

RANGIĀTEA

HASTINGS BOYS' HIGH SCHOOL

EXEMPLAR

The Rangiātea project consists of case studies and exemplars from five secondary schools, each of them on a journey towards realising Māori student potential. The case studies look at the strategies used by the school leadership team and report on the key factors that contributed to lifting Māori student achievement. The exemplars step through how a particular programme has been used successfully in each school.

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PREPARING BOYS FOR LEARNING, PREPARING BOYS FOR LIFE

Introduction

1. What does school look like when Māori students are supported to become aware of their talents, are highly engaged, see the relevance of learning and make good subject choices linked to high-quality educational and career pathways?

They get to be able to make good decisions and they have more knowledge to determine for themselves. When they become self-determining, you get the buy-in. No longer do you get the, 'I have to do this class because there is nothing else going' and you get, 'I'm doing this class because I need these credits to help me get a look into the army; get my foot in the door.'

The other good thing I know is that [the boys] have made some informed decisions about what they want to do about course selection next year and ... they get to do what they want to do. It increases their motivation and decreases the pastoral stuff... That means they are going to come to school. [Assistant principal]

2. In response to teacher feedback, managers and staff at Hastings Boys' High School (HBHS) implemented a school-wide pastoral and careers education (PACE) programme to assist students to become more self-aware, make informed decisions about school study choices and understand how these link to post-school education and career options. In 2010, the Education Review Office (ERO) reported:

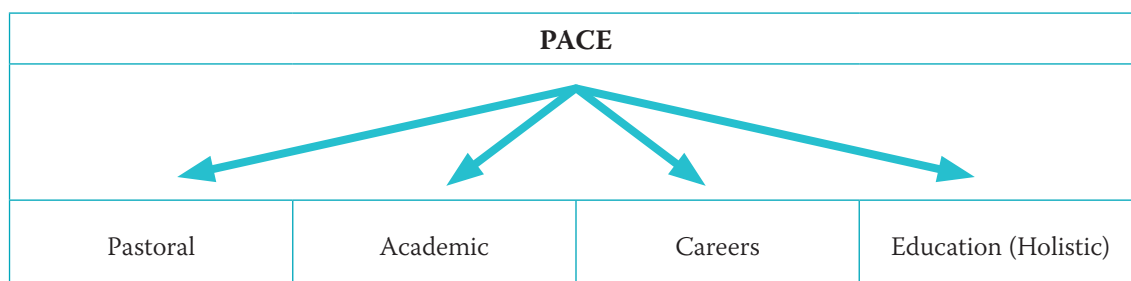
Students have increased opportunities for identifying and developing career pathways. As a result of self-review, managers and staff implemented a school-wide Pastoral and Careers Education (PACE) programme to assist young men to become better prepared for school life and life when they leave school. Students take a more focused approach to increasing their knowledge and understanding of career options available to them.

3. HBHS is a decile 2, single-sex, secondary school catering for students from Years 9–13. In March 2010 it had a school roll of 661 comprising: 49 percent students of NZ European ethnicity; 45 percent Māori; 12 percent Pacific; and 3 percent other ethnic groups (ERO, 2010).

What is PACE?

4. PACE is a school-wide pastoral and careers education programme, tailored to each year level. PACE is an acronym for Pastoral, Academic, Careers and Education (see Figure 1), and there is considerable overlap between these areas.

FIGURE 1 Components of PACE



5. The school's careers programme is a fully integrated, cross-curriculum programme involving teachers of each subject pointing out the usefulness of topics to future careers and enhancing student career education and guidance. The programme has four major means of delivery through:
 - integration into everyday teaching programmes
 - dedicated PACE form periods
 - individual careers advice via the careers teams to meet students' specific needs and at-risk students
 - outside agencies, guest speakers, careers expo and parental encouragement and advice.

How did PACE come about?

