



# FINDING NEW PATHWAYS

Transition from secondary education

## ABSTRACT

This report summarises strategic opportunities to structure and implement the learning and experiences that are necessary for young people to make successful transitions to tertiary/work.

**Karen Dobric**

Papatoetoe High School, Auckland 2019

# Background

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During Term One 2019 I was fortunate enough to be granted a sabbatical. At the Te Ara Whakamana 2017 strategic forum co-hosted by Ako Aotearoa and the Centre for Studies in Multiple Pathways (Ako Aotearoa, 2018), it was reported by an Australian researcher that the most successful transitions are those which are supported and planned. Professor Sally Kift has researched student transitions, focusing on “articulating a transition pedagogy to scaffold and to enhance the first year students learning experience in Australian higher education” through curriculum design, thus supporting student success in a very strategic way (Kift, 2009). This led me to want to explore any successful models from secondary to tertiary/work, where students are supported in the skills and knowledge they need to achieve and progress in their next steps.

The purpose of my sabbatical was originally to explore current successful models of how to structure and implement the learning and experiences that are necessary for young people to make successful transitions to tertiary/work, with a focus on urban, lower-decile schools. The objective was to better understand the systems and structures that provide students with the relevant learning and experiences to make successful transitions. The focus was on visiting schools and organisations to explore transition barriers and problems, and how they had been overcome.

However after writing my application in July 2018, government policy changes were underway which would impact on this landscape. By Term 1 2019 significant changes in industry, tertiary and secondary were in process for 2019 and beyond, so I changed my focus to be more at an organisation and national policy level as the policy changes would afford new opportunities for all stakeholders. I delayed the completion of this report so that I could include the progress of some of these decisions.

My report will comprise two sections. Firstly, a summary of the landscape of transition/pathways, emphasising the challenges and the range of organisations involved in recent years. Secondly, a summary of some new and strategic opportunities that will be available to schools as the next few years unfold with the implementation of new policies.

I am also attaching a presentation that I gave at the Careers and Transition Educators’ Conference 2019.

## Thanks

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I would like to thank a number of people who have over time contributed to this report through sharing their knowledge, time and reflections about the landscape of successful transitions. In particular, Josh Williams, Industry Training Federation; Richard D’Ath, Margaret McNie and Miriam Gibson in Secondary Tertiary, Pathways and Transitions, Ministry of Education; Kylie Taffard, Women in Trades; Diana Davidson, Service IQ; Stanley Frielick, Ako Aotearoa; Shirley Johnson and Susan Warren, COMET Auckland; Gay Watson, futureintech; Warwick Foy, taranakifutures; David Shearer, Canterbury Development Corporation; Filemoni Timoteo, MV Consulting Group; Professor Sally Kift, James Cook University; Mandy McGirr, Researcher; Tracy Wood, Flo Samuels and Mark Goldsmith, Ministry of Social Development; Pippa Lawlor, MintedNZ; Dr Anthony Mann, Directorate for Education and Skills, OECD; Yvonne Lim, Reg Currin, Derek Tunui and Brian Lane, Competenz; Andrew Stone, The Forklift Association; the awesome team at YouthHub; Jacqui Neilson, ontracknz; Peter Cleal, Sam Kelsall and Nicki Dyer at Papatoetoe High School; the enthusiastic and knowledgeable attendees at the Careers and Transition Educators’ Conference in Napier in November 2019; and many other wonderful people with whom I have had highly productive conversations at various conferences or in schools.

## Introduction

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The following is an incomplete attempt to show examples of the key current stakeholders in pathways/transitions from secondary school. Regional examples are South Auckland based but similar examples will exist in other areas of New Zealand.

