on, rather than repair, existing activities (Enright et al., 2014).

Qualitative research is a systematic inquiry into social phenomena in natural settings (Creswell, 2007). Phenomena which relate to this initiative include the ways in which people experience varied roles across the careers system, and how roles across related employment sectors, groups or organisations interact with one another to shape the nature of the careers system in Aotearoa New Zealand.

Qualitative methodologies value reflexivity, participation, difference and inclusion, aiming to encourage professionals who can work collaboratively with each other and value difference. Similarly, as a reflective career professional, researcher and lead in this initiative, I perceive learning as a social process, participative and iterative in nature, where innovation can emerge between people, as much as within them.

The premise of social constructionism is that humanity is a common thread that joins communities together through the belief that we build the world we live in together, and language is the main vehicle for the transfer of knowledge (Garrett, 2022). This shared knowledge is facilitated through the use of dialogue as a form of social interaction and relationship-building. As the lead for the initiative, I was also a stakeholder – a long-time member of the careers field in Aotearoa New Zealand with diverse networks and shared knowledges. Social constructionist research poses several questions related to inclusion, such as, ‘Who needs to be in the dialogue and how are they to be involved and participate?’ In this initiative I was guided towards engagements at a strategic level, as well as those involved at the delivery or practice level.

A PAR approach allowed us to focus on what is already working within organisations for those who are involved in the careers system and to draw out and explore deeper levels of operations and perspectives. I was interested in deep levels of consideration and opinions about quality in Aotearoa New Zealand, posing questions such as, ‘What does quality mean to you and the organisation you work in/for?’ An historical understanding of the place of quality can also inform the value and purpose of quality in our current context.

Engagement approach

The framework for quality CEIAG was developed during engagement and consultation with many government agencies, employer organisations, career professional associations, career-sector-specific networks, Māori organisations, and client group representatives. Our method involved focus-group engagement sessions with careers system stakeholders, held mostly online. Attendance at each session ranged from two to approximately 20 people. Each session targeted specific career groups, sectors and priority client groups (see Appendix 1) and was undertaken in close collaboration with the Careers team at the Tertiary Education Commission (TEC). This enabled support from their extensive network of relevant stakeholder groups and provided a centralised system for co-ordination of each session. I also co-ordinated some engagement sessions due to longstanding professional and whānau networks across the careers system.

An engagement approach was selected to provide a strong sense of partnership with stakeholders, with regular opportunity to explore and share co-constructed meanings and understandings of frameworks for quality CEIAG. There was also the opportunity to affirm and reinforce communities of practice as possessing strong representation of their client group and expansive thinking, centring localised knowledge and perspectives. The engagement approach promoted participation by inviting all participants to be actively involved during the session and in the co-analysis, by sharing emerging draft frameworks for quality within the initiative's timeframe.

Engagement facilitation

I was the primary facilitator for each engagement session. Co-facilitation was provided by TEC staff when responding to questions on responsibilities under TEC and in support of setting the tone for each session by encouraging others to share.

As facilitator my aim was to:

- › gain trust by actively listening to stakeholders and reflecting their responses
- › encourage stakeholders to describe and explain criteria for quality CEIAG in their context and what might be unique to their setting
- › engage in positive questioning with an invitation to stakeholders to share their points of view
- › encourage and support stakeholders to take responsibility for leading discussions and interactions
- › open up dialogue that is emergent or not foreseen, for example, coming together to challenge the current state, and working together to generate a preferred future state of quality in CEIAG
- › promote collective ownership of what quality may do to transform the careers system, from our work together.

Engagement phases and outcomes

Where possible, a series of two to three engagement sessions were held with each stakeholder group. Each session was structured in the following way:

Phase 1: The current state

An environment of discovery and collaborative co-creation of what is known and considered meaningful, was the focus in this phase: What do we already know and what are we already doing to achieve quality CEIAG?

Outcome:

- › Core themes were given an initial coding to capture implicit ideas and insights including conditions that enabled these experiences.

