

Te Ara Aukati Kore (pathways without barriers)

The role of education and training in Murihiku Regeneration

Prepared by: Ivan Hodgetts. Programme Lead

Our kaupapa: Suggest an approach that de-centre's education, training and related social services and *emphasises whānau-centric pathways*



Our challenge as educationalists!

It often feels like we are locked into a very instrumental script on the purpose of education – *‘skills to get a job’*

This script robs us of our humanity, privilege and real purpose as educationalists.

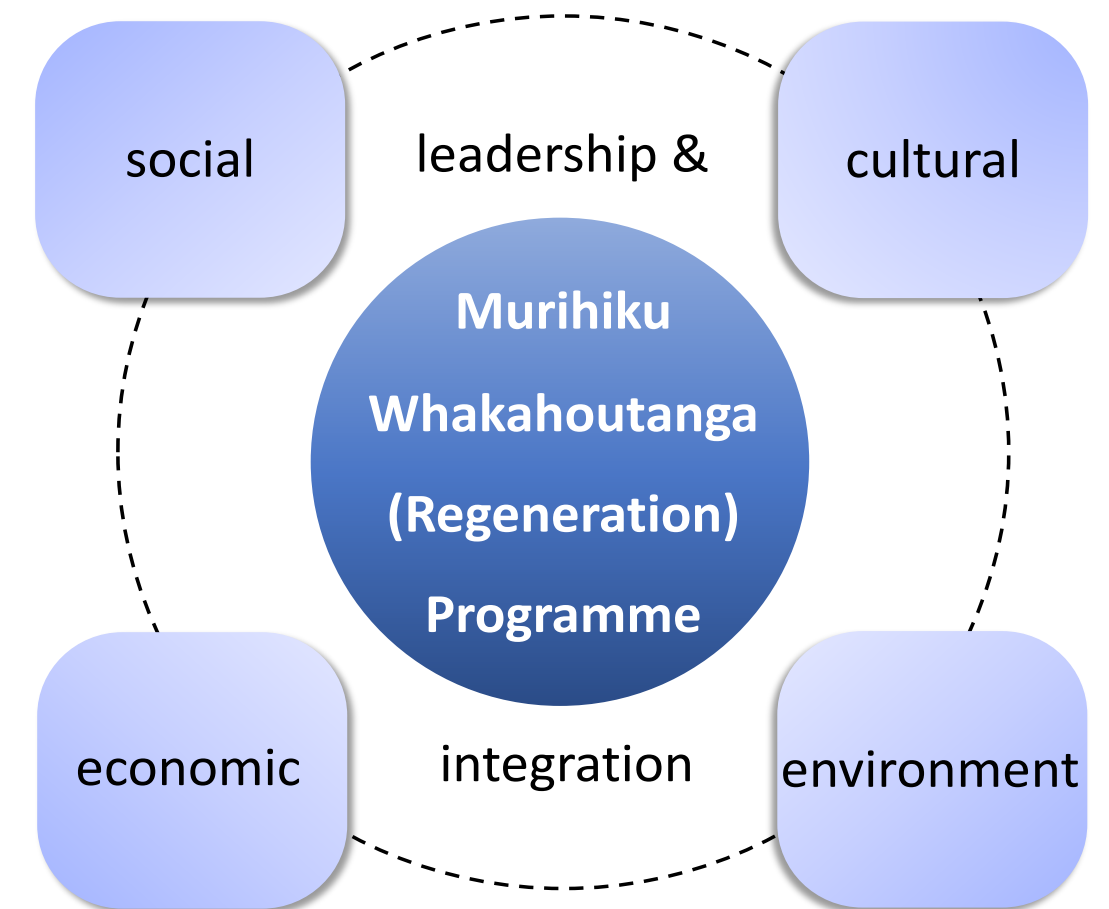
The role of education and training in regeneration

Regeneration ...

that will sustain our life styles in a thriving, healthy environment for our generations to come.

