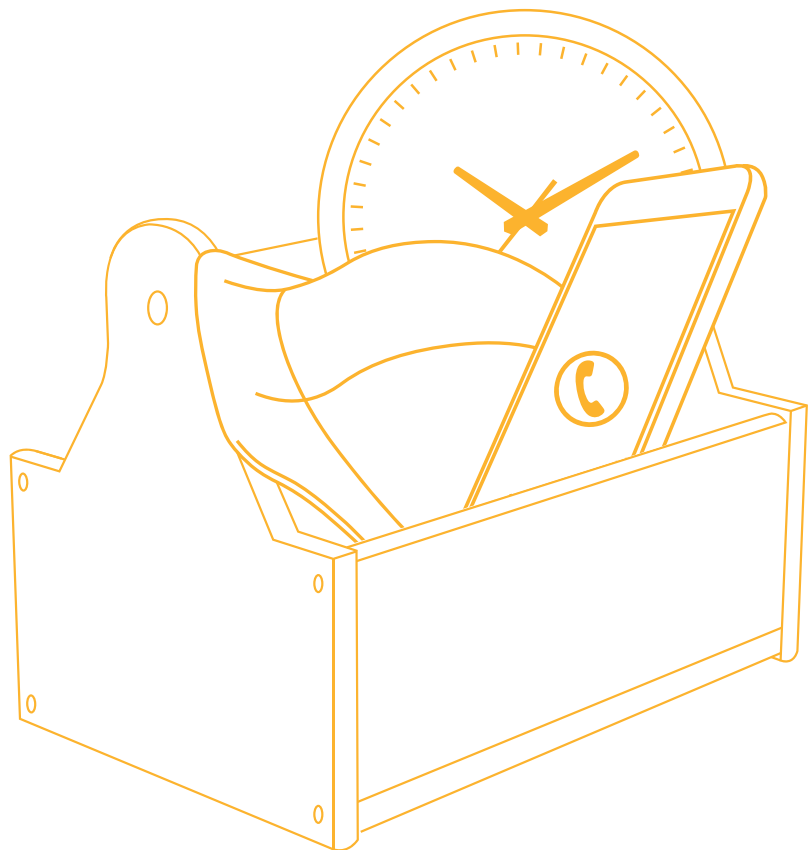


School Leavers'

Toolkit

Capstone Hui

Summary Report



Background

On 25th March 2019, over 70 individuals from schools, businesses, industry and tertiary providers came together in Auckland to better understand existing perceptions and beliefs about school leavers' abilities, and explore the enablers and barriers to students successfully transitioning to life after school.

Curative led participants through a series of activities to explore:

- What's happening now? What's working, and what could be better?
- What might the future look like with a School Leavers' Toolkit as part of young people's learning programme?

The following is a summary of what we heard during the Hui, and includes a synthesis of the themes that emerged, clarity about the current situation, and indicators of success.

The intention of this summary is to help provide a framework for the design and iteration of the 'School Leavers' Toolkit'.

Participants

The Hui was attended by a diverse range of stakeholders.

Secondary school students and teachers from eight different schools took part, including;

- Mangere College
- Onehunga High School
- Albany Senior High
- Dilworth School
- Massey High School
- Haeata Community Campus
- Hauraki Plains College
- Tauranga Boys College

Representatives from various tertiary education institutes also participated, including Auckland University and AUT University, along with industry training organisations, such as NZ Marine & Composites ITO and Ara Jobs & Skills Hub. Finally, a number of large employers attended the Hui, including The Warehouse, Datacom, and ATEED.

Process

Throughout the Hui, participants were taken through a series of activities including:

- Reviewing and iterating insights generated via previous stakeholder engagement.
- Exploring root cause (The 5 Why's)
- Developing situational statements (Looking Forward)
- Designing the future (Prototyping and Front Page)
- Dream statements (I have a dream)

All of the content generated by participants for each of these activities is detailed in full in the appendix.

The conversations and content that came out of each of these activities have informed this summary document.



Understanding the

Current Context


The themes that emerged or were validated through the Hui, which provide a sense of the current context, are as follows.


There was consensus that more needs to be done to better prepare young people for life after school; however, currently most stakeholders see the responsibility for this sitting with another group

- Students feel that schools (and teachers) don't equip them with the skills they need in order to thrive after school.
- Employers believe that work-ready skills should be embedded into the local curriculum for all students, and that some students don't make the most of the opportunities already on offer.
- Educators feel that tertiary providers and employers need to have stronger relationships with – and a better understanding of – schools and students.
- Tertiary education providers feel like first year students are arriving ill-equipped to succeed, and would like to see schools preparing them better.
- Parents feel that while they should have a big influence on the pathways their young people take, many personally feel poorly informed and that they don't have access to quality information in ways that work for them.





Many students feel pressure to succeed, but also feel unprepared for life after school and are confused about their choices

- Students and school leavers talked about the pressure they feel to meet the expectations of family, social media, and society to ‘be successful’.
 - Students shared that they feel confused and overwhelmed about the decisions they need to make to shape their life after school, and there is fear in making the wrong choices.
 - This pressure has a huge impact on young people’s wellbeing and ability to make good decisions.
 - Employers commented that many students and school leavers seem to lack self-confidence and personal resilience.
 - Employers believe it is important that young people leave school with confidence and determination.
 - It was implicit that understanding mental health is important for everyone in society, and as such there needs to be more focus on building independence, confidence, resilience, critical thinking and empowerment for young people.
- 





Students think that necessary information about transitioning into life after school is available; however it can be difficult to find, and time-consuming to navigate

- Students expressed that they would like to be better informed about – or for some, simply introduced to – their options beyond school, including the detail of university courses, private training programmes, apprenticeships, and industry training organisations.
 - There is a desire for tertiary providers and employers to facilitate suitable work experience opportunities to help young people make more informed decisions.
 - Students indicated that the information and experiences they are aware of depends on ‘the type of access they have’; this speaks to digital and physical access, existing relationships and connections, and the support and information provided directly by their schools.
 - There was a clear appetite among school students for well-publicised, well-resourced, high-status pathways out of school that were more closely embedded within the world of work.
- 





Right now the ‘real world’ seems to be very different from life at school

- The ‘real world’ was a phrase heard repeated throughout the Hui as a way to describe life after school.
 - Students expressed a sense of confusion about what the ‘real world’ is; they expect that it is full of unknown experiences that will be vastly different from their life at school. This was best summarised by a student who said, ‘What even is the real world?’
 - Young people indicated that they feel a sense of excitement about stepping into the ‘real world’, however, most are also concerned that they may not be adequately prepared for the challenges it might bring.
 - Parents, employers and tertiary education providers also expressed a desire for young people to learn the ‘life skills’ needed to survive in the ‘real world’.
 - There was a sense that schools’ focus on academic success needs to be more balanced with ‘real world’ skills and experiences.
 - It was implied that the current measures of evaluation only capture academic achievement, and don’t value or show ‘soft skills’.
 - It was suggested by Hui participants that the definition of learning success should be personalised for students and whānau to include a wider range of experiences/skills/knowledge to support them in being ‘life ready’.
- 





There is a sense of disconnection between schools, tertiary providers and employers, which seems to make it more difficult for students to transition

- One of the strongest and most consistent themes to emerge from the School Leavers' Toolkit Hui was one of disconnection.
 - However, when there were feelings of disconnection expressed, these usually came from a desire to better understand how different groups might work more effectively together.
 - Students spoke of a need for improved “connection and communication in student-teacher relationships”.
 - There were many different conversations about how schools and local businesses might form more meaningful, well-resourced, outcomes-focused partnerships.
 - While different groups expressed feeling disconnected from each other, there was also an overwhelming appetite for greater connection, and a real willingness to explore how we might, together, enable a greater sense of connectedness.
 - It was clear that employers, schools and students would benefit from increased collaboration between businesses and schools in particular.
- 




In some schools, there is a stigma around pathway courses and programmes that focus on getting students work ready.

