

Implementing Vocational Pathways Programmes in Secondary Curriculum

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Overview of Presentation

- Vocational Education - Summary of current state.
- What makes a successful Vocational Education Programme?
- Examples of currently available programmes.
- Examples of how Vocational Programmes can be implemented across curriculum.




Vocational Education in New Zealand

- There is much debate surrounding the value of vocational education in New Zealand.
- New Zealand Initiative report highlighted the need for more vocational education in schools.
- Articles in NZ Herald and Stuff also highlight value of vocational education, not only in schools, but in continuous future employment.
- Vocational education helps support Minister Stanford's achievement objectives, attendance and engagement objectives.
- So why then is vocational education not seen as 'valued' by many?

Vocational Education, the 'easy' option


- Vocational education has been seen by many as a 'second-best' option.
- This has arisen from historical ideas and esteem placed on 'vocational vs academic pathways.
- Much of this relates to confusion surrounding VET pathways and how these work in schools (especially due to many pathways using apprenticeship/tertiary based Unit Standards)
- Many of these programmes have been targeted towards 'disengaged' young people, reinforcing the stereotype that these programmes are for 'at risk' students rather than a mainstream pathway.





Changing focus - What makes a good programme work?

- It will come as no surprise that change comes from the top.
- Schools need to actively define and communicate their vision and values supporting VET programmes.
- This could be a discussion with students and parents around future pathway opportunities, career progression, and skill acquisition.
- Clarity regarding how a school implements, supports, and encourages students to explore vocational pathways is essential for students and parents to make informed choices, and fosters greater achievement and participation in the classroom.



Changing focus - What makes a good programme work?

- Effective practice in schools is characterised by a needs-based approach.
- Tailoring a programme to individual students, and/or community enhances student engagement by making their learning directly relevant to future aspirations.
- Further strengthening of programmes comes from:
 - Active leadership and support from Senior Leadership teams.
 - Integration into the curriculum and pastoral care systems.
 - Ongoing professional development for staff.
 - Collaboration with external partners.




So what is currently available?

- Effective implementation of VET programmes aligns with integration of Vocational Pathways into the curriculum.
- This links directly with authentic and relevant learning contexts.
- Language matters!!
- Curriculum design should ensure that NCEA Level 2 is the foundation for further success.
- Integration could be specialised classes (such as Hospitality, Automotive, Fitness, Building and Construction etc).
- It can also be as simple as guest speakers in classrooms.
- **ALL PATHWAYS ARE VOCATIONAL PATHWAYS!**

Work-Based Learning and Industry Exposure Gateway

- Provides senior students with structured, workplace learning that is integrated with school-based learning.
- Can be run as a class, or as a project based learning model.
- Funded by the Tertiary Education Commission, this funding supports students' transition from school to further employment, education, or training.
- Credits are usually Unit Standard based, so align with further apprenticeships, tertiary qualifications, and go towards an NCEA Qualification.
- NOT just for Trades!!





Work-Based Learning and Industry Exposure

Trades Academies

- Specifically designed to engage students by linking them with the wider industry training system.
- This programme focuses on a partnership model between schools, tertiary organisations, and Industry Training Organisations.
- Trades Academies can be 1, 2, or 3 days a week, with the remainder in school.
- Students combine trades standards and NCEA standards to gain qualifications. Students should leave with a minimum Level 2 qualification.

Work-Based Learning and Industry Exposure Secondary School Employer

- FSSEP is an initiative in New Zealand that involves formal partnerships between secondary schools and local employers.
- The goal is to provide students with real-world learning experiences by connecting classroom learning with practical applications in various industries.
- SSEP aims to bridge the gap between education and employment, helping students develop the skills and knowledge needed for future careers.
- This initiative is aligned with the New Zealand Education and Learning Priority (NELP) to ensure learners have the skills and pathways to succeed.



