

SET for Life



Build the foundation for a successful
Future and SET yourself up for life



Ako
AOTEAROA

(Set4life Governance member)

Policy Guidelines

- A. Aligned policies, incentives and agile processes that 'value add' (Scott,2015)
- B. Whole of government approach linking MSD, TEC, MBIE and MOE into unified policy approaches to developing and applying a demand driven, end to end vocational education system
- C. Central funding and administration networks with local leadership (Agile, local governance, funding independent and agnostic)
- D. Demand led funding and investment driving a flexible network of provision focused on building both employee and employer capability to achieve successful life, learning and employment outcomes
- E. Establish a Navigator and Work broker function to facilitate coherent and effective vocational learner pathways across the transition space. Design this structure to support transition across the *cradle to career* value chain into sustainable employment increasing workplace productivity
- F. Short and medium term "life" outcomes-based provider funding and successful measurement not linked to effective full-time student accounting (EFTS).
- G. Outcomes based evaluation of each providers contribution to successful outcomes using tools such as the IDI, broad algorithms and regional socioeconomic impact
- H. Learner and employer Induction integration into the transitions space through professional development opportunities such as Skills Organisation's Building Business Ambition
- I. Refocus on technical education and drive a perception change using information such as the BERL findings to develop a culture in families, communities and schools that includes vocational pathways to successfully meeting learner, workplace and productivity goals as it does for a university-based pathway
- J. Fund regional centers of technical excellence within regional economic development agencies.

Employer Guidelines

- A. Undertake employer Induction training prior to transition student placement
- B. Use a transition work experience programme student as a "try before you buy" for both the employer and potential employee as first preference for hiring from the market using specialised employment brokerage systems to match parties
- C. Understand the value of gender diversity as a way of improving customer service, workplace environments and productivity.
- D. Develop a business ambition development and mentoring network to build small business leadership and training capacity where firms consider staff an investment rather than just a cost
- E. Take advantage of the support available to address staff life challenges and remove barriers to enable planned skill development to be achieved
- F. Consider the place of group employment as a way to help mitigate the risk of employment for very small firms and provide a range of training opportunities for apprentices in an increasingly specialised trade business world
- G. Build a growth and sustainability plan around people capacity for small business operations with a "hire local theme" while enabling learners to train outside the region if opportunities are not available locally
- H. Continue learning and professional development support for the firm and employees to enable identification and appropriate responses to all of the skills needs to deliver on business and career plans of those involved.

Students & Parents Guidelines

- A. Start early to ensure learning decisions match career plans and seek out a navigator who is separate from funding streams to provide ongoing career information, guidance and support.
- B. Seek an understanding of the wider context around the world of work which is changing and understand that this learning journey needs to start early. Consider what future employment looks like and the financial impact of changes in the world of work and the return on investment of education options.
- C. Take advantage of the support available to address learner life challenges and remove barriers to enable career learning plans and the associated required skills to be achieved
- D. Consider the many non-university pathways which have been shown to provide high career satisfaction and high-income streams and do not preclude university study later
- E. Look at education as an investment and consider the return on investment of each choice in the short medium and long term
- F. Build dream board for your future, take advantage of the many online and developing system resources available and look at how career options align with your aptitudes and goals and match your plan
- G. Encourage and take part in work experience opportunities and build a portfolio of skills experience along with evidence of foundation skills, other employability and work readiness skills and any technical skills achieved using online platforms such as **Youthub 1** for ease of management and access by potential employers.
- H. Include an work broker as part of the transition process to better match you with potential employers.

Schools Guidelines

- A. Recognise that learners disengage when the learning environment and subject context does not meet their needs and lacks relevance to them
- B. Start the triage and planning process early with students around career and associated learning pathways and consider the many non-university pathways which have been shown to provide high career satisfaction and high-income streams and do not preclude university study later
- C. Take advantage of the support available to address learner life challenges and remove barriers to enable career learning plans and the associated required skills to be achieved
- D. Consider including workplace experiences linked to a learner's aptitudes and dreams as part of their learning in a planned, supported learning plan that is informed about relevant and appropriate skills needed in the world of work they are likely to be involved in during their career
- E. Be flexible around timetable structures including out of school work experience opportunities to enable learning outcomes rather than school expedience to drive what works best for the student as they develop the skills needed to be successful in their chosen career pathway
- F. Be open to feedback from workplaces about gaps in skills identified through the work experiences and in turn feedback to workplaces about how learning experiences can be improved for learners
- G. Work with transition navigator teams and learner families to develop appropriate and informed learning plans to support learner career aspirations to enable the development of those foundation, employability and technical skills best achieved at school to enable successful transition to employment or to further learning and work.