- There was a sentiment among Hui participants that university qualifications are universally believed to be the highest indicator of success, and that alternate training and employment pathways need to be more valued by all.
 - Representatives from tertiary education providers supported this view, describing their reluctance to be seen as the only ‘successful’ pathway for school leavers, as they believe this leads to students attending university due to a lack of awareness of other options.
 - While some believe that the negative stigma about trades and apprenticeships has been broken, ITO representatives expressed feeling confused and lacking support.
 - The perspective of school students seemed to support this sense of confusion, with several students acknowledging that they were unsure what an ITO was or what they did. However, once these students learned more about the services and programmes offered by ITOs, they instantly demonstrated interest and enthusiasm.
- 



Everybody would like to see students improve their life skills, soft skills and work readiness

- Hui participants feel that it's really important that young people leave school with the willingness to cooperate and coexist with others.
 - Employers in particular feel that students need to be more comfortable talking with adults.
 - Specific skills that people indicated should be taught include
 - **Formal writing skills; cover letters, resume/CV, proposals**
 - **Understanding IRD numbers, bank accounts, annual tax**
 - **Gaining a drivers license**
 - **Time management skills**
 - **Personal resilience and critical thinking**
 - **Civics as a practice; what it is and how to prioritise it**
 - School leavers said that they need to feel comfortable without a safety net, e.g. re-submissions, summer catch-ups.
- 

The current situation, and therefore the need for the School Leavers' Toolkit, can be summarised as:

Currently students, parents, educators, employers and tertiary training providers all feel that young people are underprepared for life after school.

There is an appetite and opportunity for everyone to work together more intentionally to support young people to develop the skills, confidence and knowledge they need to navigate their lives.



Indicators of Success

To help determine indicators of success, we invited Hui participants to imagine a future where the School Leavers' Toolkit was already in place. The following Key Outcome statements are intended to help inform the design and iteration of the School Leavers' Toolkit.

Key Outcome: that the School Leavers' Toolkit enables well-resourced, effective relationships between schools and employers.

There was clear agreement among Hui participants that the effectiveness of the School Leavers' Toolkit will be dependent on the degree to which it facilitates a greater cohesion and connectedness between school students, their teachers, parents and whānau, prospective employers and tertiary education providers.

Students were emphatic in their desire to develop stronger connections with their teachers - "get to know us personally and provide for our needs" - as well as developing their understanding of each of the pathways available to them, such as properly understanding what an ITO is.

Students wrote newspaper articles that described a future educational landscape featuring deep connection "between ... inside and outside school organisations".

Employers and schools were also enthusiastic about the prospect of developing more constructive, effective, reciprocal relationships, despite there being some disagreement around who ought to initiate and resource this work. Parents, too, want to feel more connected to 'the system', and they look forward to a world where they can be "informed, confident, engaged". Industry training organisations spoke about wanting to feel better aligned with schools, and more connected with young people, in the pursuit of "better building of pathways".

The newspaper articles, in particular, told stories that focused almost exclusively on the great outcomes that can be achieved when the various groups cooperate in the best interests of young people. In the story "Air NZ Helps Students Fly High", school students are given internship opportunities in various roles within Air NZ; notably, roles in addition to the standard customer service roles typically associated with work placement programmes in schools. Similarly, in "Equipped For Life", a young man is supported by his school, his local ITO, and the Ministry of Education to propel him towards his dream career in the culinary industry. In "Unemployment Eliminated", a student is given work experience through their Gateway programme, while also enrolled part-time at a tertiary institution, and given wrap-around support in the form of a Mentor.

While the details of these stories are different, the core message is the same: belief, investment and cooperation by schools, industry, business, and tertiary institutions will make a huge difference to the lives of young people.

Key Outcome: that the School Leavers' Toolkit enhances the capacity of young people to thrive in the world by teaching life skills.

Another measure of success that was universally agreed upon was a focus on developing well-rounded young people. While there was some debate as to whose responsibility this ultimately is, and the different ways this might be accomplished. All the Hui participants were united in their belief that if we can all pitch in to support, nurture, and build the capacity of young people throughout their school and post-school journey, we will all be better off.

Many Hui participants spoke of the importance of young people developing proficient social skills to navigate diverse contexts. Employers referred to these as 'soft skills', and expressed a desire to have these embedded into students' learning at school, such was their perceived level of importance. These discussions were underpinned by an acknowledgement that the world of work is changing, and that young people's ability to communicate with others will hold them in good stead to navigate future workplace changes.

Along with 'soft skills' many agreed that it also important that during their time at school, young people are supported to develop practical 'life skills', such as how to obtain a driver's licence, organise their finances, and apply for a job. School students spoke passionately about the ways in which these skills would help them to "thrive" in today's society, and suggested that these skills would ideally be taught alongside curriculum learning, rather than in a special class. Parents, too, were supportive of schools taking a more active role in teaching their children practical skills, such as writing a CV and job interview training, and tertiary providers also expressed a desire for students to arrive at university with a more robust understanding of how to navigate the world.

Key Outcome: that the School Leavers' Toolkit provides the same knowledge, skills, and opportunities to all young people, regardless of their background

Many of the secondary school students at the Hui spoke of the importance of equity and fairness, challenging the other groups in the room to design a future where "all students are given equal opportunities and understanding", and where "unity means 'us' being 'us', and not 'us' becoming 'you'". Employers, too, emphasised the importance of diversity, articulating the need for diverse staff as a clear competitive advantage in the market.

Key Outcome; that the School Leavers' Toolkit helps students feel confident, supported, and prepared for life after school

The young people present at the Hui, both recent school leavers as well as current school students, regularly expressed excitement for the future and what they might achieve. Some spoke of becoming lawyers, other e-gaming professionals, and others were interested in a trade. While their ambitions may have been different, what was similar was the “overwhelming” sense that they weren’t quite sure how to get there.

Young people spoke of wanting to feel “confident, supported, [and] prepared” for life after school, and this would be enhanced by knowing “what the pathways mean”, and transitioning out of school with knowledge of “the steps to take in leaving school and going into the world”. Specifically, young people expressed a strong appetite for a better understanding of how to access trades pathways, the various academic pathways available to them at university, and the possibilities available within non-university tertiary education providers, that some students currently consider to be lower-status.

