Ministry of Education

VOCATIONAL PATHWAYS – CONSTRUCTION AND INFRASTRUCTURE CASE STUDIES
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NOTE: Consent to share these Case Studies is valid for three years from the dates marked.
Case Study 48, May 2015

Construction Company gives students learning opportunities

Hawke’s Bay Project Management and Eastern Institute of Technology (EIT)

Construction company, Hawke’s Bay Project Management, has partnered with the tertiary organization, Eastern Institute of Technology (EIT), to provide school students with a pathway into the construction industry. On site and under mentorship from the company’s owner, John Roil, a group of 14 Year 13 students from local secondary schools will be building a one bedroom property. This allows them to earn sector-related credits making their learning relevant to an industry and preparing them for work.

“The skills they are learning are a starting point for their careers in construction,” John says. “It’s incredible to see those kids begin with a block of wood and end up with a completed building. It’s giving them skills they can use anywhere in New Zealand,” he says. “This country needs construction workers, especially in Christchurch and Auckland.” John says that creating a path for young people to follow is integral to education and he sees his involvement as a community responsibility. “What we’re doing is helping young Kiwis with career progression. Students are fulfilling a cadetship, which can become an apprenticeship and then, with higher qualifications, leads to management. The more influence from the world outside formal education, like from business, on this process the better.” EIT also offers construction pathways to school leavers and experience like this will make the transition to further study in this industry more achievable.

John also sees the benefit of this young and skilled workforce to the Hawke’s Bay economy. From a social perspective, this former teacher, builder, mentor and Hastings District Councillor, says that education and work opportunities are the key to lifting the aspirations of young people. John’s company specialises in prefabricated buildings. He delivers prefabricated police stations to rural areas of New Zealand and came to the attention of EIT when he won the Supreme Award at the Hawke’s Bay Chamber of Commerce business awards. EIT saw assembling kitset buildings as a challenge for their students and asked John if he would be involved. John saw the project as an ideal opportunity to combine his passions of teaching and of building. He agreed and has mentored and facilitated the programme where both EIT Trades Academy and tertiary students construct a range of prefabricated buildings. The buildings are then sold to the Ministry of Education for use as classrooms, early childhood centres or offices. Paul Hursthouse, Business Relationship and Trades Academy Manager at EIT says: “From my perspective satisfaction is measured by the students’ engagement, motivation, achievement and ultimately their success. And so far, the students are loving it.”

Year 13 students constructing a one bedroom property
A young Waikato woman has a blueprint for the future – she wants to help build more homes in New Zealand. Brooke, 18, is one of a group of students who were part of a successful new collaboration between Fairfield College and the Waikato Institute of Technology (Wintec) that has seen great leaps in NCEA achievement rates for Māori and Pasifika students at the school. Last year the school doubled its roll-based achievement of NCEA level 2 for Māori and Pasifika learners in year 12. This was a change from 25% achievement for Māori in 2013 to 50.8% in 2014, and an improvement from 38.5% to 73.3% for Pasifika.

Brooke achieved NCEA Level 3 and is now at Wintec full-time studying the Level 4 Certificate in Building. Having always thought she would end up working as a bartender, Brooke now has a very different vision of what lies ahead. “The future goal for building is to be able to build houses,” she says. “To give people a home.” Fairfield College principal Richard Crawford says in 2013 the school realised that what they were doing was not working for a group of their students. “There was a gap for some of our students - many of them were disconnecting from mainstream school five days a week. We knew we had to change the curriculum somehow.” After exploring various options, they partnered with Wintec to put a new programme in place.

Wintec’s youth product manager Rachel Bowley says the programme targeted a class of priority learners who were year 11, 12 and 13, with most being Māori or Pasifika students. Brooke, who is Māori, was in that class. She was also the only girl. “We put them in the Trades Academy Construction Infrastructure course where they did one day a week at Wintec and four days back at school.” The initiative is aligned with the Vocational Pathways framework, developed by industry bodies and the Ministry of Education. Students frame their studies in a way that is relevant to them, with a clear pathway to employment or further training and education. Students can earn sector related credits at the Trades Academy, which means they are learning skills relevant to a particular industry, which better prepares them for future employment. In Brooke’s case, this would be construction or infrastructure.

Brooke says with this new way of learning, her studies now made sense. “It was a new location, a different experience, and just seemed better. It felt like you’d actually get somewhere doing the work instead of just being at school.” And “get somewhere” she did. Brooke is now studying full time at Wintec in an intensive course through Wintec’s Māori and Pasifika Trades Training programme, where the students work full days – one week at Wintec alternated with one week work experience.

