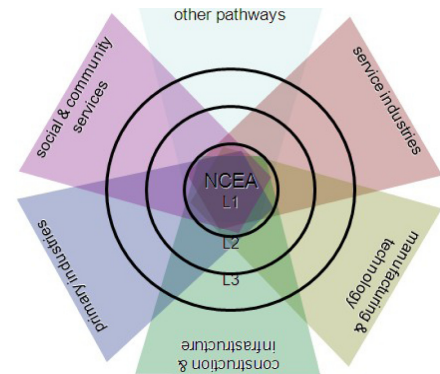


Vocational Pathways

What?

The Government has agreed to the development of vocational pathways in these five groups of industries:

- Manufacturing and Technology;
- Construction and Infrastructure;
- Primary Industries;
- Social and Community Services; and
- Service Industries.



Each vocational pathway will:

- identify the skills, knowledge and competencies required by groups of industries at a broad and foundational level
- show what strengths and abilities students need for each industry group
- show how students need to meet the curriculum achievement objectives, the NZQF assessment standards and demonstrate the attitudes, values and key competencies valued by each group
- include a career map which outlines further study and career possibilities for each pathway
- contain a shared set of standards in foundation skills, equivalent literacy and numeracy requirements for NCEA, and require students to achieve existing curriculum and industry-based standards.

The pathways will operate in schools and the tertiary sector, and through partnerships between these two (eg trades academies).

Students can achieve NCEA with a vocational pathway by acquiring a certain number of credits from standards related to that pathway(s).

The vocational pathways will provide new ways to achieve NCEA level 2 – the key to success in today's world. They will be a bridge to industry training, further study, and employment.

The pathways use the strength of the curriculum and NCEA which both provide a broad and enabling framework.

Why are the pathways being developed?

The original concept of vocational pathways was developed by ITOs in response to industry concern that schools did not have the structures in place for students to successfully transition into further education and/or jobs. Vocational pathways will clarify the existing array of options for students and their families. Students will see a coherent roadmap showing the way to each group of industries. This means:

- Students who follow the pathway(s) will be able to see the point of what they learn at school because the links between curriculum-based learning and how it's applied in the workplace will be visible. The transition to further education and the workforce will be clearer.
- It will be easier for the education sector to develop and deliver learning programmes because they can see the pathways clearly and know that they will lead students somewhere meaningful.
- Employers and industries will be able to clearly understand what students have achieved.
- Students will see the relevance of what they learn. This will contribute to higher achievement rates for all students – particularly those whose achievement rates are currently lower.
- Education will meet the needs of society and the economy in a better way.

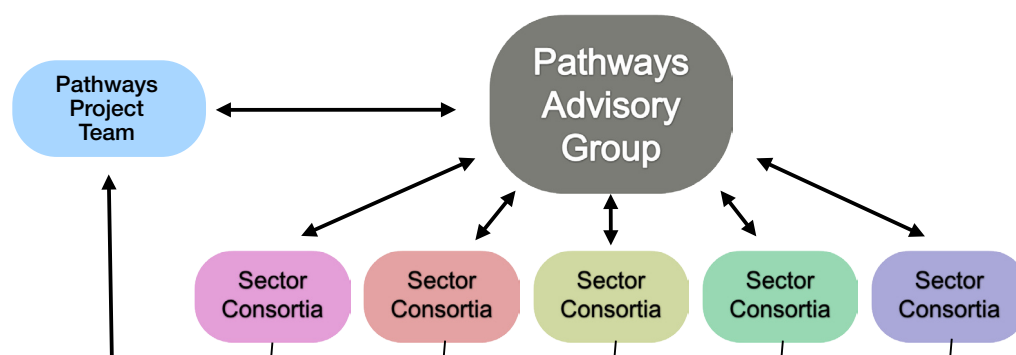
The vocational pathways will build on the vocational learning and achievement already in the secondary and tertiary education system by providing a coherent and consistent framework.

The vocational pathways are broad at “sector”, rather than “industry” level, and foundational, so they are flexible and study options to stay open.

The five initial vocational pathways cover a significant part of the workforce, but they are a starting point, and other pathways may be developed.

The five groups of industries will communicate with the education sector about the skills and knowledge that will show success for students that follow these pathways.

How the pathways are being developed



Industry and education are developing the pathways together. This is ensuring the pathways work in practice, are educationally sound and credible and relevant for industries.

Sector consortia are defining the pathways. These are being led by clusters of industry training organisations (ITOs) and are supported by leaders and experts from schools and tertiary providers. The consortia are:

1. identifying foundation and literacy and numeracy skills and the key competencies necessary for success in industry groups
2. identifying curriculum achievement objectives that represent learning valued by industry groups
3. identifying achievement standards that assess skills and knowledge valued by industry groups
4. identifying appropriate level industry-set unit standards that assess skills and competencies valued by industry groups
5. developing a map for the industry groups, including potential occupations, careers, and study options, to link learning and how they work in the real world.

A Pathways Advisory Group (PAG) is ensuring that the pathways will operate as simply and consistently as possible.

The PAG is overseeing the vocational pathways as they develop. This group is made up of representatives from the five industry groups, the Youth Guarantee Advisory Group, and the education sector. It is supported by officials from NZQA, the Ministry of Education and other agencies.

Relevant government agencies, employer representatives and the research community are providing advice to the PAG.

An important role of PAG is to think about how these pathways meet the needs of students who aren't served as well by the education system. These are Māori, Pasifika students, and students with special education needs.