

Welfare Working Group

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The Group of Five

Five English speaking education systems share similar characteristics:

- New Zealand
- United States of America
- Canada
- UK
- Australia



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NZ's leaking education pipeline

- 20% Disappeared from education by age 16
- 30,000 Secondary Truants each day
- 4,000 Excluded each year (unless MOE intervenes)
- 4500 Leave primary but fail to enter secondary
- 80% Youth appearing in the Youth Court have left or are absent from school
- 48% Successfully complete a postsecondary qualification that they start
- 17,000 – 25,000 NEETS

15-19 year olds Not in Employment,
Education and Training –

Annual cost in excess of \$NZ1 billion



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What is calling for attention?

- Significant growth in the numbers of students disengaged from secondary school
- **Physical Disengagement**
 - Actually not being at school
- **Virtual Disengagement**
 - At school but not getting qualifications
- **Unintended Disengagement**
 - The wrong mix, success that leads to failure



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Students

Traditional Material

Students who are:

- White
- English speaking
- Middle class
- Academically well-prepared by schools for qualifications and other training system
- Lack adequate academic preparation for the next stage (ECE – Primary – Secondary – Post-sec)
- etc

And more recently.....

- The equivalent groups from other countries

Challenging Material

Students who are:

- From low SES status
- Have NESB backgrounds
- From recent migrant groups
- Are first-in-family / first generation students
- Lack adequate academic preparation for the next stage (ECE – Primary – Secondary – Post-sec)
- Second chance students
- Older age groups
- Part-time students



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Students

Traditional Material

Students who are:

- White
- English speaking
- Middle class
- Academically well-prepared by schools for qualifications and other training system
- From homes with sound experience with education and Higher Education

And more recently.....

- The equivalent groups from other countries

Challenging Material

Students who are:

- From low SES status
- Have NESB backgrounds
- From recent migrant groups
- Are first-in-family / first generation students
- Lack adequate academic preparation for the next stage (ECE – Primary – Secondary – Post-sec)
- Second chance students
- Older age groups
- Part-time students