“The idea is to get people work ready,” Rachel says. “The whole goal of the programme is that they will transition out to work, in some cases with an employer they’ve been working with throughout the course.” It’s hard work, but Brooke is enjoying her studies. “The projects we do are very cool. We built a playhouse and gave it to the Kohanga. We also made kids picnic tables.” Richard says Brooke is a good example of a student who may have felt disconnected with learning until they found a relevant pathway, but there were many other success stories too. “For many of those young people this has been a real turning point in their lives,” he says. “For some of our students the success that they experience [in the programme], keeps them in the game of education.”

Family members have noticed improvements in the students too. They say the curriculum changes provided direction, made the students more motivated, and gave them an idea of what their future career path could look like. Rachel says some of the students came from communities where educational success wasn’t necessarily role-modelled. “One of the things that really worked for the students was the sense of identity that being in that group gave them.” After the success in this first year, the college is now expanding the programme for future years.
Martin, a Year 13 student at Hawera High School, has a short and long term goal. Short term he wants to be a plumber, long term he’s aiming to be a firefighter with the RNZAF. However he says there’s a synergy between both. Much of what he’ll do as a plumber will assist the exacting and critical work that firefighters do in the airforce.

To achieve his short-term goal, Martin signed up for the Gateway programme at Hawera High. By being part of Gateway, he could taste a variety of vocations while still at school.

Under Gateway, which provides a variety of work experience to students, Martin has tried his hand at car painting and, when that didn’t suit the magic in his fingers, he tried plumbing. One day a week for 14 weeks, he worked for the “good guys” at Evergreen Plumbing in Hawera. “They always gave me things to do. I cut pipes to help assemble homes and buildings, I gathered tools and prepared equipment. It was precision work, the sort of skill level I’ll need to be a firefighter,” Martin says.

During this time Martin gathered 24 credits towards his NCEA Level 3 and achieved a Certificate in Allied Trades. Evergreen Plumbing is a growing business with the huge Fonterra factory just outside town as one of its main clients. If it continues to grow, Martin will receive an apprenticeship early next year. But in the meantime he’s already helping the Hawera Volunteer Fire Brigade attend to emergencies and put out fires. Martin’s a third generation South Taranaki fire fighter. His dad’s been protecting the community for 24 years and, by the time he retired, Martin’s granddad had reached his half century.
"I love to work outdoors and I’m not scared of getting wet,” he says. One of Martin’s jobs is to assist with the water supply and he’s aiming to be a fully qualified volunteer fireman by attending a seven day course at the National Training Centre in Rotorua. While firefighting is separate from school, Martin believes Hawera’s approach to “get out there and seek a pathway” has been very beneficial to his attitude to learning and finding a vocation.

Jarron, another Year 13 student at Hawera High, impressed his future employers, Hawera Welding Contractors with his technique. However it wasn’t his welding abilities which caught their eye but Jarron’s deftness on the putting green. Hawera Welding Contractors co-owners, James Parker and Frank Bunker, are keen golfers and, when they saw Jarron perfecting his putting at Te Ngutu Golf Course, they engaged him in conversation. The end result was a further conversation with Hawera High School’s Head of Transition, Wayne Benton, about Gateway. Through Gateway, Jarron, began work experience for 20 weeks with the contractors.

For one day a week, the 17-year-old learned to weld stainless steel pipes together and do other “hands-on stuff.” “I didn’t want a boring job, but something meaningful through Gateway,” he says. “With welding I realised how important maths was. I had a renewed interest in formulas and measurement and received 12 credits at the end of the year. Having NCEA Level 2 also means students are well-prepared to undertake further training, study or work, as they have a solid foundation to build on.” The work experience has led to a full-time apprenticeship in January and now Jarron wants the bragging rights to be “the best welder in Taranaki”.

However he cautions that he couldn’t have secured the job if it wasn’t for Gateway and the manner in which Hawera High School has adapted its teaching programme towards individual learning. And Gateway has probably helped his golf. By giving him the inner satisfaction of finding the right vocation, he’s carried the motivation and dedication through to everything he does. Jarron has won several stroke play championships, he’s debuted for the Taranaki Senior Men’s Team and wants to be one of the best amateurs in New Zealand. Both Jarron and Martin have impressed Wayne Benton. “I’m incredibly passionate about Vocational Pathways and I get a lot of satisfaction in seeing these two students excel through the scheme,” he says.