In their ‘I Have a Dream’ speeches, young people spoke compellingly of their dreams to have access to a “seamless education journey”, where they have “clarity as to what pathways or options they have available to them”. Making these options clearer, more visible, and given similar standing in the eyes of the public is an important consideration for the School Leavers’ Toolkit.

While not necessarily a key outcome, feedback from the Hui also indicated that there is support for the School Leavers’ Toolkit to be integrated into the curriculum

Each of the stakeholder groups were represented at the School Leavers’ Toolkit Capstone Hui by dedicated, passionate individuals, who are working hard to empower the young people they work with. It was also acknowledged throughout the day that many of these groups were working in relative isolation from each other, and many agreed that they lacked a robust understanding of the way in which the others operated. However, there was a strong appetite for the School Leavers’ Toolkit, whatever form it ultimately took, to adopt an integrated approach.

For young people, this meant they would prefer embedding the teaching of ‘real world’ knowledge and skills within existing curriculum lessons, rather than creating something new. Both students and teachers spoke disappointedly about the way in which work-readiness training is currently delivered within schools, and the “pervasive stigma” that is attached to such programmes. By contrast, students, teachers, and employers expressed effusive enthusiasm for an approach to teaching practical ‘life skills’ that integrated elements of employer visits to schools, work placement experience, and resilience training delivered by appropriate professionals. This integrated approach, they said, would ensure the content is relevant, fresh, and would free teachers up to focus on teaching to their area of expertise.

Appendix

In this appendix, you will find the detail, design and raw transcripts of each activity. These transcripts are written verbatim, with occasional minor editing for clarity.

Insight Development

This first activity involved workshop participants responding to existing insights pertaining to young people's transition out of secondary school and into the 'real world'. These insights were gathered by the Ministry of Education as part of initial stakeholder engagement with students, teachers and employers.

Each insight was printed on an A2 poster, and placed around the walls of the venue. On each A2 poster, people were asked to place a red dot if they disagreed with the insight, or a green dot if they agreed. Effort has been made in the summary below to indicate the level of agreement or disagreement towards each insight, based on the ratio of green to red dots. In addition to the coloured dots, people were asked to place post-it notes upon each poster with thoughts, reflections, and suggestions of ways they might change the insight to reflect their own experiences.

Following this process, we assembled participants in groups of 5 around each insight. We then asked them to rewrite their insight, to reflect the post-it feedback as well as the perspectives of their group members. Once they'd rewritten their insight, we asked the groups to interrogate it in such a way that we could better understand why that perspective persists. To do this, each group undertook 'The Five Whys' activity, which required group members to simply ask the question 'Why?' of their insight, five times.

The results of this process are recorded on the following pages.



Insight #1

Many young people feel like they lack the skills and knowledge necessary to thrive in life after school.

There were high levels of agreement with this statement. Comments included:

- Absolutely
- Development of social skills is important
- Schools are focused on the 'stuff' in the curriculum
- Yes but I didn't know it until I left school
- Students lack support outside school
- How do we know this is true?
- Some students can be overconfident and run into difficulties due to the change from school to work
- I'm not sure this is true all the time - would be good to get young people's voice
- Students don't bother to learn [therefore lack the skills and knowledge necessary to thrive in life after school]

Many young people believe that the skills in order to thrive after school are lacking.

Why?

Schools don't focus on life after - we don't learn life lessons (e.g. taxes). We just focus on the 'academically driven' topics now.

Why?

Teachers only teach certain subjects. In that, they expect us to get NCEA and qualifications. But we don't know what to do with that - develop our character?

Why?

There's a lack of proper connection and communication in student-teacher relationships. They don't want to get to know us personally and provide for our needs.

Why?

Teachers aren't trained to do so. Teachers are specialised to teach from what they've been taught. Generation gap - back then, it was school + university + work. Whereas now, there are so many more pathways and opportunities/lifestyles are available.

Why?

For teachers, school and life was different for them and they're teaching the way they've been taught, [but] experiences and traditions back then don't work for students of now. Thus, we don't connect enough to be taught the proper life skills that we require to thrive in today's society.

Insight #2

Some students believe they must choose between academic, university entrance courses, and more practical learning which they think would be as equally important for success beyond school.

There were high levels of agreement with this statement. Other comments included:

- Sometimes this can be strongly influenced by parents
- Students lack knowledge about life after school
- Quantify 'some'? And how many don't care?
- It shouldn't be this way but I believe academics trumps trades which is unfortunate
- Highly disagree [with this statement]

Suggested rewrite:

Some students must be informed or introduced to their options beyond school, which includes academic, university entrance courses [as well as] practical learning, which will prepare them for the future.

Why? No education for "life skills"

Why? Lack of communication between whānau and schools as to who is responsible for these skills

Why? Whānau don't understand NCEA, difficult to attend school events to gain that understanding

Why? Lack of clarity, direction and our system isn't responding to the fast changes

Insight #3

Employers believe it's really important that young people leave school with the ability to get along well with others.

There was a mix of red and green dots placed on this Insight, indicating a diversity of agreement, however there was still more agreement than disagreement. Some comments included:

- Not essential but some do
- Not a priority to make friends but definitely from a diversity perspective
- Unsure about this - sometimes left out of job description - they don't emphasise this enough
- Not really
- Some do, some don't
- The willingness to learn and be guided is more important

Suggested rewrite:

It's really important that young people leave school with the willingness to co-operate and coexist with others

Why?

Because some students aren't bothered and some students don't know what they want to do. In some cases, the school environment might not be supportive enough.

Why?

People change their minds. Concentrating on school now - too hard. Some schools don't care.

Why?

So much choice. Pressure to choose / do well. Schools just want to do their jobs and leave.

Why?

Schools are lazy. High expectations.

Insight #4

In some schools there is a stigma around pathway courses and programmes that focus on getting students work ready.

There was general agreement with this statement, with a small number of people expressing disagreement. Comments included:

- Assumption that they are low pay/low skill
- Most schools
- Although there may be, there shouldn't be and [instead] should be an integrated curriculum for all students
- Teaching profession = product of a very different kind of pathway
- The stigma is pervasive and comes from many groups

No suggested rewrite offered:

Why? The expectation to go to uni.

Why? The pressure from home (family, pride), school careers advisors.

Why? Because success is now measured on uni.

Why? Removing the stigma of other education i.e. PTEs.

Why? Removing the pressure to become qualified at any education provider.

Insight #5

Employers believe it is really important that young people leave school with mental resilience or ‘grit’.

There was general agreement with this statement, with a small number of people expressing disagreement. Comments included:

- Surely teachers and parents do too
- Workplaces need to do more to develop this - all people do, not just schools
- Learning to nourish your mentality is essential for your future
- Really depends - a bit of both sides
- Expect them to have it but how do they support it?
- Gee, so much demand but what are they doing to make it happen?
- Knowing what it is, yes! Having/getting/practicing - we can help
- Can employers connect with schools to provide resilience courses?
- This is something that can be taught

Suggested rewrite 1:

Students need to be comfortable to talk to adults so they can help build resilience whilst at school

Suggested rewrite 2:

Employers believe it is really important that young people leave school with confidence and determination

Why?

Everywhere you go you need confidence and determination. It shows people you can do it. Believe in yourself. So you can feel comfortable. I am free, not shy and I'm open.

