## Te Ara Aukati Kore (pathways without barriers)

The role of education and training in Murihiku Regeneration

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

# **Murihiku Regeneration**





## **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.



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## 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 postsmelter/covid pandemic environment.



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## **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

<ol> <li>Learners at the centre</li> <li>Barrier free access</li> <li>Quality teaching and leadership</li> </ol>
3. Quality teaching and leadership
4. Future of learning and work



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### iorities

Priorities

1.Safe, inclusive and free from racism

2. High aspirations for all, partner with whānau and community

3. Reduce barriers for all

4. All gain sound foundation of literacy and numeracy

5. Meaningfully incorporate te reo and tikanga Māori

6. Staff PLD strengthens leadership and capability

7. Collaborate with industry and employers for successful pathways

8. Enhance the contribution of research and mātauranga Māori in addressing local and global challenges

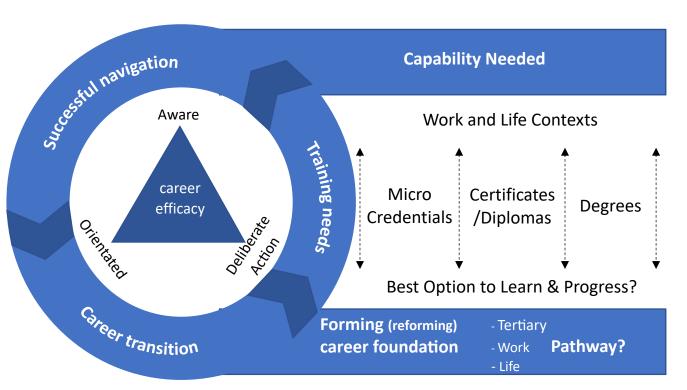


## **Capability – the mechanics of defining learner need**

Developing pathways for whanau 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: ٠
  - 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.

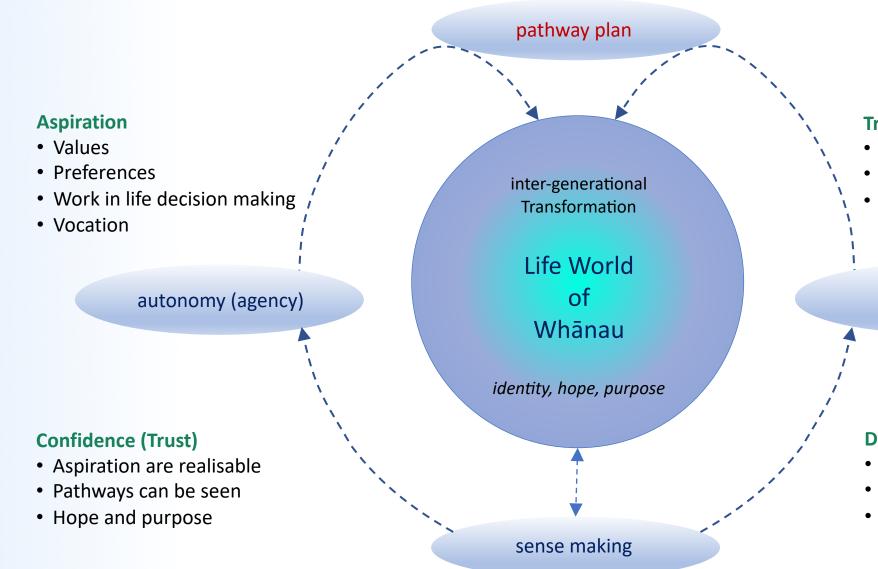


The Otago Polytechnic has developed 'I am capable' a customisable digital platform where learner capabilities can be developed, checked and validated we consider this a key partnership enabling tool.

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## A whānau-centred approach to pathway development



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



Note This is a framework for a proactive approach to the inherently fluid nature of social systems. It is not a logic model, as they are limited by the assumption that we can predict the future in terms of what needs to be done and that there an associated pre-determined 'solution'. © WorkLifeLogic

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Training In-work • Reality test in new workplace • Stacked micro-credentials

capability

**Distance to travel** 

• Workplace culture • Way of life • Skill acquisition

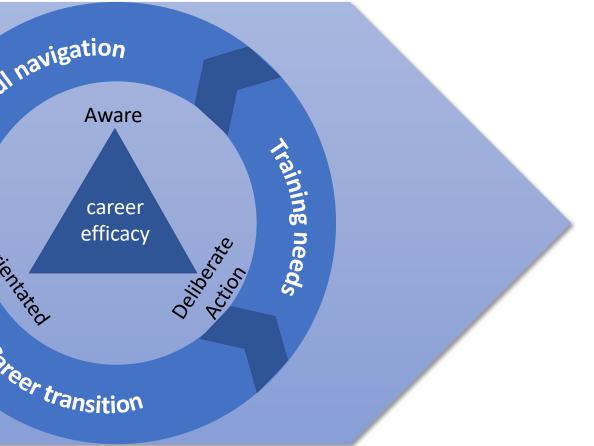


## A pathway planning approach

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.