Education's role

To underpin the four Pou by ensuring whānau have the capability needed to make the most of the post-smelter/covid pandemic environment.



Developing the capacity to thrive

Education is about *the development of competent (capable) adults*, able to participate well in our society.
The front end of the NZ Curriculum expresses this well:

“young people will be confident, connected, actively involved, lifelong learners”. (NZC pg:7)

Competence:

- Thinking
- Using Language, symbols and texts
- Managing self
- Relating to others
- Participating and contributing

| National Education and Learning Priorities | |
|--|--|
| Objectives | Priorities |
| 1. Learners at the centre | 1.Safe, inclusive and free from racism 2.High aspirations for all, partner with whānau and community |
| 2. Barrier free access | 3. Reduce barriers for all 4. All gain sound foundation of literacy and numeracy |
| 3. Quality teaching and leadership | 5. Meaningfully incorporate te reo and tikanga Māori 6. Staff PLD strengthens leadership and capability |
| 4. Future of learning and work | 7. Collaborate with industry and employers for successful pathways |
| 5. World class inclusive public education | 8. Enhance the contribution of research and mātauranga Māori in addressing local and global challenges |

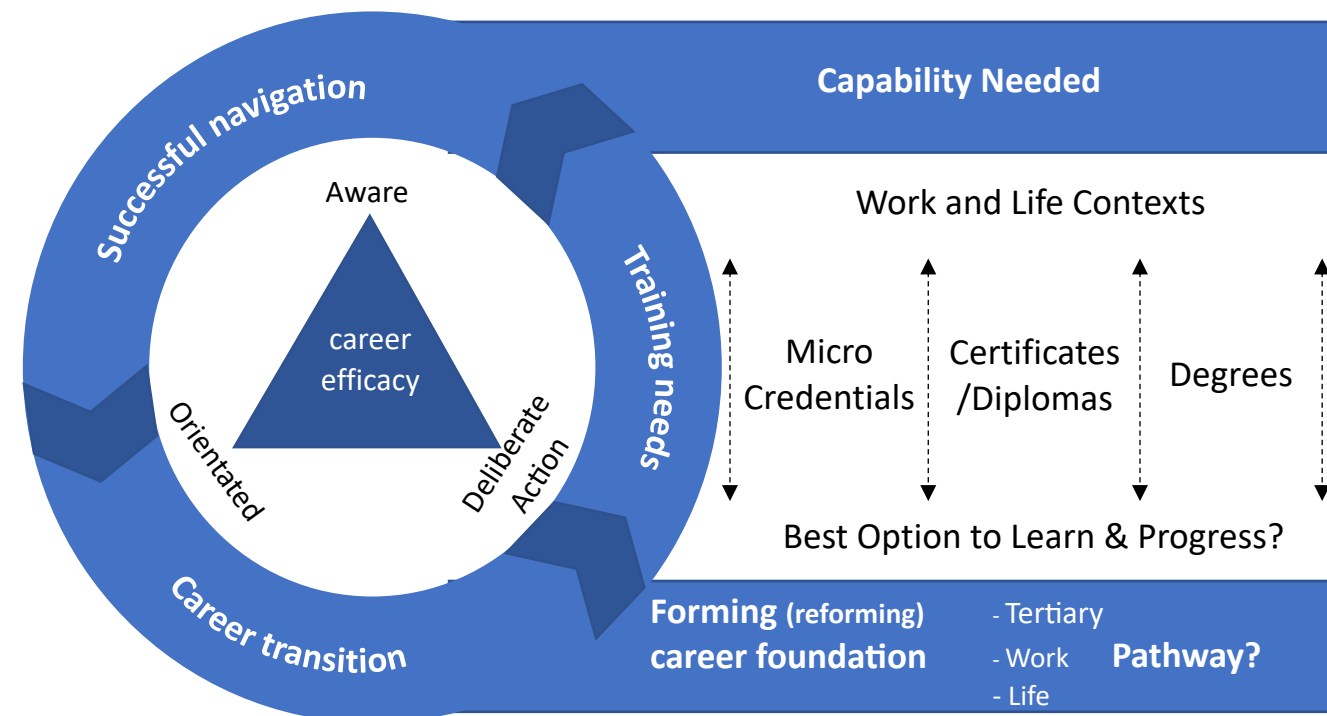
Capability – the mechanics of defining learner need

Developing pathways for whānau requires a coherent and systematic approach to *understanding the capability* they need to develop.