Why?

So you can express yourself. So you can build teams with your co-workers. Have to be confident to get others to do what you need them to do, e.g. sell a product.

Why?

Confidence starts at a young age and can be learnt. It takes time and practice.

Why?

To get the confidence you need your school to show me respect and look at me. We need to be comfortable in talking to adults. Students need a voice - school counsellors - sometimes the room is suffocating.

Why?

It is important so you can start thinking for yourself. You can tell people your needs. Your opinions and thoughts will be different from others. Parents and adults don't have to keep supporting us and we can be independent.

Insight #6

Students believe that mental health education is the most important component of any School Leavers' Toolkit.

This statement was disagreed with more than it was agreed with (approximately 70%-30%). Comments included:

- Teamwork and relationship building may be more important
- Unsure - would be interested to know
- Cannot speak on students' behalf, however mental health is a recurring issue in young people in the workforce
- Important but not the most important
- Important maybe not the 'most' important?
- Not sure
- It is important, but is it the most important? Would argue that it is a fundamental part, but not the most important
- This might be confusing - are students confident that their mental health is important for the education system?
- Although they may not believe it, it's definitely a huge part of being "life ready"
- Maybe students believe mental health education is important but cannot see a link to leaving school?

Suggested rewrite:

Understanding mental health is important for everyone in society

Why?

So everyone can help someone else who is struggling

Why?

So people who are struggling can feel included and supported

Why?

Because without support and understanding, people with mental health issues could get worse

Why?

Because mental health issues are isolating

Why?

Anyone feeling isolated has a negative impact for society as a whole

Insight #7

Employers would like increased collaboration between businesses and schools.

There was a high degree of agreement with this statement. Comments included:

- Employers need support to do this
- This feels potentially dangerous
- Should have stakeholder people just for this
- As long as it's well-managed and useful for both parties
- Would help companies with targeting to certain markets
- Agree but won't go out of their way ... also, lack of time, money, resources
- Some employers say they don't have time for anything other than day to day business
- But are they willing to help make it happen?

Suggested rewrite:

Employers, schools and students would benefit from increased collaboration between businesses and schools

Why? It's good (mutually reciprocal) for the community and business/the economy

Why? Young people develop soft skills that sometimes aren't prioritised in school, maybe because there are no credits for this?

Why? The acquisition of such skills assists the transition from school into the "real world"

Why? Our society values independent, confident, self-managing citizens

Why? So that Aotearoa NZ and our people prosper

Insight #8

Young people think that good information about transitioning into life after school is out there, but it can be difficult to find and time-consuming to navigate.

There was overwhelming agreement with this statement. Some comments included:

- Not always sure where to begin; possible misinformation between students
- This is what school expos are good for
- Who makes them aware something is out there? Why is it not more visible?
- Confusing? Categorising the different careers on our own paths
- I'm not sure if young people think about information about transitioning into life
- Can we rely on the Internet for everything
- Is there good info? No. Is it hard to navigate? Yes (the information that is there)
- Lack of signposting about where to go
- This isn't put out there enough - not on their radar until finishing school
- I imagine not just young people think this - whānau and school leaders too

Suggested rewrite:

Students think that necessary information about transitioning into life after school is out there. But the type of access you have can make it difficult to find, and time-consuming to navigate.

Why?

Not all in one place

Why?

Too much information that is always changing

Why?

Jobs are always changing

Why?

Modern technology and a more connected world

Why?

Businesses are always advertising new technology. We are becoming reliant on technology for our own information

Insight #9

Employers believe that work experience opportunities should be embedded into the curriculum for all students.

This statement had slightly higher levels of agreement than disagreement.
Comments included:

- Depends, unsure
- Authentic experience = good decision making
- Yes, but needs resourcing and pathways for this to happen
- This requires extensive work from employers. How would MOE support this?
- Work experience is actually work education. How is this education supported on site? Made visible in students' learning? Not only through credits
- This could be good if facilitated and implemented meaningfully
- These opportunities can be difficult to arrange in a company, and requires time and the ability to support students that isn't always available. It needs to be a positive experience for both parties
- Not sure, employers expect this to happen in a particular way, but do expect students to have that experience. Difficult to gain
- They need to provide these opportunities
- Not sure if it is believed to be embedded, but a lot of employers do expect a certain [level of] work experience

Suggested rewrite:

Employers believe that work ready skills should be embedded into the curriculum for all students and facilitate suitable work experience opportunities.

Why?	Students not always work ready
Why?	Schools not equipped to teach work ready skills
Why?	Schools and families need access to appropriate resources that empower
Why?	Employers need support to provide suitable opportunities for young people
Why?	Not clear guidelines or clear funding sources to address what are complex situations/needs

Insight #10

The definition of success at school should be expanded and reinforced for students and whānau to include a wider range of successes, including vocational, academic, cultural and sporting.

There was near universal agreement with this statement. Comments included:

- It already is! Which is great
- I think it already is, we just need to explain how it all correlates
- Students just need more motivation for this to work
- Absolutely agree
- The definition of success for schools needs to include longitudinal data on income and wellbeing
- It should also reflect the progress made by each student
- Totally!

Suggested rewrite:

The definition of learning success should be personalised for students and whānau to include a wider range of experiences/skills/knowledge to support them in being life ready

Why?

Many students leave school unprepared for the next step

Why?

Because we measure success in a euro-centric way

Why?

Because there is not any alternative at the moment to gauge learning and achievement at a national level

Why?

Because society has changed so much and will continue to change. It is difficult to define something that is constantly changing

Why?

Because the system focuses/rewards qualifications rather than being life ready. Holistic view is lacking

Insight #11

There should be a close relationship between schools and local businesses and a role within the school whose job it is maintain these.

There was overwhelming agreement with this statement. Comments included:

- The role should be shared between schools and business - a local panel or board
- There should be somewhere businesses can express interest. Some schools are better than others in maintaining relations
- Which businesses? How do you choose? What if unethical business?
- There needs to be a role that is equivalent to the Principal's Nominee to manage this area
- Whose interests are prioritised?
- Could KaHui Ako prioritise this?
- Could be a role working 'with' schools, eg. in clusters
- Maybe a role within the business instead, make the community support the schools

Suggested rewrite:

Schools will have a strong and mutually beneficial relationship with industry. A significant and accountable role will exist within the school to develop pathways and transitions for all students, which will become the new measure of success.

Why?

Students don't know enough about the world of work

Why?

Students aren't give authentic learning opportunities

Why?

Schools focus on assessment because of perception and expectation and definition of success

Why?

MOE definition of success and Tomorrow's Schools (competitive measures of success)

Why?

Structure of our education system and funding levels (not enough money!)

Insight #12

While students thought civics education was important, they saw other practical skills as a higher priority for their School Leavers' Toolkit.

There was a mixed reaction to this statement, but more agreement than disagreement
Some comments included:

- Maybe this is a misunderstanding of “civics”?
- Need to ask young people what they think civics means?
- What is civics?
- Do they (or us?) even know what ‘civics’ means?
- Not sure?
- Why?
- Civics education is a limited phrase - invokes SUPER BORING procedural stuff on democracy as opposed to feeling like we’ve all got skin in the game
- Education needs to equip and empower young NZers to PARTICIPATE in our ECONOMY but not at the cost of participation in our democracy
- What does an equitable response to ‘civics’ actually look like?

