



Ministry of Education

VOCATIONAL PATHWAYS – SOCIAL AND COMMUNITY SERVICES CASE STUDIES

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NOTE: Consent to share these Case Studies is valid for three years from the dates marked.



Case Study 44, May 2015

South Auckland students see healthcare as a future career

Mangere-Otahuhu Youth Guarantee Network

Bethesda Care and Retirement Village in Manukau has opened its doors to students from four South Auckland secondary schools, so that they can experience what a career in the healthcare sector might be like. The secondary students are learning the interventions and therapies required when maintaining the wellbeing of the Bethesda residents, who range in age from 52 to 101. Director of Nursing, Dr. Noeline Whitehead says it's through this interaction, that students will know whether health care for older people, nursing, physiotherapy or occupational therapy is really the career pathway for them.

On their first day, Dr Whitehead explains to the students how to treat the residents: "I talk about the importance of valuing and venerating older people. I emphasise that when they enter Bethesda they must show the same respect as when they visit their grandparents," she says. "This helps them develop a new set of skills, particularly the soft skills required for this line of work." Students learn that the physical, social, sensory and intellectual therapy given to residents can be given in creative ways, like making a sand garden or helping with personal care and grooming. "This work can be so rewarding and make such a difference to a person's life. We need to show this to students so that they consider some of these healthcare options for their future employment," says Dr Whitehead. She comments that it's also valuable for the residents to relate to young people and many have given the teenagers guidance and have played a part in developing the students' confidence. "Our residents have a shrewd knowledge of student capabilities and help to select staff when there are vacancies," Dr Whitehead says. The ideal situation is when students who have previously been on placements apply - that way she knows they have the skill set, training and hands-on experience to cope at the retirement village.

The school students from four schools – Mangere College, Aorere College, Southern Cross Campus and the Auckland Seventh Day Adventist High School – in the Mangere-Otahuhu Youth Guarantee Network participate in the placements at Bethesda as part of a Level 2 health programme which is offered in tandem with their school, and private training organisations such as the Academy of Vocational Studies. Places like Bethesda provide the 'hands on' component for the course and students earn sector-related credits while they work. The credits go toward a Vocational Pathways Award in the Social and Community Services which positions them for a career in health. They can continue to study for a Healthcare Level 3 National Certificate or progress to a Bachelor of Nursing.

General Manager of the Corporate Academy Group, Kelly Storey, says there is a huge demand for healthcare staff in South Auckland. Middlemore Hospital is based in the area, as well as Bethesda and other rest homes and where there is also a need for community nurses and caregivers. The training organisations, such as the Corporate Academy Group in association with New Zealand Careers College, and schools have seen the opportunity to match this demand with a course teaching young people the right skills. Kelly emphasises that business support is important to get these courses running as it is the business which allows students to complete the essential 'hands on' work experience component. "If we want students to persevere when they get into the work place, they need to have a 'taster' of what it's really like. The healthcare sector can be challenging and it's not for everyone. To help ensure that the pathway is a successful choice, it is essential to see what is involved at an early stage."



Sand garden at Bethesda Care and Retirement Village



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Student inspired to a noble future following attack

Horowhenua College

Anna, 18, a Year 13 student at Horowhenua College, has spent 15 weeks as if in the shoes of a policewoman. For one day a week she has been assigned to the Sergeant-On-Duty at Levin Police Station where she has observed everything from monitoring traffic stops, halting burglaries, car accidents and disputes. When Anna was 14 she was assaulted by a group of girls walking home from school one day and suffered facial injuries and concussion. She remembers the meticulous way Levin Police went about handling the incident and the compassion they showed. In the months that led to the convictions, Anna closely followed the Police and Court proceedings and became increasingly interested in pursuing a related career. So when the opportunity for work experience at the police station arose this year, she jumped at it.

“I just wanted to know what they did and how they did it,” she says. “I loved the experience, I felt like I was involved. I witnessed life, I offered my opinion, I enjoyed the adrenalin rush, I learned that personal qualities are essential in handling situations and I liked the opportunity to confront issues and resolve them,” she said. “And now, my main interest is to pursue a policing career,” she says. “It has also helped me understand my own assault. I wasn’t the only target. I was the wrong person in the wrong place. It’s taken four years to regain my own confidence and self-esteem but now I can stand up for myself. Those 15 weeks with Levin Police made me feel empowered.”

This work experience, offered to her through the school’s work placement programme is giving Anna the tools to follow through with what she was inspired to do at 15 – help those in need. Her time ‘on duty’ means that Anna has earned 20 sector related credits toward her school qualifications and means she can secure a Vocational Pathway in Social & Community Services, which will be a step on the way to her career in the Police. Anna feels grateful that Horowhenua College provided that pathway. She remains in touch with Levin Police by playing in their twilight soccer team and, next year, she will attend the New Zealand Institute of Sport to achieve a pre-police proficiency certificate. From there she will apply to the Police Academy to train as a Police Officer. “I want to join the force to have a positive impact on people’s lives,” Anna says.