Stakeholders in transition/pathways	Scope
<p>Ministry of Education  <a href="http://www.education.govt.nz/">http://www.education.govt.nz/</a></p> <p>Fund the Secondary Tertiary Alignment Resource (STAR).  <a href="https://www.education.govt.nz/school/funding-and-financials/resourcing/star/">https://www.education.govt.nz/school/funding-and-financials/resourcing/star/</a></p>	<p>The Government's lead advisor on New Zealand's education system, who shape direction for education agencies and providers, and contribute to the Government's goals for education.</p> <p>The Secondary Tertiary Alignment Resource (STAR) delivers additional operational grant funding to schools with Year 11-13+ students. The funding assists schools to provide students with relevant, coherent learning experiences aligned to the Vocational Pathways.</p>
<p>Tertiary Education Commission - Te Amorangi Mātauranga Matua - Fund over 700 tertiary education organisations (TEOs) <a href="https://www.tec.govt.nz/">https://www.tec.govt.nz/</a></p> <p>Fund Gateway delivery in schools.  <a href="https://www.tec.govt.nz/funding/funding-and-performance/funding/fund-finder/gateway/">https://www.tec.govt.nz/funding/funding-and-performance/funding/fund-finder/gateway/</a></p>	<p>Provide thousands of courses to hundreds of thousands of learners. Monitor the performance of TEOs and provide information and advice to the Government about tertiary education.</p> <p>Gateway funding enables secondary schools to give senior students access to structured workplace learning integrated with school-based learning. Students' learning is assessed in the workplace and they can achieve credits on the New Zealand Qualifications Framework (NZQF) towards their NCEA. Schools should closely align their Gateway programme with one or more of the Vocational Pathways.</p>
<p>Universities New Zealand (8)  <a href="https://www.universitiesnz.ac.nz/">https://www.universitiesnz.ac.nz/</a></p> <p>The University of Auckland  <a href="https://www.auckland.ac.nz/">https://www.auckland.ac.nz/</a>  AUT <a href="https://www.aut.ac.nz/">https://www.aut.ac.nz/</a>  University of Waikato <a href="https://www.waikato.ac.nz/">https://www.waikato.ac.nz/</a>  Massey University <a href="https://www.massey.ac.nz/">https://www.massey.ac.nz/</a>  Victoria University of Wellington  <a href="https://www.vgtu.ac.nz/">https://www.vgtu.ac.nz/</a>  University of Canterbury  <a href="https://www.canterbury.ac.nz/">https://www.canterbury.ac.nz/</a>  Lincoln University <a href="https://www.lincoln.ac.nz/">https://www.lincoln.ac.nz/</a>  University of Otago <a href="https://www.otago.ac.nz/">https://www.otago.ac.nz/</a></p>	<p>Universities New Zealand is the sector voice for all eight universities, representing their views nationally and internationally.</p> <p>Statutory responsibility for quality assurance in the university sector.</p> <p>Makes recommendations to NZQA on criteria for the University Entrance Award.</p>
<p>New Zealand Qualifications Authority  <a href="https://www.nzqa.govt.nz/">https://www.nzqa.govt.nz/</a></p>	<p>NZQA administers the National Certificates of Educational Achievement (NCEAs) for secondary school students and is responsible for the quality assurance of non-university tertiary training providers.</p>
<p>Wānanga (3)</p> <p>Te Wānanga o Raukawa <a href="https://www.wananga.com/">https://www.wananga.com/</a>  Te Wānanga o Aotearoa <a href="https://www.twoa.ac.nz/">https://www.twoa.ac.nz/</a>  Te Whare Wānanga o Awanuiarangi  <a href="https://www.wananga.ac.nz/">https://www.wananga.ac.nz/</a></p>	<p>A teaching and research institution that maintains, advances and disseminates knowledge, develops intellectual independence, and assists the application of knowledge regarding āhuatanga Māori (Māori</p>

	tradition) according to tikanga Māori (Māori custom).
<p>Institutes of Technology and Polytechnics (16)</p> <p>Ara Institute of Canterbury (ARA)  <a href="https://www.ara.ac.nz/">https://www.ara.ac.nz/</a></p> <p>Eastern Institute of Technology (Te Aho a Māui) (EIT)  <a href="https://www.eit.ac.nz/">https://www.eit.ac.nz/</a></p> <p>Manukau Institute of Technology  <a href="https://www.manukau.ac.nz/">https://www.manukau.ac.nz/</a></p> <p>Nelson Marlborough Institute of Technology (NMIT)  <a href="https://www.nmit.ac.nz/">https://www.nmit.ac.nz/</a></p> <p>Northland Polytechnic (NorthTec)  <a href="https://www.northtec.ac.nz/">https://www.northtec.ac.nz/</a></p> <p>Otago Polytechnic <a href="https://www.op.ac.nz/">https://www.op.ac.nz/</a></p> <p>Southern Institute of Technology (SIT)  <a href="https://www.sit.ac.nz/">https://www.sit.ac.nz/</a></p> <p>Tai Poutini Polytechnic <a href="https://www.tpp.ac.nz/">https://www.tpp.ac.nz/</a></p> <p>The Open Polytechnic of New Zealand  <a href="https://www.openpolytechnic.ac.nz/">https://www.openpolytechnic.ac.nz/</a></p> <p>Unitec New Zealand <a href="https://www.unitec.ac.nz/">https://www.unitec.ac.nz/</a></p> <p>Universal College of Learning (UCOL)  <a href="https://www.ucol.ac.nz/">https://www.ucol.ac.nz/</a></p> <p>Toi Ohomai Institute of Technology  <a href="https://toiohomai.ac.nz/">https://toiohomai.ac.nz/</a></p> <p>Waikato Institute of Technology (Wintec)  <a href="https://www.wintec.ac.nz/">https://www.wintec.ac.nz/</a></p> <p>Wellington Institute of Technology (Weltec)  <a href="https://www.weltec.ac.nz/">https://www.weltec.ac.nz/</a></p> <p>Western Institute of Technology at Taranaki (WITT)  <a href="https://www.witt.ac.nz/">https://www.witt.ac.nz/</a></p> <p>Whitireia Community Polytechnic  <a href="https://www.whitireia.ac.nz/">https://www.whitireia.ac.nz/</a></p>	<p>Delivers technical, vocational and professional education. They also promote research, particularly applied and technological research, that aids development.</p>
<p>Industry Training Federation (ITF) – the national body for the (11) Industry Training Organisations (ITOs)  <a href="https://www.itf.org.nz/">https://www.itf.org.nz/</a></p> <p>BCITO <a href="https://bcito.org.nz/">https://bcito.org.nz/</a></p> <p>Careerforce <a href="https://www.careerforce.org.nz/">https://www.careerforce.org.nz/</a></p> <p>Competenz <a href="https://www.competenz.org.nz/">https://www.competenz.org.nz/</a></p> <p>Connexis <a href="https://www.connexis.org.nz/">https://www.connexis.org.nz/</a></p> <p>HITO <a href="https://www.hito.org.nz/">https://www.hito.org.nz/</a></p> <p>MITO <a href="https://www.mito.org.nz/">https://www.mito.org.nz/</a></p> <p>NZ MAC ITO <a href="https://www.nzmacito.org.nz/">https://www.nzmacito.org.nz/</a></p> <p>Primary ITO <a href="https://www.primaryito.ac.nz/">https://www.primaryito.ac.nz/</a></p> <p>Service IQ <a href="https://www.serviceiq.org.nz/">https://www.serviceiq.org.nz/</a></p> <p>Skills Active Aotearoa <a href="https://www.skillsactive.org.nz/">https://www.skillsactive.org.nz/</a></p> <p>The Skills Organisation <a href="https://skills.org.nz/">https://skills.org.nz/</a></p>	<p>The collective voice for the industry training and apprenticeships sector in New Zealand.</p> <p>Industry training organisations arrange training for trainees and apprentices. Their role is to organise the delivery, assessment and/or monitoring of training. Industry training organisations (ITOs) co-ordinate structured training for employees, both on-job and off-job. This enables employees to gain a qualification from the New Zealand Qualifications Framework (NZQF) while working and earning money</p>
<p>Private Training Establishments (1,299)</p> <p>ITENZ – Independent Tertiary Education New Zealand  <a href="http://www.itenz.co.nz/">http://www.itenz.co.nz/</a> (150 PTEs)</p>	<p>A private organisation providing education/training (i.e. they are not state-owned). Many companies and government training establishments register their staff training operations as training establishments.</p> <p>ITENZ is the largest Peak Body association</p>