Suggested rewrite:

Civics is something you practice, but nobody understands what it is or how to prioritise it.

- | | |
|------|---|
| Why? | It is not in young people’s interest - comes across as boring and vague |
| Why? | It comes across as politics, totally irrelevant in the eyes of young people |
| Why? | You don’t know what you don’t know” - feels irrelevant. Not prioritised within schools, no tangible relevance |
| Why? | There are no role models / champions in civics. Young people aren’t empowered in civics |
| Why? | Schools are not enabled enough to provide quality education around civics. Lack of resourcing, time, money, understanding |

Looking Forward

After spending the morning exploring the status quo, and unpacking some of the barriers that different groups experience right now, our attention turned to how we might begin to chart a course towards the future. To that end, we asked participants to reflect on the perspective of school students, recent school leavers, parents, employers, industry training organisations, and tertiary education providers on the subject of how well school prepares young people for life after school. For each stakeholder group, we asked participants to consider how this group might be feeling right now, and how they might like to feel in the future.

Tertiary Education Providers

	Group 1	Group 2
Right now, tertiary education providers feel:	<ul style="list-style-type: none"> • That students are not equipped with life skills, academic skills • Students don't understand that education/learning is a two way street • A lot of competition, under resourced, pressured. Do they (or us?) even know what 'civics' means? • To be successful you don't need to attend a university 	<ul style="list-style-type: none"> • First year students are arriving unequipped to succeed, and arrive at university with an array of levels in terms of preparing us and being ready for territory • They are losing students to trades and apprenticeships • Conflicted about the statistics e.g. 50% dropped out in first year • I wonder if they feel disconnected from the real world? • Some don't know what this is
But in the future, they would like to feel:	<ul style="list-style-type: none"> • That students are prepared for work/study • Valued player! • Committed learners - resilient 	<ul style="list-style-type: none"> • As though secondary and tertiary education are better aligned and students are appropriately prepared to succeed • Have more consistent support given to schools and students • Better prepared through their degree to enter employment • More aligned with real world / real life • Won't exist (10-20 years)

Industry Training Organisations

	Group 1	Group 2
Right now, industry training organisations feel:	<ul style="list-style-type: none"> • Good about schools running industry programs • Disconnect between students and ITOs • Students are not prepared, not resilient, and are often viewed negatively • The negative stigma about trades and apprenticeships have been broken and therefore they are receiving more attention 	<ul style="list-style-type: none"> • Students lack self-confidence and resilience, unable to try something new, fear of success • Confused, threatened (disbandment), under-resourced. • Lack of support, misunderstood
But in the future, they would like to feel:	<ul style="list-style-type: none"> • The opposite • More connected with students, better building of pathways • School - industry alignment • Students have more knowledge about industry training organisations. 	<ul style="list-style-type: none"> • Secure, supported from both schools and employers, valued by government • Valued by schools • Young people coming through with the confidence to push through difficult and challenging days
Comments:	<ul style="list-style-type: none"> • “Some people don’t know what these are!” • “Sorry but we aren’t really educated in this and what it is. We feel like maybe this should be taught to us. We would like to know what is available to us out there.” 	<ul style="list-style-type: none"> • “We are sorry but we do not understand the ideology of an ITO but we would like more people to teach us about this.” • “I only have a basic understanding of what an ITO is.” • “They should talk to [students] so that there isn’t a blurry line between [ITO’s and other tertiary providers].”

Parents

	Group 1	Group 2
Right now, parents feel:	<ul style="list-style-type: none"> • Fear of the unknown, high expectations • Lack of access to information • Can't connect to what they know • Confused and disconnected, uninformed, don't know what's going on • That their children don't have the guidance needed to be part of the real world • Concerned about school support - or lack thereof - around social media management, including bullying and support of friends • [Unsure] how they can contribute to their children's aspirations 	<ul style="list-style-type: none"> • Worried and frustrated • School involves the parents • They should have a big influence on their kids trade/ education/uni etc. • That school prepares [their child] for the future • Informed about school from an educational achievement perspective • That school is academically focused rather than real world focused • Schools are doing good but the employers market is not matching up • Left out and [assuming] they know everything (from comparing it)
But in the future, they would like to feel:	<ul style="list-style-type: none"> • Informed, confident, engaged • Connected with both academic and life skills 	<ul style="list-style-type: none"> • Involved • Confident and activated • They have a choice • Included • Have intelligent conversation is with parents with all the options! • My school prepares [my child] with reading and writing skills which can apply to multiple degrees and careers

Recent School Leavers

	Group 1	Group 2
<p>Right now, recent school leavers feel:</p>	<ul style="list-style-type: none"> • They lose support from the school after finishing • Like we are being prepared for university • Judged at some schools for our choices • They feel unorganised, not enough knowledge from high school to prepare them for life • Lack of experiences • We also feel pressured (family expectations to attend uni) 	<ul style="list-style-type: none"> • Don't know the basics! Apartments, taxes, etc. • Different depending on where they have come from • As though there isn't an option outside of University • As if working a part time job isn't taking them anywhere (invalidated) • The large majority of leavers feel like they are unequipped for the real world, however there are a small percentage who are perfectly fine • Schools teach to the present, not so much to the future • They are not sure about what they want to do • Scared ****less
<p>But in the future, they would like to feel:</p>	<ul style="list-style-type: none"> • Be more prepared for life • More dependable on education • Cover letters, resume/CV, formal writing [skills] • IRD number, drivers license, bank account • Accepted for their chosen path • Time management [skills] • Comfortable without a safety net, e.g. re-submissions, summer catch-ups 	<ul style="list-style-type: none"> • Well equipped • Prepared. Confident • Less scared • Ready! • That it will be okay! • Like there are options • Hopeful - trust in themselves • Make a career options and pathways more relevant and accessible • More hopeful, informed, less and terminated • How to get 'there' with a vague idea

Employers

	Group 1	Group 2
Right now, employers feel:	<ul style="list-style-type: none"> • They don't understand young people and their strengths and needs • Frustrated • Young people are not applying for jobs, there are lots out there • There is a distinct lack of interest from some schools. • Unrealistic expectations of students • That young people come to employment with unrealistic expectations / sense of entitlement • Concerned that school leavers have made the right choice and if they have the right qualifications • Confused, uncertain • Students not prepared for employment • Students have a lack of motivation 	<ul style="list-style-type: none"> • Entitled, expect great employees without developing people • There isn't enough skilled people coming through • Misfits of skills coming through • Burdened - young people aren't always well equipped • Students should have the skills beforehand, from employers' perspective • Schools aren't teaching soft skills, e.g. punctuality, ownership of our own mistakes • Eager, excited, desperate • Schools are doing a good job teaching students to be confident voicing opinions, speak their minds • Diversity is a great thing
But in the future, they would like to feel:	<ul style="list-style-type: none"> • Happy and confident • Resilient and patient • Students have the skills needed for the workforce of the future! Whatever that might be • [Students are] ready to work and take a stepping stone approach to work responsibilities • Involved and consulted • No worries about their knowledge and belief in young employees • More young Kiwis in full-time work 	<ul style="list-style-type: none"> • Confident that students are ready to work and know good work etiquette • Students with the right work ethic and a good attitude • There needs [to be] a shift due to demand - more future-focused • Ensure [students are] skills-ready • Incorporate soft skills

