

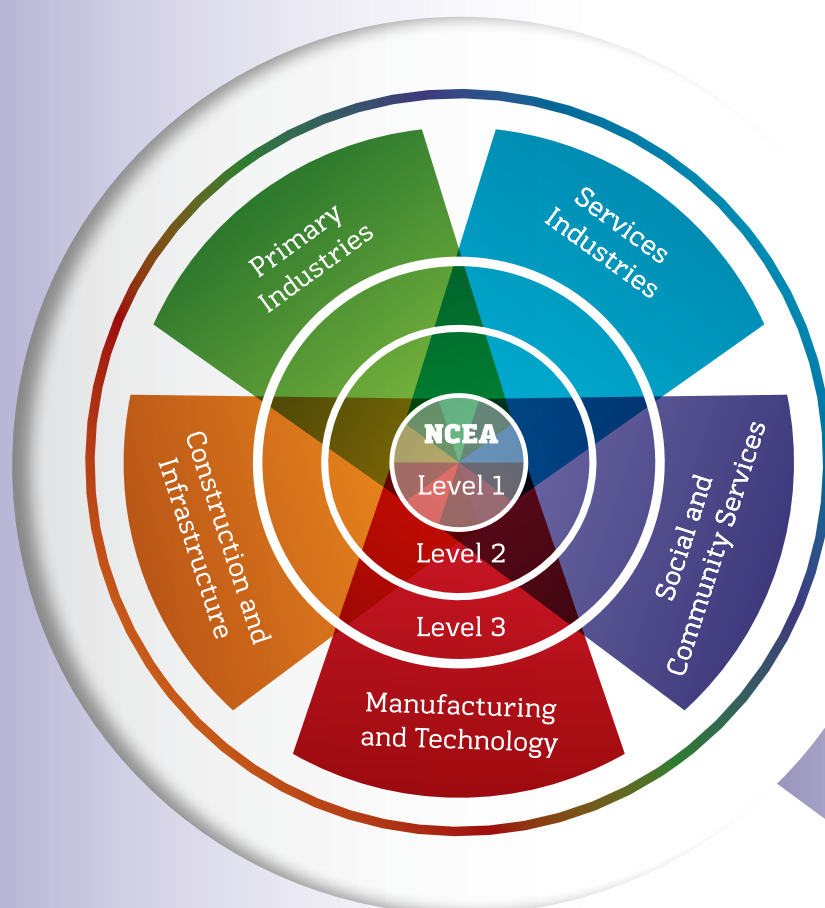
GUIDANCE DOCUMENT

This document provides guidance to schools, ITOs and tertiary providers who wish to develop programmes using the Vocational Pathways. Contexts of learning are provided as examples to encourage development in the sector.



Introduction to Hauora, Health Sciences & Community Services in New Zealand

Guidance for developing a contextualised learning programme for the Social and Community Services Vocational Pathway



Graduate with
NCEA Level 2

Pathway to Level
2–6 industry skills or
pathway to university
professional study for
industry

CONTENTS

- 3 Background**
- 4 Key ideas about Vocational Pathways**
- 6 Getting started**
- 7 Teaching and delivery approaches**
- 8 Key competencies and tertiary competencies**
- 9 Key competencies within the Social and Community Services Vocational Pathway**
- 10 Contexts of learning programmes in Hauora, Health Sciences and Community Services**
- 15 Assessment Approaches**
- 16 Vocational Pathway Award**
- 17 Foundation for further learning**
- 19 Review**
- 20 Appendix**
- 21 References**



Background

Introduction

This document provides guidance for educators who wish to develop learning programmes using particular Vocational Pathways. It outlines key ideas about Vocational Pathways and delivery approaches that align with a Vocational Pathway philosophy, drawing together secondary and tertiary perspectives on the competencies that are required for NCEA Level 2, and exploring the connections within and across pathways. Programme design is a key feature, which includes examples of practice for organisations to consider when thinking about their own contexts. Finally, considerations related to assessment possibilities are discussed. Questions are posed throughout the book for you to deliberate on and share your thinking with your colleagues.

Aim of Vocational Pathways

The New Zealand Curriculum¹ outlines a vision for all young people:

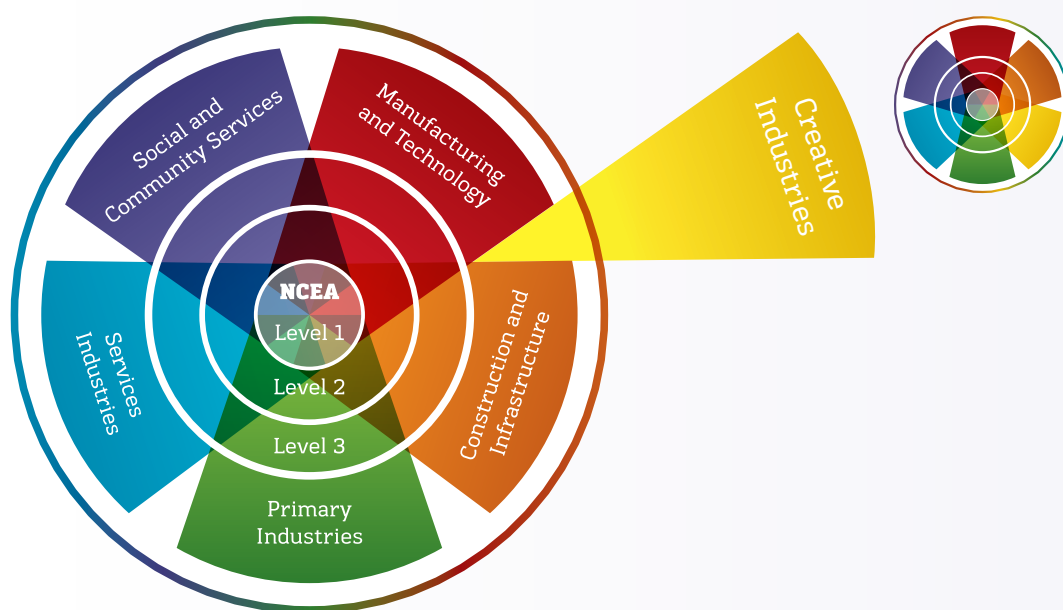
- who will be creative, energetic, and enterprising;
- who will seize the opportunities offered by new knowledge and technologies to secure a sustainable social, cultural, economic, and environmental future for our country;
- who, in their school years, will continue to develop the values, knowledge, and competencies that will enable them to live full and satisfying lives;
- who will be confident, connected, actively involved, and lifelong learners.

To achieve this vision we need to provide all young people with an education that enables them to develop the **foundational** knowledge and skills that employers are seeking.² Employers are already reporting difficulty in filling the jobs that are needed to grow their businesses owing to a mismatch between their expectations and the provision of skills and knowledge by potential employees. Furthermore, recent research has shown that employment growth in New Zealand will be stronger for more highly-skilled professions and trades but weaker in low and semi-skilled professions.³ Achieving NCEA Level 2, with Level 1 literacy and numeracy, provides the **foundation** skills, knowledge and competencies that will enable students to transition successfully to further education, training and employment.

