



## Coordinating Action Across Sectors

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Te Ara Whakamana  
Conference



# History

In June 2011 the Ministry of Education established the Canterbury Post-Compulsory Education Futures Group (commonly called 'Canterbury Youth Futures') to work on a plan for the longer-term direction of the education network in the region. The aim was to capture the perspectives and insights of leading thinkers in education in the region

# Terms of Reference

The focus of the group is on:

1. the role of the Canterbury education system in providing:
  1. the skills needed for the recovery of the region
  2. the skills needed by young people to be able to contribute to their region's development
2. the role of the education system in encouraging and supporting the long-term recovery of the region's economy
3. supporting the Ministry of Education and the TEC in advice to Ministers.

# People

|  |  |                               |
|--|--|-------------------------------|
| Ministry of Education                            | Careers NZ                               | School Careers Advisor        |
| Ngai tahu  | Canterbury University                    | Lincoln University            |
| Ministry of Social Development                   | Canterbury Employers Chamber of Commerce | Canterbury Tertiary College   |
| Christchurch Polytechnic Institute of Technology | Canterbury Development Corporation       | Ministry of Youth Affairs     |
| Canterbury Earthquake Recovery Authority         | Industry Training Federation             | Tertiary Education Commission |
| 3 Secondary Principals                           | Te Tapuae o Rehua                        | Pacifica Youth                |

# Guiding Documents:

SHAPING EDUCATION – TE TĀREINGA MĀTAURANGA

Directions for Education Renewal in Greater Christchurch

CANTERBURY YOUTH FUTURES

Terms of Reference

EDUCATION ADVISORY BOARD

“Ensuring that the Education Renewal Programme aligned with the Economic Growth and Development of Greater Christchurch”