The programme, which offers 35 placements to Year 11-13 students at Horowhenua College, is one of two schemes that provide pathways to employment in the community and credits for NCEA Level 2. It is offered within the Vocational Pathways Curriculum Framework. The other course that utilises Ministry of Education funding is a secondary/tertiary partnership, which enables students to experience a variety of hands-on courses at tertiary institutions in the region. The time allocation is flexible and students can learn everything from animal care to singing and drama, early childhood teaching, automotive skills and veterinary nursing. Credits from the work placements go toward earning a Vocational Pathway Award which shows that a student has shown interest in, and has skills associated with, one of six industries or sectors.

Anthea Hale, Co-ordinator of the Horowhenua Vocational Pathways Network, says the work placements enable students to “dip their toe” into real life work. “Someone who says they might want to become an engineer might finish up in accountancy or hospitality,” she says. “But these placements give them a chance to try something out before they set their eyes on the end goal. A Vocational Pathway shows students have interest and some experience in a specific sector.”



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Flexibility and responsibility gives students a better chance of success

Inglewood High School

Students at Inglewood High School in Taranaki have this year been given a flexible day to do practical learning which gives them broader career and study options and keeps them engaged in school. Core subjects and traditional school academic subjects are taught four days a week. Wednesdays however, have been freed up to allow year 12 and 13 students to learn “on the job” or take courses with a vocational focus without them losing critical classroom time. To allow for this, study periods, which used to be once a day, have been moved to Wednesday. “To widen the opportunities available to our students we decided to implement something different and introduced a Flexible Learning Wednesday,” says Rosey Mabin, Inglewood High School Principal. “This will encourage alternative pathways to work or study other than via traditional routes.”

Rosey says that a Gateway programme has been running at Inglewood High School for a number of years with the opportunity for hands-on work in the building, engineering, automotive, early childhood and creative sectors. “Under more conventional timetable structures, students were put under extra pressure to find time to catch up on their other subjects,” she says. “Now Gateway placements occur on a Wednesday whereby students can explore and experience possible future employment pathways without missing their core subjects.” Students are encouraged to select a Vocational Pathway which links to their work placement. This helps students choose subjects relevant to that industry or sector – making their learning more relevant to future work or study options. Rosey says Vocational Pathways are paramount in “meeting the needs of our students and equipping them for the future. Having relevant knowledge and some hands on experience helps students go into their work life with the skills and attributes that will make them appealing to employers,” she says.

Gateway has helped 17-year-old Shantelle Moffatt realise her dream. For several years Shantelle has been interested in midwifery, but a 15 week Gateway course at the Partners in Pregnancy Clinic in New Plymouth gave her the experience she needed and confirmed her future. Shantelle spent one day a week at the clinic. There she was involved in every aspect of midwifery. She took blood pressure, felt the position of babies in the womb, listened to the heart beat and attended the daily ante-natal and post-natal clinics. She even witnessed a birth. “This experience provides a pathway for me,” she says. “I’ve been provisionally accepted for the Bachelor of Midwifery course at Wintec next year if I pass my Level 3 exams.”

Tony Renshaw (17) also at Inglewood is studying hospitality and spends a day a week at Devon Hotel in New Plymouth. His duties include everything from preparing food and making coffee to facing customers taking orders and waiting tables. Next year Tony, a Year 12 student, will become a fulltime waiter before joining the 2016 intake at the Pacific Hotel Management School. “I knew I wanted to be in hotel management, and being at the Devon has kick-started my career. It was very important to me,” he said. Tony is already on his way. He has achieved the 60 credits required for Level 2 and has secured a part-time job at the Devon Hotel.

However Wednesdays are not just devoted to learning in the work place. Year 12 and 13 students also have choices within two special semester courses, run during the year, which will equip them for adult life. The special semester courses offer such subjects as financial literacy, health science, outdoor education and communication, and all courses offer students the opportunity to gain NCEA credits (and Levels 2 and 3). All the subjects are taught by teachers at Inglewood High School. About 130 students are taking the courses. Other options have been added for 2015 including tourism and wood carving.

Rosey sees these courses as appropriate and relevant but they also teach some important life skills. “We want to educate the whole person. Taking a holistic approach is a far better way of learning. These are students who’ll have three or four different careers in their lifetime and we must equip them for the unknown future,” she comments. “Ours is a rural school and, when they leave, they’re on a bigger stage. I want them to measure up as equals with their peers.” Planning started last year to restructure the timetable at Inglewood to equip students for what Rosey calls “the unknown future.” The changed timetable structure gives Year 13 students a considerable degree of self-responsibility of their time and learning. Rosey explains that it is time for them to step up and be responsible. “We want to help them be strategic managers of their time and be accountable and responsible, leaving school with those life skills.” Inglewood High School has already surveyed the students and has received a positive feedback to its “flexible learning” Wednesday. While the programme is still in its infancy, Rosey is delighted with what’s been achieved so far and says the new approach to preparing students for the outside world is liked by both students and staff. “Over time we’ll see the real gains for them,” she says.