A capable person is *work and life ready*.

Capabilities:

- Are broad and transferable across settings
- Sit alongside job specific expertise (skills)
- Can describe:
 - *organisationally specific behaviour*
 - *capacity to live a good adult life*
 - *How to contribute well to society*
- Are not always addressed in training programmes

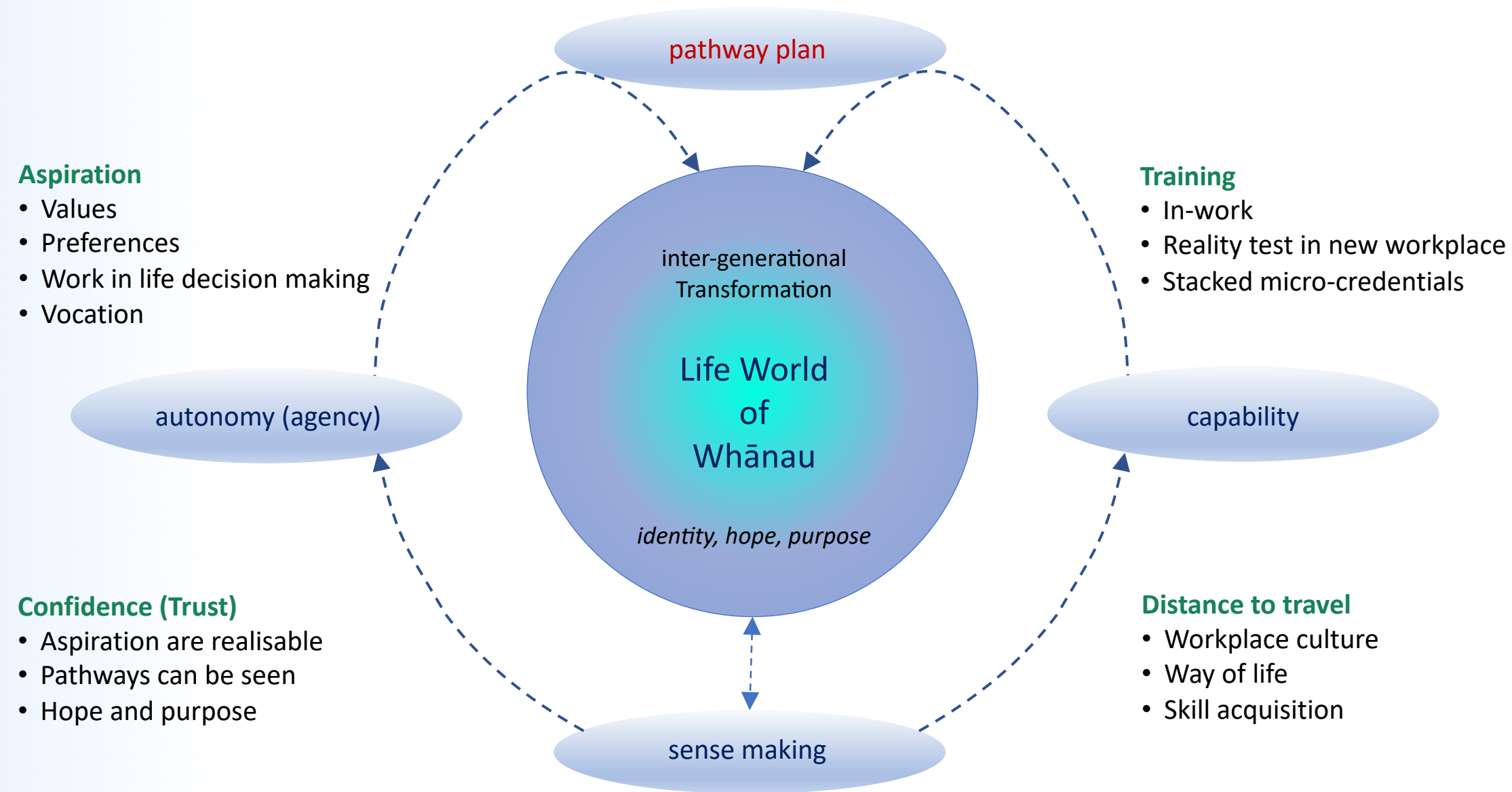


Capability is developed and demonstrated in, and for, work and life settings. *How can education and training contribute to building a person's capability?*