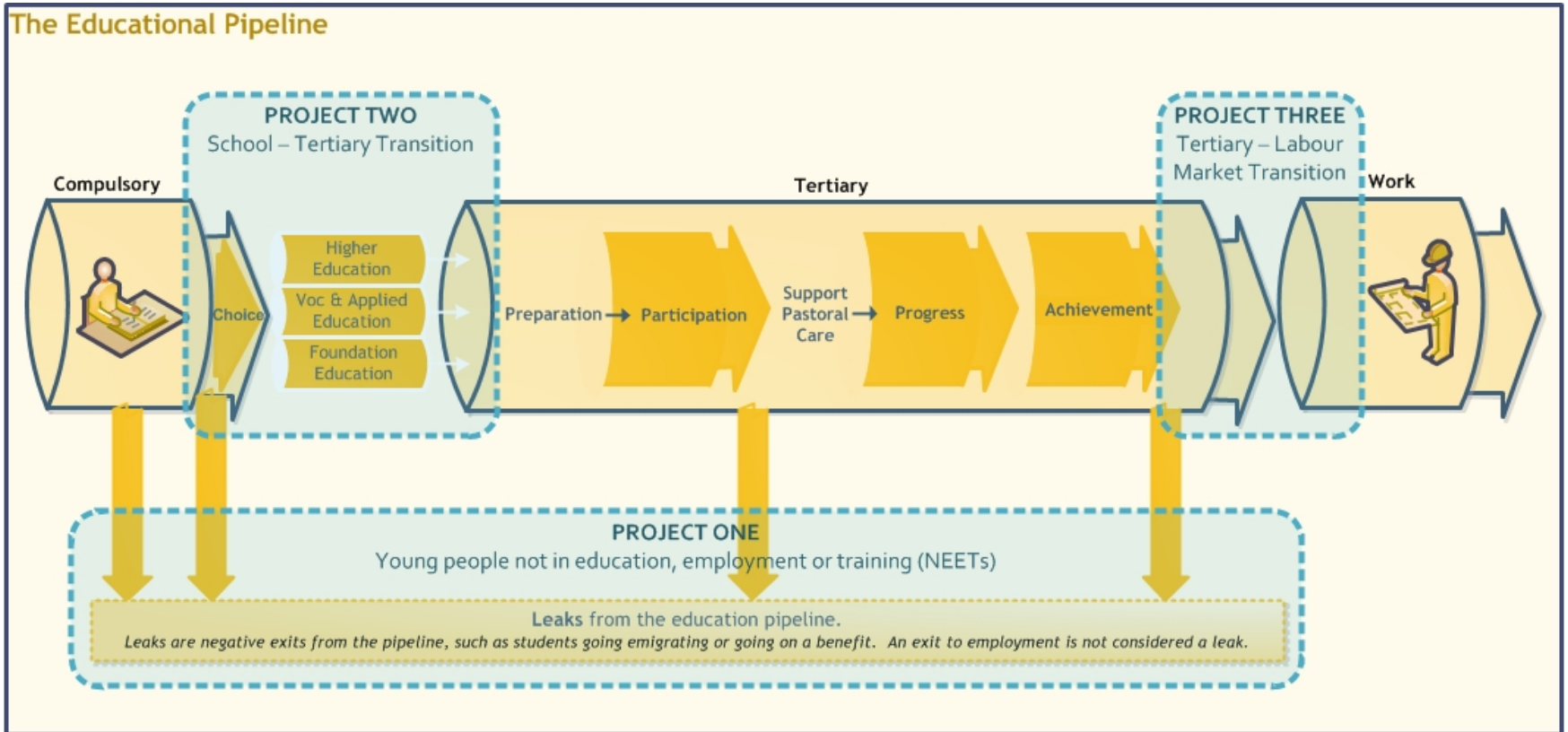
# Change over time

- Began as earthquake recovery and monitoring
- Developed into looking at the opportunities
- Now taking a future focus

# Early work

- Collected and analysed the data
  - Monitoring the Recovery – Post Compulsory Education in Greater Christchurch
  - Funders research
- Built a cohesive team based on communication and sharing of information
- Operational Delivery database
  - All participating organisations presented individual goals and objectives that were collated
- Identification of Areas of Need
- Formation of Project teams in areas of need
  - They are charged with developing action plans

# Project teams





# Project teams

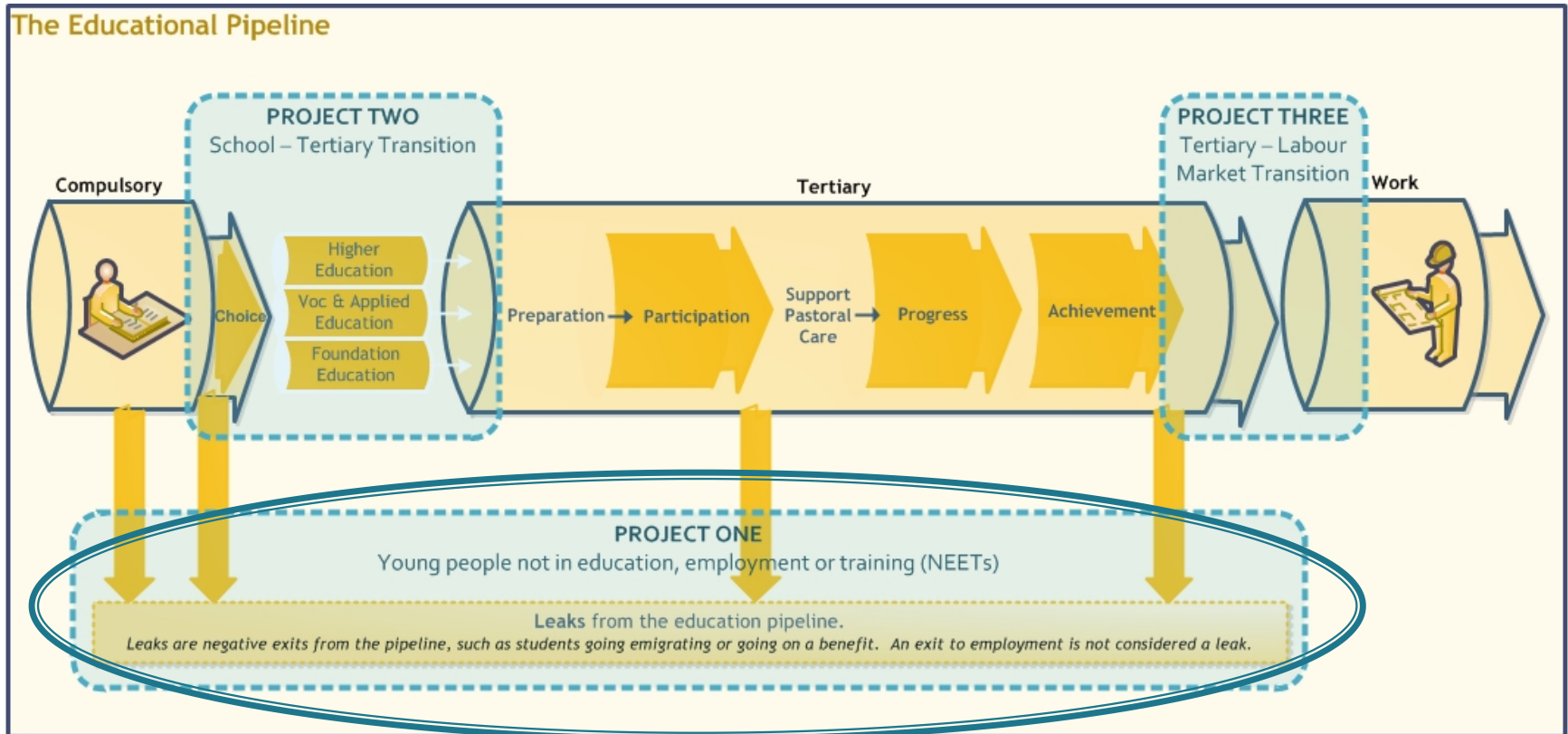
## Three teams:

- Not in Education, Employment or Training (NEETs)
- Secondary/Tertiary, Secondary/Work transitions
- Tertiary to Employment

## Aim:

- Ascertain the current situation in greater Christchurch
- Identify issues and problems
- Establish the improvements that need to be made
- Recommend actions to achieve these improvements.

# Not in Education Employment or Training (NEETs)



# Approach

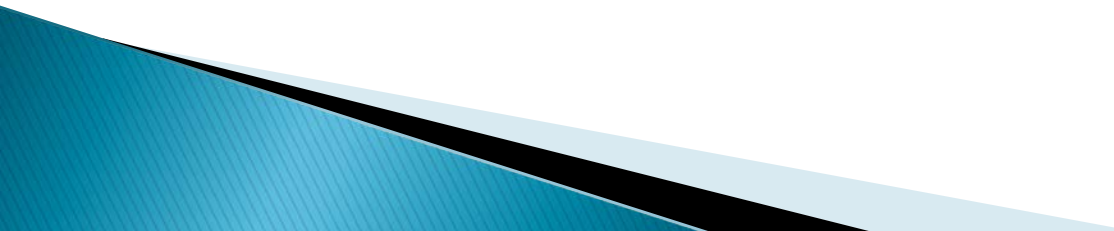
## ▶ Objective

- To understand the current situation regarding 15–19 year old NEETS
- To identify and recommend changes to reduce the number of NEETS