<p>e.g. Techtorium New Zealand Institute of Information Technology <a href="https://techtorium.ac.nz/">https://techtorium.ac.nz/</a></p> <p>The Westport Deep Sea Fishing School <a href="https://deepsea.co.nz/">https://deepsea.co.nz/</a></p> <p>New Education Group <a href="https://www.up.education/study-options/new-education-group/">https://www.up.education/study-options/new-education-group/</a> (6 PTEs)</p> <p>e.g. NZMA <a href="https://www.nzma.ac.nz/">https://www.nzma.ac.nz/</a>          Yoobee Colleges <a href="https://www.yoobee.ac.nz/about/">https://www.yoobee.ac.nz/about/</a>          a joining of forces of South Seas Film &amp; Television School, Animation College, Yoobee School of Design, AMES – The Institute of IT and Design &amp; Arts (Canterbury)          NZ School of Tourism <a href="https://nzschoofoftourism.co.nz/">https://nzschoofoftourism.co.nz/</a>          including Cut Above Academy</p>	<p>representing Private Training Establishments (PTEs) nationwide</p> <p>Creating IT professionals.</p> <p>The leading provider of new entrants into the NZ fishing industry.</p> <p>New Education Group offers an innovative and dynamic range of certificate, diploma and degree courses in creative industries, information technology (IT), tourism, hospitality, business, trades and services, health, beauty and early childhood education.</p>
<p>Iwi Organisations and Authorities <a href="http://www.tkm.govt.nz/">http://www.tkm.govt.nz/</a></p> <p>e.g. Waikato-Tainui <a href="https://www.waikatotainui.com/programmes/education/">https://www.waikatotainui.com/programmes/education/</a></p> <p>Ngāti Whātua Ōrākei <a href="http://ngatiwhatuaorakei.com/?s=education">http://ngatiwhatuaorakei.com/?s=education</a></p>	<p>Te Kāhui Māngai (Directory of Iwi and Māori Organisations) is a useful tool for anyone to find out basic information about iwi, hapū and marae.</p> <p>Education plans e.g. education and career pathways.</p> <p>Ngāti Whātua Ōrākei Whai Maia has a wide range of programmes and services to support whānau success and achievement e.g. grants, tutoring, school leaver support.</p>
<p>Careers and Transition Educators <a href="https://www.cate.co.nz/">https://www.cate.co.nz/</a></p>	<p>CATE’s focus is on the career education of youth and their transition from school into the wider world of employment, training and/or further education. Members include school Careers Advisers, Transition teachers, Gateway coordinators, STAR coordinators and Vocational Pathways leaders, as well as from the associated areas such as private practice, tertiary sector, Tertiary Education Commission and Industry Training Organisations.</p>
<p>Ako Aotearoa <a href="https://ako.ac.nz/">https://ako.ac.nz/</a></p> <p>Project examples:</p> <ol style="list-style-type: none"> <li>1. What are the characteristics of an effective learning journey for women entering trades?</li> </ol> <p>A three-year project, jointly commissioned by the Ministry for Women and Ako Aotearoa, to increase the participation and success of women in construction and engineering related trades where they are traditionally under-represented (in progress with some outputs).</p> <p><a href="https://ako.ac.nz/knowledge-centre/what-are-the-characteristics-of-an-effective-learning-journey-for-women-entering-trades/">https://ako.ac.nz/knowledge-centre/what-are-the-characteristics-of-an-effective-learning-journey-for-women-entering-trades/</a></p>	<p>Ako Aotearoa is a government-funded organisation committed to supporting the country’s tertiary sector teachers, trainers and educators be the best they can be for the learners' success.</p> <p>(Note that a secondary sector equivalent would be excellent).</p> <p>There is some focus on pathways through research projects.</p>

