

New Maps for Building Pathways

NZ Secondary – Tertiary Transitions Forum 2010

Industry Training Federation

Wellington

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Manukau Institute of Technology, NZ



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NZ's leaking education pipeline

- 20% Disappeared from education by age 16
- 30,000 Secondary Truants each day
- 4,000 Excluded each year (unless MOE intervenes)
- 4500 Leave primary but fail to enter secondary
- 80% Youth appearing in the Youth Court have left or are absent from school
- 48% Successfully complete a postsecondary qualification that they start
- 17,000 – 25,000 NEETS

15-19 year olds Not in Employment, Education and Training – **Annual cost = + \$NZ1 billion**



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The Issue is Systemic

- Not about teacher competence
- Is in part about a failure to put into place literacy, numeracy and basic skills
- Is in part not helped by the residual competitive nature of the system
- But essentially the issue is systemic

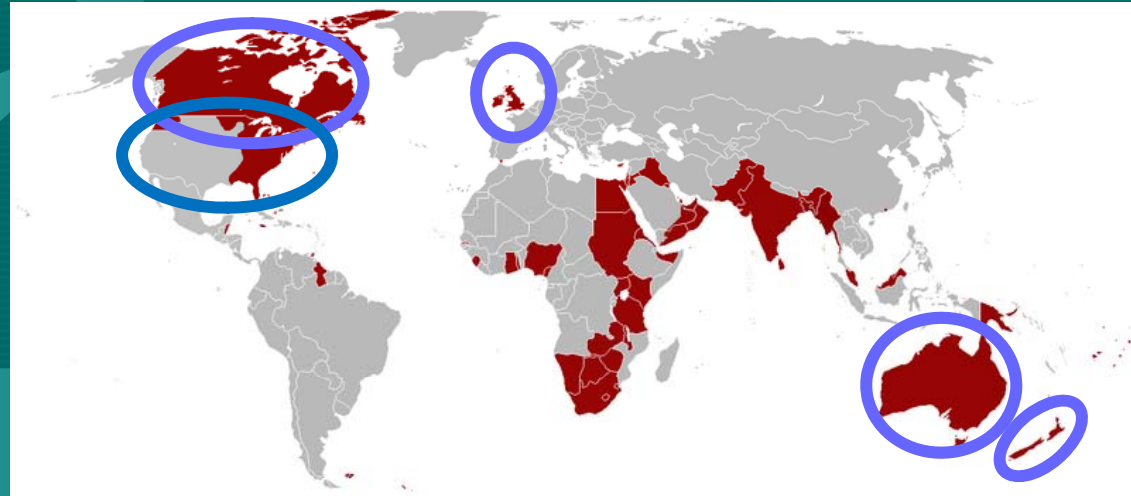


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The Issue is Systemic

- New Zealand
- Australia
- Great Britain
- Canada
- United States of America



Shared patterns of development
Shared patterns of curriculum development
Shared inexorable trend towards one-size-fits-all

Shared understanding that one size does not fit all
and in fact has never fitted all



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Students

But who are we successful with?

Students who are:

- White
- English speaking
- Middle class
- Academically well-prepared by K-12 system
- From homes with experience with HE
- etc

And more recently.....

- The equivalent groups from other countries



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Students

And who do we find to be a challenge?

Students who are:

- From low SES status
- Have NESB backgrounds
- From recent migrant groups
- Are first-in-family / first generation students
- Lack adequate academic preparation (K-12)
- Second chance students
- Older age groups
- Part-time students



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Traditional Material

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Challenging Material

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The Seismic Student Shift

**Traditional
Material**

This group is going
to get smaller

Challenging Material

**This group is going to
dramatically increase**

The key challenges

The education system is going to have to learn:

- to work with a student body that will require higher levels of maintenance;
- To bring success to students who currently get disproportionate levels of failure;
- to work in ways that maximise connection between providers, communities and the workplace.