Thank you to our Waikato SSEP participants, schools and employer partners for 2021



With thanks to our wonderful employers who have collectively invested about \$280,000 of donated time per year

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For more information on SSEP visit www.smartwaikato.co.nz

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Te Wharekura o Manāia (Multiple subjects)



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Te Wharekura o Nga Purapura o Te Aroha



Thames High School (Business)



Takaroa High School (Multiple subjects)



Waikato Diocesan School for Girls (Science and Technology)



Whangamata Area School (Multiple subjects)





These sound great but funding?

- There are a number of different funding mechanisms that are available to directly support secondary school vocational programmes:
- **Trades Academy and Gateway Places:** An increase in funding for Gateway and Trades Academy places.
- **Youth Guarantee:** Funding for 16-24 year olds, attending tertiary training who have no to low qualification achievement.
- **Secondary Teacher's Study Support Grants:** Available to certified teachers to support study. There is an allowance for up to 4 hours (0.16 FTTE) and reimbursement of \$500 towards course fees.
- **Other funding:** Many ITO's offer scholarships for students, and some (such as BCITO) will cover costs for Driver's Licencing (identified as one of the major barriers to successful transitions).

Examples in Practice: One Tree Hill College

- Encompasses a whole group approach.
- Students move together as a cohort.
- Whole curriculum wrap around support.
- Major project was to refit a house.
- This project was completed in partnership with local business, ITO's, the school BoT's, and students.



Transparent pathway with clear expectations



WHAT IS SUCCESS IN TRADE TO YOU?