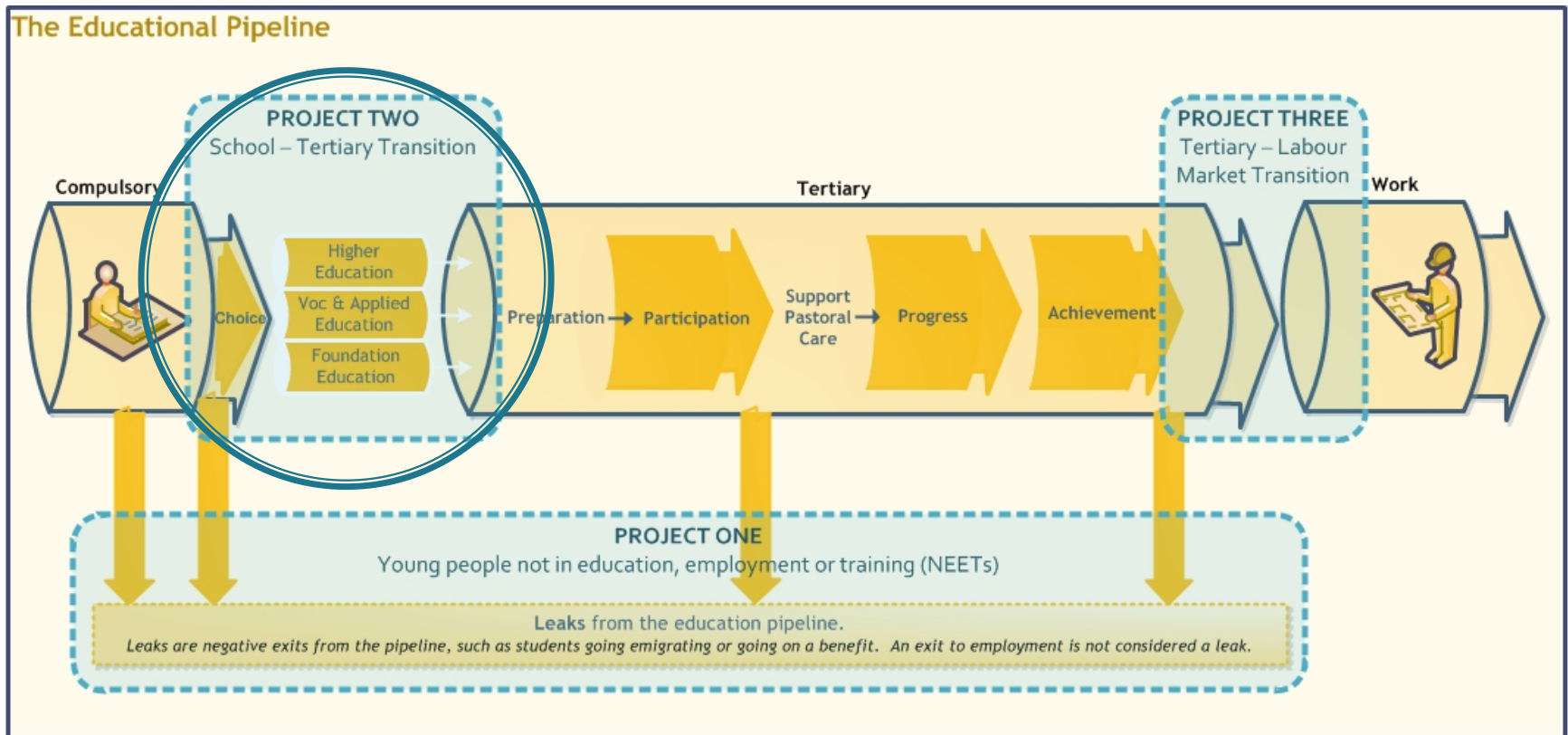
## ▶ Membership



# Projects

- ▶ Analysis of current data about NEETS
    - *Gathering an accurate picture (number, name, characteristics) of the NEET cohort?*
  - ▶ Identify current interventions designed to reduce the number of NEETS
  - ▶ Recommend actions required to achieve improvement goals
- 