Vocational Pathways

Vocational Pathways provide students with a framework to consider their options, identify the relevance of their learning and see the links between education and employment, using tools such as the '[profile builder](#)'. Using the Vocational Pathways ensures that deliberate steps are made towards equipping all students with the skills, knowledge and competencies that will allow them to succeed. The pathways also provide direct linkages between what students are learning at school, in a tertiary setting, or with an ITO provider, and the skills they will need in the future. At present there are five pathways, and a sixth pathway for Creative Industries will be available in 2014.

Figure One: The Vocational Pathways



1. Ministry of Education, 2007, p.8
2. Harrity, 2013
3. Ministry of Business Innovation and Employment, 2012, p.5

What is a learning programme?

This section aims to clarify the nature of a learning programme within a Vocational Pathway approach. Learning programmes are defined as a set of interconnected courses based on broadly defined outcomes that progress a student towards a particular qualification. A course is generally one component within a programme, described by specifically defined outcomes and includes content and teaching and learning activities, and assessment set within a time frame. For example, in a school setting a student may follow a programme that consists of an 'academy' course, supported by two additional or optional courses. Alternatively it may be an integrated programme developed across curricula

and delivered by several teachers or tutors. Tertiary providers may also work with schools to provide programmes that the schools by themselves cannot offer. You may want to consider the following questions to review the extent to which your learning programmes align with a Vocational Pathways approach.

- How are programmes for all your students presently thought about for development?
- Who has the role of developing these programmes?
- What curricula are the learning programmes based upon?
- How is the student involved in programme creation?
- To what extent do the learning programmes show a direction through study to employment?

Key ideas about Vocational Pathways

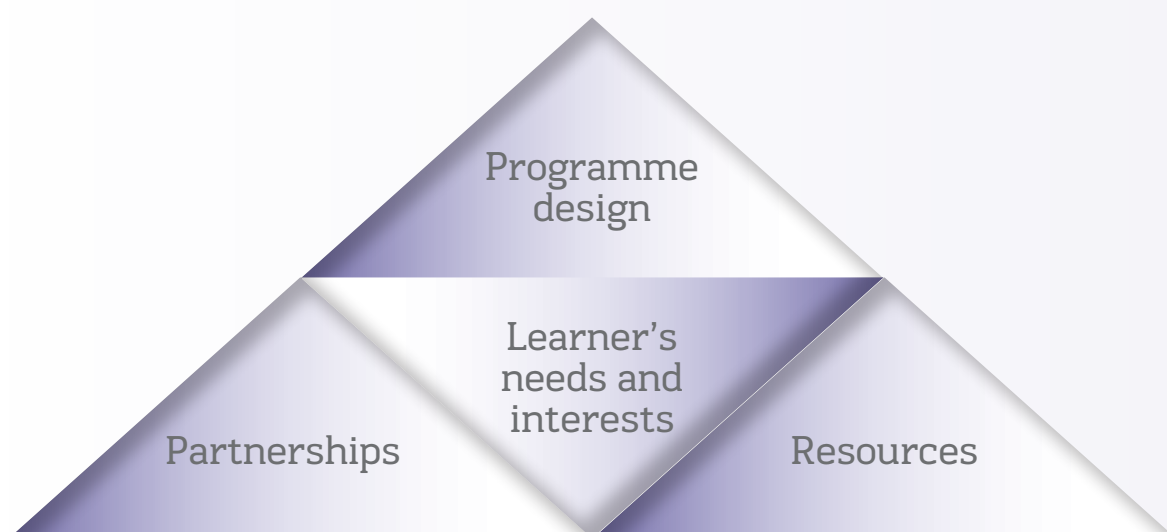
Student-centred approach

Programmes are designed to be responsive; those that respond to the particular needs and interests of students will provide the basis for increased engagement in learning, leading to higher achievement. When an organisation is independently considering the provision of resources and conditions for innovative programmes such as Vocational Pathways, this can appear difficult to achieve. However, by working alongside other partners who share the same aim for their students, the learning options for students broaden (see Figure Two).

Principles of a Vocational Pathways Approach

The Principles of the New Zealand Curriculum⁴ set out what is important and desirable in a programme of learning. Figure Three highlights four of the principles and illustrates how these align with the Principles of the Vocational Pathway approach.

Figure 2: Collaborative approach to programme design



4. Ministry of Education, 2007

Figure 3: Principles underpinning programme design

NZ Curriculum Principles	Vocational Pathways Principles
<p>High expectations The learning programme supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.</p> <p>Inclusion The learning programme ensures that all students feel valued and that their learning needs are addressed.</p> <p>Coherence The learning programme offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning.</p> <p>Future focus The learning programme prepares students for the future.</p>	<p>Principle 1 Programmes of learning and courses are student-centred.</p> <p>Principle 2 Programmes of learning and courses comprise coherent knowledge and skills.</p> <p>Principle 3 Programmes of learning are within a coherent learning pathway leading to New Zealand qualifications and employment.</p> <p>Please refer to Appendix One, which provides guidance for educators when planning programmes that respond to the Principles of the New Zealand Curriculum and Vocational Pathways.</p>

Benefits for learners

Engaged in a programme of learning related to a Vocational Pathway, or across Vocational Pathways, learners could:

1. Gain a foundation experience, knowledge and skills in a Vocational Pathway

- Learners are equipped with a foundational knowledge, understanding and realistic expectation of the employment sector requirements.
- A graduate can achieve NCEA Level 2, which includes literacy (10 credits) and numeracy (10 credits) at Level 1 or above including:
- 60 Level 2 credits from the *recommended* assessment standards for a particular Vocational Pathways sector, of which 20 Level 2 credits are from *sector-related* standards for the same sector, which can be found in the following [link](#).
- May also be eligible for a [Vocational Pathway Award](#) in Social and Community Services, which can be requested from June 2014 and will be automatically available from 2015.
- May also be eligible for NCEA Level 2 course endorsement, where students have performed exceptionally well (14 credits at excellence or merit) in individual courses.
- May also be eligible for NCEA Level 2 certificate endorsement, if a student gains 50 credits at excellence or merit level.

2. Be prepared for higher learning

- From February 2014 a Vocational Profile will be accessible on the NZQA website.
- A graduate from a Level 2 "Introduction to Hauora, Health Sciences and Community Services in New Zealand" Vocational Pathways programme will have their foundation for higher learning knowledge, skills and valued competencies acknowledged.
- A graduate will achieve NCEA Level 2 through study at Level 7 of The New Zealand Curriculum and in relevant industry knowledge and skills at New Zealand Qualifications Framework Level 2 or higher.
- A graduate will be able to meaningfully progress to further Level 2 industry programmes and on the job experience.
- Opens up pathways towards diploma and degree level study.

3. Understand and be aware of the pathways from education towards employment

- See what future courses and qualifications are available after completing the current programme of learning.
- Understand how the programme of learning can lead towards future employment.
- Understand how key competencies are being developed in this programme and how they are valued by future employers in the Social and Community Services pathway.
- Understand how and why subject knowledge, skills and practices are important in this programme and how they contribute to the world of work across the Social and Community Services sector.
- Understand how learning in the Social and Community Services pathway can open up discussion of issues that are important to the wider community and industry.