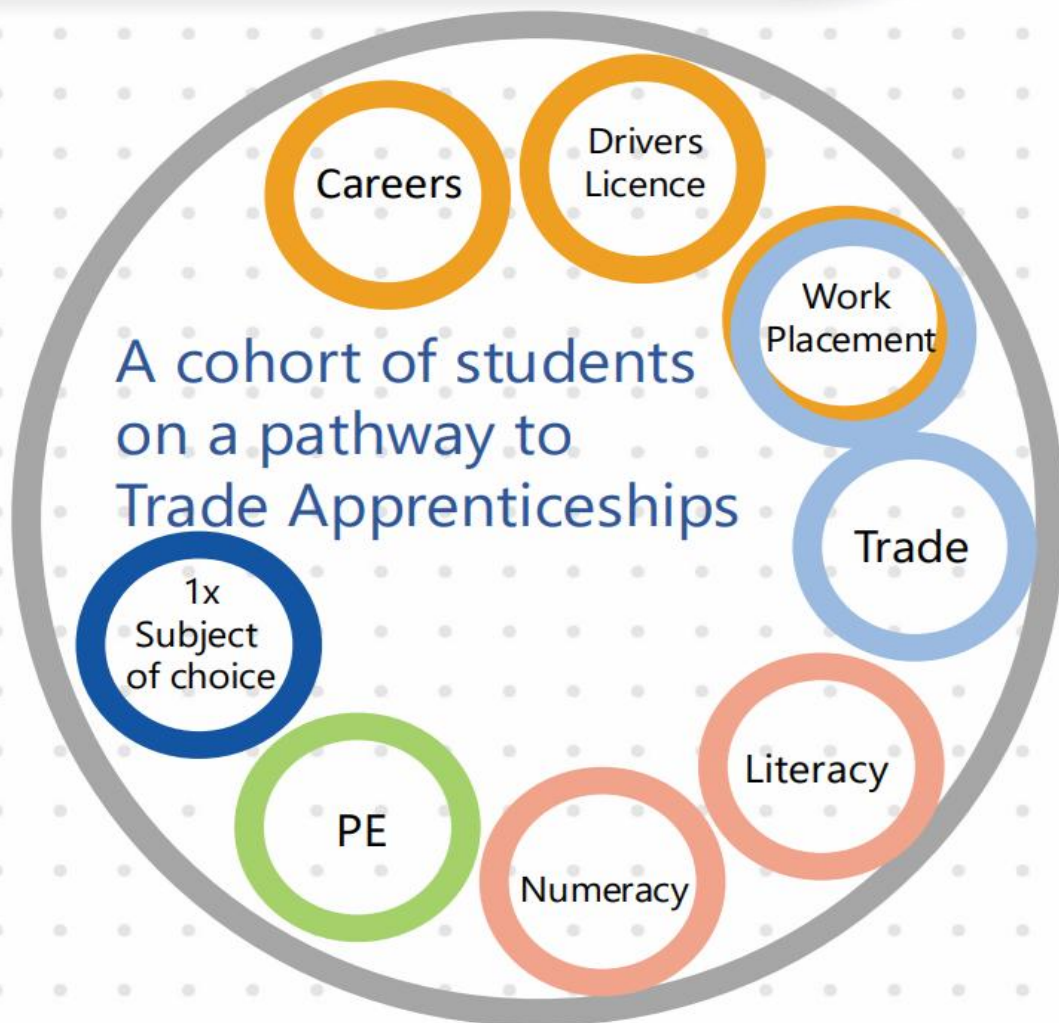


The Yr 13/Level 3 Trade Academy class stays as a group through the school year.

Students go to the same classes and teachers in subjects that support achieving an apprenticeship.

The expectation is that they achieve Level 3 NCEA to graduate in September.

Thank you to Onehunga High School for sharing their structure in 2022.





Examples in Practice: Albany Senior High School

- Pathways class developed after student voice highlighted the need for a class that aligned more with trades.
- Apprenticeship models applied.
 - Student apply for a place in the class.
 - All applications interviewed. Gateway coordinator and teacher of Pathways completed the interviews.
 - Students selected (max 25 students)



How is the Pathways Class structured?

Level Two Pathways is structured in three different areas:

- **Life Skills:**
- **Trade Specific Skills:**
- **Work Experience:**

While there are some L3 standards available, this class is not suitable for a Year 13 student looking to gain Level 3.



Life Skills

These Life Skills standards are set in 5 key areas. Students will need to complete at least one standard from each category.

- Financial Literacy
- Communication Skills
- Self Management
- Service Delivery
- Work and Study Skills

Students will complete 20-30 credits in this area



Trades Specific Skills

Students will be registered with a training provider and complete apprenticeship specific standards.

There are up to 20 credits available in this class component

This year we have had students registered with:

- BCITO (Building)
- CBT Systems (Pilot Training)
- Crown Institute (Hospitality)
- HITO (Hairdressing and Beauty)
- MITO (Automotive)
- Te Pukenga (Electrical and Plumbing))
- SIT (Animal Husbandry and Recreation)



Work Experience

- Students will be enrolled in either a Trades Academy placement OR will be placed on Gateway for the year.
- This is the practical part of the course and will relate specifically to the area that the student wishes to pathway into.
- Employers this year have been:
 - Crackerjack
 - HairNow on Apollo
 - New Zealand Management Academy
 - DNA Electrical
 - The Hair Designers
 - Fitstop Gym
 - North Shore Aero Club
 - Crown Institute
 - SRA MakeUp



Trades Academy

- We have run the Trades Academy in association with Unitec Pathways College, Crown Institute of Studies, NZMA, Techitorium, and Yoobee for the past 4 years. There are 11 programmes on offer:

- Animal Science		Unitec	
- Automotive and Mechanical Engineering	Unitec		
- Building and Construction		Unitec	
- Networking			Techitorium
- Health Academy (Community health focus)	Crown		
- Business Academy		Crown	
- Hospitality			Crown
- Uniformed Services		Adventure Works	
- 2D Animation		Yoobee	
- Character Design		Yoobee	
- Electrical Charge		NZMA	



Gateway

Students may elect to choose to complete their work experience through a Gateway placement.

Currently we have structured programmes in Make Up, Hospitality, Electrical, and Business for students looking at these Vocational Pathways.