Phase 2: Insights

In this phase we asked: Where do we hope to be in delivering quality CEIAG, and what can we no longer leave to chance?

Outcome:

- › A review of initial criteria from phase 1 was presented, with ongoing engagement contributing to further iterations of thoughts and ideas within this phase.
- › Criteria development was analysed and refined, and emerging criteria were named.
- › Highlights and summaries were shared with participants for group discussion, with a focus on raising other interpretations or new criteria.

Phase 3: Future state

This phase involved seeking feedback and guidance from stakeholders on the developed criteria, asking: which are most relevant to their future needs or organisational goals for quality CEIAG? Furthermore: are there criteria they had hoped to see included?

Outcome:

- › Deeper and more detailed descriptions and analysis of criteria – and their relevance – were produced.
- › Stakeholders began to draw their own conclusions in terms of relevance of the analysis for them.
- › A co-operative process was used to achieve coherent meaning and usefulness, and make the criteria relevant to specific contexts.
- › A respect for shared challenges, solutions and diverse perspectives was fostered.

3. Findings

In this section, I describe three findings drawn from the engagement sessions with stakeholders. These reveal deep narratives around what is needed to create quality performance and delivery of CEIAG, and the levers for quality CEIAG from the perspectives of client groups.

Engagement findings

Producing and sharing career knowledge

Stakeholders often expressed that they lacked awareness of who was producing career knowledge that might be useful and relevant for them, and that sharing knowledge could become more common across the careers system. They felt they spent a lot of time on trying to find the right person or organisation producing useful career resources, as well on considering how relevant the content would be for their clients. This sometimes created a lack of trust in the career knowledge being produced.

Deep concerns were also raised about inequitable access to career knowledge and services. This may have also contributed to a general lack of trust in CEIAG. Suggestions were made that this was fuelled by stakeholder communities being unable to see themselves or their context represented. Client-group stakeholders were very disappointed in the ongoing perpetuation of assumptions and stereotypes towards their clients, supporting further systemic issues of inequitable services, processes and policies.

Finally, the limited opportunities for sharing trustworthy career knowledge and resources were attributed to a limited understanding of the meaning of ‘career’, which led to a limited relevance for their clients.

What serves us is different to what serves you: the needs of individuals, whānau, and communities

All stakeholder groups represented their client’s perspectives with respect and energy as they shared lived experiences of trying to thrive and grow within environments containing stereotypes, biases, and assumptions – all evident in the design and consideration of CEIAG products, services, processes and policies.

The ‘producing and sharing career knowledge’ finding generated feedback related to CEIAG being relatively unknown to many communities in Aotearoa New Zealand. This meant that opportunities in careers education, information, advice and guidance were not being offered, provided or realised for some communities. While there were positive intentions in reaching these communities, questions were asked as to how this could be authentic if there was a lack of understanding or if assumptions had already been made about them and their contexts.

It was agreed that the careers system and careers workforce are responsible for changing their own attitudes, perceptions and assumptions about individuals, whānau and communities. There was a push towards community-based problem finding and problem solving to create career knowledge that is owned, compiled and shared by them. Furthermore, it was considered a priority that the careers system acknowledges diverse career knowledge content and sharing, in partnership with communities. However, issues of how to minimise and remove a mistrust of CEIAG continued to be raised.

A skilled and expert careers workforce

There was strong acknowledgement of the complex nature of the world of work and the social realities we live with. Stakeholders identified very specific skill sets that the careers workforce should attain in order to deliver quality CEIAG in changing times. I have described these skills as ‘helping skills’. They include active listening, empathy, open questioning, reflection of content and feeling, an understanding of body language, and cultural competencies/safety.

However, what was also expressed was a form of advanced helping skills, whereby there is an awareness that a client, or user of CEIAG has ‘shifted’ their thinking and point of view. The skills relevant here include an ability to clearly articulate what the ‘shift’ is, what it means in relation to CEIAG and other aspects of their life, and to be able to plan achievable and relevant next steps with the person.