<p>2. Huakina nga tatau o toku whare: Creating a Kaupapa Māori secondary tertiary pathway for Māori Medium students (in progress).</p> <p>3. Supporting young learners through stakeholder collaboration: Designing intervention strategies for youth employability and learning success.</p>	
<p>Ministry of Youth Development - Te Manatū Whakahiato Taiohi <a href="http://www.myd.govt.nz/">http://www.myd.govt.nz/</a></p>	<p>Encourages and supports young people, aged between 12 and 24 years old, to develop and use knowledge, skills and experiences to participate confidently in their communities.</p> <p>Supporting youth enterprise and entrepreneurship initiatives to help prepare young people for the future work environment.</p>
<p>Local Government e.g. Auckland Council's Auckland Tourism, Events and Economic Development (ATEED) – Business Growth and Innovation objective <a href="https://www.aucklandnz.com/about-ateed/about-us/what-we-do/business-growth-and-innovation">https://www.aucklandnz.com/about-ateed/about-us/what-we-do/business-growth-and-innovation</a></p>	<p>Support training in industries with shortages, such as science, ICT, construction and engineering, and deliver youth employment initiatives.</p>
<p>Regional employers' groups e.g. Greater East Tamaki Business Association Inc. <a href="https://getba.org.nz/skills-employment">https://getba.org.nz/skills-employment</a></p>	<p>Check out Auckland Council/ATEED's <a href="#">youth employment initiatives</a> to build and connect young talent with business.</p> <p>GETBA is participating in the <a href="#">Youth Employability Programme (YEP)</a> project led by COMET Auckland, and can link your business up with local schools who have students in need of work experience.</p>
<p>The Southern Initiative – Auckland Council <a href="https://www.aucklandcouncil.govt.nz/plans-projects-policies-reports-bylaws/our-plans-strategies/place-based-plans/Pages/southern-initiative.aspx">https://www.aucklandcouncil.govt.nz/plans-projects-policies-reports-bylaws/our-plans-strategies/place-based-plans/Pages/southern-initiative.aspx</a></p>	<p>For the community to transform, its people must have skills and access to meaningful and high value employment opportunities.</p> <p>Our vision is that south Aucklanders will be sought after in an increasingly globalised and technological world, because they are ahead of the curve.</p> <p>Connects to Joy Business Academy and Māori and Pasifika Trades Training.</p>
<p>Ministry of Business, Innovation and Employment - Provincial Development Unit <a href="https://www.growregions.govt.nz/about-us/sector-workforce-engagement-programme/">https://www.growregions.govt.nz/about-us/sector-workforce-engagement-programme/</a></p>	<p>Two new jobs and skills hubs in Manukau and Glenfield (Northern) will be particularly focussed on the construction and infrastructure sector, under the Sector Workforce Engagement Programme (SWEP). SWEP works by partnering with industry to improve their access to labour and create training pathways for local people to enter into local industry. These hubs have extensive support in one place including: career advice; recruitment services; schools-to-employment connections; help getting industry certifications; job interview training and mentoring.</p>

	<a href="https://www.growregions.govt.nz/about-us/news-and-announcements/jobs-hubs-to-support-auckland-jobseekers/">https://www.growregions.govt.nz/about-us/news-and-announcements/jobs-hubs-to-support-auckland-jobseekers/</a>
Toitū Kaupapa Māori Mātauranga - Māori Education Trust <a href="https://maorieducation.org.nz/">https://maorieducation.org.nz/</a>	Website and online scholarship application portal.
NZ Post-Primary Teachers Association <a href="https://www.ppta.org.nz/">https://www.ppta.org.nz/</a>	The first objective of the PPTA Constitution is “To advance the cause of education generally and of all phases of secondary and technical education in particular.”
Ministry of Health <a href="https://www.healthnavigator.org.nz/clinicians/y/youth-health/">https://www.healthnavigator.org.nz/clinicians/y/youth-health/</a>	Young people have significant health needs ranging from higher rates of risk taking behaviour, accidents, mental health problems through to alcohol and drug misuse and sexual health issues. This is exacerbated by barriers to accessing health services, low income and frequent relocation.
Mental Health Foundation <a href="https://www.mentalhealth.org.nz/get-help/a-z/resource/14/depression-youth">https://www.mentalhealth.org.nz/get-help/a-z/resource/14/depression-youth</a>	Depression is an illness that can affect how children and adolescents feel and behave for weeks or months at a time. This will affect how they function in their day to day lives.
Oranga Tamariki <a href="https://www.orangatamariki.govt.nz/">https://www.orangatamariki.govt.nz/</a>	Dedicated to supporting any child in New Zealand whose wellbeing is at significant risk of harm now, or in the future. Also work with young people who may have offended, or are likely to offend.
The Collaborative Trust <a href="https://www.collaborative.org.nz/">https://www.collaborative.org.nz/</a>	The Collaborative Trust is committed to assisting the healthy development of young people, through:  Training the people who work with young people;  Undertaking and disseminating research and evaluation so that training and services can be based on evidence;  Informing and influencing policy and practice.  A Youth Health and Development resource manual has been sold across the country to a wide range of professionals.
Centre for Studies in Multiple Pathways <a href="http://csmmp.manukau.ac.nz/">http://csmmp.manukau.ac.nz/</a> An active lobby group of educators led by Dr Stuart Middleton through 2009-2017.	“Multiple Pathways” blur the lines between secondary and post-secondary education, training and the workplace. Learning is often thematic and project-based combined with workplace experience. Individual and flexible learning pathways are created for each student in an area of interest to them.