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The key challenges

- We are going to have to rethink the notion of sectors
- We are going to have to get used to the idea that we no longer “own” students because of their ages
- We are going to have to free up ideas of students being “in” school in order to be “at” school



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The key challenges

We will have to move away from the old binary distinctions:

Academic / Vocational

Applied / Theoretical

Education / Training

Teaching / Learning

Teaching / Instruction

etc



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The map we will increasingly work to will have the following features

- Enabling programmes
- Use of devices such as scorecards to chart progress and performance
- Increased focus on a diversity of activity in Campus Life Programmes
- New approaches to recruitment that reach into new “markets”
- Increased consideration of learning communities



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The map we will increasingly work to will have the following features

All levels of the education system will be required to greatly increase performance on addressing:

- Pathway confusion
- Isolation / alienation
- Financial hardship
- Academic preparation
- Quality of K-12 schooling

The seamless jagged edge



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Opportunities Removed

- Unemployment
- On-the-job training
- Exit points decrease
- “Night Class” became recreational
- Apprenticeships disappeared
- Targetted schemes disappear
- Technology impacts
- Unskilled and low skilled employment devalued

Therefore

- Early school leavers with nowhere to go
- Educational failure becomes explicit and a threat to well-being.



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Those who ignore history ...

This all happened in a specific period of time

1960 - 1990



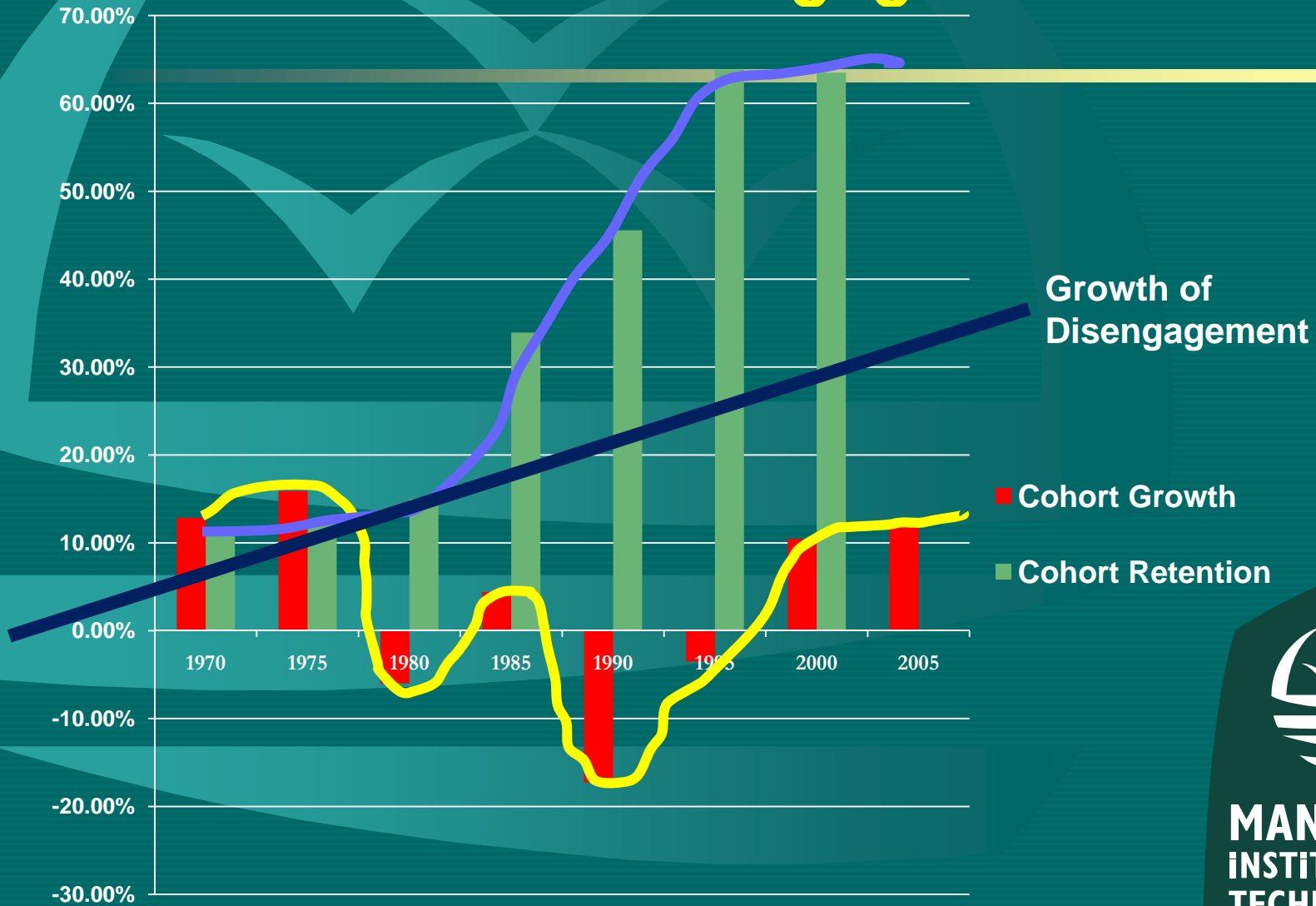
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Growth in staying 5 years at high school