Building a skilled and expert careers workforce was also a contentious topic. There was concern that training or minimum qualifications were set too low or too high for some career roles. Some stakeholders agreed that the complexity of work and life in general should command higher skill levels in the careers workforce. Others suggested a baseline of knowledge and skills be created, across context and settings. This was met with concerns for ‘consistency’ across the careers system and a sharp reminder that quality can be perceived as an attempt to ‘harmonise’ professionalism in the careers field. The challenge is, will baseline knowledge transform quality, or drive the attainment of quality further away?

Calls were also made for leaders who ‘lead by example’, and who commit real resources to driving quality CEIAG. More broadly speaking, there was also consideration of how contemporary career theories and models might support constructs such as well-being, aspirations, belonging, identity and social connections and relationships within their contexts, and how to easily articulate a relationship to CEIAG.

Findings inform the quality criteria

These three key findings from the engagement sessions underpinned the development of five criteria for quality CEIAG, presented in the next section. Criteria have been described as values which organise our thinking about what counts as quality. It is important to acknowledge that all criteria are products of specific cultures, moments in time, trends and different paradigms. Criteria should also draw attention to the importance of certain information capable of moving all involved in the leadership and delivery of career services, practices and functions, to learn or do something differently to generate strategies, measures and outputs towards quality.

Quality systems require people to believe in them, value them and have a willingness to lead them. While leaders take on the assigned role of leader, we are all capable of leading ourselves, and serving as examples to others, towards delivering quality across CEIAG.

Career guidance and development as a field in Aotearoa New Zealand has served two systems: the education system and the labour market system. Efforts have been made to professionalise the field, and career professional bodies and associations continue to serve career advisors, practitioners, and professionals well. However, career knowledge, approaches and theories continue to be criticised for not serving the interests of diverse communities. Critique of this nature has grown louder as Indigenous peoples push forward to self-determination, collective cohesion and sovereignty. As Western worldviews consider more standardisation and consistency, Indigenous knowledges lead diversity and interconnectedness.

Te ao Māori is unique to Aotearoa, and there are many ways in which a Māori worldview has informed the careers system, much like other Indigenous worldviews. Criteria such as sustainable past, present and future and self-determined success and well-being situate Māori cultural values and practices alongside contemporary career knowledge, approaches and theories. If this partnership was able to grow and expand, Aotearoa New Zealand would see a quality system with our own unique quality approaches, values and definitions.