Getting started

Schools, tertiary organisations and ITOs are at different places on the journey to provide Vocational Pathways for all students. In some instances collaborative relationships between organisations have been forged a long time ago, in an attempt to respond to student needs and interests, whilst in others this is still growing. This section is intended to help you wherever your starting point may be.

Strengthening and building partnerships

Collaboration and communication between secondary, tertiary and ITOs will enable educators to develop a full understanding of their students' needs, and how best to accommodate them. You may want to use the following questions to initiate conversation and reflection.

- What are our learner needs? What evidence do we have to inform us? How do we use it?
- How will students' progress and needs be monitored and shared?
- Who do we currently have relationships with?
- What possible new partnerships could be formed? Who should do this?
- How would new partnerships create benefits for our students?
- How could partnerships be strengthened?
- How will new initiatives be tracked and monitored?
- How could we alter our business model or share funding to accommodate greater changes?

Figure Four: Essential components for designing an effective learning programme

FIRST LEVEL OF PLANNING	
Students	Evidence is used to identify all student needs and interests, and students are engaged in learning.
Current learning programmes	Partners review current programmes and assess to what extent programmes are meeting the needs of the students, including those at risk of disengaging and those currently not achieving.
Community and Industry	Collaboration with the community, possible new partnerships are established, and others strengthened. Resources may be reviewed again.
Resourcing	Partners assess current resourcing and explore possible new options with community input. Educator and other expertise, for example industry, is explored, identified and sourced, this includes the need for particular expertise to support or extend students. The requirements for facilities, equipment, materials and tools are scoped.
SECOND LEVEL OF PLANNING	
Programme design	Programmes created incorporate relevant industry content and the learning areas in the New Zealand Curriculum, and focus on essential skills and key competencies, with progression to further education and employment.
Teaching and learning/ delivery approaches	Educators use evidence of teaching approaches that have a positive impact on their students. A reflective approach is used by all educators and students (see teaching and learning section).
Location of learning	Partners identify and utilise the most appropriate locations for learning.
Connections	Connections with workplace, community and industry are actively maintained.
Assessment approaches	Assessment delivery caters for individual student needs. Quality Assurance processes exist and are monitored.

Teaching and delivery approaches

Regardless of the location of learning, there is extensive, well-documented evidence about the kinds of teaching approaches that consistently have a positive impact on the achievement of students. The research tells us that students learn best when educators:

- create a supportive learning environment;
- encourage reflective thought and action;
- enhance the relevance of new learning;
- consistently make connections between learning and the world of employment;

- facilitate shared learning;
- make connections to prior learning and experience;
- provide sufficient opportunities to learn;
- inquire into the teaching–learning relationship.⁵

Successful integration of E-learning into programmes of learning also supports and motivates students to achieve.⁶ Whilst this list is by no means exhaustive, Figure Five outlines a number of other teaching delivery approaches that could be considered.

Figure Five: Teaching and delivery approaches

Contextualised learning	<ul style="list-style-type: none"> • real life and industry related contexts • cultural contexts • build products where possible, for actual clients.
Problem solving	<ul style="list-style-type: none"> • use problem-based scenarios • use actual situations in real time • OR use virtual simulations.
Skills development	<ul style="list-style-type: none"> • introduce a wide range of foundational skills and competencies • skills are taught and practised regularly in a variety of situations.
Work-integrated learning experiences	<ul style="list-style-type: none"> • visits to a range of relevant industry sites • meet a range of industry employees across levels of the industry • use available funding mechanisms to support work-integrated learning experiences (e.g. Gateway and STAR).
Relationship building	<ul style="list-style-type: none"> • affirmation of identity, language and culture • relationships are positive and learning engages students' interests and cultural perspectives • students' achievements, attitudes, personal backgrounds and interests are sought.
Special education needs	<ul style="list-style-type: none"> • teaching environments are modified to include all students • learning difficulties and/or problematic behaviours lead to appropriate student support.
Health and Safety	<ul style="list-style-type: none"> • the physical and cultural health and safety of individuals, groups and visitors is well managed.
Learning and assessment feedback	<ul style="list-style-type: none"> • all formative feedback is regular, on time, in manageable chunks, and next steps are clearly identified • all summative feedback identifies next steps and sets achievable challenges and goals.
Reflective practice	<ul style="list-style-type: none"> • educators constantly reflect on what is going well and not so well and adjustments are regularly made. Educators encourage students to do the same.



5. New Zealand Curriculum p.33
6. Ministry of Education, 2007

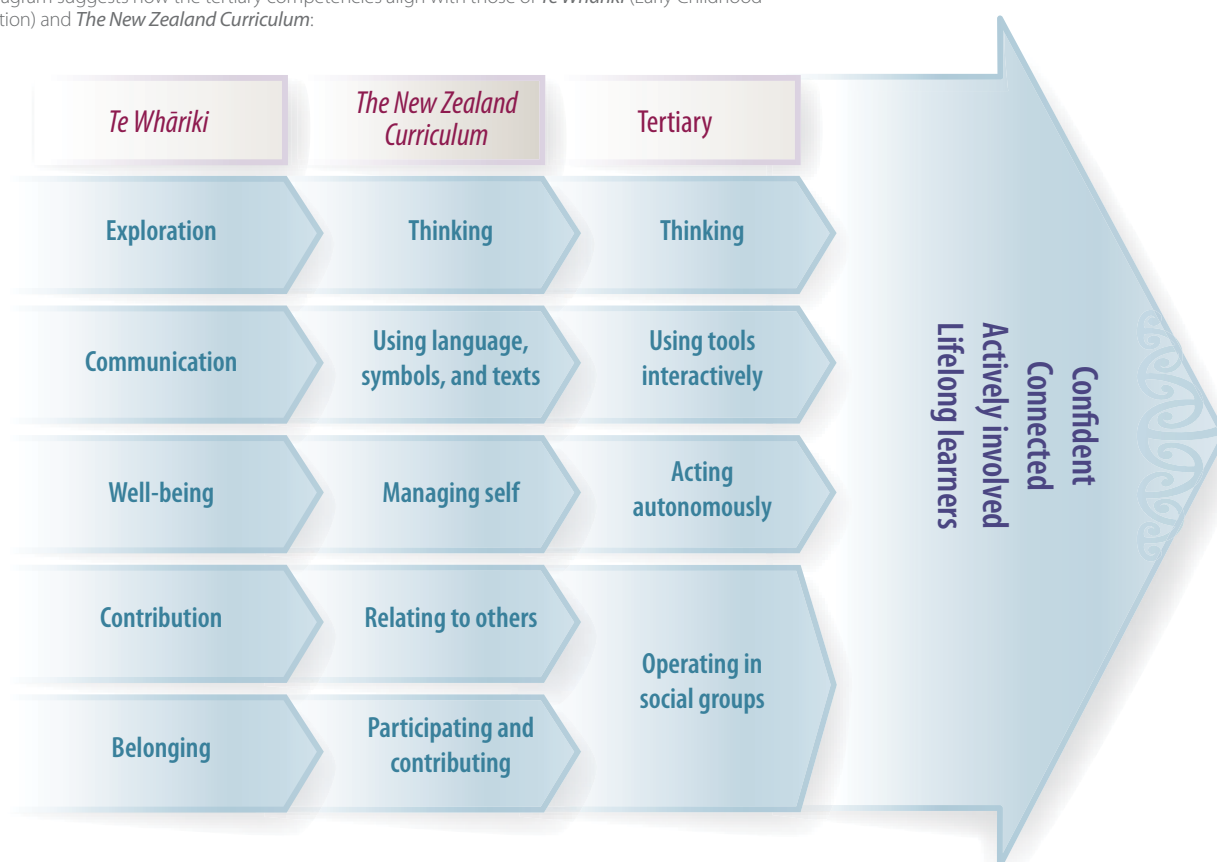
Key competencies and tertiary competencies