# The landscape of transition

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In 1936 secondary education became free in New Zealand. At the end of 1944 the school leaving age was raised to 15 years, and this caused the rolls of state secondary schools to more than double from 1945 to 1960 (Ministry for Culture and Heritage, 2019). In 1989 the school leaving age was raised to 16 years. By 2018, 82.8% of students were staying at school to the age of 17 (Ministry of Education, 2019b). The challenge of preparation for the world beyond school has been ongoing, and increasing in its complexity as the school leaving age has been raised and the types of jobs and qualifications have increased.

The traditional situation in many secondary schools through the 1960s-70s was to have differentiated curriculum for groups of students heading into different types of career paths. Classes had names like 'technical' or 'commercial' and the subject options reflected students' likely careers. Over the decades subject options have remained very traditional in some schools, and completely changed in others, resulting in a very wide range of senior curriculum and transition practices by the 21st century.

## Careers/pathways advisers, plans and programmes

There are many interpretations of what careers/pathways advisers do. Some schools have managed pathway plans for each student from year 9, while others respond only to queries from students about what they might like to do. Some schools have programmes which educate all students about careers and pathways from year 9 to 13, while other schools wait until each student asks questions, and are not proactive otherwise. Some schools even have their own web pages for students to access information more easily.

## Gateway and STAR

Gateway is funded by the Tertiary Education Commission. The funding includes employment of coordinating staff. STAR Funding comes from the Ministry of Education.

STAR and Gateway opportunities are designed for use while-at-school. Some opportunities may be on-school-site and some may be off-school-site. STAR opportunities include provision of courses that are non-degree pathway, such as hospitality and tourism, and Gateway opportunities are whole days where students are engaged in training both on-the-job e.g. The Warehouse, and in short courses e.g. forklift licensing, first aid and site safe certification. Gateway opportunities must average 20 National Qualification Framework credits across a group of students.

Some of these opportunities originate from the eleven Industry Training Organisations, listed here:

Trading Name	Organisation name	Gazette recognition
<a href="#">BCITO</a>	Building and Construction Industry Training Organisation	Building, construction, flooring, masonry, glass and glazing, joinery, interior systems, and painting and decorating.
<a href="#">Careerforce</a>	Community Support Services Industry Training Organisation Limited	Health and disability support, social and community support, cleaning, caretaking, and pest management.
<a href="#">Competenz</a>	Competenz Trust	Engineering, manufacturing, forestry, communications and media, maritime and rail transport, and other trades (locksmithing, fire protection, refrigeration, heating and air conditioning).

<a href="#">Connexis</a>	Infrastructure Industry Training Organisation	Civil construction, electricity supply and transmission, water, and telecommunications.
<a href="#">HITO</a>	New Zealand Hair and Beauty Industry Training Organisation Incorporated	Hairdressing, barbering and beauty.
<a href="#">MITO</a>	MITO New Zealand Incorporated	Automotive, commercial road transport and logistics, stevedoring and ports, freight forwarding and distribution, industrial textile fabrication, extractives and drilling, gas, protective coating, and resource recovery.
<a href="#">NZ MAC ITO</a>	Boating Industries Association of New Zealand Incorporated	Boat building design and manufacturing, composite manufacturing, marine support services, and sail making.
<a href="#">Primary ITO</a>	Primary Industry Training Organisation Incorporated	Agriculture, horticulture, sports turf, equine, dairy manufacturing, meat processing and seafood, and petrochemical, energy and chemical plant.
<a href="#">ServiceIQ</a>	Service Skills Institute	Tourism, travel, retail, hospitality, museums, aviation and wholesale goods operations.
<a href="#">Skills Active Aotearoa</a>	Skills Active Aotearoa Limited	Sports, fitness and recreation, snowsport and performing arts.
<a href="#">The Skills Organisation</a>	The Skills Organisation	Plumbing, gasfitting, drainlaying, roofing, electrotechnology, real estate, financial services, local government, public sector (with some exclusions), security, contact centre, offender management, cranes and scaffolding, ambulance, emergency management, and fire services.

<https://www.tec.govt.nz/teo/working-with-teos/itos/directory/>

## Youth Guarantee initiatives

These initiatives over many years have sought to enhance and enable successful pathways for students, from secondary to tertiary/work. The growth of trades academies and services academies have been successful new directions. Some schools such as Massey High School have worked collaboratively with other schools and tertiary providers to offer a range of pathways opportunities for senior students.

Trades and services academies, and the vocational pathways framework are designed for use while-at-school. Some academies may be on-school-site and some may be off-school-site.

## Technology teachers

Another significant change in the secondary-tertiary landscape in the last 15 years has been the need for technology teachers to have a degree, or newly defined degree equivalent qualification, to gain access to the

highest step for salary purposes. Prior to 2003 some vocational qualifications had been considered equivalent to a bachelor's degree for pay purposes.

The qualifications issue has meant that after 2003 existing technology teachers had to study towards a new degree equivalent status, and since then fewer technology teachers have been entering the profession from industry. More attractive pay in industry has exacerbated this situation.

The outcome has been that many schools have had to modify or not offer numerous technology subjects, thus affecting the potential career pathways for many senior students.