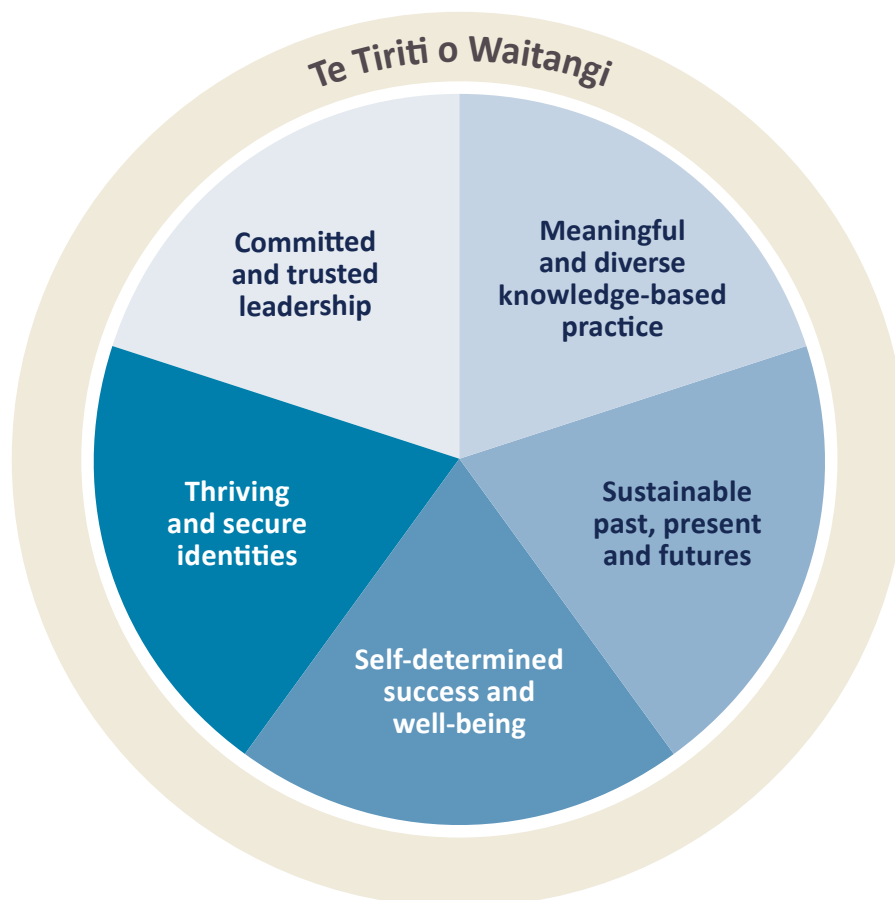
4. Framework for quality

The quality framework, comprising five criteria and underpinned by a key principle, was informed by the stakeholder engagement and has been designed to support the development and delivery of high-quality CEIAG. A diagrammatic representation of the framework is provided in Appendix 2.

Framework principle

Underpinning the framework is the principle of Te Tiriti o Waitangi. Te Tiriti o Waitangi within this framework is based on an inclusive concepts of tangata whenua (Māori as Indigenous people of the land) and tangata Tiriti (people who have settled in this country subsequent to Māori occupation).

Within this approach, Te Tiriti o Waitangi may be viewed as a korowai (cloak) which wraps around everyone who inhabits Aotearoa. It provides all people with an understanding of whanaungatanga (close connections between people or kinship) acting within a pattern of tika (correct and true) relationships, between people, place, space and time. This approach is appropriate to the creation of the NCSS which has brought together diverse people, organisations and representatives under this korowai.



Criteria 1. Committed and trusted leadership

The vision: High quality CEIAG is enabled by committed and trusted leadership that champions and values long-term commitment to the careers system and its workforce.

Why this is important as a criteria for quality: Committed and trusted leadership will impact the quality of CEIAG by:

- › supporting and valuing CEIAG resourcing
- › leading quality processes and systems which are resourced and valued
- › investing in and growing expertise, capacity and capability across the careers workforce, and
- › supporting the economic and social value of CEIAG to better achieve meaningful system change.

Quality systems require people to believe in them, value them and be willing to lead them. While some take on the assigned role of leader, we are all capable of leading ourselves and serving as examples to others, towards delivering quality across CEIAG.

Research insights

Leading is about understanding how to lead, implementing values, knowing the strengths and visions of those around you and exploring and discovering destinations (Spiller, Barclay-Kerr & Panoho, 2015).

Navigating uncertainty is the challenge of the moment for learning leaders everywhere. As organizations rethink their talent strategy in a post-pandemic era, there's an opportunity to find new solutions to complex problems (The Burning Glass Institute, 2023).

Engagement insights

"Our leaders frequently encourage us to look at our programmes in terms of 'is this doing enough' or 'are our clients getting what they need' and 'where are the opportunities to make this better'" (Government agency).

"I'll be really keen to hear from industry specialists and leaders. We tend to have this idea that we get people that are brand representatives of the business rather than those actually doing the mahi. Of course, you only have one arguable figurehead, but actually, beneath that structure, there are incredible dynamic roles that are actually more recognised by our clients" (Careers reference group).

"Leadership should be modelled on Te Tiriti" (Career body).

Criteria 2. Meaningful and diverse knowledge-based practice

The vision: High quality CEIAG is enabled by meaningful and diverse knowledge building, sharing and learning practices.