Growth of disengagement



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The focus on disengagement

1. Physical Disengagement

- actually not being at school

2. Virtual Disengagement

- at school but not getting qualifications

3. Unintended Disengagement

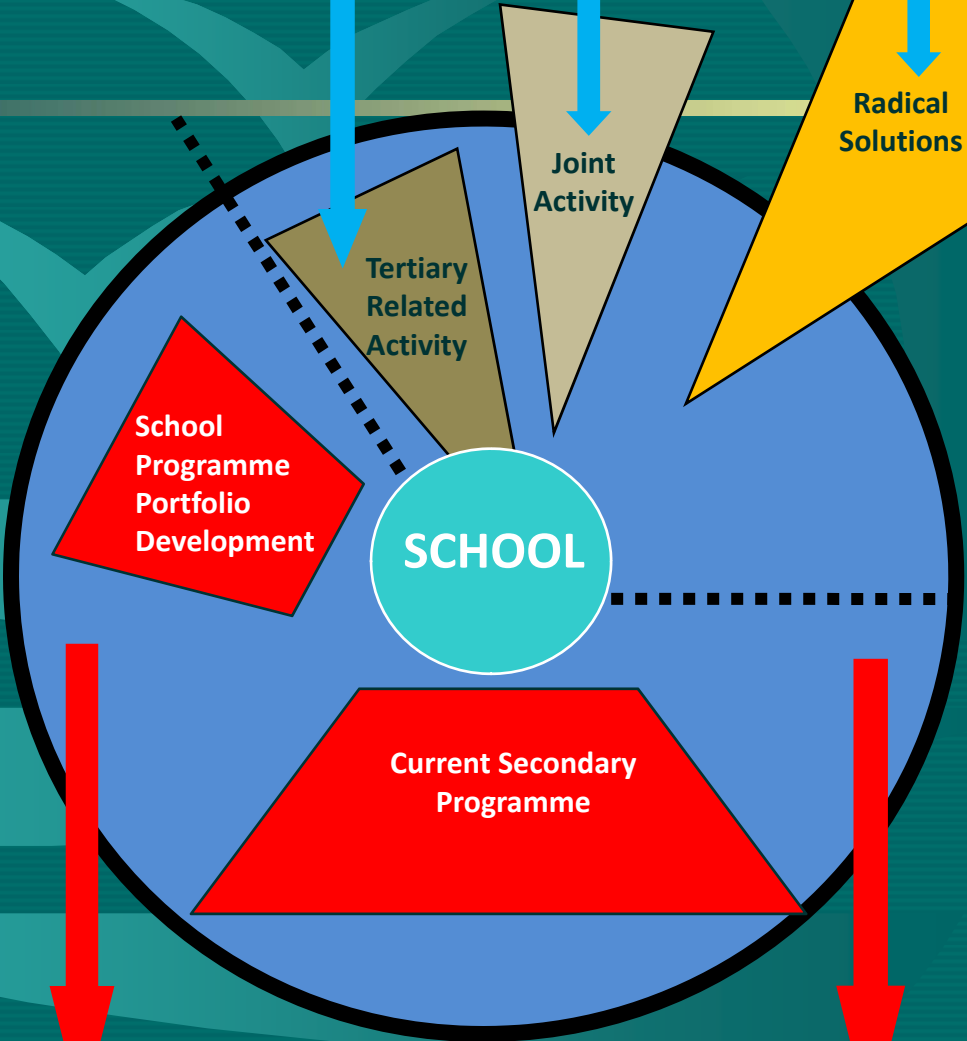
- Good intentions, right moves, but no success post-secondary