For students to successfully live, learn and work as members of society, the development of competencies needs to be an integral element of any programme design. Figure Six shows the competencies that have been developed for schools and tertiary providers and how these align with each other.⁷

Career management competencies have also been identified as a useful tool for educators to take into consideration when planning programmes and responding to the needs and interests of students.

Figure Six: The key competencies: Cross-sector alignment


This diagram suggests how the tertiary competencies align with those of *Te Whāriki* (Early Childhood Education) and *The New Zealand Curriculum*:



7. Ministry of Education, 2007, P42

Key competencies within the Social and Community Services Vocational Pathway

Figure Seven: Elements of key competencies that can be experienced, supported and developed, whilst following the Social and Community Services Vocational Pathway.



Key competencies	Elements that can be experienced...	Students who experience key competencies in contexts...
Managing self Acting autonomously	self-motivation time management travel money management gear safety self-respect	are reliable, resourceful, resilient, enterprising can get to where they are meant to be, at the right time
Thinking	making sense of information, ideas and experiences developing curiosity making decisions and shaping actions	are able to ask questions can challenge assumptions or perceptions
Using language symbols and texts Using tools interactively	making meaning of codes of communication and of knowledge understanding and using symbolic systems of language – oral/aural/written/visual Using words, number and images Applying of technologies	are able to understand a range of communication codes can choose which code/notation to use at different times
Relating to others Operating in social groups	actively listening recognising different points of view negotiating sharing ideas	are able to work co-operatively as part of a team can share ideas and information
Participating and contributing Operating in social groups	active involvement contributing in a group making connections with others creating opportunities for others	have a sense of belonging and the confidence to participate in new situations can balance rights, roles and responsibilities

Contexts of learning programmes in hauora, health sciences and community services

Vocational pathways can provide the opportunity for students to have greater choice of programmes. These programmes should be broad and foundational, located within a relevant employment sector, and not locked into single industries. Partnerships between providers may be required to create more choice. Schools, tertiary organisations and ITOs should aim to provide contexts that are relevant, interesting, challenging and provide for a wide range of abilities.

Some examples of learning contexts have been provided below. This is not an exhaustive list, and is presented to stimulate further thinking and adaptation for contexts that are relevant to your students. Considerations for planning of the teaching and learning approaches related to these contexts have been outlined earlier in this document. Alongside thinking about the examples of contexts for learning, you may wish to use the following questions to check back on your planning.

In your programme of learning and delivery how are you:

- ensuring that the contexts chosen both meet the needs and interests of your students as well as a way of opening up their world?
- building on the Principles of the NZ Curriculum and Vocational Pathways?
- supporting the development of the key competencies?
- incorporating sound teaching and learning delivery approaches?
- making connections to other areas of learning and experiences?

Figure Eight: Examples of contexts for learning

Investigate Healthy Living – homes as healthy habitats	<ul style="list-style-type: none"> • Investigate the statistics and socio-economic indicators surrounding Healthy Homes in New Zealand (using Statistics). • Explore recent trends in affordable home ownership in New Zealand and describe the consequences for community health (using Statistics). • Compare and contrast the condition of New Zealand homes as healthy habitats across a range of different suburbs.
Investigate Healthy Living – diet, lifestyle, exercise, overall well-being (including mental and spiritual health)	<ul style="list-style-type: none"> • Lifestyle – what is a good one really – debate? • Compare and contrast approach to healthy living across cultures. • The benefits of fast foods are increasing – debate? • Consider effects of increased sugar or fats in diet. • Explore benefits of physical exercise. • Explore the advantages of engagement in sports on healthy life patterns. • Investigate the effect of poverty on health of communities in New Zealand. • Personal mentoring – is this just for the well off? Investigate examples across socio-economic boundaries? • Debate – Should I take steroids to improve my body shape?
Explore cultural and spiritual views of health and of health practices held by communities of different ethnicity in New Zealand	<ul style="list-style-type: none"> • Explore Māori world understandings of <i>hauora</i>, and of cultural practices such as <i>tapu</i> and <i>noa</i>, <i>manaakitanga</i> and <i>tangihanga</i>. • Explore Samoan world understandings of <i>fofo ele alamea le alamea</i> OR of <i>alofa</i>, <i>faaaloalo</i> and <i>faamagalo</i>. • Explore the Fa'afaletui method (Note – a new research method which is sensitive and responsive to Samoan cultural norms and is methodologically rigorous). • Explore the Chinese world understandings of Yin and Yang, and the 5 Elements. • Consider the role of spiritual and/or religious beliefs and practices in supporting personal wellness. • Explore Māori concept of <i>whakamā</i> – a recent study which calls for health system to recognise Māori men's needs. • Explore Rongoā (Māori traditional health/ medical treatments).