6. PACE builds on the Ministry of Education-funded CPaBLE careers programme, which the school participated in during 2007 and 2008. In 2009, the school continued with the CPaBLE programme and then adapted it to meet the needs of its students, based on staff feedback. PACE was implemented in 2010:

In 2009 we ran what we wanted in terms of careers, but the feedback from the form teachers who were running it and from the deans was that they wanted more time for pastoral stuff. So in 2010 we rearranged it and it became PACE. [Careers advisor]

7. Senior management provided some initial funding and adapted the school timetable to accommodate PACE in response to feedback from staff who were finding it difficult to implement the cross-curricular careers programme for each student:

Our form teachers were saying to their deans, 'We haven't got time to do attendance' and 'I don't know how to fit in careers' and 'My students haven't had any careers in social studies'. And they wanted more time for careers and for pastoral stuff. So the senior management team came up with new times of the day that would give them more time with their form classes. Now they have form classes every morning and every day after lunch. [Assistant principal]

Where does PACE fit within the school's policies, structures and systems?

8. The school's careers education policy outlines the school's approach to careers education, which includes ensuring students see relevance of school programmes to possible career paths.

TABLE 1 Hastings Boys' High School careers education policy

<p>Rationale: Hastings Boys' High School will provide sustainable student-oriented careers education and guidance to all students.</p>
<p>Purpose: Hastings Boys' High School's guiding principle in careers education states that career education:</p> <ul style="list-style-type: none"> • is essential in school • requires school-wide planning • initiates and addresses the needs of all students • encourages the involvement of families and communities • formulates in respect to local and national priorities and needs.
<p>Guidelines:</p> <ul style="list-style-type: none"> • Students will see relevance of school programmes to their own goals in relation to awareness and consequently their learning is a positive experience with expanding awareness of career opportunities. • Students become aware of their own qualities and their opportunities and can relate career paths available to them. • Teaching and learning supports school-wide career initiatives. • Parents are involved in student career pathways. • Student capability and career skills are fostered through the development of self-awareness, career paths and possibilities and core transferable employment skills.

Source: Hastings Boys' High School. (n.d.). Pace/careers. Unpublished document. Hastings: Author.

9. The school's vision for careers education has a focus on supporting all students, and Māori students in particular, to lead their own learning. The goal of careers education is to make school more relevant and aligned to students' own career goals, to contribute to an overall positive school experience and provide opportunities for parents to engage with their sons in decisions about study choices, course options and educational pathways.