Why this is important as a criteria for quality: Meaningful and diverse knowledge-based practice will impact the quality of CEIAG by:

- › building a connected and capable careers workforce that grows and shares diverse and trusted careers knowledge and practices
- › challenging attitudes, perceptions and assumptions of individuals, whānau and communities, to create a more accessible system
- › strengthening the role of Indigenous knowledge, values and practices, alongside contemporary career knowledge, approaches and theories
- › leading practices which are relational, context specific and value-based.

Research insights

Learning about self and career requires the concerted input of various players, including career guidance practitioners, subject teachers, staff from public and private employment services, employers, chambers of commerce, trade unions, as well as parents, alumni, and NGOs. The potential for such varied input to be enriching, and to be a mark of quality, depends on having purposeful coordination between different contributors so that, from the perspective of the learner, career education is experienced holistically and meaningfully, as a set of powerful, connected reflections that help orient individuals towards the future (Sultana, 2020).

Engagement insights

- › “Broad is important because quality will look different in different spaces. So having something that is really specific might work in one space but not others. Being broad allows for people to be able to take what it is and put it into their own context” (Government agency).
- › “I want to see myself in career information. I want options, too, not just a single pathway, and I want to read about people like me” (Client representative organisation).
- › “For me, it’s more about skills development, so I’m just thinking about that being a barrier potentially, and a career for ākonga, they can look at career info for the answer and see all of the things they require and just go” (Workforce Development Council).
- › “A stonemason ... nobody knows that there’s such a job. So having a broader range of people that can support and understand about career opportunities, because we know our Pacifica fono are really pushing near to the top, young adults who go to university because this is why they came here and they want us to know what we are doing” (Workforce Development Council).

Criteria 3. Self-determined success and well-being

The vision: High quality CEIAG will support self-determined definitions of success and well-being.

Why this is important as a criteria for quality: Supporting self-determined definitions of success and well-being will impact the quality of CEIAG by:

- › acknowledging definitions of success and well-being as defined by context, values, identity and life stages
- › supporting the meaning of success and well-being beyond economic measures to include attainment of work-life balance, healthy relationships and social equity
- › enhancing a systems-wide expression of success and well-being to include whānau and community who are healthy, productive, satisfied and feel able to meet their future needs.

Research insights

Being hopeful about one's ability and one's future is essential to success. Without hope, there is little meaning to making decisions and being committed to the future. Mental health scholars suggest that hope might be the most important and most useful feeling, state, or emotion we can experience. When people feel hopeful, they tend to be able to overcome adversity more easily (Scioli & Biller, 2009;2010).

Relational dimensions of well-being are also reinforced in Durie's explanation of indigeneity which includes enduring relationship between populations, their territories and the natural environment; an ecological context for human endeavours; relationships with the environment that endures over centuries; relationships that are celebrated in custom and group interaction; relationships that gives rise to a system of knowledge, distinctive methodologies and an environmental ethic; relationships that facilitate balancing economic growth; and relationships that contribute to the evolution and use of a unique language (Durie, 1998).

Engagement insights

- › "Impact for industry is around both economic and well-being for both employers and employees" (Stakeholder representative).
- › "Most employers are very conscious of having a productive and motivated workforce. They understand that people need to see themselves as taking part in meaningful work – whatever that means to the person. They need to find some sort of satisfaction and meaning in terms of coming to work and interacting with colleagues and tasks" (Government agency).
- › "Do I feel a part of this?" (Careers professional association).
- › "Success is what you experience on the way to aspiration" (Workforce Development Council).
- › "I want to have choices in the ways I work" (government agency).
- › "Education defines success in such limited ways, and for some the definitions feel unattainable" (careers professional association).

Criteria 4. Thriving and secure identities

The vision: High quality CEIAG will acknowledge and affirm people's diverse identities and be an empowering space for them to grow and thrive.

Why this is important as a criteria for quality: Supporting people's diverse identities will impact the quality of CEIAG by:

- › enabling a safe space for people to be themselves and be seen and heard
- › empowering individuals and whānau to participate fully and authentically
- › challenging biases and stereotypes that may constrain aspirations and potential
- › inspiring and instilling confidence to continue to share and articulate identity.