Secondary School Students

	Group 1	Group 2
Right now, students feel:	<ul style="list-style-type: none"> • Unprepared for the real world • Overwhelmed, unprepared, fearful • Not enough subjects for the transition from school to outside of school • Easily influenced by social media • Pressure to be successful academically • Scared, lack of guidance, overwhelmed and under prepared • Prepare us well for after school, but not life skills to help in the real world 	<ul style="list-style-type: none"> • Scared, unprepared • That schools need a class that will prepare students for life • Absolutely lost and terrified • Well equipped to thrive in a university environment • Making a decision about courses at school is such a big deal it isn't exciting, it's dreadful and fearful of the real world • There is lots of information. Learning to filter it out is key
But in the future, they would like to feel:	<ul style="list-style-type: none"> • Skills, e.g. [driver] licensing incorporated into curriculum • Practical life skills in lessons, e.g. CVs • Knowledgeable, know the steps to take in leaving school and going into the world • Have more life lessons, e.g. moral values • "Life skills", learning how to do certain things that adults do now that should be taught to students • Practical skills and life lessons • Confident, supported, prepared, empowered • In control of your own pathway 	<ul style="list-style-type: none"> • Confident, supported, prepared • Empowered, knowledge of pathways • Informed • How to make sense of university information, e.g. semesters and majors • What do the pathways mean?

Newspaper Cover Story

We spent the afternoon of the Hui looking towards the future, imagining an Aotearoa where young people were fully equipped with the skills needed to thrive after school. Following a prototyping exercise, designed to encourage participants to visualise future scenarios, we asked them to create the front of the newspaper in 2030, transforming this vision into reality. These are the stories they wrote.

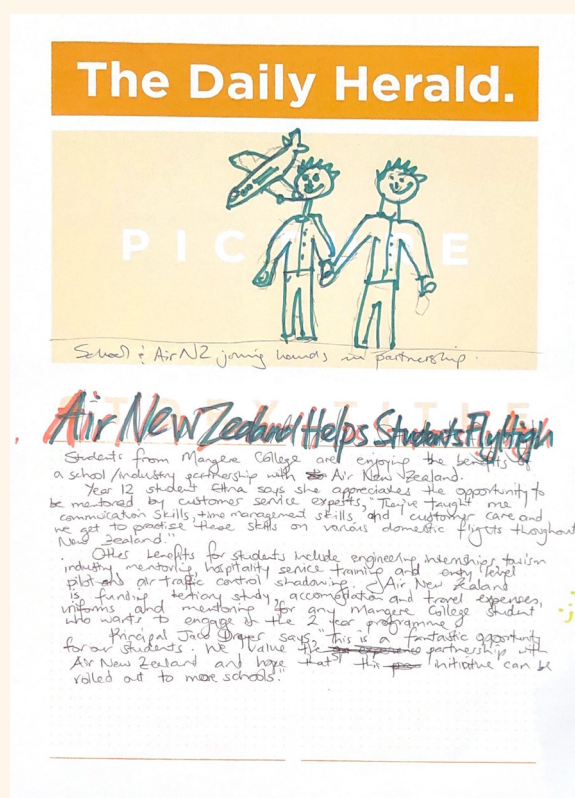
Air NZ Helps Students Fly High

Students from Mangere College are enjoying the benefits of a school - industry partnership with Air New Zealand.

Year 12 student Etina says she appreciates the opportunity to be mentored by customer service experts, "They have taught me communication skills, time management skills and customer care and we get to practice these skills on various domestic flights throughout New Zealand".

Other benefits for students include engineering internships, tourism industry mentoring, hospitality service training and entry-level pilot and air-traffic control shadowing. Air New Zealand is funding tertiary study, accommodation and travel expenses, uniforms and mentoring for any Mangere College student who wants to engage in the two year programme.

Principal Jaco Dryer says, "This is a fantastic opportunity for our students. We value the partnership with Air New Zealand and hope that this initiative can be rolled out to more schools".

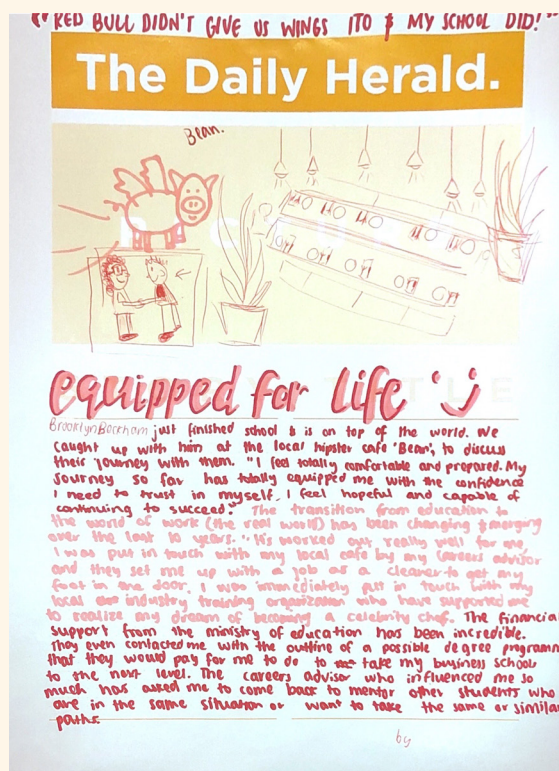


Equipped For Life

Brooklyn Beckham just finished school and is on top of the world. We caught up with him at the local hipster cafe 'Bean', to discuss their journey with them. "I feel totally comfortable and prepared. My journey so far has totally equipped me with the confidence I need to trust in myself. I feel hopeful and capable of continuing to succeed."

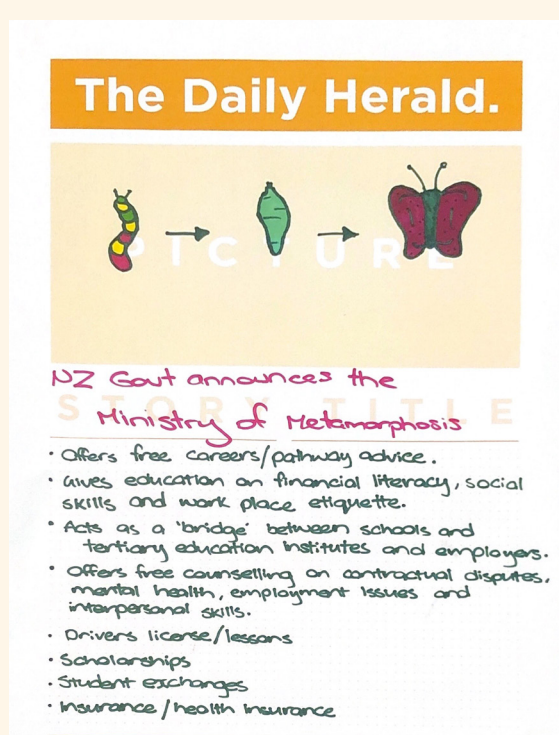
The transition from education to the world of work (the real world) has been changing and merging over the last 10 years. "It's worked out really well for me, I was put in touch with my local cafe by my careers adviser and they set me up with a job as a cleaner to get my foot in the door. I was immediately put in touch with my local industry training organisation who have supported me to realise my dream of becoming a celebrity chef."