TABLE 2 School vision is linked to careers education

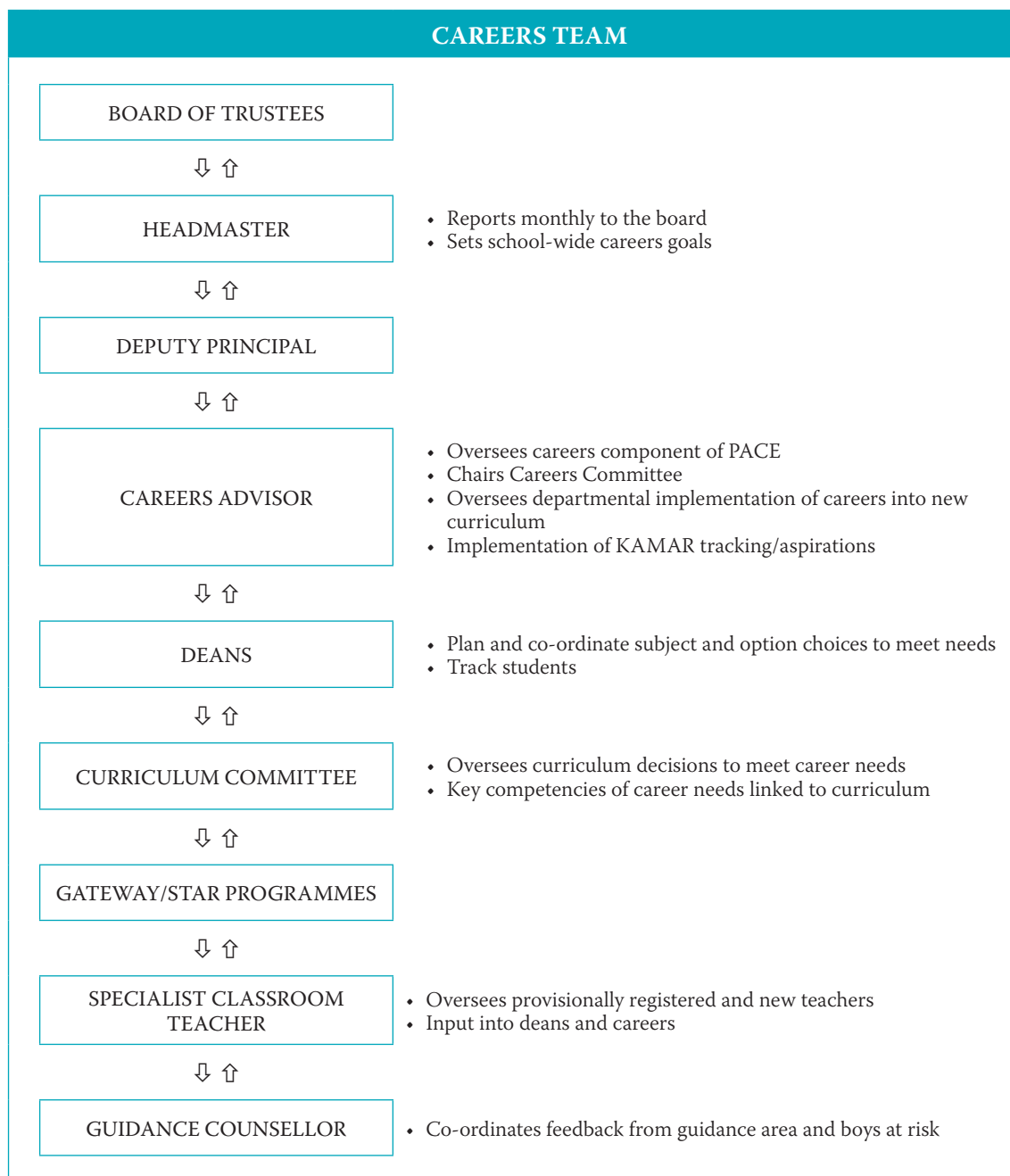
School vision—careers education

- Student-oriented and student-driven careers education and guidance
- Students see relevance of school programmes to their own goals in relation to careers (directly related to opportunities and their career paths)
- School is a positive experience for students through this relevance
- Staff support the above with the way they approach teaching and provide school-wide support for career initiatives
- The school continues to be a learning school in relation to careers—it is always looking for new ways to deliver better
- Parents are more involved in student career pathways through the motivation created. Students will bring ideas home that will involve parents and in return make them more involved with the school careers programme
- Broad vision of capability and enhanced career management skills fostered in students.

Source: Hastings Boys' High School. (n.d.). *Pace/careers*. Unpublished document. Hastings: Author.

10. PACE, like other careers initiatives, is managed and supported by a team-focused approach to careers education.

TABLE 3 Structure of PACE resourcing



Source: Hastings Boys' High School. (n.d.). *Pace/careers*. Unpublished document. Hastings: Author.

How is PACE structured?