Investigate cultural awareness as an essential system dimension in approaches to appropriate health care for New Zealand communities of different ethnicity	<ul style="list-style-type: none"> Explore approaches to positive mental health, specific cultural health concepts or practices. Explore the Māori health model Te Whare Tapa Wha: Te Taha Wairua (Spiritual Dimension), Taha Hinengaro (Mental Dimension), Te Taha Tinana (Physical Dimension), Te Taha Whānau (Family Dimension), and its application within the health services in New Zealand. Explore Samoan world understandings of <i>fofo ele alamea le alamea</i> OR of <i>alofa, faaaloalo</i> and <i>faamagalo</i> and its application within the health services in New Zealand. Explore Māori concept of whakamā – a recent study (Thursday, June 6th 2013) that calls for health system to recognise Māori men's needs.
Explore identity and spirituality development in New Zealand	<ul style="list-style-type: none"> Debate OR discuss how well identity development and ethics/spirituality development is encouraged, debated and supported within New Zealand society for young and adolescent New Zealanders as they are growing up.
Health Science dimensions – human biology, the mind-brain, genetics and epi-genetics, pharmacology and drug use, and the role of indigenous world views with respect to western science	<ul style="list-style-type: none"> Investigate the role of genetics and epi-genetics for patterns of health. Investigate the advantages and disadvantages of long and short twitch muscles for different sports. "Under pressure" – what is the correct blood pressure to have and why? Drugs – understand the chemistry. How are they categorised? When and how are they dangerous? Recent research into effects from under-activity of reduced bone density in contact sports. How do mind and brain interact – intro to mental wellness and illness in New Zealand.
Explore a system view of New Zealand's health care at different life stages – early childhood, adolescence/early adulthood, the elderly, dying	<ul style="list-style-type: none"> Early childhood – evaluate New Zealand health statistics and New Zealanders' access to antenatal, post natal and early developmental support. Adolescence/early adulthood – evaluate New Zealand statistics and New Zealanders' access to support for a range of health issues. Elderly care – evaluate New Zealand statistics and New Zealanders' access to support for a range of health issues. Care for the dying – evaluate New Zealand statistics and New Zealanders access to support for a range of health issues.
Explore how well-formal partnerships work within the health system in New Zealand	<ul style="list-style-type: none"> Explore the roles and responsibilities of influential health-related organisations; eg. the Ministry of Health and DHBs and describe how these interact with a health-related provider such as a hospital or primary health care provider. OR Explore existing or possible partnerships between Government ministries and university medical or hospital specialist departments with community health and housing organisations to address a specific health issue.
Explore the role of community-based health care organisations in health care in New Zealand	<ul style="list-style-type: none"> Explore the contribution of faith-based organisations, non-governmental (NGO) organisations, community health organisations and philanthropists to health care in New Zealand. Consider how funding decisions impact on the performance of these organisations in the health sector, giving examples from across the sector and investigating the performance of one organisation in depth. Investigate the role and work of one community-based organisation with a health focus. Explore the importance of family-based health care for Māori, Pasifika and other communities of different ethnicity and how this connects with general access to health care services in New Zealand.

<p>Investigate a specific health issue in New Zealand and consider how well the issue is addressed within the New Zealand health sector.</p>	<p>Investigate one health issue in New Zealand. Research attitudes to and understanding of..... as a health issue in New Zealand.</p> <p>Write about, or present to class, or generate a debate. Examples may include:</p> <ul style="list-style-type: none"> • New Zealand binge drinking culture • youth suicide • diabetes • alcohol and drug use • effects of poverty within system health issues • effects of overcrowding on occurrence of infectious diseases • role of spirituality or religion to support wellness • alternative therapies and their application within the medical profession • maximising wellness for the elderly – investigate a range of physical and mental health approaches • retirement villages and residential care facilities – compare and contrast approaches to health care for an aging population • maximising wellness in early childhood health – investigate whether a recent Government programme ‘Gateway Assessments for children in care’ is making a difference in picking up serious health issues for children in state care • maximising wellness for youth in New Zealand – investigate health issues for youth and consider whether a holistic approach to wellness based on hauora would assist • Explore the hospice as a site for caring for the dying, considering different attitudes and cultural approaches to death and dying and care for the dying.
<p>Health management environments and technological development</p>	<ul style="list-style-type: none"> • Intro overview of technological interventions – medical (intensive and/or procedural), occupational (recovery or life management) • Investigate products that assist with health care – contemporary and future-focused. Examples are: • use of new materials and techniques in prosthetics • body scanning and monitoring devices • hospital bed design • health related transport • operating procedures – laser surgery versus the knife • investigate New Zealand company Fisher and Paykel Health Care’s medical products • explore future scenario and discuss advantages and disadvantages (that smartphones may be used to monitor heart condition – receiving signals from nano thin silicone “tattoos” on arms or microchips inserted in heart linings).
<p>Investigate a specific alternative therapy and consider its validity within health care in New Zealand</p>	<p>Explore one of the following. Discuss and/or present:</p> <ul style="list-style-type: none"> • developing a culture of self-reflection • personal responsibility for physical health • comprehensive fitness opportunities and psychological and emotional balance • acupuncture • chiropractic • traditional Chinese medicine • aromatherapy • homeopathy • holistic nutrition • meditation • naturopathy • ayurveda • crystals • natural diet and herbal remedies • other.
<p>Explore role of science fiction and/or the latest research in health-related areas</p>	<ul style="list-style-type: none"> • Explore a science fiction example that predicts a post-human future; eg. <i>Matrix</i>, <i>The Six Million Dollar Man</i>, <i>Star-Trek</i>, or other – and discuss the ethical question “We need to decide if that’s where we (as humans) should be going”. • Investigate one area of medical research, brain and mind research; eg. Autism spectrum disorder research; ADD/ADHD research; biotechnical implant research; genetic/epi-genetic research; other.

Excerpts of programme design

The excerpts of learning programmes illustrate how two providers have gone about meeting the needs of their students within the Social and Community Services Pathway. The intention of these examples is to stimulate discussion about what a programme may look like in your area for all

students. Other examples could incorporate programmes that are designed for students to follow the Social and Community Services Pathway, in preparation for degree level study and careers such as social work, social and community service, church-based organising, Māori development and social policy.

Otahuhu College Health Science Academy

This initiative is designed to provide an excellent, academically focused programme that prepares Pasifika students for tertiary study and entry into health science careers. The expectation is that all students will gain entry into a university programme that leads to a health profession. A unique feature is the partnership with the Pasifika Medical Association (PMA).

Aim: To encourage and inspire all learners, including Pasifika and Māori, to participate and achieve in science.

Context of learning: The programme consists of science learning, field trips, workplace visits and work shadowing. The commitments may involve before and after school, weekends and holidays. At year 11 students study two science related courses, English, mathematics and two other courses. In year 12 students study physics, chemistry, biology, English, mathematics and one other course. In year 13 students study the science courses, mathematics and a 'writing' subject, e.g. English.

Qualification: Students can achieve at all levels of NCEA.

Pathway: Once in the workforce the graduates from the academy become members of the Pasifika Medical Association. The academy programme provides pathways into health-related employment and tertiary study.

For more information about the Otahuhu College health science academy please refer to the [Contextualised Learning Examples](#)

Papakura High School Health and Sports Science Academy

The Papakura High School Health and Sports Science Academy prepares Māori and other students for study at tertiary level and entry into health-related careers. Effectively a full-time programme, virtually all learning is integrated around health/sports themes.

Aim: To engage students in learning that they see has purpose within the Social and Community Services Pathway. To empower students with skills for life-long learning, personal confidence and improved well-being.

Context of learning: Students are placed in a whānau class where they experience all of their learning. In year 11 the whole programme is integrated and in year 12 this continues, with the addition of one elective course. Mathematics, English and the development of key competencies are viewed as crucial parts of the programme. Students also visit health-related industries and centres and attend health-related work experience placements available through Gateway funding.

Qualification: Students can achieve at NCEA Levels 1 and 2. The college is currently putting together a NCEA Level 3 programme. A tracking board helps the students monitor their own progress.

Pathway: The academy programme provides pathways into health and sports science-related careers and other pathways, as well as tertiary training.

For more information about Papakura High School please refer to the [Contextualised Learning Examples](#)

Design the content and approach for a learning programme.