The Seismic Student Shift

**Traditional
Material**

This group is going
to get smaller

Challenging Material

**This group is going to
dramatically increase**

Mum and Dad's Generation

Primary / Basic /
Elementary
Education

Academic / General
Secondary Education

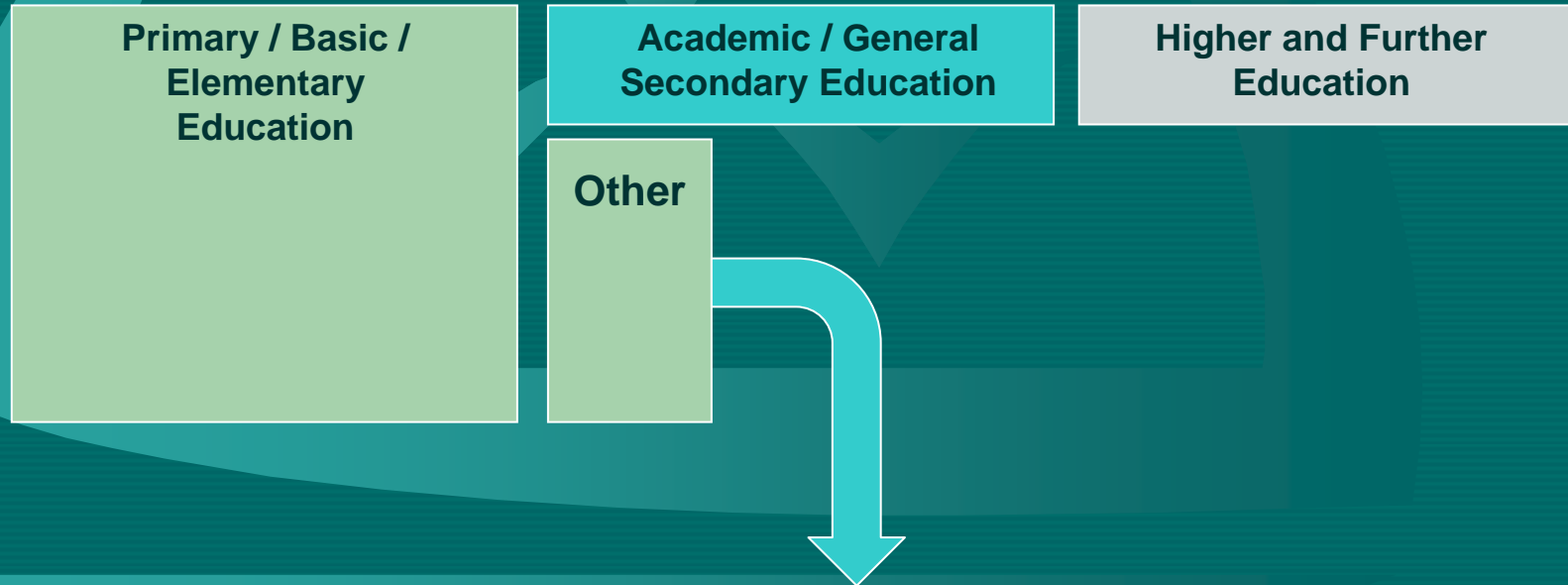
Higher and Further
Education



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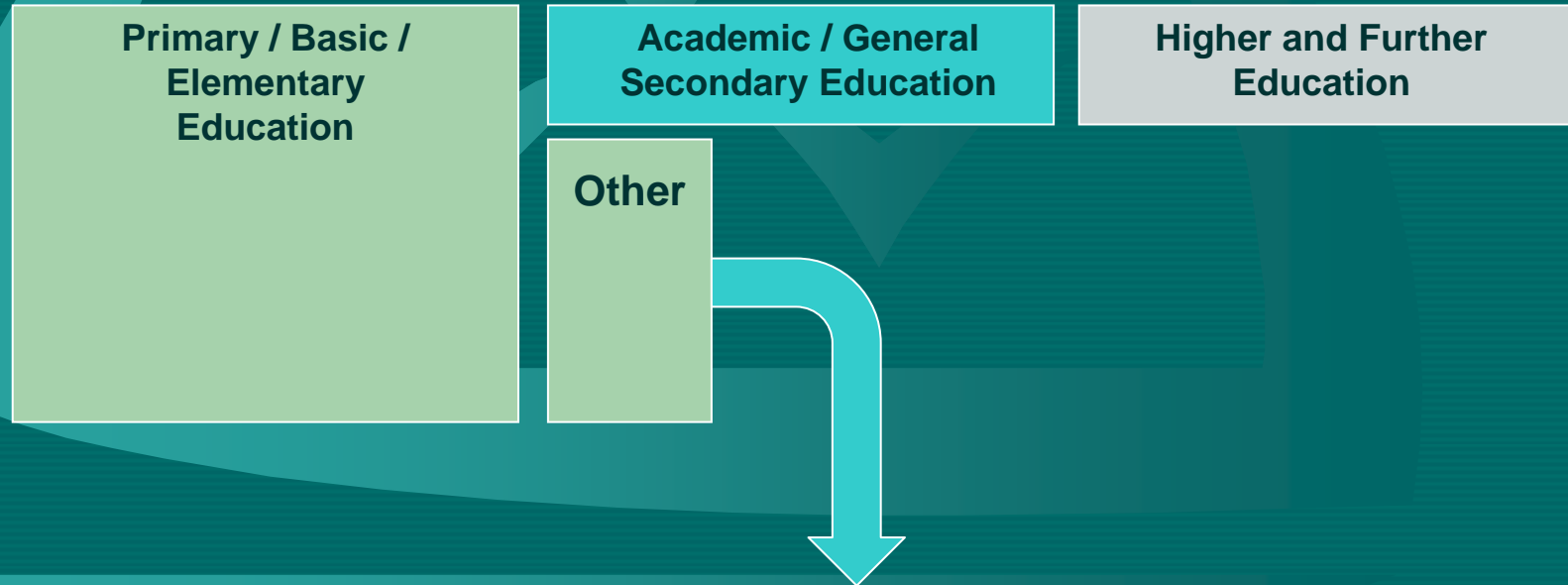
The Baby Boomers' Generation



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1970's into the 1980's



Other Opportunities:

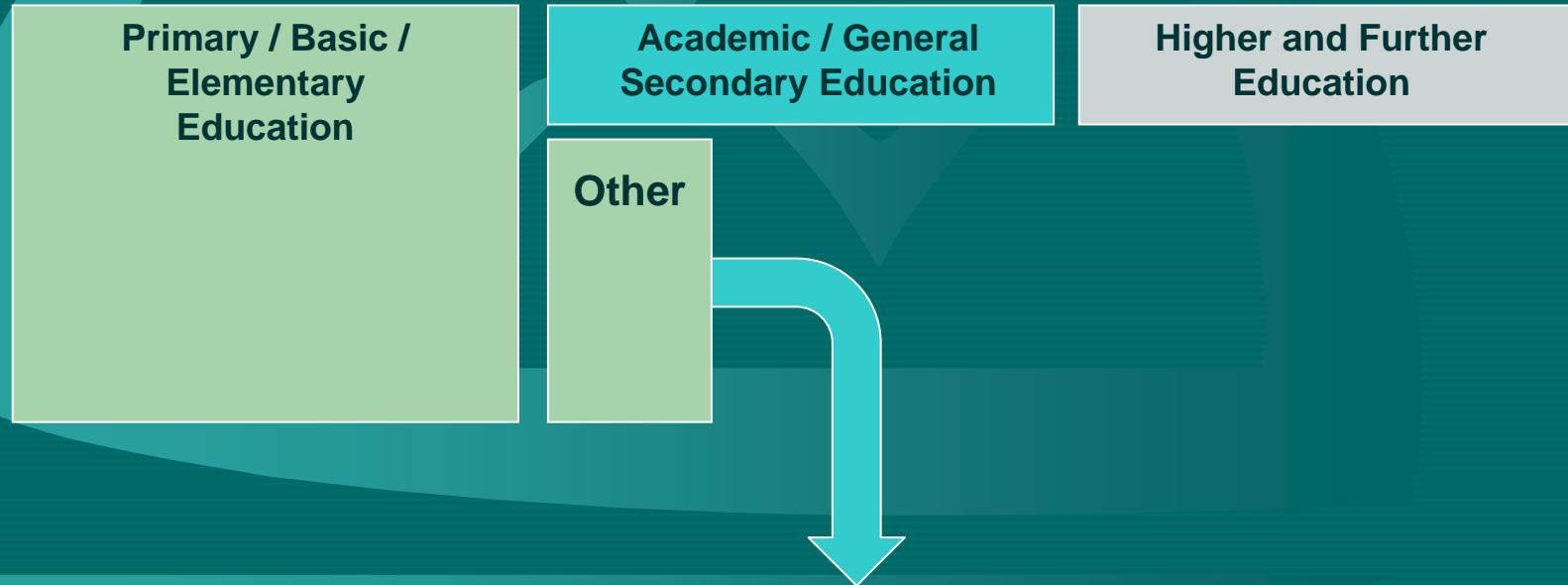
Employment / On-the-job Training /
Teaching / Nursing / Accountancy /
Night Class / Apprenticeships / Offices /
Unskilled and Low Skilled Employment



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1970's into the 1980's



Other Opportunities:

~~Employment / On-the-job Training /
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1980's into the 1990's

Primary / Basic /
Elementary
Education

Academic / General
Secondary Education

Higher and Further
Education

Other

Grew HE and FE
Downwards

- Level 1-3 Courses
- Polytechnics
- PTE's
- "Doing a Course"

Other Opportunities:

~~Employment / On-the-job Training /
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Into the 21st Century

Primary / Basic /
Elementary
Education

Academic / General
Secondary Education

Higher and Further
Education

Growing HE Downwards

Level 1-3 Courses
Polytechnics
PTE's
"Doing a Course"

Other Opportunities:

~~Employment / On-the-job Training /
Teaching / Nursing / Accountancy /
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Unskilled and Low Skilled Employment~~