For students looking at other pathways we would use the following processes:

- We will endeavour to find placements for students in their chosen Vocational Pathways. (There could be potential delays due to employer availability)
- Students will have the opportunity to gain further credits through the ASHS Gateway workbooks. There are up to 30 credits for this programme.
- To assist in placements we request that if you have any contacts in the vocational pathway of interest to potentially follow up regarding the possibility of completing a Gateway placement.



How do the standards work?

The vision for this programme is that it is predominantly **student-led**.

Students will select the vocational pathway they are wishing to explore and be registered with the industry training organisation associated with that pathway.

Other standards will be school based assessments and self taught with support from the teacher.

There are over 60 standards available in this course to choose from. The **expectation** will be students will select a minimum of 30 credits to complete. This means students will need to be motivated and develop good management skills to meet the targets they set.


The teacher in charge of this programme will be more of a mentor rather than explicitly teaching content (as is the case in apprenticeships).



What are the expected outcomes of this course?

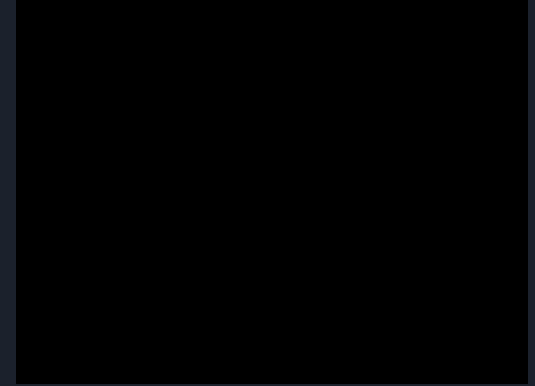
By the end of the course students will have:

- Health and Safety certification for working in a workplace
- Customer Service certification in regards to working with customers and as part of a team.
- Industry based experience in a field of interest.
- Credits towards NCEA Level 2 and a Vocational Pathway Award.
- Credits towards chosen trade apprenticeship.



What have student's learnt this year? In their own words

- Real life knowledge
- Works on personal self
- Credits are accessible to students of all levels.
- Able to create my own learning plan.
- Perfect if you want to do a trade.
- Standards relate to real life.
- Life skills I can carry forever.
- Useful to get a taster of what a trade is like.
- Has helped me achieve Level 2 when I never thought I could.
- A straight forward approach to learning about career pathways.
- This class helps to develop your work ethic.
- Able to gain credits quickly (if you do the work)





2025 Outcomes to date

- 24 students at the start of the year
- 16 students gained their L2 Certificate. One gained their L3 Certificate.
- Average credit achievement for the year is 33 credits per student.
- 3 students left class for another class
- 2 students removed from programme due to not following rules of their external provider
- 3 students transitioned into further tertiary study through the year
- 2 students entered full time employment
- 2 students have entered into apprenticeship training
- Of the 12 students remaining in class, 2 intend to pathway into Year 13. The others are in the process of applying for further study or apprenticeship training.



Actionable Recommendations for Implementing a VET Programme.

- **Robust Partnerships:** Formal relationships with tertiary, industry, and training partners allow for diverse offerings and offer valuable industry exposure.
- **Comprehensive Career Education and Guidance:** By implementing a whole school approach to careers will allow identification of students who could become at-risk or disengaged. These programmes empower students to understand themselves, explore opportunities, and develop career management competencies.
- **Targeted Professional Development:** Investment in ongoing, high-quality professional development for staff, allows for greater connections with professional bodies and gain additional qualifications.

New Zealand Certificate in Foundation Skills Level 1

- Allows students a further year to keep improving their Literacy/Numeracy
- Provides students 60 credits in an approved programme to gain the New Zealand Certificate in Foundation Skills Level 1
- Allows students to experience success and move on to NCEA Level 2 with all available courses, including school opportunities such as Skills/Trades Academy, Gateway, and STAR-funded opportunities





Thank you for your time, Any Questions?