

Secondary Tertiary Programmes



Youth Guarantee

- Secondary Tertiary Programmes
 - Trades Academies
 - MIT Tertiary High School
- Fees free places
- Other
 - Service Academies

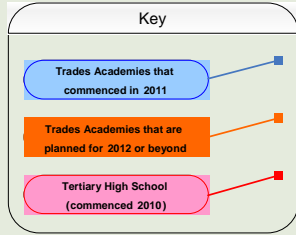



Secondary Tertiary Programmes

Currently:

- 16 trades academies + MIT Tertiary high school
- 2114 learners
 - 747 Māori (34%)
 - 1072 Pākehā (51%)
 - 201 Pasifika (9.5%)
- 70% male
- 30% female
- 159 schools (25 two or more)
- 5 new trades academies mid-year





School Based	Mixed	Tertiary Based
<p>Programmes all delivered on school site. Tertiary providers to the learners.</p>	<p>Learners part-time at school, part-time at tertiary provider</p>	<p>Learners full-time at tertiary provider</p>
<ul style="list-style-type: none"> • Kelston Girls' Careers Academy • Manurewa High School TA • Southern Cross TA • Tāmaki College TA • Tai Tokerau TA • Taumarunui High School TA 	<ul style="list-style-type: none"> • Auckland West TA • Central Lakes TA • Canterbury Tertiary College • Eastern Bay of Plenty TA • Hawkes Bay/Tairāwhiti Schools' TA • Land Based TA • Nelson Tasman TA • NZ Primary Industries TA (Forestry) • Primary Trades TA (Taratahi Ag) • Taranaki TA • Te Kura TA • U Skills Central Schools TA • Waikato TA • West Coast TA 	<ul style="list-style-type: none"> • MIT Tertiary High School • Wellington TA 

Trades Academies

- Focus on delivering trades and technology programmes to secondary students based on partnerships between schools, tertiary institutions, industry training organisations and employers
- Focus on students in years 11 – 13
- Enable achievement of NCEA Level 2 and (credits towards) a nationally transferable tertiary, trades based qualification at level 1, 2 or 3.



Trades Academies



The purpose of a trades academy is to:

- motivate more students to stay engaged in learning and training by providing them with a greater number of options for learning
- provide students with clear pathways post-school by giving them a head start on training for vocational qualifications and smooth access to employment
- Improve responsiveness to regional business and economic need

Expectations

Pastoral care

All trades academies are required to have systems in place to support learners, maintain effective communication with schools and engage with family and whānau

Feedback:

- Students who were considered “at risk” becoming engaged in the programme and achieving
- schools and parents, families and whanau about positive changes in attitude, engagement and achievement.



Expectations

Student attendance and retention



2011:

- 83% of students maintained an 80% attendance record
- Of 114 students who exited the programme during the year, 77% stayed in education, employment or training

Feedback:

- Many students who had intended leaving school at the end of, or during, Year 11 or 12 decided to stay on and return for another year.
- High levels of students remaining in education, employment or training.

Expectations

Achievement



2011 – Year 1 of a two year programme

- 65% of trades academy students had achieved either NCEA Level 1 or 2
- 55% of trades academy students had completed a trades based qualification at Levels 1 – 3.

Feedback

- The development of personal skills, maturity and self belief.
- Students responding to the practical, hands-on learning and seeing the relevance of the theoretical content taught in school.

Challenges and Opportunities

- Where are the girls?
 - Question stereotypes, opportunities to provide new pathways
- Are the participation rates for Māori and Pasifika sufficient to make a difference?
- Students with Special Education Needs
 - Provide pathways from school to meaningful programmes and employment
- How do STAR and Gateway align with STPs?
 - Broadening the learning menu, more flexibility in meeting student need.



Challenges and Opportunities

- Enable learners to move easily between the two sectors (tension between school and STP commitments, “missing out” on work)
 - Breakdown traditional role definition, blur boundaries
 - Provide learners with a wider ranges of learning experiences
 - Increase engagement and achievement
 - Improve retention in education and training – create better futures