11. The PACE programme provides an integrated approach to careers, pastoral, academic and educational focus areas for each year level. These are aligned to the school's careers goals, which are designed to help students to: develop self-awareness; become aware of opportunities; make informed decisions about school study options and links to post-school options; be able to explore and plan future directions; and acquire the necessary skills, information and documentation to enhance further study, training or work:

One of the strengths of the programme is the integrated approach that is designed to link with and support the boys' development. The way that PACE works is different at each level. The idea is the same but the way that each year level is approached is different. There are different focal points, obviously based on the different stages of where [the boys] are in their life and what they need at that specific point in time. [Year 9 dean]

12. Table 4 provides an overview of how PACE is structured for each of the different year levels.

TABLE 4 Overview of PACE programme

2010 PACE OVERVIEW		
	Careers focus “C”	“P A E”
Year 9	<ul style="list-style-type: none"> Developing self-awareness and social awareness Subject choices in consultation with appropriate staff 	<ul style="list-style-type: none"> Transition process—intermediate to secondary Familiarity with school culture, co-curricula and processes
Year 10	<ul style="list-style-type: none"> Developing self-awareness Planning Goal setting Subject choices in consultation with appropriate staff 	<ul style="list-style-type: none"> Recognition of and adherence to school rules, regulations and boundaries Role models for junior school
Year 11	<ul style="list-style-type: none"> Developing self-awareness Goal setting (academic) Job exploration CV presentation Subject choices in consultation with appropriate staff 	<ul style="list-style-type: none"> Organisation and preparation for NCEA examination and academic goals Role models for junior school
Year 12	<ul style="list-style-type: none"> Developing self-awareness Goal setting (academic) Job exploration experience and awareness of tertiary options Subject choices in consultation with appropriate staff 	<ul style="list-style-type: none"> To improve students’ performance in all aspects of school life (that is, academic, co-curricula and moral)
Year 13	<ul style="list-style-type: none"> Goal setting Tertiary awareness Job exploration Job hunting opportunities 	<ul style="list-style-type: none"> Specific vocational pathway Attaining NCEA Level 3 qualification Increasing presence in the wider community

Source: Hastings Boys’ High School. (n.d.). *Pace/careers*. Unpublished document. Hastings: Author.

How is PACE delivered?

13. Pace is delivered throughout the year during two consecutive, 20-minute form periods each week:

Every boy, at every level, participates in PACE ... We’ve allocated two, 20-minute form times per week, 15 minutes effectively; and in that time each year level has a programme they run that caters for the needs for each of the year levels, against each of the guidelines, which come from our career goals and combining that with pastoral and academic matters. We’ve deliberately broken down each of the areas so the boys don’t get repetition across the years. [Careers advisor]

14. For each year level, a tailored programme including resources has been developed for each of the PACE areas. A range of worksheets, many from the Career Services Career Kete toolkit are part of the resources, and these were reviewed to avoid unnecessary repetition in content areas, tasks and activities. Each student has a personal profile folder, which is held in his form room and is used throughout his time at the school. Teachers record student current career and job aspirations (and reviews of these) into the school’s student management information system (KAMAR):

[In the first year] I twisted the boss’s arm to buy every boy a clear file, which is held in their form room, and it moves with them right through the school until they leave at Year 13. It has a CV, how to write a letter of application ... Now it’s part of the Year 9 stationery list so it’s sustainable. [Careers advisor]

15. PACE responds to the learning and social development needs of the boys as they mature. The overall programme areas are broadly the same but each year level is tailored to the social and developmental needs of the boys:

[It’s the] same programme but each year level is approached differently, relative to the needs and life stage of the boys. [Year 9 dean]