Above: Jarron  Above: Martin
Case Study 31, February 2015

**Business buy-in is lifeline to secondary students**

**Horowhenua Trades Academy**

A New Zealand property developer passionately believes that if there is no business buy-in to a student’s education then “there is no connection to reality.” Wayne Bishop, a Horowhenua District Councillor and property developer who recently bought the old Kimberley Hospital site in Levin, says work experience while still at school is “the link to life”. He has recently begun a $150 million country estate development on the 48 hectare hospital (120 acre) site and has gifted an area for the Ministry of Education and UCOL to establish a Horowhenua Trades Academy so that local secondary students can contribute to the development and learn about construction and infrastructure in a real life context.

UCOL is trucking in a container of building equipment this week and the Academy will officially open on Friday (27th February 2015). Wayne is planning to build 500 lifestyle units at his Speldhurst Country Estate and says that there is guaranteed work on the project for the next 25 years. Wayne is a member of the Horowhenua Vocational Pathways Network which combines education, industry and local government to find ways to better link education to the outside world and help students stay engaged in their education. This is done through a range of Ministry of Education schemes which include Gateway, STAR and Trades Academies.

Wayne, who started his own company in 1992, understands the importance of ‘get up and go’ and wants to help students find a pathway to a positive future. “It is easy for the community to criticise young people who leave school without direction or a job but what are they doing about it? They need to be part of the solution. It will take more than just a school to give these students the best chance for success,” he says. The Trades Academy will open with 16 students from three Horowhenua secondary schools who will learn theory in their schools and practical at the ‘village’ Wayne is developing. Wayne, a mentor, will offer work experience as part of the tuition and provide building projects so students can earn credits as part of their Construction and Infrastructure Vocational Pathway. During their three term course, students will spend one day a week on site learning everything from safety to building cabins and will be supervised by Wayne and his team as he begins his massive development which will eventually see 750 people living in the ‘village’.

Statistics New Zealand quotes an additional 165,000 over 65s will live in the Kapiti region over the next 15-20 years and Wayne says they need to be looked after. However his vision does not end with one, two or three bedroom units, but a village that has integrated services and where Horowhenua sporting and cultural clubs can use the facilities and be based there. He is already building a world class croquet facility with four playing surfaces on the site for the local club. “I want to ignite a spark that gives students a future and see them develop as experienced and qualified trades people. There is a construction zone here for the next 25 years,” Wayne says. “I’m so energised about this. It will make a significant impact on our economy. We need skilled trades people and there is no better way than starting through the Youth Guarantee Scheme.”

To prove his point he is already providing work experience for four to six students from the Trades Academy at Otaki on a two day a week basis. Horowhenua Vocational Pathways Coordinator, Anthea Hale, says Wayne is passionate about building and “giving kids the right skills to contribute to the growing industry. Building at Speldhurst is the start of bigger and better things for these kids. It is important to show them how things work in the real world and giving them ‘real life’ experience is a way to do this,” she says. As part of her work, Anthea has been talking to other businesses about what they want from the Trades Academy. “Input from business is essential to us – we need to provide students with qualifications and skills which will be relevant for their future employers to ensure these young New Zealanders end up with satisfying employment – and ideally in the local economy. Industry also feels
more valued because they are being consulted,” she says. “Business buy-in is vital. We can create a certain course but if there is no interest in students with those skills or qualifications and ultimately no jobs then there is no point. The construction course is popular and thanks to industry support and the huge development on our doorstep, it will benefit the community in more ways than one,” Anthea says.

Wayne Bishop, a Horowhenua District Councillor and property developer
Case Study 37, March 2015

Building on potential
Makoura College, Masterton

At Makoura College 17 year-old student Styx is striving for success. The young woman of Ngati Kahungunu is one of three girls currently involved in a house-building project as part of their schoolwork. The project has been made possible through sponsorship from the local building supplies company, Tumu ITM Building Centre in Masterton. The house-building project allows students to learn real skills on a live site, earning sector-related NCEA credits which contribute to a Vocational Pathways Award in Construction & Infrastructure.

At home, Styx has always enjoyed helping her father, a mechanic, bush worker and hunter, with odd jobs while also helping out in the shearing shed with her Mum, a wool handler. Now in Year 13, she describes working on the relocatable house as a step up from helping out at home and more exciting and meaningful than building chairs and tables in her school carpentry class. “I’m a bit of a tomboy and I like hands-on learning,” says Styx. “This has given me a taste for building and I’m now talking about grand designs with my Mum. We want to put French doors in at home.” Styx’s experience is also putting her on track to discover what pathway she needs to take towards becoming a qualified builder. That might be through an apprenticeship programme offered through tertiary education organisations.