"The financial support from the Ministry of Education has been incredible. They even contacted me with the outline of a possible degree programme that they would pay for me to do to take my business skills to the next level. The careers adviser who influenced me so much has asked me to come back to mental other students who are in the same situation or want to take the same or similar paths."



NZ Govt Announces Ministry of Metamorphosis

- Offers free careers and pathway advice.
- Gives education on financial literacy, social skills and workplace etiquette.
- Act as a bridge between schools and tertiary education institutes and employers.
- Offers free counselling on contractual disputes, mental health, employment issues and interpersonal skills.
- Drivers license and lessons.
- Scholarships.
- Student exchanges.
- Insurance and health insurance



Untitled Story

16 years ago a review was conducted on how prepared students were when they transitioned out of school. An overwhelming response from each of the stakeholders identified that there was a huge disconnect between the parties involved.

Fast forward to today, government bodies have implemented the review into policy and we are now seeing the results come to fruition. The best implementation to date that the government has taken involves the connection between the different entities, involving inside and outside school organisations. These entities are school leavers, secondary school teachers, ITOs, employers and tertiary providers.

This policy involves large meetings, with each entity having a representative. This has made the system better, by getting these bodies together and having more and more students being able to succeed during these times.

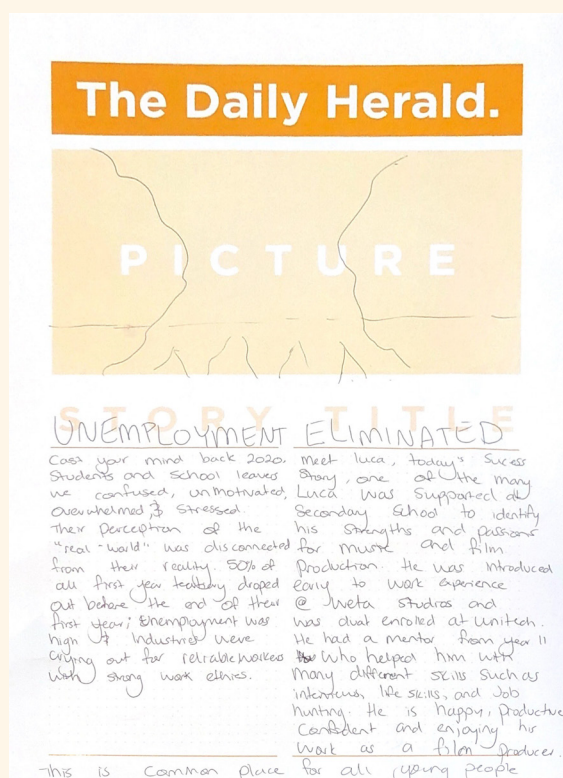
In evaluation, these representatives have decided to provide more services to students, this will open up and blur the lines between each entity for the future to come.

Unemployment Eliminated

Cast your mind back to 2020, students and school leaders were confused, unmotivated, overwhelmed and stressed. Their perception of the 'real world' was disconnected from the reality. 50% of all first-year tertiary students dropped out before the end of their first year, unemployment was high and industries were crying out for reliable workers with strong work ethics.

Meet Luca, today's success story, and one of the many. Luca was supported at secondary school to identify his strengths and passions for music and film production. He was introduced early to work experience at Weta Studios, and was dual-enrolled at Unitec. He had a mentor from year 11 who helped him with many different skills, such as interviews, life skills, and job hunting. He is now happy, productive, confident and enjoying his work as a film producer.

This is commonplace for all young people in today's society, unemployment is now eliminated!



EDUTOPIA - where 'one-size-fits-all' is a faux pas!

1. Open and inclusive
2. Learning as a diverse experience and journey
3. Inter-connected relationships with meaning and purpose.
4. Conduits of knowledge and accessible information
5. Retrospective and prospective

Unity Conquers All!

Transitioning from school has been transformed by the collaborative, inclusive, unifying work of all stakeholders involved. Students are now thriving because of individual focused career support.

500,000th Autonomous Achiever

Today, the recently restructured and streamlined Ministry of Education and Economic Empowerment will celebrate the 500,000th lifelong learner to launch beyond the National Certificate of Autonomous Achievement.

The program, rebooted 12 years ago in 2019, integrates school systems with employers and industry to ultimately empower young people to own their career path, including relevant soft skills learnt anywhere and everywhere. The learner pictured, Chris Keith, has created a mechanism for rockets to communicate intergalactically.



The Next Generation

In 10 years time how would you see the future?

The future will be colourful, everyone will be feeling good for each other. Schools and businesses are working together. Businesses are going into schools and inviting young people to experience working in a real business in the real world.

Also, schools are being supported by business companies to teach students about how the system works. 9 to 12 young people at school and 1 to 4 young people working in a business, setting clear guidelines and revealing at the end of each term.

Printers Rule

Is automated technology changing the way we work? Is automated technology changing the way we travel? Is automated technology changing our environment? Our lives? How we live? How are you eat?

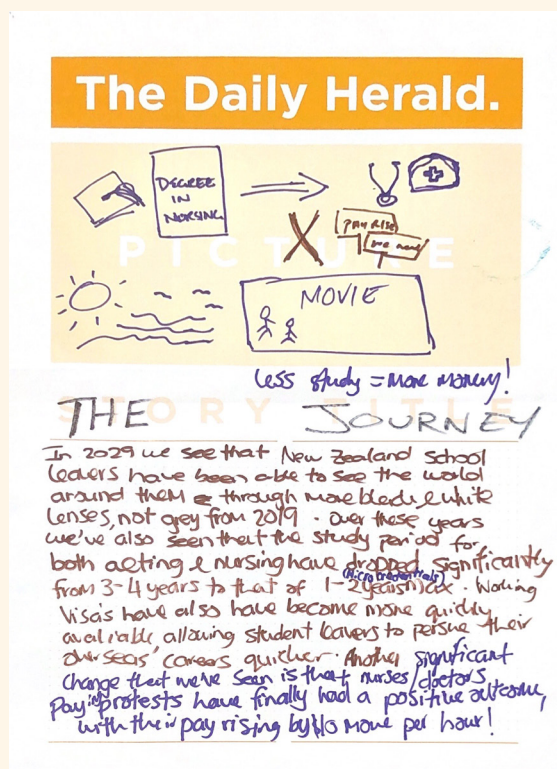
What does it mean for someone leaving school? What does it mean for the future? What problems well at create?

The Journey

In 2029, we see that New Zealand school leaders have been able to see the world around them through more black and white lenses, rather than the grey from 2019.

Over these years, we have also seen that the study period for both acting and nursing has dropped significantly from 3-4 years, to 1-2 years.