TABLE 5 Detailed description of PACE programme

Hastings Boys' High School PACE—Pastoral, Academic, Careers, Education—Programme				
Year 9 Programme emphasis	Year 10 Programme emphasis	Year 11 Programme emphasis	Year 12 Programme emphasis	Year 13 Programme emphasis
Developing self-awareness <ul style="list-style-type: none"> • Introduction to school • Personal qualities • Values • Achievements • Developing learning skills • Developing friendships • Dealing with bullies • Tolerance • Values • Balancing my time 	Self-awareness <ul style="list-style-type: none"> • Personal qualities • Personal skills • Time management • Personal achievements 	Self-awareness <ul style="list-style-type: none"> • Review folder • Amend information on: <ul style="list-style-type: none"> – personal qualities – personal skills – achievements – time management, etc. 	Self-awareness <ul style="list-style-type: none"> • Review of previous year • Further develop self-awareness and self-esteem • Personal skills • Time management 	
	Planning <ul style="list-style-type: none"> • What is it? • Life now • Life in future • Influences 			
	Goal Setting <ul style="list-style-type: none"> • What are goals? • Why set goals? • Short- and long-term goals • My goals • Reaching my goals 	Goal setting <ul style="list-style-type: none"> • Review last year's goal • Set goal for year • Update long-term goals • Barriers and solutions 	Goal setting <ul style="list-style-type: none"> • Review last year's goal • Expand and modify for present year • Set specific year goals—academic, sporting, cultural and personal 	
		Job exploration <ul style="list-style-type: none"> • Family tree • Job families • If I want to be a ... <i>(explore student identified job options)</i> 	Job exploration <ul style="list-style-type: none"> • Continue to explore jobs • Continue to refine ideas from Year 11 • www.kiwicareers.govt.nz 	Job exploration* <ul style="list-style-type: none"> • Job families • Love it or hate it • If I want to be ... • Specific information www.kiwicareers.govt.nz <i>(* only for students intending to enter the job market)</i>
		CV writing <ul style="list-style-type: none"> • www.careers.govt.nz • Set goal for year • Update long-term goals • Barriers and solutions 	Tertiary awareness <ul style="list-style-type: none"> • Expo plan 	Tertiary awareness <ul style="list-style-type: none"> • What if I do; what if I don't? • Course content comparisons • Pros and cons • Expo planner • Course planner • Have you done these things? • Planning our budget • Take off to tertiary 1–7
			Job hunting* <ul style="list-style-type: none"> • How to find job vacancies • Cold calling • Letters of application <i>(* only for students intending to enter the job market)</i> 	Job hunting <ul style="list-style-type: none"> • Updating CV • Letters of application • Where and how to look for a job
Subject choices If I want to be: <ul style="list-style-type: none"> • Essential subjects • Useful subjects 	Subject choices If I want to be: <ul style="list-style-type: none"> • Essential subjects • Useful subjects • Subjects I am good at 	Subject choices If I want to be: <ul style="list-style-type: none"> • Essential subjects • Useful subjects 	Subject choices If I want to be: <ul style="list-style-type: none"> • Essential subjects • Useful subjects 	Subject choices If I want to be: <ul style="list-style-type: none"> • Essential subjects • Useful subjects
	Followed by <ul style="list-style-type: none"> • Interview with senior staff 	Followed by <ul style="list-style-type: none"> • Interview with senior staff 	Followed by <ul style="list-style-type: none"> • Interview with senior staff 	Followed by <ul style="list-style-type: none"> • Interview with senior staff

A snapshot of Year 9 PACE

16. At Year 9 the focus is on developing self-awareness, while at Year 13 there is a greater emphasis on setting academic and personal goals and planning options as boys transition out of school:

At Year 9 they have got very little idea, if any, of what they want to do with themselves, where they are heading or their plan for while they are even at school. So the plan for us at Year 9 is self-awareness ... Obviously at Year 9 you don't need to be focused on where they are heading with their tertiary education compared to, say, Year 13. [Year 9 dean]