## **Senior curriculum**

As already alluded to above, the senior secondary curriculum has changed in most schools over the last 15-20 years. The core is made up of what were once called 'conventional school subjects' with others known as 'non-conventional school subjects'. All conventional school subjects became UE approved subjects, and over time this list has been reviewed and updated. The most significant point is that not all schools offer the same subjects. They are available to be offered, but each school is self-managing and this means that in senior school, the school decides what is offered. In effect the last decision point is the principal, and often this is an employment-related decision rather than one that relates to curriculum considerations.

## **Opportunities by chance or by design**

The 'mix' of careers advice, STAR and Gateway opportunities, Youth Guarantee initiatives, technology subjects, and senior curriculum offerings are not required by Ministry of Education to be determined or defined as a 'suite' of coherent prospects. Rather they are in practice a chance mix of decisions made by different teachers and non-teaching staff in each school.

There is no evaluation of senior curriculum ever required on the basis of student outcomes and decisions, so there is no data to support whether the 'suite' on offer is effective or not. Students may select a subject year after year, making it appear popular. It may be selected, however, on that basis that there is no appropriate alternative subject for those students. Some schools have opted for Youth Guarantee initiatives simply because they are available, and appear useful, without necessarily connecting to coherent opportunities for students.

School effectiveness is tagged to qualification outcomes, and the appropriateness of the content is not required to be explored. So while a school may look effective, the next steps encouraged and available for students may not be appropriate.

## **Planned provision and evaluation of outcomes provides greater equity**

The flow-on effects of provision by chance, without evaluation of outcomes, are that

1. Not all students can access the opportunities that they want or need to progress successfully to tertiary/work.
2. Students are not aware of the opportunities that may be the most suitable for them.
3. Those students who become unmotivated through a lack of appropriate opportunities can develop a negative attitude towards their learning, lack engagement and become depressed.
4. The necessary steps are not being taken to cater for the needs of an increasingly large cohort of students staying in school to 17-18 years of age.
5. Planned provision and evaluation of outcomes will provide much greater equity for all students. The current situation is effectively a 'work around' by schools at a time when the higher qualification of the UE Award is given higher status and greater desirability. Equity can only be achieved by giving equal status to all appropriate outcomes and future pathways for students.
6. The sharing of good ideas and 'best practice' in the transition landscape is a limited way of encouraging schools to adopt new practices. But this is only a stop-gap measure which does not replace planned provision within every school, for all students. Adding a new programme that may appeal to some students does little to address the needs of a whole cohort of students.

## Seamlessness

Seamlessness is about removing barriers in the transition from secondary to work/industry-based-tertiary for the 70-75% of students who do not enter degree level tertiary programmes.

In effect, true seamlessness is agentic, meaning that young people themselves will be able to access and understand all of the pathways available to them. This is one of the biggest barriers to successful transitions.

In order to achieve seamlessness there needs to be a set of procedures to support students which they can access and understand. This is currently being met for only a very few students through a range of transition support mechanisms from different stakeholders.

## Transition support

There have been a number of government and non-government supports appearing in the transition space, to try to meet the need that schools are not able to with current resourcing levels and types. These transition supporters are a mix of charities, industry-led groups, private profit-driven organisations, parts of government agencies. Some are while-at-school, some are post-school and some are both. Some of these are national, some regional, some are networked across the country and some resources are online as software packages.

Key examples are:

Transition Support Practitioners	Scope	Funding
The Youth Employability Programme <a href="https://www.cometauckland.org.nz/our-initiatives/yep">https://www.cometauckland.org.nz/our-initiatives/yep</a> Builds on the seven key employability skills that employers say they want. Positive attitude; Willingness to learn; Communication; Thinking skills; Teamwork; Resilience; Self-management.	YEP helps 14 - 24 year-olds to develop the skills they need to gain the insight, confidence and skills to get work, keep work and create careers.	Not-for-profit
YouthHub <a href="https://youthhub.co.nz/">https://youthhub.co.nz/</a> Youth Hub allows young people from any background to showcase their talents and find connections to further themselves. Youth Hub levels the playing field to attain employment through technologies familiar to young people.	Youth Hub is a free online platform to empower young people and to bridge the gap between education and employment by placing young people at the heart of the solution and forming a wrap around approach.	Social entrepreneurs
The careers website <a href="https://www.careers.govt.nz/">https://www.careers.govt.nz/</a>	Public website	Government
The Electrical Training Company (ETCO) group apprenticeship scheme <a href="https://www.etc.co.nz/">https://www.etc.co.nz/</a>	New Zealand's leading provider of Electrical Apprenticeships Training and Employment	Master Electricians
Women in Trades <a href="https://www.womenintradesnz.com/">https://www.womenintradesnz.com/</a>	Women in Trades (WIT) is a not-for-profit that promotes trades and trades training as a viable career option to women and employers. We are run by a committed group of people from in and around the trades and trades services industries.	Not-for-profit