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Radical Solutions

Joint Activity

Tertiary Related Activity

School Programme Portfolio Development

SCHOOL

Current Secondary Programme

Disengaging Unsuccessful Students
The Challenging Group

Engaged, Successful Students
The Traditional Group

Conventional Postsecondary Providers



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THE NEW INTERFACE

Radical Solutions

Joint Activity

MUTIPLE PATHWAYS

Tertiary Related Activity

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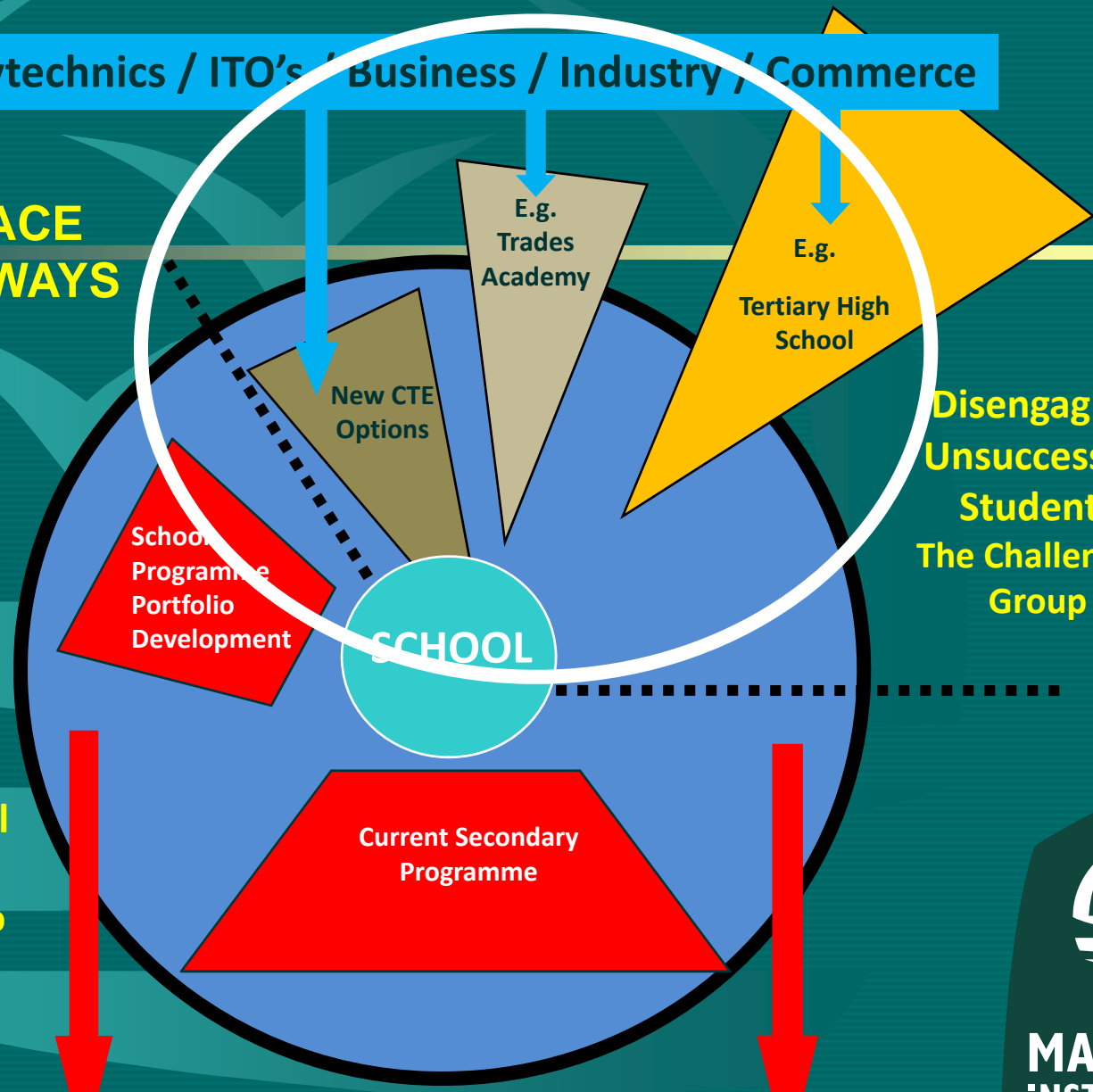