A system that is open and responsive to diverse identities and is committed to inclusivity, deepening understanding and challenging biases, will empower individuals and whānau.

Research insights

Through narrative identity, people convey to themselves and to others who they are now, how they came to be, and where they think their lives may be going in the future (McAdams and McLean, 2013).

The complexity of interactions within and between persons creates a serendipity, which is always open to interpretation, and always infused with power. The task of the 'reflective practitioner' is to draw upon the knowledge and skills gained from training and experience, and driven by a set of values and dispositions, to respond in ways that further the true interests of the students. Becoming a 'reflective practitioner' involves creating a habit, structure, or routine around reflecting on experiences before, during and after one's engagement in specific contexts (Sultana, 2020).

Engagement insights

- › "Holistic development and confidence in identity. Next step is connecting self with the world of work" (Careers professional association).
- › "If I want to see impact of a programme of work or career guidance, I would like to see I can move someone one step forward, or that there is some growth or movement that they are going forward, rather than backwards. Seeing it very much from a student's perspective" (Careers professional body).
- › "Recognise incentivising as a positive affirmation of identity" (Client representative organisation).
- › "Make it about the person in front of you, me. I need to be included and not be seen as a disabled person" (Client representative organisation).
- › "We care and we believe in you" (Training provider).

Criteria 5. Sustainable past, present and futures

The vision: High quality CEIAG will be responsive to the needs of the present without compromising future generations while preserving the shared past.

Why this is important as a criteria for quality: Supporting sustainability in all its contexts will impact the quality of CEIAG by:

- › taking a long-term and intergenerational approach to support sustainable life-long career journeys for individuals and whānau
- › helping people develop an adaptable and renewable mindset, to better anticipate, navigate, and respond to the changing world of work and learning
- › providing pathways, choices and options that support sustainable value creation and lessons from the past.

Research insights

Livelihood strategies, embrace what people do with what they have, taking assets and vulnerability into account. Sound livelihood strategies which are supported by policies, institutions, and processes, can lead to optimal livelihood outcomes. Livelihood outcomes embrace what people are trying to achieve, namely, a sustainable income, increased well-being, reduced vulnerability, improved security and more sustainable use of natural resources (Marsay, 2019).

Engagement insights

- › “We would define impact as lowering NEETs rate, youth unemployment rates, lowering of Māori males represented in AE, increased qualification achievement of Māori, Pacific and disabled young people, more sustainable employment for all young people. Leading meaningful lives” (Government agency).
- › “I wanted to acknowledge the role of employers. What impact means for employers – how they are creating space and place for career development – sustainable and meaningful employment as well” (Government agency).
- › “We did career planning process with them. Three years later, they’re still in a sustainable career pathway or doing something” (Government agency).
- › “Is this fit for purpose – my purpose!” (Client representative organisation).

5. Next steps

With the quality framework having been developed, it is important to focus next on identifying support mechanisms to expand strategic vision and aspirations for quality CEIAG. A strategic plan for quality CEIAG should also function to operationalise and drive specific tasks for individuals/whānau, organisations/communities/businesses, and society.

Some next steps towards a strategic plan for quality in CEIAG may include:

- › a clear and public statement on criteria for quality CEIAG in Aotearoa New Zealand
- › considering the infrastructure needed to support quality CEIAG
- › identifying a management system for quality CEIAG
- › guidelines for CEIAG quality strategies and policies already implemented in Aotearoa New Zealand
- › evidence of enacting Te Tiriti o Waitangi in the strategic goals for quality CEIAG
- › identifying the quality framework's levels of impact on individuals/whānau, organisations/communities/businesses, and society
- › a programme of work to support the careers workforce towards understanding and implementing the quality framework
- › identifying policy recommendations for the quality framework.