Former Principal of Makoura College and current Ministry of Education Secondary Tertiary Lead Tom Hullena says that connections between industry and education are crucial a key focus for Makoura College. “In our community, students are not always well connected to those in the main-stream world of work. This lack of connection more than anything else puts our students at a disadvantage when they are looking for jobs beyond school. We are changing that. By making connections with industry, we are trying to meet local employment needs by giving our students relevant understanding, knowledge, expectations, and skills. This project with Tumu ITM is a step in the right direction and we are encouraged by Tumu ITM’s support and the impact it will have on our young people.”

Makoura College student Styx
Building company helps Wairarapa school students learn skills

Makoura College, Masterton

Tumu ITM Building Centre in Masterton is helping local students get real life work experience as part of their schooling. It is providing materials to Makoura College so students can build a house as part of their study, giving them a pathway into the Construction & Infrastructure industries. “It is important we see young people as more employable after school and this means they need to learn on the job, outside of the classroom” says Bill Carter from Tumu ITM. “We see the benefits a real build gives school students - a chance for insight into what being a builder is all about. “It is a win-win for the local economy; if we can support young people into apprenticeships and they stay in the area, eventually they become trade clients too. To date we have employed one local student but there is room for more here and throughout the Wairarapa if they have the right skills and an ability to focus on a real job.”

Bill Taylor, a qualified builder and head of Makoura’s technology faculty, says: “In the past I’ve sent students out on work placements and they would spend the day at the end of a broom. Then I thought right, how could I give them a real building experience so they are learning skills that will actually help them get a good job? A relocatable house that the students build themselves seemed like the perfect solution. I approached Tumu ITM for credit on materials. When the house is sold off we will pay the bill and the school gets any leftover profit.”

Former Principal of Makoura College Tom Hullena says these connections between industry and education are crucial and a key focus for Makoura College. “In our community, students are not always well connected to those in the main-stream world of work. This lack of connection more than anything else puts our students at a disadvantage when they are looking for jobs beyond school. We are changing that. By making connections with industry, we are trying to meet local employment needs by giving our students relevant understanding, knowledge, expectations, and skills.” This project with Tumu ITM is a step in the right direction and we are encouraged by Tumu ITM’s support and the impact it will have on our young people.”

*Further notes as at August 2016

In 2014 and early 2015, Makoura College participated in workshops with local industry, educators, the area’s three district Mayors, Wairarapa iwi, businesses, other secondary schools, training providers, central government agencies and groups working with young people. A Youth Guarantee Community Partnership was formed, and is now called the Wairarapa Youth Education, Training and Employment (YETE) Community Partnership. This partnership is working with schools and business and training organisations to establish relevant and meaningful pathways for young people from school to further education and training, and on into employment.
Case Study 18, November 2014

Pasifika success story
St Patrick’s College, Silverstream

In their final year at school, twins, Nanumea and Te Pine are St Patrick’s College students fast on their way to success. They have been achieving tertiary level credits while still at secondary school. And Te Pine has already secured a plumbing apprenticeship for next year. The brothers, of Tokelauan decent, are Year 13 graduates having achieved NCEA Level 3, thanks to hard work, interesting subject choices and time spent ‘on the job’. “I wanted a solid plan for after school. I was worried about the future,” says Te Pine. “I went to the Careers New Zealand website and looked at the labour market and skill shortages. I identified construction and plumbing as a good starting point.”

As a result, Te Pine, with the help of his career advisors adjusted his subject choices to fit this sector and he interviewed and got applicable work placements. He did a combination of domestic plumbing as well as two weeks on a large, commercial construction site. All which earned him credits. “It’s what I expected and it’s confirmed that I’d like to do plumbing in the future. It’s not like being at school – there is no one chasing you. It’s up to you to make your placement a success. It made me want to come to school. I wouldn’t have tried as hard otherwise,” Te Pine says. Te Pine could choose subjects related to plumbing through the school’s partnership with the Plumbing Industry Training Organisation. All of this means that he is set up to earn a Vocational Pathways Award in Construction & Infrastructure. This shows that he has linked his school work with the industry he is interested in and where he wants to work in the future.

Nanumea started with his work placement in Year 12 and with support from the school, he followed his interest in muscle cars. He secured a spot at G & H, a private training provider in Petone, doing an automotive course, all the while earning NCEA credits. He had a go at panel beating and mechanics and as a result of what he learnt, Nanumea plans to do an automotive course at Weltec next year. He wants to secure an apprenticeship too.