Consider the following example, which provides a possible framework and some starters for joint planning between secondary, tertiary and ITO providers to develop a learning programme. Partners may need to work together to make sure all the areas below are adequately covered.

Figure Nine: Example of a framework for planning the learning programme

Student-centred learning and agreed learning outcomes: For students to have the knowledge, skills and competencies needed to transition to further education, training or employment.		
Learning domains and their sub-fields E.g. Chemistry Healthcare Sciences Life Sciences Mathematics Psychology Social Work	Industry valued content <ul style="list-style-type: none"> • Lifestyle – what is a good one really – debate? • Compare and contrast approach to healthy living across cultures. • The benefits of fast foods are increasing – debate? • Consider effects of increased sugar or fats in diet. • Explore benefits of physical exercise. • Explore the advantages of engagement in sports on healthy life patterns. • Investigate the effect of poverty on health of communities in New Zealand. • Personal mentoring – is this just for the well off? Investigate examples across socio-economic boundaries? • Debate – should I take steroids to improve my body shape? 	Possible contexts Investigate Healthy Living – diet, lifestyle, exercise, overall wellbeing (including mental and spiritual health)
Learning areas and their subjects Achievement Objectives Click here to go to the New Zealand Curriculum E.g. English Health, Physical Education and Home Economics Learning Languages Mathematics and Statistics Social Sciences Science Technology		
Key competencies Refer to p. 8–9 of this document for guidance	Possible teaching and delivery approaches Refer to p. 7 of this document for guidance	
Assessment links Click here to see possible Assessment Standards Also include formative assessment strategies	Learning Environment considerations Click here to find information on Education outside the classroom considerations	Resourcing Refer to p. 6 of this document for guidance
Pathways Consider the pathways that will open up for students by undertaking this course, for example, a contribution towards entry into Level 2/3 industry qualifications, or NCEA Level 3 as a stepping stone to industry related professional courses.		

Assessment Approaches

There are many possible assessment standards available within and across Vocational Pathways for educators and students to choose from, to complement their learning programme. The range of standards for the Social and Community Services Pathway can be found [here](#).

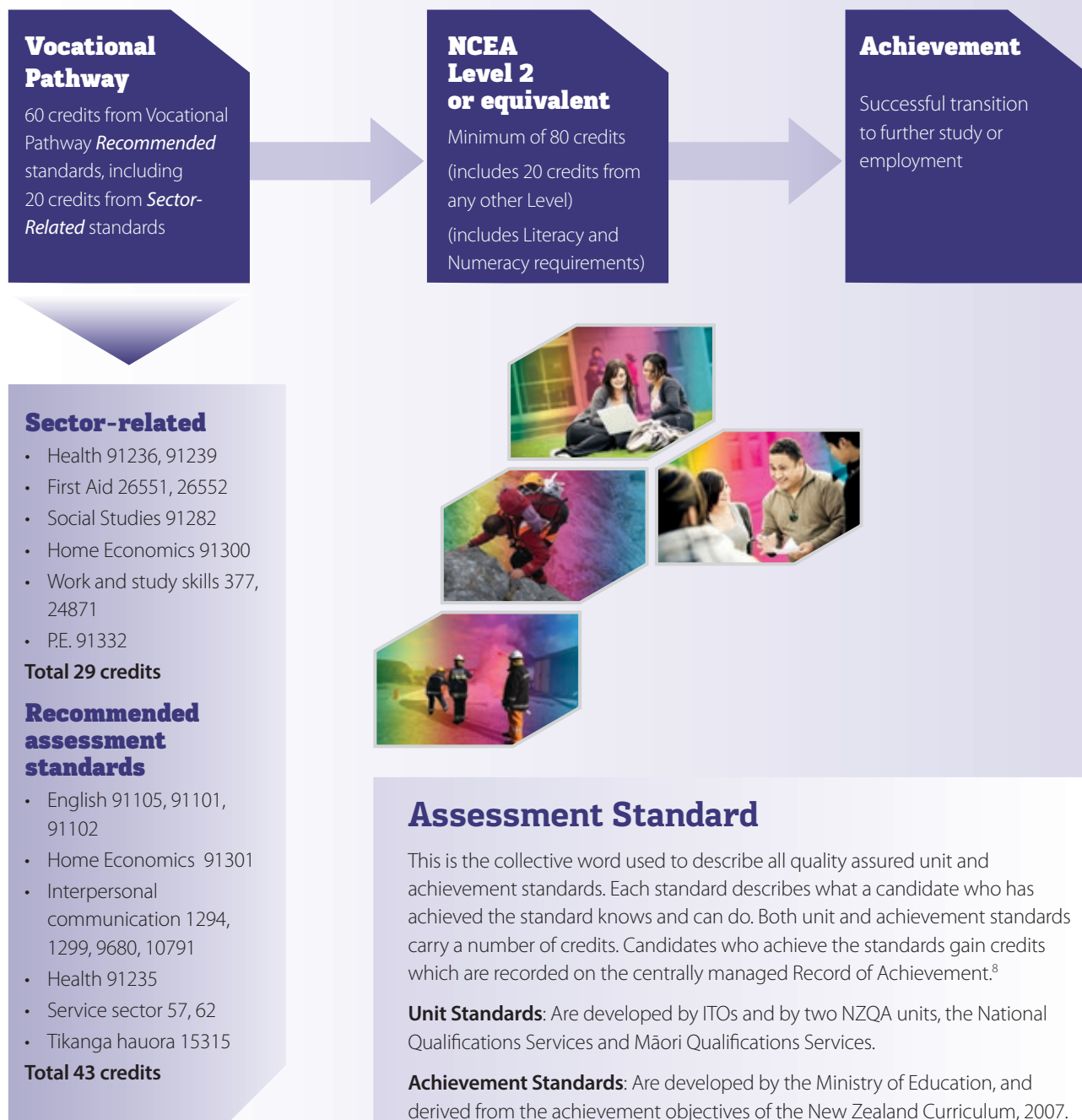
Figure Ten provides an example of what an assessment programme *could* look like for one student who is following

the Introduction to Hauora, Health Sciences and Community Services in NZ programme at NCEA Level 2.

To gain NCEA Level 2 students need 60 credits at level 2, and 20 at any other level, including literacy and numeracy.

If a student wants to gain a Vocational Pathway Award they will need 60 credits from the recommended standards, including 20 sector-related standards, from one Vocational Pathway

Figure Ten: An example of an assessment programme for one student



Vocational Pathway Award

A Vocational Pathway Award may be gained within the Social and Community Services Pathway as a result of achieving in the 'Introduction to Hauora, Health Sciences and Community Services in New Zealand' programme.

Figure Eleven: Vocational Pathway Award



Requirements for NCEA Level 2 are: 80 credits, of which:

- a minimum of 60 credits are at Level 2,
- and the other 20 credits are from Level 1 or another Level; and
- include literacy and numeracy credits at Level 1 or above.

Literacy requirement

A minimum of 10 credits through either:

- specified achievement standards available through a range of subjects and English for Academic Purposes
- unit standards (minimum of 10 credits) or unit standards – package of three literacy unit standards (minimum of 10 credits – **all** three are required).