ontrackNZ, connecting to entry level positions in three vocational pathways; Manufacturing & Technology, Primary Industries and Construction & Infrastructure. <a href="https://www.ontracknz.co.nz/">https://www.ontracknz.co.nz/</a>	Helping young people find a career pathway and connecting them to training providers who are interested in seeing them succeed.	Private business
Māori and Pasifika Trades Training <a href="https://www.maoripasifikatrades.co.nz/">https://www.maoripasifikatrades.co.nz/</a>	MPTT Auckland is helping Māori and Pasifika become leaders in the trades. As demand for skilled tradespeople grows, our trainees are supporting Auckland's economic growth while creating social change.	ITOs, Industry and tertiary providers
Masterlink mentored apprenticeships <a href="https://masterlink.co.nz/">https://masterlink.co.nz/</a>	Connect top-quality apprentices with successful NZ plumbing, gasfitting & drainlaying businesses.	Master Plumbers
Careers Expo <a href="https://www.careersexpo.org.nz/">https://www.careersexpo.org.nz/</a>  Including: - The World of Work Careers Hub - designed to give visitors an interesting and interactive way to absorb important careers information provided by our key stakeholders, The Ministry of Education - Vocational Pathways and the Ministry of Business, Innovation, and Employment - Occupation Outlook. - Careers Expo Magazine - A joint publication with JETmag	The Careers Expo comprises the widest range of exhibitors of any career focused Expo in New Zealand, consisting of employers, industry, tertiary providers, training institutes, government departments, and corporate New Zealand.	Free to attendees
Career Central <a href="https://careercentral.school.nz/">https://careercentral.school.nz/</a>	Software that interfaces with KAMAR and careers.govt.nz	Purchased with school operations budget
KAMAR <a href="https://www.kamar.nz/">https://www.kamar.nz/</a>	School student management software used by the majority of secondary schools	Purchased with school operations budget
Te Mana o Te Maatauranga <a href="https://www.waikatotainui.com/programmes/education/">https://www.waikatotainui.com/programmes/education/</a>	Taster courses, mentoring programme, kawenata partnerships, tertiary enrolment support.	Iwi funded
Youthfull – Joy Business Academy <a href="https://www.youthfull.co.nz/">https://www.youthfull.co.nz/</a>	Support platform with online courses, connecting employers to young people looking for entry level jobs.	Appears to be sponsored by some Auckland employers.
The Princes Trust <a href="https://www.princes-trust.org.nz/">https://www.princes-trust.org.nz/</a>	Designing, delivering and partnering on initiatives, programmes and platforms which will accelerate	Charity

	<p>young New Zealanders' agency as drivers and changemakers in our economy, communities and environment.</p> <p>With the 'Achieve' programme, learners grow in confidence and capability, and gain clarity about the next steps of their transition onto further learning and employment.</p>	
<p>Supply Chain Industry Cadetship  <a href="https://www.futureleaders.co.nz/sci-cadetship">https://www.futureleaders.co.nz/sci-cadetship</a>  <a href="https://www.futureleaders.co.nz/newsletter-sept-2019">https://www.futureleaders.co.nz/newsletter-sept-2019</a></p>	<p>The unique programme is designed as a career pathway for ambitious young school leavers and job seekers into the Supply Chain Industry - an exciting and diverse industry with varied career progression opportunities.</p>	<p>Andrew Stone, Fork Lift Association, Future Leaders</p>

## Summary of the new opportunities

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There are strategic opportunities for better pathways/transitions from secondary schools through three 2019 new directions in government policy.

### **NCEA Change Package (Ministry of Education, 2019a)**

1. Make NCEA more accessible – end fees, design better assessments so special assessment conditions (SACs) are required in fewer cases, and modify all resources to ensure they are more inclusive.
2. Mana Ōrite mo te mātauranga Māori - ensure there is equal status for mātauranga Māori in NCEA and that greater opportunities for students to follow mātauranga Māori pathways are available.
3. Strengthen literacy and numeracy requirements and set a single common benchmark in English and Te Reo, to be externally graded and sit alongside NCEA.
4. Have fewer, larger standards with an equal split between credits available for internally and externally assessed achievement standards. Strengthen industry-derived standards (as part of the Reform of Vocational Education (RoVE) to support the development of high quality and coherent vocational learning packages within NCEA.
5. Simplify NCEA's structure to 60 credits at each level, with courses being no more than 100-120 credits.
6. Show clearer pathways to further education and employment. Create 'graduate profiles' for each level of NCEA, which offer young people a breadth of courses but with opportunities to specialise; and develop a Vocational Entrance (VE) Award for students to directly enter higher-level VET, and to more easily build high quality and coherent packages of vocational learning in school and foundation tertiary education.

## **Reform of Vocational Education (RoVE) (Tertiary Education Commission, 2019b)**

1. Establishment of 4-7 **Workforce Development Councils** (WDCs) to be responsible for skills leadership and standard setting, and disestablishment of the current 11 Industry Training Organisations.
2. Establishment of **Regional Skills Leadership Groups** to provide advice about the skills needs of their regions to the Tertiary Education Commission (TEC), WDCs and local vocational education providers.
3. Establishment of **Te Taumata Aronui** – a group to help ensure that the RoVE reflects the government’s commitment to Māori Crown partnerships.
4. Merging the 16 Institutes of Technology and Polytechnics (ITPs) into a unified, public network of regionally accessible vocational education - the **NZ Institute of Skills and Technology** (NZIST).
5. **Shifting the role of supporting workplace learning from ITOs to providers:** NZIST and other providers would support workplace-based, on-the-job training as well as delivering education and training in provider-based, off-the-job settings, to achieve seamless integration between the settings and to be well connected with the needs of industry.
6. Establishment of **Centres of Vocational Excellence:** CoVEs will bring together the Institute, other providers, workforce development councils, industry experts, and leading researchers to grow vocational education provision and share high-quality curriculum and programme design across the system.
7. **Unifying the vocational education funding system** for all work-integrated and provider-based education at certificate and diploma qualification levels 3-7 (excluding degrees) and all industry training.