Rector Gerard Tully says that work placement offerings and tailored curricula which include a wide and more relevant choice with better links to industry is helping keep students at school longer. “Research shows the longer students stay in education, the more success they will have in life. Having NCEA Level 2 also means students are well-prepared to undertake further training, study or work, as they have a solid foundation to build on.” Gerard also says that these ‘non-traditional’ choices make no difference to the students’ experience of school in the pastoral sense: “Camaraderie is an important part of this school. Students are proud to be ‘Streamers’. The guys that do the Trades Academy or work placements are still part of the school. They can play rugby for the school team and go to the Year 13 Ball.”

There are not many New Zealand schools more steeped in tradition than Silverstream’s St Patrick’s College but to stay relevant, Gerard says the way boys are educated must change, especially when targeting better results for Pasifika students. “As a school we’ve identified the need to raise Pasifika student achievement and we are working hard to address this through curriculum offerings. We are supporting Pasifika families to see how the system can work for their children because we know parental involvement is key.” Gerard believes another key to success is relationships. “You need to treat people differently to get the same result. Research shows us that a strong relationship between teachers and students improves learning outcomes.” Gerard believes this is particularly important for Pasifika students. “What I have found, is if students get on with their teacher, respect that teacher and know that that teacher cares and wants the best for the student, we will get better results. It’s about knowing your learner, creating a respectful relationship, and understanding motivations,” he says.
Case Study 17, November 2014

Building blocks to a successful future for two school students

St Peter’s College

Before the school year is out, two go-getter students from St Peter’s College in Palmerston North have already secured work. Bart and Harry start apprenticeships in construction firms this month. The students thank their school for its encouraging approach to Gateway and implementing Vocational Pathways for setting them on the right track.

When the opportunity arose for Harry (17) to spend a day a week with Manawatu firm, Kernow Construction at the start of the year, he grabbed it. This allowed him to learn on the job as well as earn NCEA credits in the Construction & Infrastructure Vocational Pathway.

During the two terms he spent at the firm, Harry helped to build a terminal at Ohakea Air Force base and a factory for Fonterra at Pahiatua. Harry’s interest in construction was not just a random choice; he had already spent a number of school holidays doing casual work and had spent his January break mixing plaster in Christchurch.

“Being a part of Kernow during the school term was an awesome experience,” he said. “It was great to feel part of something grown up. The chance to be there as part of my final year gave me the jump start I needed.” As a result, Harry has a job, a Certificate in Construction, a Vocational Award in Construction & Infrastructure and he hopes - a positive university entrance result in January 2015.

Harry’s school friend Bart (18) wants to own his own business and be a qualified builder in Thailand, where he was born. To start the process Bart also enrolled in the school’s work Gateway programme and aligned his subjects with the Construction & Infrastructure Vocational Pathway. While spending a day a week over two and a half terms with...
Isles Construction, Bart learned to work with steel reinforcement and fit earthquake proof beams. This experience, plus the fact that he will earn a Vocational Pathways Award in Construction & Infrastructure, has helped him secure an apprenticeship in the Manawatu. “The experience was really important because my future goal is to work in construction,” he explains. “I got 15 credits towards Level 3 and I’ve learned important skills I needed to know.” Bart enjoys working with his hands and, like Harry, enjoys seeing the tangible results of his work. “Creating something is very important for me,” Harry says.

The students say that St Peter’s College placed significance on the choices they made at school, and has helped them create pathways to a future that makes sense for them. They agree that work experience gave them a greater appreciation of what it would be like on the job. “You can see how our education applies to the real world,” Bart says. “But I have maths too, for this industry that is sensible.”

Head of Careers, Jill Lynch, says providing individual pathways for students is so important that the College is spending time and resources on a curriculum review based largely on the Ministry of Education’s Vocational Pathways framework. This helps students bundle their subjects according to six industries to help them focus on a particular career. Construction & Infrastructure is one of those pathways. “We recognise the importance of ‘the individual’ and want students to choose their programmes and subjects,” says Jill. “That means they will be more likely to do well.”

The opportunities to experience work and subjects relating to electronics, food and hospitality, automotive, sports, construction, graphic/fashion design, hair and beauty, agriculture and health science has burgeoned for Years 11 to 13 and, in 2015, the college is further expanding what it offers its learners. These programmes are funded by Youth Guarantee, a Ministry of Education initiative, which provides young people with more choices, ways and places to achieve NCEA Level 2 or equivalent qualifications. “We recognise the impact these placements are having on our students and we want more of it going forward,” Jill says.
Local business sees benefit in supporting school project

Taranaki Futures ‘Build a Bach’ and Taranakipine

Tom Boon, the CEO of Taranakipine is a firm believer in learning by doing and putting theory into practice. That is why for the second year in a row his company is sponsoring the Taranaki Futures ‘Build a Bach’ project for school students. The project is an opportunity for local secondary school students to learn skills on a live construction site which will help them transition into work. “We always need solid young workers who are suited to a construction and production environment and with this project I am helping students learn how to do the job,” says Tom. “At the same time this is a good way of promoting my company to young students interested in working in the industry.”