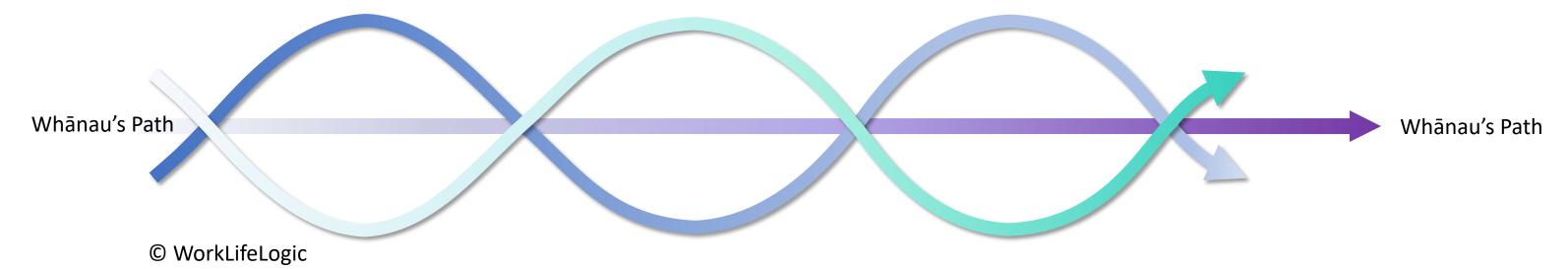
Year 7	16 years			Year 13 – end of school		
Career education process: Identity, hope and purpose						
of the world of work to	r <b>ientatio</b> i the world d adult life	of work	Pathw to the w and adu	vorld of work career	- Tertiary - Work - Life	
Leaver cohorts:	NEET	Entry level work	Trade + Tertiary	University	Gr.	

- 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:
  - Existing industry shifts, a)
  - Aligned industry shifts b)
  - Inter-industry shifts. c)
- 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 whanau. We will do this is a supportive and enabling way, through the metaphor of weaving threads – **blue:** systems, **green:** supports.



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 orite, literate and numerate, fewer larger standards, simplified, coherent paths, level one optional.



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## **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.



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### 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.

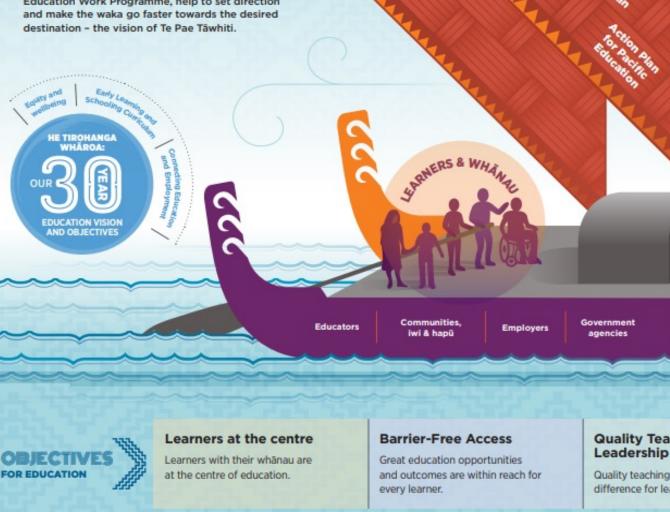
### 3. Pathway planning

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

### **Education Work Programme**

This picture illustrates how we are developing an education system that meets the needs of the 21st century from early learning, through tertiary education, supported by five objectives for education.

The waka hourua is our education system and the groups who have a key role in it - it encompasses early learning, schooling, and tertiary education and training. Learners/äkonga are at the centre of our education system and are steering the waka with their whānau. The sails, woven from the NELP and TES, and other key parts of the Education Work Programme, help to set direction and make the waka go faster towards the desired





Whakamaua te pae tata kia tina -Take hold of your potential so it becomes your reality...

We are descendants of explorers, discoverers and innovators who used their knowledge to traverse distant horizons. Our learning will be inclusive, equitable and connected so we progress and achieve advances for our people and their future journeys and encounters.

> Whaia te pae tawhiti kia tata -Explore beyond the distant horizon and draw it near!

### **Quality Teaching and**

Quality teaching and leadership make the difference for learners and their whanau.

### Future of Learning and Work

Learning that is relevant to the lives of New Zealanders today and throughout their lives.

### World class Inclusive **Public Education**

New Zealand education is trusted and sustainable.



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