- By providing aligned programmes of learning that are the best option for a person to learn and progress along their pathway.

The Otago Polytechnic has developed '*I am capable*' a customisable digital platform where learner capabilities can be developed, checked and validated – we consider this a key partnership enabling tool.

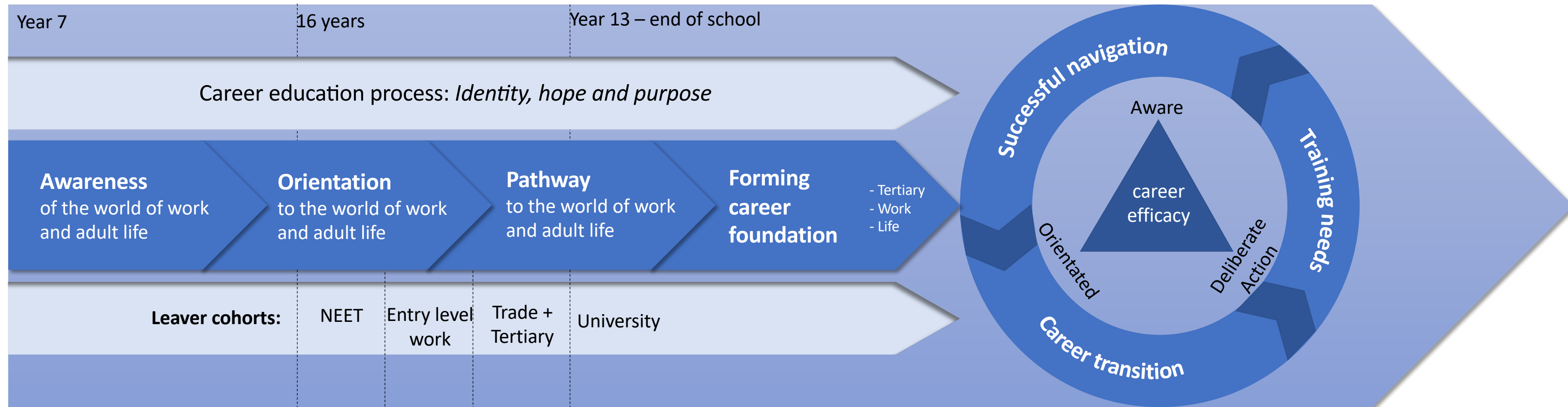
A whānau-centred approach to pathway development



Our approach is founded in locating and understanding the extent of whānau agency and supporting their building of a pathway to increased self-determination.