Taranakipine provided all of the timber products used to build the bach which 19 school students completed as part of their Construction & Infrastructure Vocational Pathway. Literacy and numeracy skills were weaved into the practical applications students were doing on-site, which meant students could earn NCEA credits as they worked. “I am a huge fan of learning by doing,” says Tom. “That is what we do in the factory every day: we do practical work. And with this type of learning, students are actually making something using timber; they can see the outcome by building something real. For some students it is much better than just being stuck in a classroom. That is what I loved about taking part in last year’s project - the result was tangible. Not only could I see directly how our sponsorship had helped, but I could also see that those young fellows were proud of what they had built. I liked that it was a hands-on project.”

Tom also hosted the students on-site for the day before the project kicked off. The group was shown the factory and Tom’s team explained the machinery and processes the students would be working with. Students completed an introductory Health and Safety course before they moved to the construction site. Taranakipine also offers work placements to Gateway students from New Plymouth Boys High School on Friday afternoons. “Again, we do this because some students do better on a different pathway,” says Tom. “We have seen it work and have had students successfully join as apprentices.” Warwick Foy, Taranaki Futures co-ordinator, said that last year they had 40 supporting industry partners and Taranakipine was the first on board, both this year and last. In 2015 Taranaki Futures hopes to offer two ‘Build a Bach’ projects - one in New Plymouth and one in Stratford. “The purpose of the Taranaki Futures ‘Build a Bach’ initiative is to offer practical learning opportunities for young people by involving the wisdom, experience and generosity of the community,” says Warwick. “Firms like Taranakipine have shown brilliant trust and support of our work because they understand that they have a role to play in developing the workforce of tomorrow and that learning can take place outside of the classroom.”

- Build a Bach project: The bach was built by 19 school students from five Taranaki high schools, as members of the Western Institute of Technology at Taranaki (WITT) Skills Squad Trades Academy. Students built the bach full-time at WITT while working towards NCEA Level 2 in a practical learning environment, having experienced many different building sub-trades and received mentoring and guidance from tradespeople and businesses who are project partners.

- Following the successful completion of the bach builds in 2014, 2015 the project has been scaled up to a two bedroom house in 2016.

Projects continue to be strong symbols of:
- practical trades opportunities for young people
- collaboration enabling industry to contribute to the community
- funds provision – the buildings will be sold with proceeds used to launch the next projects

For more information visit the Taranaki Futures website - https://www.taranakifutures.org.nz/projects/build-a-bach/
Students in Northland learn how to build – houses and their future

Te Taitokerau Trade Academy

Students at Tikipunga High School in Northland have joined forces with local iwi, Ngatiwai, and have built a three-bedroom house and rebuilt the 'Manse' at local marae - Pehiaweri. The skills they are learning in construction are increasingly in demand as New Zealand looks to solve its housing shortage crisis and as it develops more infrastructure. This learning has been made possible through tutoring at the Te Taitokerau Trade Academy.

Trade academies deliver trades and technology programmes to secondary school students based on partnerships between schools, tertiary institutions, industry training organisations and employers. Students are encouraged to align their learning at school and at the Trade Academy with a Vocational Pathway, in the case of Tikipunga’s carpentry students it would be Construction & Infrastructure. The pathways enable students to see how their learning and achievement is valued in the workplace and the types of study options and job opportunities available. This increases the chances of NCEA Level 2 achievement.

Joanna Smith, Manager of Te Taitokerau Trade Academy says: “Students feel empowered by the success they are having at making something which can be used in the community. Chronic absentees are now attending programmes and students have changed their patterns of behaviour and are engaged in learning. I feel success associated with academic achievement and NCEA results are as important as the social and emotional successes we are seeing,” she says. Te Taitokerau Trade Academy has closely aligned its courses with employment needs in different areas over Northland and is actively engaged with local iwi, such as Ngatiwai. This means that students have the opportunity to get out into the community and experience real work situations.

Ngatiwai Trust Chief Executive, Jim Smillie, says iwi see benefits from involvement in projects such as this with school students. “The Trust has an education unit where we work with schools, this is about wider links and benefits for our youth through trades training.” He says the Trust deals directly with the tutor. “We supply material for the students to build a house each year. When it is complete it’s auctioned or tendered on the open market. That money is used to re-invest in the project. Last year it was a two-bedroom unit, this year it’s a three-bedroom unit. “We’ve been really impressed with the students’ workmanship. It’s a great credit to them and the supervision,” says Jim. He says they’ve also worked in conjunction with industry to offer apprenticeships to students who have completed trades training. Students doing the trades courses go to a tertiary site for tutoring one or two days a week and complete the remainder of their coursework back at school. Theory and practical are delivered in partnership with a practical work placement included, to provide the ‘work readiness’ which helps students enter successful employment after school.