Appendix 1: Stakeholder Groups

- › Career reference group – TEC
- › Careers Aotearoa Professionals
- › CATE (National Regional Executive)
- › CDANZ (National Executive)
- › Centres of Vocational Education – Con Cove (construction and infrastructure) and Food and Fibre
- › Disabled Persons Assembly
- › Enabling Good Lives (Taranaki and Christchurch)
- › Hāpai Tūhono (Tāmaki Makaurau)
- › Māori Pacific Trade Training pathway advisors
- › Ministry of Business Innovation & Employment
- › NCSS Advisory panel
- › South Auckland cluster schools
- › Te Puni Kōkiri
- › University Career and Education NZ
- › Vocational Pathway Advisors – WDC
- › Whaikaha
- › Workbridge
- › Workforce Development Councils – Toitū te Waioira; Muka Tangata; Waihanga Ara Rau; Toi Mai; Ringa Hora; and Hanga-Aro-Rau

Appendix 2: Quality framework diagram

Careers Quality Framework

The quality framework for CEIAG supports the careers system to take a consistent and coordinated approach to delivering high-quality careers services. The framework's principle and five criteria were developed through research, analysis, and engagement across the careers system. The development of the quality criteria is a key foundational action of the **NCSS Action Plan** and also underpins the delivery of a number of other Action Plan initiatives.

Committed and trusted leadership

High quality CEIAG is enabled by committed and trusted leadership that champions and values long-term commitment to the careers system and its workforce.

Meaningful and diverse knowledge-based practice

High quality CEIAG is enabled by meaningful and diverse knowledge building, sharing and learning practices.

Self-determined success and well-being

High quality CEIAG will support self-determined definitions of success and well-being.

Thriving and secure identities

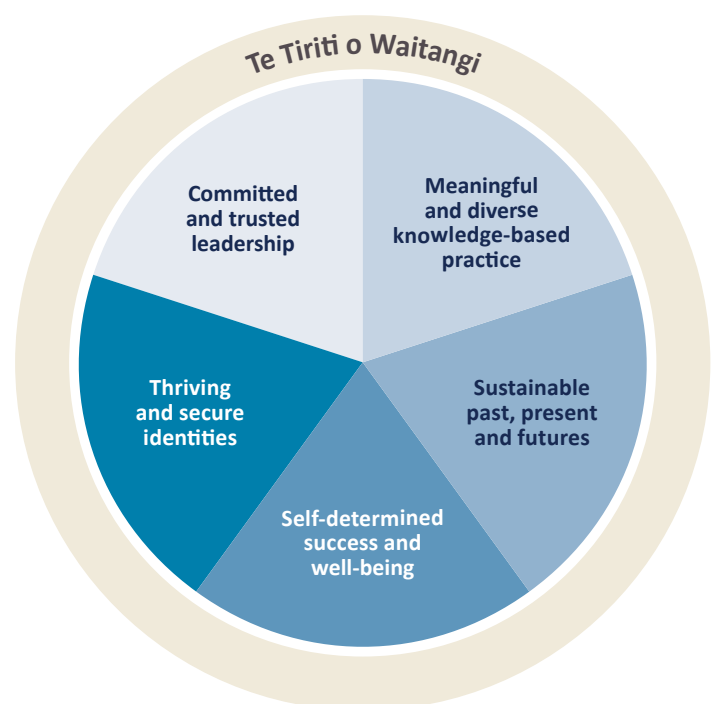
High quality CEIAG will acknowledge and affirm people's diverse identities and be an empowering space for them to grow and thrive.

Sustainable past, present and futures

High-quality CEIAG will be responsive to the needs of the present without compromising future generations while preserving the shared past.

Te Tiriti o Waitangi

Wrapping around the criteria is the principle of Te Tiriti o Waitangi, based on the concepts of tangata whenua (Māori as indigenous people of the land) and tangata Tiriti (people who settled in Aotearoa after Māori occupation). This principle may be viewed as a korowai (cloak), providing all people with an understanding of whanaungatanga the close connections between people and the relationships between people, place, space and time.



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