Inglewood High School student Shantelle Moffatt



Case Study 31, February 2015

School provides tertiary students with an education

John Paul II High School

In an unusual twist, Greymouth-based secondary school John Paul II will be teaching English to tertiary students. The school has paired up with Tai Poutini Polytechnic (TPP) to provide international students with English tuition to help them bridge to courses offered by the Polytechnic. “We have close ties with TPP, plus they are right next door,” says Kieran Stone, principal of John Paul II. The school already partners with the Polytechnic through the Ministry of Education’s Youth Guarantee scheme. This includes the Trades Academy based at Greymouth High, which allows the school to provide students with broader and more relevant learning options that can be included in the Vocational Pathways framework. This has set John Paul II and Tai Poutini Polytechnic both up to further enhance their relationship.

“Now we can help TPP students, like the Polytechnic has helped our students, experience interesting and diverse courses through the Trades Academy. It proves that a secondary/tertiary partnership can work both ways and collaboration can benefit all involved,” says Kieran. “It is a case of: make the most of the capability on our doorstep,” says Allan Sargison, the CEO of Tai Poutini Polytechnic. “With increasing enquiries from overseas students and English as a pre-requisite, it will be an effective relationship.”

“We realised that TPP was getting more students from offshore, particularly from China,” says Kieran. “The Polytechnic has campuses all over the country so offering the English course was a nice differentiator for its Greymouth campus and will hopefully attract more international students here. We want to promote this as a place for young people.”

“It is important that our secondary school students are exposed to different cultures and I am pleased that they will have an opportunity to meet others from around the world, and hopefully the tie-up will result in further partnerships with us, TPP and Chinese institutions,” says Kieran, who heads to China with the Confucius Institute Principals’ Delegation next month.

TPP needs its international students to achieve NCEA Level 4 English in order to enroll in its courses and John Paul II is accredited to teach that course. Staff are also qualified to teach English as a second language. “We are very focused on ensuring that our school’s students who want to progress to tertiary are taught English for academic purposes. This course was a perfect fit for TPP’s overseas students that needed to get up to speed. It was just what the Polytechnic was after.

“The great appeal for overseas students is that they can immerse themselves in a ‘Kiwi’ environment as they will join classes with students. We have a roll of 200, so classes are small and there is no risk they will get left behind or get lost in a huge room of English speaking students. It is also sensible for us, as offering the course will not require heavy resourcing – we are already offering it as part of our curriculum. It’s a win-win.” John Paul II will initially take on three students in the second semester but has capacity for 10 before it needs to dedicate a stand-alone class to the course.



Case study, January 2015

Swimming instruction pathway to med school

Silverstream Swimming Academy

Owner of Silverstream Swimming Academy, Yvonne van den Berg, is giving two St Patrick's College students the opportunity to train to be swimming coaches as part of their curriculum. The private swimming school, run out of Silverstream Primary School, provides a great community service giving lessons to pre-school and primary age children. The two college students, Ben Blake, Year 12, and Tim Donaldson, Year 13 and Club Captain of Upper Hutt Swim Club, are at school just across the road and are relishing the part-time work which also earns them credits as part of their NCEA qualifications and Vocational Pathway in Social and Community Services.

Ben's ambition is to become a doctor and he sees learning how to engage young children as a great way to building on his interpersonal and communication skills. "Doctors need to be able to relate well to children and their parents. This gives me the opportunity to hone those skills. I'm in the pool working with the children and talking to parents about their kid's progress." For Tim this is part of his pathway to swimming coaching and he feels passionate about sharing his skills. "I think it's important kids learn to swim, especially in New Zealand where we are surrounded by water. I've been swimming since I was a toddler. It keeps me fit and I've made heaps of friends through swimming club. It's great to role model something I love and encourage junior swimmers to take their swimming further."

As part of their instructor training the boys are completing a Swimming New Zealand education course that will give them 43 unit standard credits at Level 3. The course takes about eight months to complete and includes a practical requirement of 20 hours teaching and a Certificate in First Aid. Yvonne says there is a commitment on both sides initially as training is completed. "Certainly there is a cost to the business getting them up to speed but they commit back with volunteer hours too." Volunteer hours can also be credited to College programmes like the Duke of Edinburgh Award or count towards senior Physical Education achievement standards that have a requirement for sports leadership. Yvonne currently employs six 'part-timers' but with her business still in growth-mode she'll be looking to take on more students in the coming year. "Due to the nature of students moving on to higher education I need to keep training new instructors. It's great to have a college across the road I can source staff from."



St. Patrick's College Silverstream student Ben Blake



Contact List:

South Auckland students see healthcare as a future career

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Student inspired to a noble future following attack

Horowhenua College

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Flexibility and responsibility gives students a better chance of success

Inglewood High School

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School provides tertiary students with an education

John Paul II High School

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Swimming instruction pathway to med school

Silverstream Swimming Academy

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