“Moving between school and tertiary gives students the opportunity to become comfortable with the differing learning environments, thus making transitions after secondary school easier and less threatening,” says Joanna.

“Trade Academy learning differs from school subject courses as they are almost an entire programme in themselves. Students will spend most school periods involved in their Academy work, be it practical or theory orientated. Little do students know, they are doing their subjects in a contextualised way, all built around their vocational choice,” she says. “Students are discovering learning can be fun with the theory and practical linking together.” Transport assistance has been a critical part of Te Taitokerau’s success so that isolated students can get to courses. “The role of funded transportation is vital where schools do not have the facilities available to deliver the practical side of programmes,” says Joanna. Trade academies come under Ministry of Education’s Youth Guarantee scheme and aim to engage young people in education and equip them with the vocational skills and training they need to gain future employment.
Tikipunga High School build – 3 bedroom house

Tikipunga High School build – 3 bedroom house
Herepainga, or Pai as she is better known, is a talented artist and keen carpenter. Her aspiration for the future is to be happy. Pai, of Ngati Hine decent, is at Tikipunga High School in Year 13 and what is making her happy at school is that she can do the things she loves: art and carpentry. Pai does this through Te Taitokerau Trades Academy and NorthTec. She is getting the qualifications she needs for her future. By year-end Pai can achieve vocational pathway awards in both ‘Construction and Infrastructure’ and ‘Creative Industries’. Pai has recently exhibited her work and even sold a piece. “I’m fiercely independent and enjoy learning practical things so I can do them for myself. When I started the building programme, I found I was really good at it and I thought this would be a ‘mean’ job. With my art, my teachers encouraged me to apply and it’s been great.”

Trades Academy learning differs from traditional school subjects. Students will spend most school periods involved in their Academy work, be it practical or theory orientated. In Pai’s case she spends 15 hours a week on the art programme, five of these at the NorthTec Campus as well as 10 hours doing carpentry at Tikipunga High School. At Tikipunga High School the carpentry group has been involved in a couple of major builds. The school joined forces with local iwi, Ngatiwai who provided the resources needed for students to build an actual three-bedroom, relocatable house. Last year they also rebuilt the ‘Manse’ at local marae - Pehiaweri. Real builds are able to happen because the tutor is also a certified builder. Students act as his workforce. They do all aspects of the build - theory and practical, as part of the Secondary-Tertiary Programme (STP). It works like an apprenticeship with students completing Level 1 to 4 credits onsite. Credits include traditional subjects for NCEA, like English and math, but these are taught in a contextualized way.

Pai enjoys the hands on work and experience part of the programme. She doesn’t enjoy the theory, but when it is presented in a way that she can relate to her work, and then the learning is both fun and relevant. Pai says she is now the dedicated handywoman at home. She also enjoys trade-talk with her brother-in-law, a builder in Christchurch, and her older brother, who also did the carpentry programme at Tikipunga and who is now working locally as a bricklayer. Pai says the programme has opened up more options and possibly a job for the future. “I find seeing something evolve in front of me and being part of that process really satisfying. I’d like to do a carpentry apprenticeship so I can learn more before going out on my own. That’s me – independent!”

Tikipunga High School student Herepainga
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Trades Academy to open in Levin – opens doors for students

The quiet revolution in education has reached Levin where school students from Horowhenua and Manawatu down to Otaki will shake up their studies thanks to a Trades Academy programme starting next year. Students will be given the opportunity to learn outside classroom and ‘on the job’ making sure they are getting the skills and knowledge to help them in the future. The fresh and exciting courses in Levin are enabled by the Ministry of Education’s new curriculum framework Vocational Pathways, and through a partnership with UCOL. All of this is designed to make students’ learning more interesting to them and more relevant to the real world. This will not only inspire them to focus on their future, but will also help them stay at school. After 12 months of meetings, an action plan has been confirmed and four colleges – Horowhenua, Manawatu, Otaki and Waiopu along with UCOL – have joined forces to make this dream a reality.

Anthea Hale, who is the energy behind the new programme as the Co-ordinator, says that schools in the area have long been active in looking for exciting learning opportunities and ways of helping students find pathways to further study and employment. The group has worked closely with local authorities, industry, community groups and leading businessmen to set something up which will benefit students as well as the region. A significant breakthrough came when Wayne Bishop, a local developer, purchased the former Kimberley Hospital site in Levin. Wayne will create community facilities and housing and included in the old Kimberley Hospital will be a site for the UCOL Trade Academy.