Tertiary Organisation Guidelines

- A. Consider including workplace experiences linked to a learner's aptitudes and dreams as part of their learning in a planned, supported learning plan that is informed about relevant and appropriate skills needed in the world of work they are likely to be involved in during their career
- B. Take advantage of the support available to address learner life challenges and remove barriers to enable career learning plans and the associated required skills to be achieved
- C. Be open to feedback from workplaces about gaps in skills (foundation, employability and technical) identified through the work experiences and in turn feedback to workplaces about how learning experiences can be improved for learners
- D. Work with transition navigator teams and learner families to develop appropriate and informed learning plans to support learner career aspirations enabling the development of foundation, employability and technical skills best achieved in class promoting successful transitions to employment, further learning and work. Further leverage this work experience ensuring learners can become more productive quicker, by enabling the opportunity of more micro credentialing in the workplace. This means in effect that employers can utilise skills in a more productive context earlier, which is potentially a huge advantage to a small to medium enterprise which doesn't have financial flexibility to have non-productive staff members for extended periods. Micro-credentialing also speaks to more agile model which facilitates more rapid change adapting faster to dynamics in the world of work. Having small scaffolded credential systems using industry/unit standards also allows flexibility to move between employers or across trades where certain skills are recorded on a learner's record of achievement to inform both employee, employer and overall economic labour demands.
- E. Develop learning and teaching systems with ITOs that enable the learner to transition easily into a job before programme completion by having skill achievements assessed and recorded as they occur and an arrangement to enable "cross crediting" and continued "off job" learning as part of a learning plan in employment.
- F. Encourage and support learners into relevant sustainable employment and further learning as appropriate using specialised employment brokerage systems to match parties
- G. Be clear about an organisation's distinctive contribution to the network of provision involved in a learner's development plan and build synergistic relationships with the other organisations to ensure easily navigable, effective and collaborative learner pathways to meet the various maturity, employability and other needs of learners and the ever-changing needs in the workplace.
- H. Be a part of an effective network of provision driven by achieving success for learners, firms and the community.

Principles to drive re-development of Tertiary Education in New Zealand

- A. A. We build our system based on planned pathways to career outcomes and improved productivity in local firms**
 - i. We invest in creating long term plans so people can make informed career choices
 - ii. All funded tertiary provision is connected to pathways and learning plans to careers
 - iii. We enable these pathways together: local employers, iwi groups, schools and tertiary education sector organisations are all involved
 - iv. We join up the pathways: at every end point on a pathway there is a clear connection to the next step in the pathway leading to sustainable employment & independent learners
 - v. We communicate our success stories about real people using these pathways
 - vi. We use information about these pathways when choices are made by students in schools involving whanau support
 - vii. We focus our thinking on the medium term and longer term outlook for local careers and businesses
 - viii. We expect the improved economic and related environment as a result of an improved system to attract skilled people back to the area
- B. We expect and reward strong connections between organisations (education organisations, community organisations, iwi organisations & business organisations)**
 - i. We connect to share ownership of how this system works for the people of New Zealand
 - ii. We expect tertiary education providers to understand their distinctive contribution and work together as partners in a network of provision rather than as competitors
 - iii. We connect to identify problems, blockages and barriers and take action to improve the system through clear and consistent feedback loops between stakeholders
 - iv. We connect to better understand each other and break down silos
 - v. We connect to make the system easy to use – we reduce overlaps and clutter so that pathways are clear, easily understood, accessible and flexible
 - vi. We expect learner engagement and flows to increase as a result of improved relevance of learning, system connections and communication
- C. The design of the local system is based on shared services**
 - i. Transport services are shared
 - ii. Student support services are shared
 - iii. Student counseling and health services are shared
 - iv. Student mentoring and coaching services are shared
 - v. Work placement and career counseling services are shared
 - vi. Classrooms are shared
 - vii. Infrastructure, and in particular technology infrastructure, is shared
 - viii. Information about student progress is shared
- D. The design of the local system includes access to appropriate professional development by local firms and employers as well as employees**



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**For more information visit:
ako.ac.nz/set-for-life**