TABLE 6 Programme emphasis Year 9 and Year 13

Year 9 Programme emphasis	Year 13 Programme emphasis
<p>Developing self-awareness</p> <ul style="list-style-type: none"> • Introduction to school • Personal qualities • Values • Achievements • Developing learning skills • Developing friendships • Dealing with bullies • Tolerance • Values • Balancing my time <p>Subject choices</p> <p>If I want to be:</p> <ul style="list-style-type: none"> • Essential subjects • Useful subjects 	<p>Goal setting</p> <ul style="list-style-type: none"> • Review last year's goal • Set specific academic goals • Set other personal—sporting, cultural, time management, etc. • Set employment goals* <p>Job exploration*</p> <ul style="list-style-type: none"> • Job families • Love it or hate it • If I want to be ... • Specific information www.kiwicareers.govt.nz (* only for students intending to enter the job market) <p>Tertiary awareness</p> <ul style="list-style-type: none"> • What if I do; what if I don't? • Course content comparisons • Pros and cons • Expo planner • Course planner • Have you done these things? • Planning our budget • Take off to tertiary 1–7 <p>Job hunting</p> <ul style="list-style-type: none"> • Updating CV • Letters of application • Where and how to look for a job <p>Subject choices</p> <p>If I want to be:</p> <ul style="list-style-type: none"> • Essential subjects • Useful subjects <p>Followed by</p> <ul style="list-style-type: none"> • Interview with senior staff

17. In Year 9, career goals and plans are discussed at a very general level with the idea being to open up the boys to a world of possible options, based on the boys' interests:

The idea at Year 9 is to see what doors you can open for them and they can choose which ones later on to walk through. We don't get very specific about what jobs they should be going into based on what they like, we're just kind of acknowledging that if this is what they like to do, 'Have you thought this?' It's also use that when they select their options. [Year 9 dean]

18. To assist teachers to implement PACE, a detailed programme for each year level and covering the full school has been developed. The Year 9 programme is detailed in Table 7.

TABLE 7 Year 9 PACE programme

Term	Year 9 programme
Term 1 Week 1 Week 2 Week 3 Week 4 Week 5 Weeks 6–10	Year 9 orientation Family BBQ Father and son breakfast Year 9 familiarisation What I am good at
Term 2 Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 Week 9 Week 10	My personal shield My personal qualities My values The spider web My information skills Setting goals Consequences Skills Achievements People skills
Term 3 Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 Week 9 Week 10	Creative skills Practical skills My creative skills Would you like job A? Would you like job B? Would you like job C? Would you like job D? Would you like job E? Would you like job F? Would you like job G?
Term 4 Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 Week 9 Week 10	Jobs and skills A Jobs and skills B Jobs and skills C Jobs and skills D Jobs and skills E Jobs and skills F Jobs and skills G Jobs and skills H Jobs and skills I

19. Successful transition is a core part of the school’s overall careers education focus, and there is a range of activities within PACE such as the orientation day and senior student and/or prefect-led social opportunities programme aimed at getting boys familiar and comfortable with their surroundings, as a platform for learning:

In the first term [for Year 9 students] it’s all to do with familiarisation with the school. We don’t want them sitting in class thinking about or worrying about things outside of the classroom. In the first week they have an orientation to the school which is all about them getting to know where things are in the school and how it works; their communication channels, support channels, where their classes are, who to talk to about certain things and them knowing where to go if they have a problem ...

Another key point, when they are in a school like this they’ve got boys who are older, bigger and more intimidating and if that is how they see them, then I don’t think we are going to get the best out of them. So what we do in the first term is get the seniors to run certain events so they see [the seniors] as part of the school and not just big guys who eat their lunch and play rugby. [They] begin to see them as someone who is there to help them and not just intimidate them.

Then there’s the family BBQ and the father and son breakfast. At the BBQ the prefects will be there and serving them breakfast.

So that whole period is about that transition period, making them feel comfortable in their environment ... When you get that right, making them feeling comfortable, then you [PACE] can start to focus on the classroom. [Year 9 dean]

What professional development supports PACE?

20. Every Thursday morning there is school-wide professional development and the management team allocates PACE a number of sessions per term as needed, balancing the demands for professional development in other areas. In addition, the careers advisor and guidance counsellor provide one-on-one support to staff:

Part of the professional development is to have sessions every so often to cover anything that anybody wants to have emphasis on. So, for example, working with students to identify possible job choices, the professional development would cover how the tools work and take them through the Careers Service website. [Careers advisor]

21. There is also considerable informal professional development that supports PACE, particularly in relation to the pastoral and academic aspects of PACE. Deans are typically alerted to areas of need or concern via KAMAR and can provide feedback at the weekly staff meetings and professional development sessions or follow up with staff individually:

In terms of the actual professional development for PACE, it happens just about every day, because you are constantly dealing with the pastoral issues on a day-to-day basis. [Year 9 dean]

22. There is also informal professional development that supports PACE. Part of PACE is pastoral care.

What are the benefits of PACE?