Working visas have also become more quickly available, allowing student leavers to pursue their overseas careers quicker. Another significant change that we have seen is that nurses and doctors pay protests have finally had a positive outcome, with their pay rise then by more than \$10 per hour!



2029, The Future Starts Here!

The new combined college and university campus has been opened by the Prime Minister at a cost of \$50 million. This new campus aims to revolutionise secondary and tertiary schooling by combining the two into one educational facility.

The Prime Minister intends for this to be the first stage of a seamless transition between secondary and tertiary education. The Prime Minister has said “this has been created with the youth and students in mind”.

99.5% of School Leavers Feel Confident in Their Future

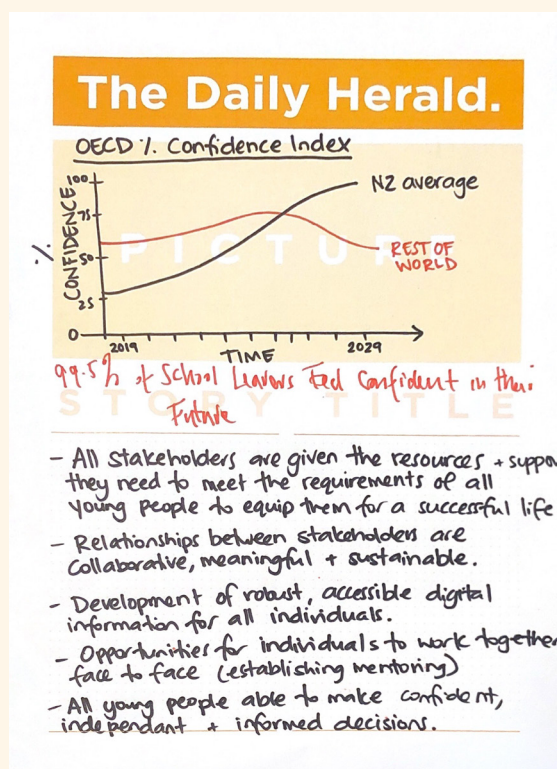
All stakeholders are given the resources and support they need to [support] young people to equip them for a successful life.

Relationships between stakeholders are collaborative, meaningful, and sustainable.

Development of robust, accessible digital information for all people.

Opportunities for individuals to work together face-to-face (establishing mentoring).

All young people are able to make confident, independent and informed decisions.



We Have a Dream Speeches

To close the Hui, we invited workshop participants to write “We Have a Dream” speeches together in groups. These speeches are designed to allow people to articulate what you imagine, hope and dream for the future. Through this process, we deepened our understanding of the world in which all stakeholders want to live, a world that could be enabled through the design of the School Leavers’ Toolkit.



We have a dream that students go through school and education feeling and developing confidence and hope and feel capable, prepared, and comfortable with their decisions. That students feel equipped.

We have a dream that school leavers aren't restricted by their financial situation and that everyone will have equal and the same opportunities in the future.

We had a dream that we're not scared to market ourselves. We learn the hard skills we need as an integral part of the curriculum, e.g. CV training, interview preparation.

We have a dream that young people can choose where to study, what to study, and how to study.

We have a dream that all students can be shown clear pathways towards their dreams and that everyone doesn't end up doing something they don't love.

We have a dream that confident is the new normal.

We have a dream that individuality is celebrated, especially in the workplace.

We have a dream that unity means 'us' being 'us', and not 'us' becoming 'you'.

We have a dream that young people feel empowered to pursue their dreams.

We have a dream that our voices are the voices of the 'many', and not just the 'others'.

We have a dream that the system makes sense!





We have a dream that young people will attend school from 9-12 and then ITOs will take over from 1-4.

We have a dream that our young people have the necessary support and resources to make life choices that empower them, challenge them and that make them happy. Along with ensuring that students will be fully informed of choices in employment and education, to no longer feel stressed and making a decision about their future.

We have a dream that all our young people leave school with confidence, clarity, and purpose about their next steps.

We have a dream that no matter their gender, sexuality, background and culture, young people can achieve to the best of their potential.

We have a dream that our future generations are connected with their hearts to live lives authentically.

We have a dream that New Zealand as a nation will be kind always.

We have a dream that all students are given equal opportunities and understanding.

We have a dream that students leave school with a solid understanding of basic life skills, whatever they look like.

We have a dream that everyone can communicate effectively and have social skills for different situations.

We have a dream that life skills are defined and achievable and taught in a subject!

We have a dream that from year 11, students have clarity as to what pathways or options they have available to them.

We have a dream that students are able to be more proactive and involved in the future/after-school processes.





We have a dream of young people full of hope, confidence and dreams – inspired and aspiring.

We have a dream that educators and employers work together to enable young people's goals, visions and aspirations.

We have a dream that parents support and back their kids to dream big and reach new stars.

We have a dream of a seamless education journey with no joins between secondary, territory, and industry.

We have a dream of a New Zealand free from institutionalised racism, systemic bias, where young peoples aspirations are not limited by our post colonial state.

We have a dream of a thriving economy, thriving communities, and a thriving democracy.

We have a dream that all young people are connected and empowered.

We have a dream that we have a high level of compassion, tolerance, and acceptance of others.

We have a dream that everyone has access to the tools and knowledge to achieve success in their future.

We have a dream that there are no barriers.

We have a dream that we can have confidence in the future and our unafraid of the changes that may happen.

We have a dream that we will collaborate and have confidence to achieve positive outcomes.





We have a dream that we will no longer talk about change, but actually be the change.

We have a dream that education will no longer be black and white. That there will be multiple career pathways that open up to ensure New Zealand leads the rest of the world.

We have a dream that no matter who you are or where you are, you will be connected and confident lifelong learners.

We have a dream that we will know what it takes to know how to be an active, competent and confident citizen of society.

We have a dream that transitions in life are seamless.

We have a dream that our dreams will stop being dreams and become reality.

We have a dream that our future generations will feel well-equipped to into the 'real world'. That our future will be filled with go-getters, over-achievers, fierce and powerful people.

We have a dream that students will be well-prepared for living their own life as an individual, knowing fully well what is coming at them after they have left school and moved into adulthood.

We have a dream that all people are excited about the present and the future.

We have a dream that it won't matter who is someone is, their future will be bright.

We have a dream that all people can feel confident and capable in their contribution to Aotearoa.

We have a dream that there will be no barriers to success.



“

We have a dream that in the future we'll be able to understand what is meant by 'the real world', realising that all of us are living in it right now, it's not necessarily a phase that we enter once we finish school or uni, it's surrounding us all day every day.

We have a dream that in the future, we'll be able to reflect back on our lives, knowing that I've had enough people to support me in my journey to and through uni, and that our younger siblings also feel supported as they go into the next stages of their future lives.

We have a dream that mental illness awareness will be present in society and people without it will understand and distinguish the differences between each illness, estill treating them as humans, not classifying them as so-called 'mis-fits'.

We have a dream to feel successful. To feel confident, and proud of ourselves. To love each other, ourselves, our school, our thoughts, our education, and to love what we do.

We have a dream that we'll thrive for success, importance, reason and our place in the world.

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