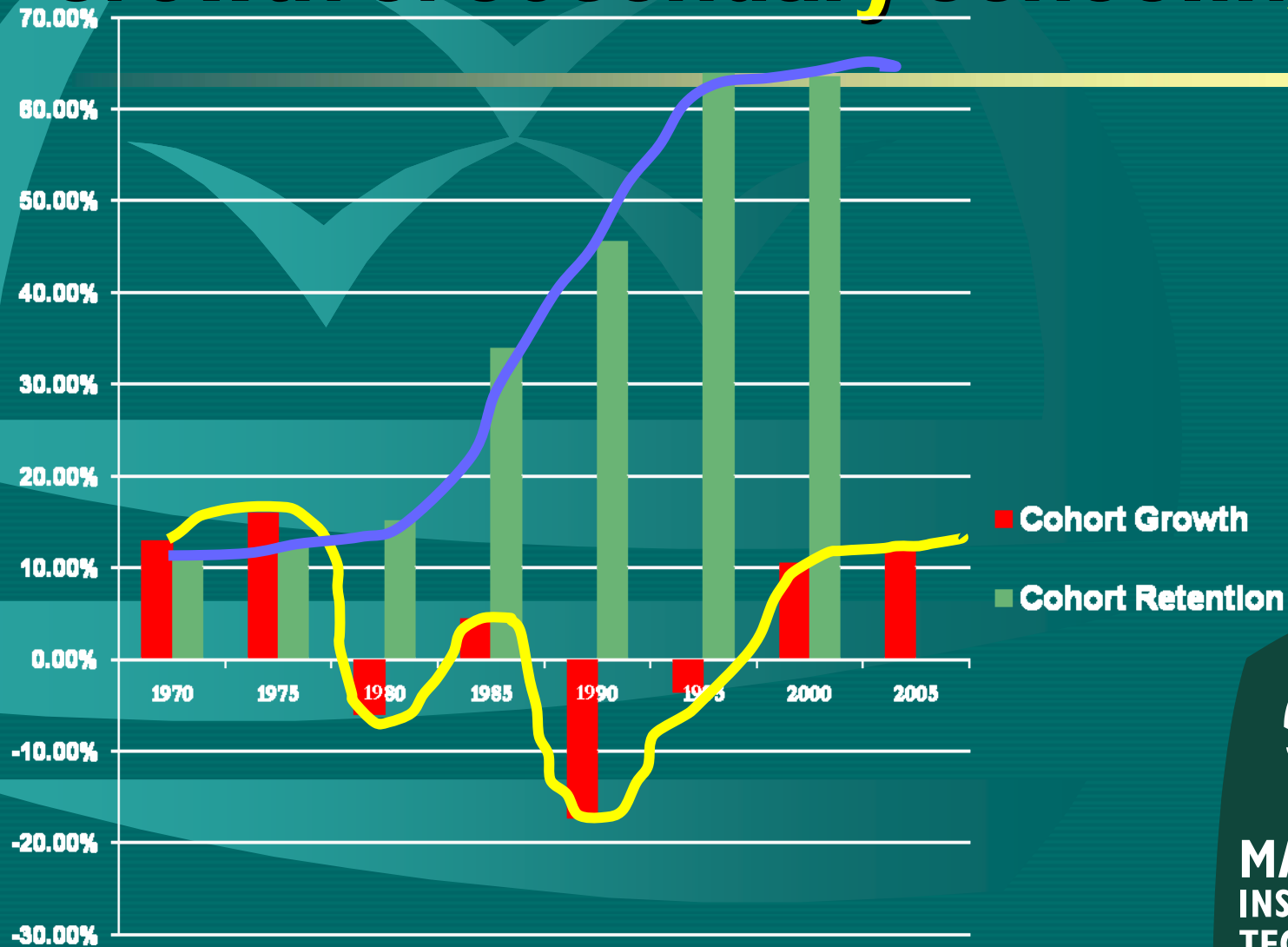
The Disengaged



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Growth of secondary schooling



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Well, what can we do?

- Current ;policy settings offer some hope – focus on 15-19 year olds.
- They challenge the monopoly that schools have had on free education post age 16 years
- Flexible pathways is becoming a self-evident necessity – one size does not fit all (one size has never fitted all)
- MIT has introduced the MIT Tertiary High School (School of Secondary tertiary Studies).



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What is the MIT Tertiary Secondary Programme?

- A polytechnic programme
- Schools / parents / MIT identify students in Year 10 who have potential but are likely to disengage , have little success or even fail
- Selected students enter the MIT THS in Year 11
- Complete their secondary schooling (NCEA) and a two year Career and Technical Education qualification (diploma / Year 1 & 2 of a degree, etc)



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Target group

- underperforming and likely to fail at school;
- pose a potential threat of disengagement;
- likely to finish school with little or no qualifications;
- at risk educationally but not yet in risk
- interested in a career path that is appropriate to an institute of technology;
- Will be reflective of the communities of Counties Manukau
- from a low decile school and/or a low income family;
- first-in-family to undertake tertiary education and training.



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Special features

- “College knowledge” emphasis in literacy, numeracy and technology
- High levels of supervision and monitoring
- Personal development related to their school
- All CTE qualification classes are normal scheduled MIT classes
- CTE support programme alongside the MIT classes
- All work activity in the programme is credit bearing
- Potential for an Associate Degree as the MIT THS exit qualification



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Progress to date Semester 1 2010

- 46 students
- 4 withdrawals
 - 2 return to school renewed purpose
 - 2 returned failure to settle

Results Semester 1 2010

NCEA Credits	Range	6 – 56
	Average	38

MIT Certificate in Tertiary Studies – Level 2

All students passed



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Yes, we can

- **Change the law**
 - Dual enrolment
 - Dual funding
 - Duty of care
 - Meet requirements
- **Fund across vote boundaries**
- **Make decisions in the interests of young people**
- **Solve demarcation issues**
- **Meet curriculum requirements differently**
- **Achieve success with existing resource levels**
- **etc**



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THS Pathways develop for Year 2

- Three pathways for programme in Year 2
 1. Full attack on NCEA + Technical Qualification + support
 2. Entry into MIT Qualification + NCEA + support
 3. Continued progress towards secure basic skills for entry into MIT Qualification

= Multiple Pathways



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Multiple Pathways – the future

1. Pathways to a wide range of options opening up earlier
2. Porous boundaries between “secondary” and “tertiary
3. Increased parity of esteem between career and technical education and traditional academic programmes
4. Less ownership of students by age and sector
5. Much less emphasis on (and perhaps even radical reform of) traditional sectors
6. Individual tracking of students
7. Students making decisions about future directions earlier



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www.stuartmiddleton.co.nz

EdTalkNZ

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Centre for Studies in Multiple Pathways



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