Numeracy requirement

A minimum of 10 credits through either:

- Achievement standards – specified achievement standards available through a range of subjects (minimum of 10 credits) or
- Unit standards – package of three numeracy unit standards (minimum of 10 credits – **all** three are required).

Additional recognition of achievement available

Vocational Pathway award

Achieves 60 Level 2 credits from the *Recommended* assessment standards for a Vocational Pathway sector, including 20 credits from the *Sector-related* standards for the same sector.

Course Endorsement

Students will gain an endorsement for a course, if, in a single {school} academic year, they achieve:

- 14 or more credits at Merit or Excellence and at least 3 of these credits are from externally assessed standards, and 3 credits from internally assessed standards.

Note: This does not apply to physical education, religious studies and Level 3 visual arts.

Certificate Endorsement

If a student gains 50 credits at Excellence, their NCEA will be endorsed with Excellence.

Likewise, if a student gains 50 credits at Merit (or Merit and Excellence), their NCEA will be endorsed with Merit.

Foundation for further learning

Figure Twelve, taken from the Vocational Pathways [information booklet](#) for the Social and Community Services Pathway, shows the types of jobs that are available for young people at the different levels of education

The 'dots' in Figure Twelve show the level (or levels) of qualification usually associated with the role. Sometimes you need a specific qualification to get into a job, but in many areas you can work towards higher qualifications by learning on the job. Check out the job profiles on www.careers.govt.nz, or talk to your careers advisor to find out more.

Figure Twelve: Job opportunities in the Social and Community Services Pathway

NZQF Level	2	3–4–5	5–6	7	8–10
	NCEA Level 2	Trade Certificate	Diploma	Degree	Postgraduate Degree
Acupuncturist				•	
Air Force Airman/Airwoman	•	•	•	•	
Air Force Officer	•	•	•	•	
Ambulance Officer			•		
Anaesthetic Technician			•	•	
Anaesthetist				•	•
Animal Attendant	•	•			
Army Officer	•	•	•	•	
Army Soldier	•	•	•	•	
Audiologist/Audiometrist			•	•	•
Biomedical Engineer				•	•
Biomedical Technician (Mechanical and Electronic)			•	•	
Biosecurity Officer			•	•	
Building Inspector	•	•		•	
Cardiac Technician			•	•	
Chiropractor				•	
Clinical Coder	•	•			
Community Karitane		•			
Community Worker	•		•		
Conservator					•
Corrections Officer					
Counsellor			•		
Curator					•
Customs Officer	•		•	•	
Dental Assistant	•	•			
Dental Hygienist				•	
Dental Technician				•	•
Dental Therapist				•	
Dentist				•	•
Diagnostic Radiologist				•	•
Dietitian				•	•
Dispensing Optician		•			
Diversional Therapist	•	•			
Early Childhood Teacher			•	•	
Education Adviser				•	•
Elected Government Representative	•	•	•	•	•
Emergency Management Officer					
Environmental Health Officer				•	
Environmental Scientist				•	•
Firefighter	•	•			
Fishery Officer	•		•		
Foreign Policy Officer				•	•

NZQF Level	2	3–4–5	5–6	7	8–10
	NCEA Level 2	Trade Certificate	Diploma	Degree	Postgraduate Degree
Forensic Scientist				•	•
General Practitioner					•
Gynaecologist/Obstetrician					•
Health and Safety Inspector		•		•	
Health Promoter	•		•	•	
Health Services Manager				•	•
Immigration Officer	•			•	
Interpreter	•		•	•	
Judge					•
Kaiwhakaako Maori				•	•
Librarian			•	•	•
Library Assistant		•	•		
Medical Laboratory Scientist				•	•
Medical Laboratory Technician		•			
Medical Radiation Technologist				•	•
Medical Radiation Therapist				•	•
Midwife				•	
Minister of Religion	•		•	•	•
Nanny/Child Carer	•	•			
Natural Health Therapist	•	•	•		
Navy Officer	•		•	•	
Navy Sailor	•	•	•		
Nursing Support and Care Worker	•		•		
Occupational Therapist				•	
Optometrist				•	
Osteopath					•
Parking Warden					
Pathologist					•
Pharmacist				•	
Pharmacy Technician		•			
Phlebotomist	•		•		
Physician					•
Physiologist					•
Physiotherapist				•	
Podiatrist				•	
Police Officer	•		•	•	
Policy Analyst				•	•
Primary School Teacher			•	•	
Private Teacher/Tutor				•	
Probation Officer	•		•	•	
Psychiatrist				•	•
Psychologist				•	•
Quarantine Inspector				•	
Radiation Oncologist					•
Ranger					

NZQF Level	2	3–4–5	5–6	7	8–10
	NCEA Level 2	Trade Certificate	Diploma	Degree	Postgraduate Degree
Recreation Co-ordinator	•		•	•	
Registered Nurse				•	•
School Principal				•	•
Secondary School Teacher				•	•
Security Officer/Guard	•	•			
Social Worker			•	•	
Special Education Teacher				•	•
Speech-Language Therapist				•	•
Statistician				•	•
Sterilising Technician		•			
Surgeon					•
Teacher Aide			•		
Teacher of English to Speakers of Other Languages (ESOL)			•	•	
Tertiary Lecturer				•	•
Translator		•	•	•	•
Urban/Regional Planner				•	•
Veterinarian				•	
Veterinary Nurse	•		•		
Youth Worker	•	•	•	•	
Zookeeper		•			
Zoologist				•	•

Review

The purpose of this booklet was to provide you with some guidance to support you to develop learning programmes within and across the Vocational Pathways. As you continue the development of these programmes you may find it helpful to consider the questions that are posed through the booklet, including the ones on the right.

- What are you currently doing that is working well for students?
- How do you identify those students who are not doing so well, and analyse why this may be the case?
- To what extent are your programmes meeting the needs of your priority learners (Pasifika, Māori and students with special educational needs)?
- How do you currently allocate funding for off-site learning?
- How could funding from partner organisations be used differently to support the partnership approach?
- What may need to be done differently?
- How do you know what needs to be done differently?
- What can you do today?
- What can you do in the longer term?
- Who has consent to assess the Assessment Standards?
- Can this consent be developed across tertiary and secondary providers?
- How do you ensure you meet the requirements of the New Zealand Curriculum, and of industry, for 15–19 year olds?

To find out more information on Vocational Pathways, please visit our website
<http://youthguarantee.net.nz/vocational-pathways/>

Appendix

PRINCIPLES

Foundation for further learning principles to help guide providers when developing or reviewing contextualised learning programmes for Vocational Pathways.

PRINCIPLE 1: Programmes of learning and courses are student-centred.