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**NEW INTERFACE
MUTIPLE PATHWAYS**



**Disengaging
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Conventional Postsecondary Providers



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School of Secondary - Tertiary Studies

NZ's First Tertiary High School

- A programme at a polytechnic (MIT) offered collaboratively with secondary schools (Counties Manukau)
- Schools / parents / MIT identify students in Year 10 = Year 9 Aus.) who have potential but are unlikely to succeed in a school setting
- Selected students enter the SSTS in Year 11 (=Year 10 Aus.)
- Complete their secondary schooling (= NCEA Level 3) and a two year Career and Technical Education qualification (diploma / Year 1-2 of a degree, etc)



Students targeted for the programme are likely to be:

- underperforming and likely to fail at school;
- pose a potential threat of disengagement;
- likely to finish school with little or no qualifications;
- at risk educationally but not yet in risk
- interested in a career path that is appropriate to an institute of technology;
- Will be reflective of the communities of Counties Manukau i.e. Maori, Pasifika etc.
- from a low decile school and/or a low income family;
- first-in-family to undertake tertiary education and training.



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The programme

- **English** Emphasis on literacy skills in a CTE setting
- **Maths** Focus on general mathematical skills then CTE maths skills.
- **Digital** High level skills in computer

- **CTE** Study to complete two years post-secondary CTE (MIT) qual.
- **CTE Support** Supplemental instruction related to CTE programme

- **Study Skills** Intensive introduction to the skills required for further study
- **Intro to FE** Full introduction to career pathways

- **Pastoral Care** A taught pastoral care programme
- **Pers. Pathway Plan** Individualised plan for success, heavily monitored

- **Personal Development Activities**



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Special features

- “College knowledge” emphasis in literacy, numeracy and technology
- High levels of supervision and monitoring
- Personal development related to their school
- All CTE qualification classes are normal scheduled MIT classes
- CTE support programme alongside the MIT classes
- All work activity in the programme is credit bearing
- Students will get NCEA Level 3 and the CTE Qualification (and possibly an Associate Degree)



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Education (Polytechnics) Amendment Bill

- Legislates for the attendance of an under 16 years of age student at MIT;
 - Dual Enrolment / Responsibilities of Governance
- Makes possible funding from both secondary and tertiary sources to be made available to MIT;
 - Flexible Funding (MOE and TEC)
- Legitimises the concept of the THS;
 - Status and Purpose
- Removes legal impediments to a more flexible transition from secondary into tertiary.
 - The Way of the Future (Trades Academies etc)



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Nostalgia is History without the Pain

The THS is not re-inventing Technical High Schools. Rather it is.

- Offering new purpose to students likely to disengage through early identification of vocational and career pathways;
- Removing E.N.O.R. – **Bridges to Nowhere**
- Wrapping holistic support around the programme
- Socializing younger students into a post-secondary environment
- **Not taking students out of school** but keeping them **in school** but not **at school**



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E.N.O.R.



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What does the THS challenge?