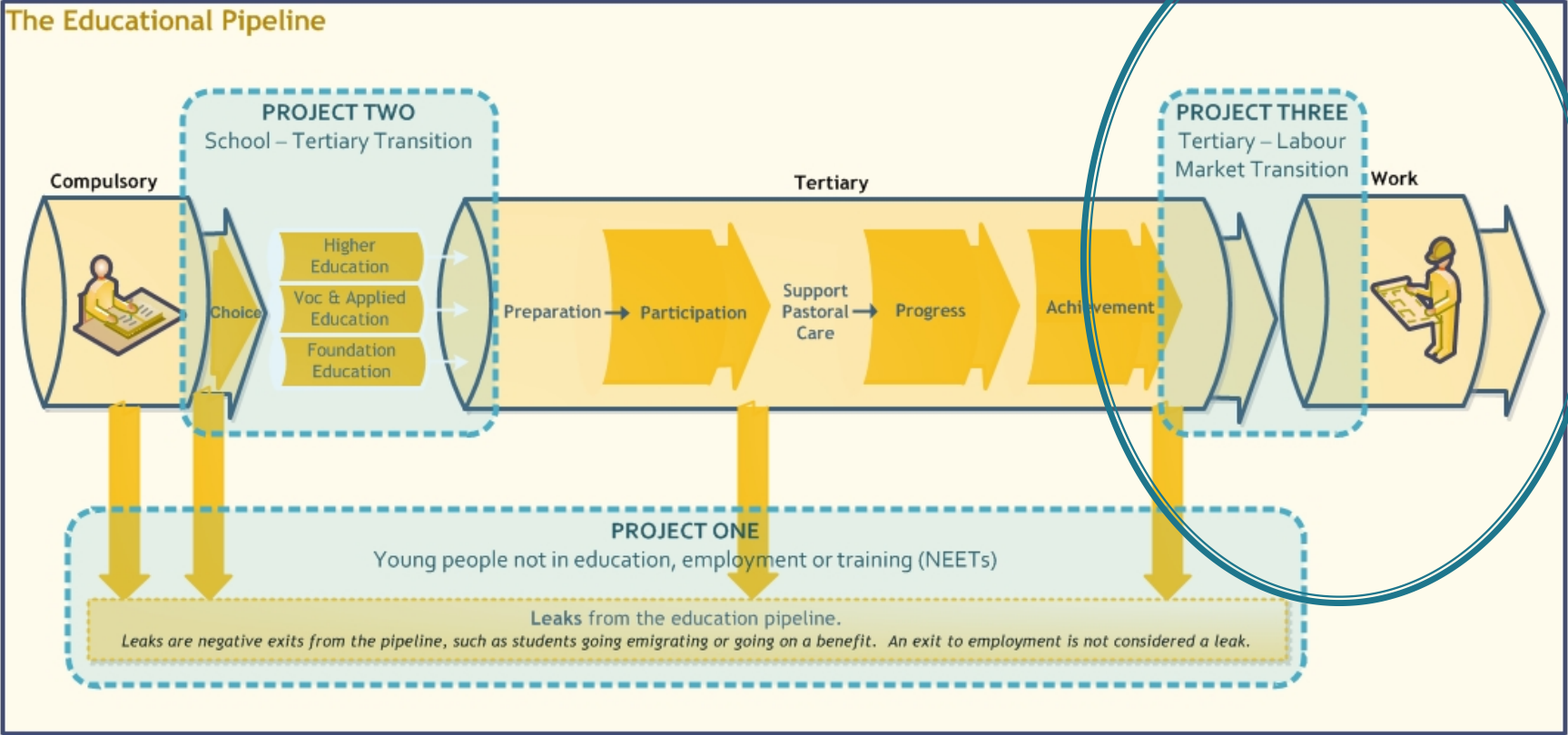
# Secondary/Tertiary Work transitions



# Youth Guarantee/Transitions/Vocational Pathways City

- Promote and facilitate a region wide approach to the Youth Guarantee programmes
- Promote and facilitate partnerships for learning
- To describe what a successful transition looks like
- Promote and support these key transition elements in this sector
- Canterbury Secondary Principals plan promoted the notion of Vocational Pathways being embedded in the way we do things
- Canterbury Pathways – based on the labour demand as indicated by the Canterbury Development Corporations 15 year economic development plan

# Tertiary to Employment



# Approach

## ▶ Objective

- To identify and understand recent and current flows from tertiary education to employment
- To consider the relationship between the outputs of the tertiary education system and the employment outcomes achieved by graduates
- To recommend changes that will strengthen employment outcomes

## ▶ Membership



Te Tapuae o Rehua  
Ka taea te pae tawhiti - Nāroto, āroto, āroto



# Project 1

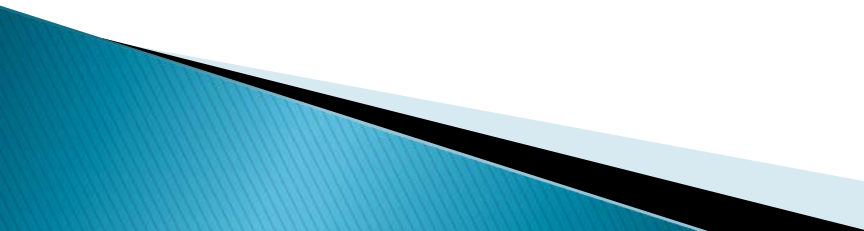
## ▶ Canterbury Employability Passport

- *What is being done to develop 'soft' employability skills?*
- Action: Ensure graduates (compulsory + post-compulsory) are 'work ready' – that their employability skills are mapped to match industry requirements