## **Supporting all schools to succeed: Reform of the Tomorrow’s Schools system (Ministry of Education, 2019c)**

The report on the reform of the 30 year-old ‘Tomorrow’s Schools’ legislation identifies a number of areas that will improve ‘barrier-free access’ and ensure that all learners can access pathways that will support their aspirations.

One area is joint secondary school-tertiary learning. The report states that it is important that the system builds strong connections between relevant parties that support the skills, employment and wellbeing of learners/ākonga. It says that work is already underway in this area through the review of secondary-tertiary pathways and funding.

Removing barriers to funding for secondary tertiary learning will support better access, and a smooth transition into vocational education, and engages these students with further learning and employment opportunities before completing their secondary schooling. (Ministry of Education, 2019c, p. 30)

Appendix 4f states that in the next 18-24 months the Ministry of Education will investigate the most effective ways to fund successful joint secondary school-tertiary learning, and make the changes necessary to encourage greater uptake. (Ministry of Education, 2019c, p. 44)

## **Specific areas from these new directions, relevant to pathways and transition**

There will be opportunities to strengthen the quality and status of vocational education training within NCEA by:

-Involving employers and bodies responsible for setting industry standards in the review of achievement standards, to ensure achievement standards can support vocational learning.

-As part of the RoVE, working in partnership with industry standard-setting bodies, schools and other providers offering NCEA to review how learning towards industry-derived standards could be better aligned to NCEA and the National Curriculum.

-Supporting schools and foundation tertiary education organisations to deliver high quality and coherent pathways for all students by designing curriculum tools to support 'academic' as well as vocational learning.

As part of the RoVE, there is a suggestion that the six industry groups known as Vocational Pathways form the six new Workforce Development Councils. There is also a suggestion that the VPs are renamed and a seventh VP is added. These Vocational Pathways currently align with the different standards at levels 1, 2 and 3 on the New Zealand Qualifications Framework, the three levels which are offered in senior secondary school.

In the Tomorrow's Schools Reforms:

-Removing barriers to funding for secondary tertiary learning will support better access, and a smooth transition into vocational education, and engage students with further learning and employment opportunities before completing their secondary schooling.

-Substantially rebalancing the Ministry of Education towards more regional and local support, through the establishment of a separately branded business unit within the Ministry of Education, the Education Service Agency (ESA), that will lead a programme of substantial service level transformation.

## **Recommendations**

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### **Considerations:**

- If schools were to be funded on the outcomes of successfully pathwaying each student (defined broadly as an appropriate next step post-school), what changes in practice would this bring about?
- If around half of all students who enrol on degree programmes do not complete them, isn't it time that the suitability of these students was considered? There is a greater percentage of students from high decile schools gaining the University Entrance Award, and a lower percentage of students from lower decile schools gaining UE. If a smaller percentage of students from higher decile schools, and a greater percentage of students from lower decile schools gained UE, and the new Vocational Entrance Award was introduced for the majority of students, then it would seem that the success rate of students entering degree programmes would increase.

### **Essential points going forward:**

1. Young people must have agency and be able to make decisions for themselves.
2. A newly developed website is needed, aimed at helping secondary students understand how to map out their own pathways from senior subjects, through secondary qualifications to tertiary/work is essential for their agency.
3. Several experiences/opportunities are necessary for each young person to identify their next step on leaving school.
4. Equity is essential, and requires a fair playing field of opportunity for every student.
5. Secondary teachers need the opportunity to better understand transition through an effective online 'Certificate in Pathways' to provide the base structure and effective overview of pathways provision. This should be as part of their professional learning and development (PLD), as most teachers have a role in mentoring students.

### **The deal-breakers:**

1. As part of the new Education Service Agency (ESA), establish 'Pathways Brokers' to connect with all of the above stakeholders and transition support organisations at a local and regional level. Pathways Brokers can then be the resource people for careers and Gateway staff, and middle and senior leaders in the local secondary schools.
2. Each secondary school requires, with equivalent status to the NZQA Principal's Nominee (PN), a new Senior Leader area of responsibility to be called the '**Pathways Auditor**'. This role would involve
  - Designing a coherent suite of curriculum/pathways/opportunities across the senior school
  - Connecting with the local Pathways Broker to improve and enhance opportunities for students
  - Ensuring that each school leaver has been supported and knows their next steps
  - Analysing leaver patterns and feeding back into the senior curriculum/pathways/opportunities to effect on-going improvement.
3. There are significant research projects underway with Ako Aotearoa that are not on the radar of secondary schools. There is currently no point of connection between Ako Aotearoa and secondary education. These projects are completely relevant to Pathways Brokers and Pathways Auditors and an inaugural Secondary Pathways/Transitions Symposium should be set up for September 2020 to begin to connect this mahi and other relevant work to all transition stakeholders and supporters.

### **To conclude, I quote Tim Fowler, Chief Executive of the Tertiary Education Commission:**

"We know that the journey through school to tertiary study (vocational or academic) and to work is not a linear trip. The changing nature of work and education means that the paths from school to tertiary study or training and into work are shifting, with people going back and forth throughout their working lives." (Tertiary Education Commission, 2019a)

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