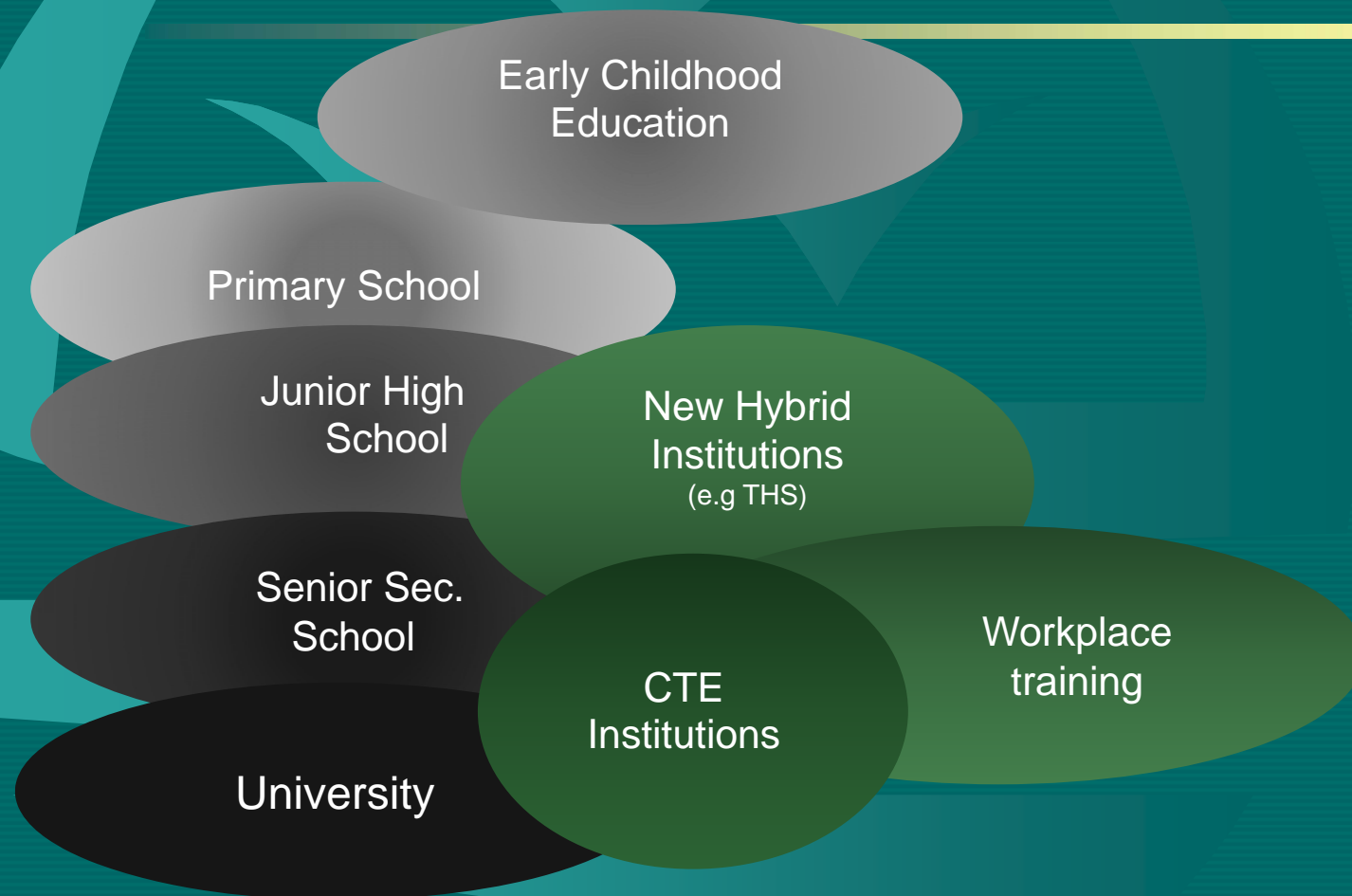
- The usefulness of the notion of sectors
- Ownership of students based on age
- The ability of the system to replace hard boundaries with porous transition points
- Represents a vehicle for expressing Youth Guarantee (but not the only one)