| Work Readiness Checklist Summary        |                                     | Work Readiness Checklist Summary |                                     |
|---|-------------------------------------|----------------------------------|-------------------------------------|
| <b>1. Ngāi Tahutanga</b>                | <input type="checkbox"/>            | 15. Work experience              | <input checked="" type="checkbox"/> |
| 1.1. Mihiniki (Introducing oneself)     | <input checked="" type="checkbox"/> | 16. Employee handbooks           | <input checked="" type="checkbox"/> |
| 1.2. Basic Māori language               | <input checked="" type="checkbox"/> | 17. Timekeeping forms            | <input checked="" type="checkbox"/> |
| 1.3. Ngāi Tahu history                  | <input checked="" type="checkbox"/> | 18. Safe work attire             | <input checked="" type="checkbox"/> |
| 1.4. Ngāi Tahu heritage in Christchurch | <input checked="" type="checkbox"/> | 19. Toolkit                      | <input checked="" type="checkbox"/> |
| 1.5. Kapa haka                          | <input checked="" type="checkbox"/> | 1.10. Worksite nutrition         | <input checked="" type="checkbox"/> |
| 1.6. The 'Te Toki' haka                 | <input checked="" type="checkbox"/> | 1.11. Professional communication | <input checked="" type="checkbox"/> |
| <b>2. Personal Readiness</b>            | <input type="checkbox"/>            | 1.12. Professional behaviour     | <input checked="" type="checkbox"/> |
| 2.1. Core personal strengths            | <input checked="" type="checkbox"/> | 1.13. Professional attire        | <input checked="" type="checkbox"/> |
| 2.2. Training plan                      | <input checked="" type="checkbox"/> | 1.14. Conflict resolution        | <input checked="" type="checkbox"/> |
| 2.3. Time management                    | <input checked="" type="checkbox"/> | <b>4. Job Search Readiness</b>   | <input type="checkbox"/>            |
| 2.4. Health and well-being              | <input checked="" type="checkbox"/> | 4.1. Career planning             | <input checked="" type="checkbox"/> |
| 2.5. Basic financial literacy           | <input checked="" type="checkbox"/> | 4.2. Job search                  | <input checked="" type="checkbox"/> |
| 2.6. Teamwork                           | <input checked="" type="checkbox"/> | 4.3. World of work               | <input checked="" type="checkbox"/> |
| 2.7. Leadership                         | <input checked="" type="checkbox"/> | 4.4. Skills identification       | <input checked="" type="checkbox"/> |
| <b>3. Worksite Readiness</b>            | <input type="checkbox"/>            | 4.5. CV & cover letters          | <input checked="" type="checkbox"/> |
| 3.1. Drivers licence                    | <input checked="" type="checkbox"/> | 4.6. Interview skills            | <input checked="" type="checkbox"/> |
| 3.2. Site safe certificate              | <input checked="" type="checkbox"/> | 4.7. Professional communication  | <input checked="" type="checkbox"/> |
| 3.3. Basic health and safety            | <input checked="" type="checkbox"/> | 4.8. Searching for jobs          | <input type="checkbox"/>            |
| 3.4. Safe work procedures               | <input checked="" type="checkbox"/> | 4.9. Applying for jobs           | <input type="checkbox"/>            |
|   |                                     | 4.10. Employment agreements      | <input type="checkbox"/>            |



# Project 2 & 3

- ▶ Understand regional skill/occupation demand
    - *What are the future skill/occupation requirements of Canterbury's high growth sectors?*
    - Action: ensure TEI's have ready access to current skill/occupation demand data
  
  - ▶ Map graduate employment destinations
    - *What do Canterbury graduates do when they graduate?*
    - Action: use the Statistics NZ's Integrated Data Infrastructure (IDI) determine a picture of Canterbury graduate destinations from both school and tertiary system
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