23. The most obvious benefits of the PACE programme are increased opportunities for students to identify and develop career pathways and take a more focused approach to increasing their knowledge and understanding of career options available to them (ERO, 2010):

Boys have a clearer idea of what they would like to look at, where before as a careers advisor we would spend a lot of time getting the focus of where they wanted to go. Now we are able to go to the next step much quicker ... the providers, the opportunities ... [Careers advisor]

24. A key goal of the school's careers education vision is to support and secure greater levels of parent and whānau engagement, and PACE provides formal and informal opportunities for teachers to engage with fathers, parents and whānau:

Some boys don't have any idea about what they want to do, so I'll bring mum and dad in, talk to mum and dad at home or on the phone to work things through with them and their son.

... And for some of our Māori students in particular it's the first time someone in their family has gone off to university or polytechnic, so I have a lot of contact with home as we need to work with them and their whānau. [Careers advisor]

25. However, PACE is more than a career programme and, as the name implies, the pastoral aspect is a valuable part of the programme offering. At Year 9, for example, PACE offers a structured way of getting to know the boys, their interests and aspirations, and through this teachers and the school are better able to support and guide the boys' schooling and educational choices:

At Year 9 we don't know them. As the dean I go and talk to 70 to 80 percent of their teachers and you get an idea about what they are like, but you don't get the full picture. You don't really get to know them until they are here. You've got an idea but how they respond in this environment is the key ... When it says 'developing self-awareness,' not only does it get them to think a wee bit about themselves, but it also gives us a better idea about what they like, what they dislike and their qualities. [Year 9 dean]

26. The twice-weekly contact that form teachers have with the boys through PACE (and the nature of the topics covered) means that teachers and the school are more aware of what is happening at

home and other areas of their life such as whānau, sporting and social areas that may positively or negatively impact on school attendance and performance. The weekly pastoral meetings, year-level meetings with the deans and senior management meetings are school forums where information can be shared and acted upon if necessary:

So PACE is one way that teachers get to know what's going on for boys at home, at school, on the sports field because there is the dedicated PACE time. They are able to take account of these and make sure others in the school who need to know are kept informed. [Assistant principal]

27. We asked some boys, “How does the school show you they want you to do well and what is it they do?” A clear endorsement of PACE and other school values and principles is evident in their responses:

Looking at what I do well, displaying various opportunities (to me/us) and the planning and decision-making activities as part of our form time. [Year 13 student]

They make you want to learn, they give you positive feedback and they don't judge you. [Year 13 student]

By having a challenging environment with committed teamwork between students and teachers. [Year 13 student]


Key success factor

28. Critical to the success of PACE is the specific time allocation of two 20-minute periods twice weekly, which has provided dedicated teaching time:

The key to success is the time allocation. If you don't have a set time it becomes voluntary and has to fit in somewhere and it gets dropped off. Schools are always under time pressure to go for exams or go for credits and because [careers education] is not examinable, the time allocation is critical. [Assistant principal]

Acknowledgements

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30. Firstly, we would like to acknowledge Hastings Boys' High School. In particular, the research team would like to offer a special thank you to the students and whānau who shared their personal experiences of involvement in the school-wide pastoral and careers education (PACE) programme and their journeys of growth and development. As a research team, we would like to thank them for sharing intimate details with openness and faith.
31. We would also like to acknowledge the honesty and genuine dialogue of the headmaster, senior management and teaching staff, their ability to talk freely about the challenges in implementing the school-wide PACE programme and the personal learnings, and changes that have occurred in their teaching practice.
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