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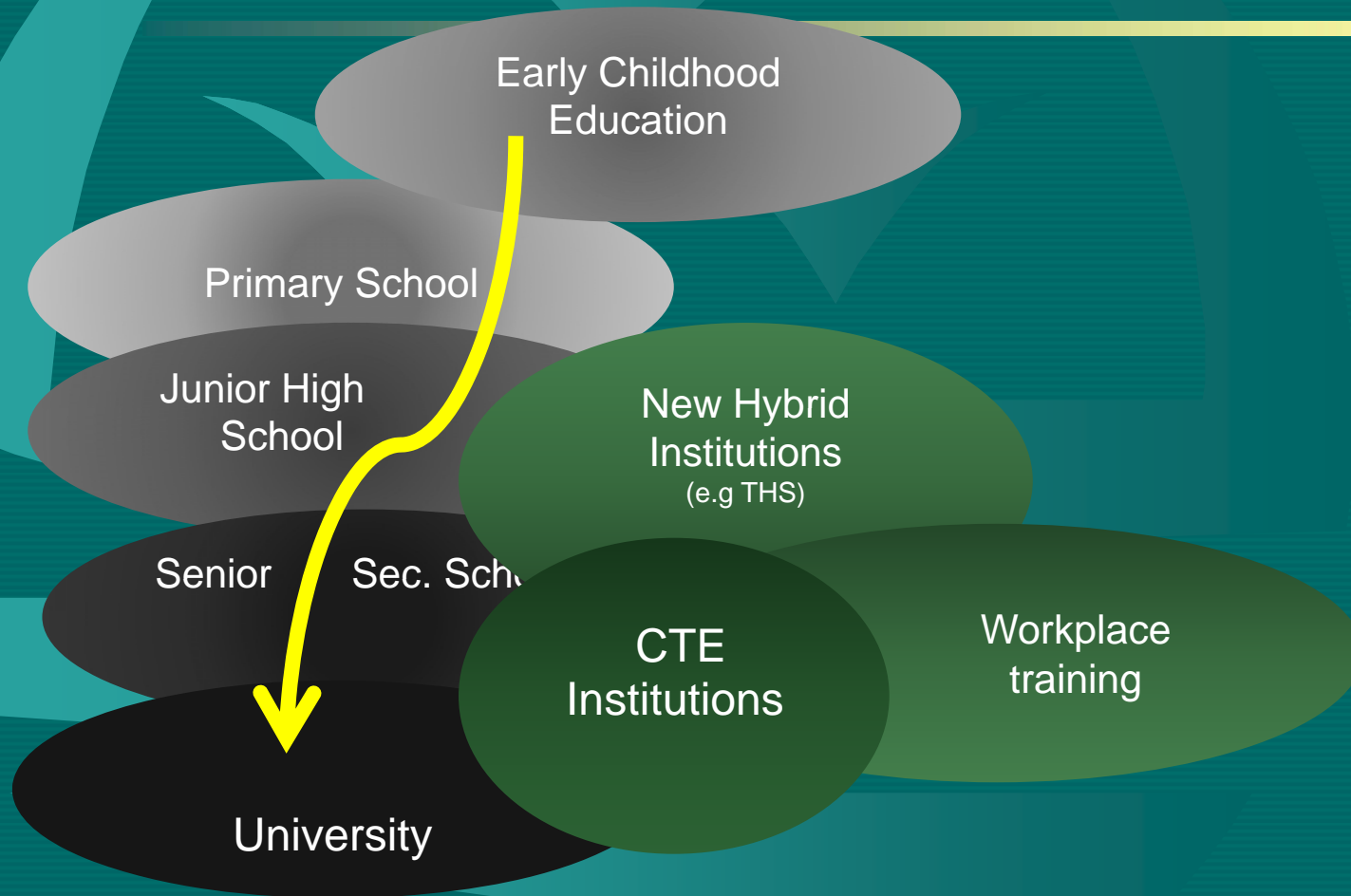
Multiple pathways