From February 2015, UCOL will teach a construction course for Year 12 and 13 students from the four colleges who will spend a day a week in Levin earning credits towards their National Certificate in Construction. Already 15 students have enrolled and will spend 2015 learning construction techniques and building cabins for private use. Anthea anticipates the course will prove popular. Builders in Horowhenua could provide places for work experience and mentoring for the students. “We’re so fortunate to have industry support,” Anthea says. “It’s a great example of what happens when industry, community and education collaborate.” Anthea is also negotiating with an Industry Training Organisation. This will broaden the range of courses available to students in the area and will include programmes that support young people to train as an arborist and in the horticulture and garden landscaping sectors. “We want to be at the forefront of educational development in our region and do the right things for our students. This is an exciting time,” she says.

The Trade Academy will benefit students like Darren, a Year 13 student at Horowhenua College in Levin who last year had to go to Palmerston North every week to attend his U-Skill course at UCOL. His course was such a success that he completed the year with a Certificate in Mechanical Engineering, earning 60 credits towards his NCEA Level 2 and got real life experience at his work placement: Smith’s Steel, a structural engineering firm in Levin. He is finishing his NCEA this year and has applied for an apprenticeship at Electra, the Horowhenua Electricity Network Company, also based in Levin. Using Vocational Pathways schools can create a wide range of programmes to provide practical learning opportunities for Year 11 and 12 students. The students choose to shape their learning around an area of interest or a preferred career so that what they are learning is both relevant to them and of interest. This keeps them engaged and creates a valuable framework to their subjects at school so that not only are they getting their necessary qualifications (NCEA Level 2) they are also learning skills and getting a better understanding of the workplace. “Our commitment is to provide every student who leaves school with a pathway to employment or further training opportunities,” says Anthea.
Contact List:

Construction Company gives students learning opportunities
Hawke's Bay Project Management and Eastern Institute of Technology (EIT)
Contact:
John Roil, Managing Director, Hawke’s Bay Project Management (06-650-4591 or 027-4491-526)

Building a brighter future
Fairfield College/Wintec
Contact:
Rachel Bowley, Youth Pathways Manager Wintec (07) 834 8800 ex 7654
Johnny Gordon, Youth Pathways Delivery Manager Wintec (07) 834 8800 ex 3722, (021) 747 856
Richard Crawford, Principal, Fairfield College (07) 853 5660

Gateway to short and long term goals
Hawera High School
Contact:
Wayne Benton, Head of Transition, Hawera High School (06-278-4140)

Business buy-in is lifeline to secondary students
Horowhenua Trades Academy
Contact:
Anthea Hale, Horowhenua Vocational Pathways Coordinator (022-130-2213)
Wayne Bishop, Property Developer (06-368-1859 or 027-447-4611).

Building on potential
Makoura College, Masterton
Contact:
Principal Makoura College, Paul Green: 06 378 6074
Tumu ITM Masterton, Bill Carter: 06 370 6060, 027 355 5536

Building company helps Wairarapa school students learn skills
Makoura College, Masterton
Contact:
Principal Makoura College, Paul Green: 06 378 6074
Tumu ITM Masterton, Bill Carter: 06 370 6060, 027 355 5536
Pasifika success story

*St Patrick’s College, Silverstream*

Contact:
St Patrick’s College, Silverstream Rector, Gerard Tully (021-518-955)
Te Pine Foua (021-257-3418)
Nanumea Foua (021-257-3318)

Building blocks to a successful future for two school students

*St Peter’s College*

Contact:
Jill Lynch, St Peter’s College, Palmerston North (06-354-4198).

Local business sees benefit in supporting school project

*Taranaki Futures ‘Build a Bach’ and Taranakipine*

Contact:
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Warwick Foy, warwick.foy@taranakifutures.org.nz, (06-759 5175)

Students in Northland learn how to build – houses and their future

*Te Taitokerau Trade Academy*

Contact:
Te Taitokerau Trades Academy Manager, Joanna Smith (021 506 050)
Ngatiwai Trust Chief Executive, Jim Smillie (09 430 0939)

Happy building a better future

*Tikipunga High School*

Contact:
Joanna Smith (021 506 050)
Greg Mason, Tikipunga High School (027 242 1637 or 09 437 3299)
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Trades Academy to open in Levin – opens doors for student

Contact:
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Lifting aspiration and raising educational achievement for every New Zealander