How do educators:

- 1 Explicitly plan for, deliver and assess in response to the prior knowledge and skill, and previous experiences, students bring to the course?
- 2 Use this knowledge to inform teaching decisions about what students need to learn or do next?
- 3 Design the learning environment to be inclusive for all students, including those with moderate education needs?*
- 4 Explicitly plan approaches to teaching and learning delivery that respects all students' current needs, potential, interests, desires, cultural views including world views, and ethnic/gender perspectives?
- 5 Explicitly plan approaches to teaching and learning and assessment delivery that respect the identity, language and culture of all students, ensuring delivery and assessment is conducted through respectful and caring relationships with every student?
- 6 Explicitly plan approaches to teaching and learning and assessment delivery that include a targeted focus on improving achievement outcomes for Māori and Pasifika students, students with special education needs, and students from low socio-economic backgrounds?
- 7 Explicitly investigate the literacy and language needs, and/or numeracy knowledge and skill needs of all students prior to, or at commencement of, every course, and explicitly provide relevant support, actively managing this through all course delivery and assessment?
- 8 Proactively ensure pastoral or broader social support is planned for and available as required?

PRINCIPLE 2: Programmes of learning and courses comprise coherent knowledge and skills.

How do educators:

- 1 Use the Vocational Pathway sector descriptors to guide development of programmes and courses that are educationally coherent and robust, and also situated within a broad vocational employment context?
- 2 Plan programmes that provide a coherent body of systematically organised discipline knowledge and skills, practices and competencies which progress within courses and throughout the programme?
Note: Discipline knowledge would be drawn from relevant sciences, English, technologies, mathematics, design, social sciences, arts, languages etc.
- 3 Plan courses that provide a coherent body of specialist knowledge and skills, practices and competencies from an employment sector that is embedded in a relevant and engaging context?
- 4 Deliver and assess the coherent body of specialist knowledge and skills, practices and competencies from this employment sector's particular field of practice?
- 5 Deliver and assess the coherent body of systematically organised discipline knowledge and skills, practices and competencies at regular intervals in courses throughout the programme?
- 6 Plan partnerships that effectively deliver different types of knowledge in the sites most appropriate for learning different types of knowledge and skills, practices and competencies?
- 7 Plan for and support the development of students' generic competencies, by explicitly embedding opportunities to practice and reflect on these abilities and skills throughout all courses?



* Note resource: [Universal Design for Learning](#)

PRINCIPLE 3: Programmes of learning are within a coherent learning pathway, leading to New Zealand qualifications and employment

How do educators:

- 1 Situate course learning within broad life/world contexts, using the Vocational Pathway sector descriptions where possible?
- 2 Plan clear and authentic connections within and between programmes, within and between courses and towards next destinations?
- 3 Situate their programmes within a learning pathway that is transparent to the student, has clear and achievable next steps to study or employment and includes genuine progression links to next qualification steps?
- 4 Present their programmes and qualifications to students, their family and whānau, within current and authentic market opportunities for future employment, study or training?

- 5 Demonstrate that their programmes lead every student enrolled towards worthwhile qualifications from NCEA Level 2 to NZQF Level 4, with options for further progress?
- 6 Demonstrate that the qualifications they offer are recognised across New Zealand?

NOTE

These Principles have been developed and tested for consistency against the following documents and strategies:

Tertiary Education Strategy 2010–2015, New Zealand Curriculum 2007, Best Evidence Synthesis for Teacher Professional Learning and Development, and Best Evidence Synthesis for School Leadership and Student Outcomes, Ka Hikitia 2013–2017, Pasifika Education Plan 2013–2017, Success for All Strategy vision and work programme for inclusive education, Better Public Service Targets L2 and L4, Ministry of Education Statement of Intent 2011/12–2016/17, New Zealand Qualifications Framework, and emerging Youth Guarantee and foundation education policy.

References

Harrity, E. (2013). *Vocational Pathways: Using industry partnerships and personalised learning to improve student outcomes*. Retrieved from: http://www.fulbright.org.nz/wp-content/uploads/2013/08/axford2013_harrity.pdf

Ministry of Business Innovation and Employment. (2012). *Medium-Long Term Employment Outlook: Looking Ahead to 2020*. Wellington: MBIE

Ministry of Education. (2007). *The New Zealand Curriculum*. Wellington, New Zealand: Learning Media Ltd.

Links

Best Evidence Synthesis for School Leadership and Student Outcomes

http://www.educationcounts.govt.nz/_data/assets/pdf_file/0015/60180/BES-Leadership-Web.pdf

Best Evidence Synthesis for Teacher Professional Learning and Development

http://www.educationcounts.govt.nz/_data/assets/pdf_file/0017/16901/TPLandDBESentire.pdf

Better Public Service Target Targets L2 and L4

<http://www.ssc.govt.nz/better-public-services>

Career Management Competencies

<http://nzcurriculum.tki.org.nz/Curriculum-resources/Career-education/Career-management-competencies>

Education Outside the Classroom guidelines

<http://eotc.tki.org.nz/EOTC-home/EOTC-Guidelines>

Ka Hikitia: Ensuring Success 2013–2017

http://www.minedu.govt.nz/theMinistry/PolicyandStrategy/~/_media/MinEdu/Files/TheMinistry/KaHikitia/KaHikitiaAcceleratingSuccessEnglish.pdf

List of Assessment standards for the Social and Community Services Pathway

<http://youthguarantee.net.nz/vocational-pathways/education-providers-/social-and-community-services/>

Ministry of Education Statement of Intent

<http://www.minedu.govt.nz/theMinistry/PublicationsAndResources/StatementOfIntent/SOI2013.aspx>

NZQA

<http://www.nzqa.govt.nz/qualifications-standards/standards/>

NZ Qualifications Framework

<http://www.nzqa.govt.nz/studying-in-new-zealand/nzqf/>

Pasifika Education Plan 2013–2017

http://www.minedu.govt.nz/NZEducation/EducationPolicies/PasifikaEducation/~/_media/MinEdu/Files/EducationSectors/PasifikaEducation/PEPfoldup12Feb2013.pdf

Science Safety

<http://seniorsecondary.tki.org.nz/Science/Learning-programme-design/Safety-and-ethical-considerations>

Social and Community Services Vocational Pathway Information booklet

<http://youthguarantee.net.nz/assets/Uploads/VP-Social-Community-RD2-final2.pdf>

Success for All Strategy

<http://www.minedu.govt.nz/NZEducation/EducationPolicies/SpecialEducation/OurWorkProgramme/SuccessForAll.aspx>

Technology Safety

<http://technology.tki.org.nz/Curriculum-support/Safety-and-Technology-Education>

Tertiary Education Strategy 2010–2015

http://www.minedu.govt.nz/NZEducation/EducationPolicies/TertiaryEducation/PolicyAndStrategy/~/_media/MinEdu/Files/TheMinistry/TertiaryEducationStrategy2010/TE2010to2015.pdf

Universal Design for Learning

http://www.educationcounts.govt.nz/publications/special_education/education-that-fits-review-of-international-trends-in-the-education-of-students-with-special-educational-needs/chapter-sixteen-universal-design-for-learning

Vocational Pathway Award

<http://youthguarantee.net.nz/assets/assets/VP-Award-Profile-FINAL-Amended-Version-3Sept13.pdf>

Vocational Profile builder

<http://youthguarantee.net.nz/vocational-pathways/profile-builder/>



Notes



Notes



www.youthguarantee.net.nz