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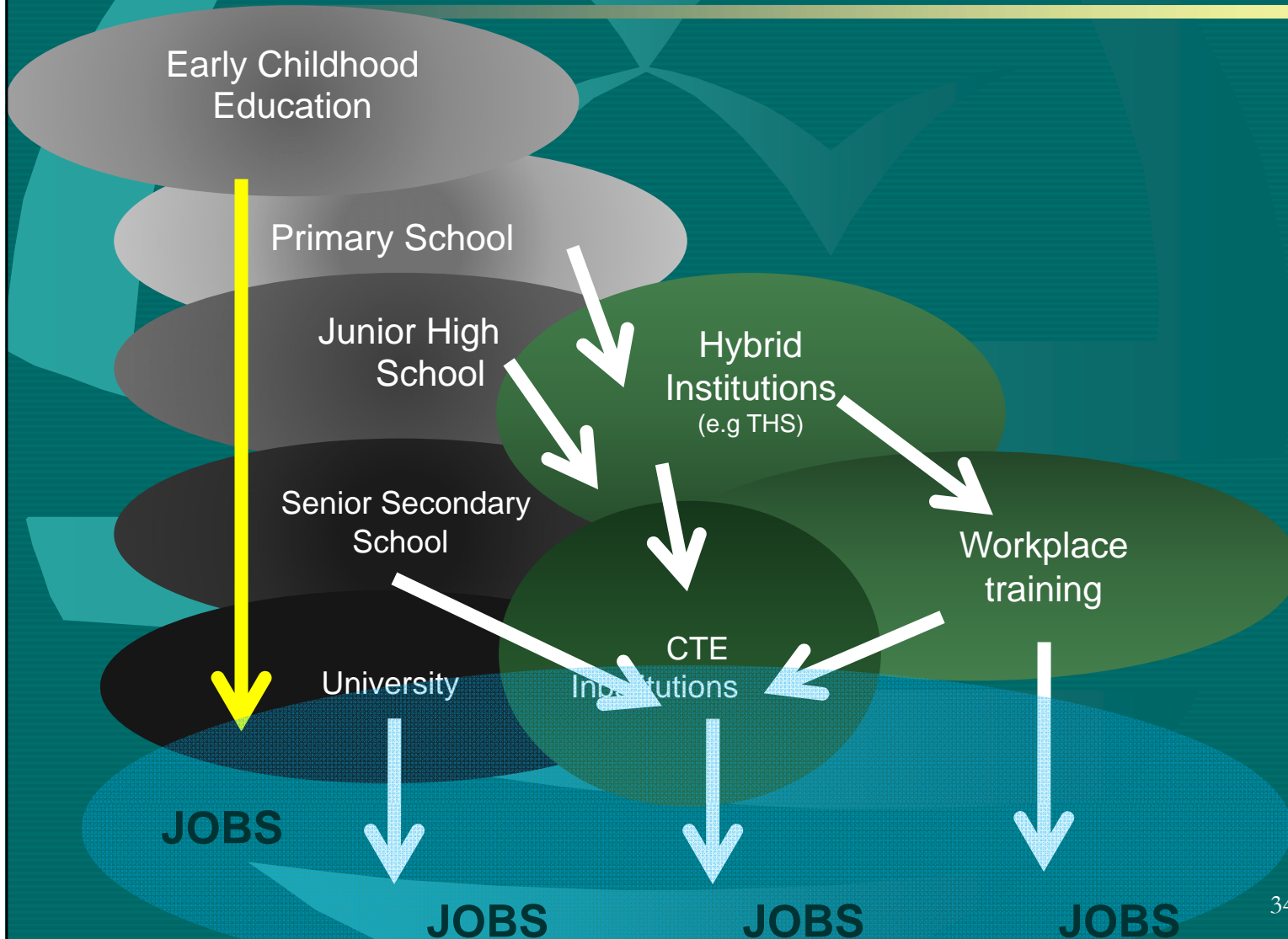
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Multiple pathways



The Challenge is Global

- The international fixation with increasing the number of conventional degree graduates will not meet the skill needs of the economies
- All of us will have to work differently, with different groups of students in different kinds of ways in different spaces and for different purposes.



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The way ahead

- Multiple pathways will be the focus of the future
- The pathways will be both academic and vocational
- The pathways will require porous boundaries between providers, flexible options for learners, and agreed shared outcomes for students
- We will need to develop a new parity of esteem between providers of different kinds at different levels
- It will require all of us to tackle the issues with one focus (the student) – funding, credentials, cross-boundary credits, tracking students, supporting students and so on. It will not be easy.



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MIT Centre for Studies in Multiple Pathways

- The purpose of the CSMP is:
 - To be a centre committed to understanding the pathways between secondary and post-secondary education;
 - To act as a clearing house for information, research findings and developments (NZ and international) related to pathways;
 - To develop networks and partnerships (NZ and international);
 - To promote events, seminars and conferences bringing together people engaged in best practice in this field;
 - To maintain a clear focus on practical responses to issues.



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Why we do it !

To engage in critical post-modern research is to take part in a process of critical world making, guided by the shadowed outline of a dream of a world less conditioned by misery, suffering and the politics of deceit. It is, in short, a pragmatics of hope in an age of cynical reason.

Kincheloe and McLaren



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Simply by sailing in a new direction
You could enlarge the world.....

..... Who reaches
A future down for us from the high shelf
Of spiritual daring?

Curnow



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