A pathway planning approach

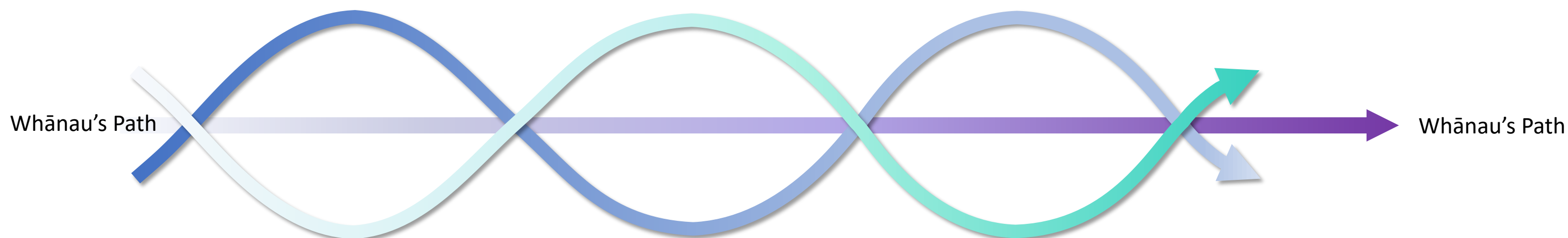
A shared understanding of the ‘mechanics’ of how the systems can work, means the focus can be placed on helping people to find the best options to learn and progress.



- 1. Rangatahi pathways:** Equitable pathways through, and transitions from, secondary education into early adult life – driven by aspirations and ability. Our rangatahi framework will be adapted to a pakeke enabling version.
- 2. Adult (Pakeke) transitions:** between different types of work as new Industries and opportunities become visible, with particular emphasis on ‘work in life’ decision-making and the degree of transition:
 - a) Existing industry shifts,
 - b) Aligned industry shifts
 - c) Inter-industry shifts.
- 3. Coherence and alignment to aspirations:** Alignment of education and training with both labour market demand and broader life aspirations, including those associated with cultural revitalisation.

Enabling aspirations... Sustaining focus through change

Our role is to walk alongside whānau. We will do this in a supportive and enabling way, through the metaphor of weaving threads – **blue**: systems, **green**: supports.



© WorkLifeLogic

The education 'system' is in a process of change – requires specialist expertise in the mechanics of the system:

- **ROVE (Review of Vocational Education)**
 - Regional Skills Leadership Group – Workforce Development Council – Demand Orientation.
- **NCEA Change Process and Curriculum Refresh**
 - Accessible, mana ōrite, literate and numerate, fewer larger standards, simplified, coherent paths, level one optional.

Rangatahi Tumeke Tuakana Scholarships (presentation)

A youth leadership programme designed to establish a strong sense of cultural self in Murihiku. To ensure all rangatahi have the strong sense of identity, hope and purpose that is the foundation of building a pathway into early adult life.

These scholarships:

- Provide **a leadership pathway** for rangatahi learning, development, and growth.
- Enable visible Murihiku rangatahi leadership in **support of Mātauranga Māori**.
- Create **a cohort of rangatahi leaders/navigators** who are supported and in turn support future rangatahi leaders.
- Is a part of a wider foundational **leadership framework for life-long development**.
- Grows **capability and capacity** to support the Murihiku Regeneration vision and aspirations.

Focus and expectations

- **Leadership development:** Mentoring and participation in future Murihiku Regeneration Leadership courses.
- **Support growth of Rangatahi Tumeke:** Act as Tuakana in mentoring others.
- **Facilitate Community Wānanga:** Lead in wānanga and community voice.
- **Capability Customisation:** Participate in customisation of the Capability Framework for Rangatahi Tumeke.

Recipients

Nola Cassidy
Mya Kairau
Destiny Naunau
Angelia Skerrett
Jacob Taare

Aligning of purpose and work programme

Te Ara Aukate Kore - **three practical foci:**

1. *Education system advocacy*

Provision is responsive to and enabling of, whānau aspirations.

2. *Programme delivery partnerships*

Partnering to draw together and build on existing programmes - a coherent and systematic approach to the development of human capability.

3. *Pathway planning*

Whānau are supported to develop and express their aspirations for work and life.

