Taranaki Futures Trust Incorporated

Strategic Plan 2017-2018

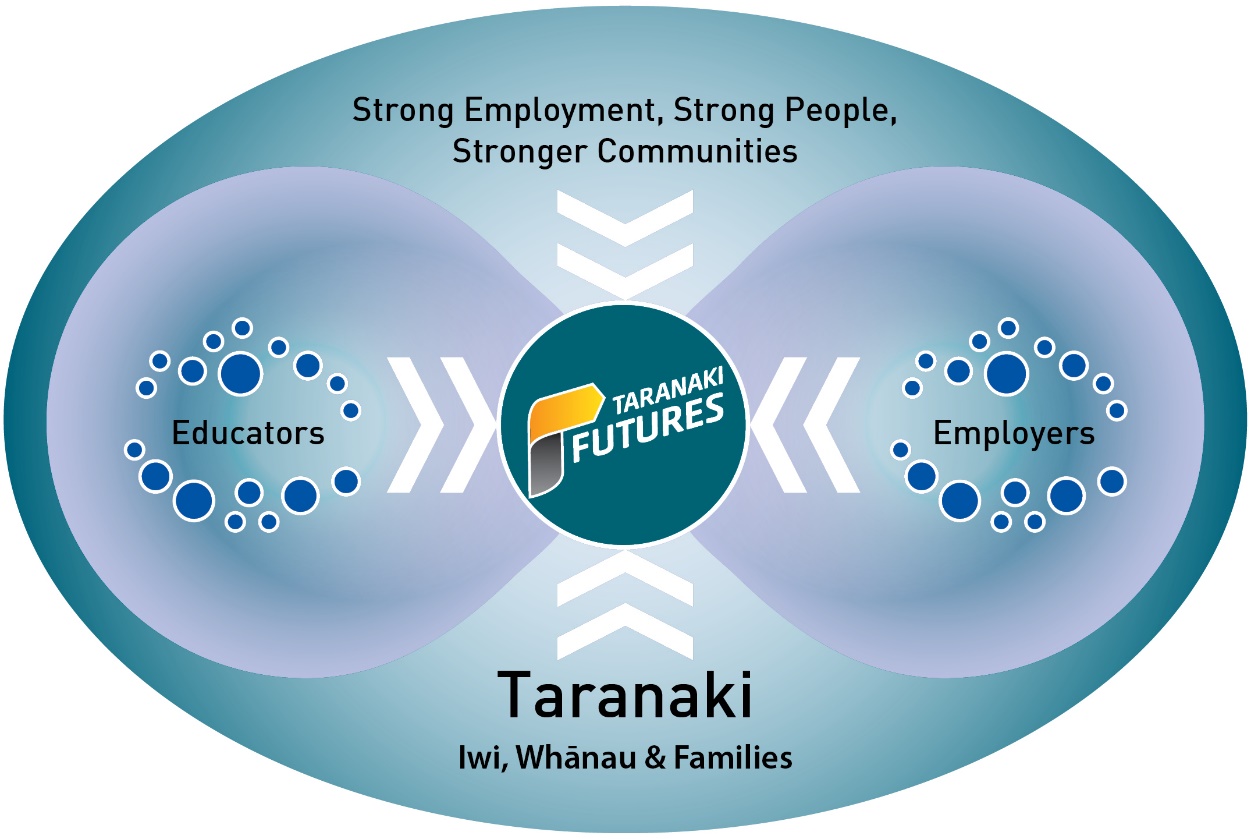


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1. Vision and Purpose

**Vision:** Strong Employment, Strong People, Stronger Communities

**Purpose:** Leadership in employer and educator engagement

**Key Goal Areas:**

1. Advocate for equality between academic and employment based pathways;
2. Inspire employers to think about, and articulate, the type of workforce they will need for their futures;
3. Support educators and employers to develop new ways of highlighting available pathways to young people;
4. Support educators to develop initiatives that ensure young people are work ready;
5. Support employers to develop their understanding of young employees so they can be more effective;
6. Ensure all young people are effectively engaged beyond their high school education and are life-long learners.

Introduction

Thank you for taking the time to read this important document outlining Taranaki Futures Trust Incorporated’s strategy for the next two years.

Taranaki Futures is an innovative approach to creating a meaningful connection between employers, the secondary and tertiary education sectors, iwi, the community and individual members of our society.

These connections have already assisted in providing us with a greater understanding, and evidence, of our power as a collaborative group. To date Taranaki Futures has initiated and driven a number of key projects influencing our wider community – the young and not so young – to appreciate the wide-ranging and viable employment opportunities available to them. Opportunities that allow them to pursue a successful career in any number of different fields.

Taranaki Futures will continue to take the lead on projects that deliver this important work in the gap between education and employment. We recognise we are working on a long game, an intergenerational game, and our success will not realised in just a few years. We also recognise we cannot deliver outcomes in isolation. Our approach will continue to be collaborative, working with, and leveraging, partnerships with key stakeholders across the greater Taranaki region; from education and employment, iwi and community.

My hope is that future generations will look back at the initiatives conceived by Taranaki Futures in the mid 2010’s as being enduring projects that contribute towards Taranaki being:

* A place where the community continues to thrive, largely because people feel that they have a meaningful role in the community.
* A great place to live, learn, work, play and raise yet another generation of people.
* A place where people are proud to state they are from the special place, with a caring community, called Taranaki.

Taranaki Futures is poised to be a significant contributor towards the ongoing success and wellbeing of our community.

Ngā mihi

Graham Wells - Chairman

2. Executive Summary

Taranaki Futures works in the gap between education and employment. A gap created as education and employment sectors continuously evolve. Often it is difficult for educators and employers to understand how their worlds can effectively work together. This means employers are not always clear about what they need from education, and likewise, in the education system academic pathways are still seen as being of more value than employment based pathways or industry need.

For many young people the impact of the gap means a pathway beyond their high school education isn’t clear. Employers tell us young people are leaving school without ‘work-readiness’. Conversely many employers aren’t well prepared to take on young employees. Ultimately, within Taranaki, we are failing to adequately engage a large number of our young people in meaningful longer term education and/or employment. This has far-reaching consequences for them and the communities within which they live. This situation is exacerbated by rapid technological and economic change. Our young people are digitally-native and expectant but at the same time, a grim picture is painted of reduced employment opportunities due to technological developments.

Taranaki Futures will be agile and responsive helping to link employment changes to educational direction. Taranaki Futures will be the catalyst and connector to ensure that educators and employers generate responses to the gap between education and employment. We believe all young people can be effectively engaged beyond their high school education. We will do this in two ways:

1. **Projects** such as Build a Bach and Accelerator which directly engage educators and employers
2. **Messaging** and advocacy around the need for better engagement between education and industry.

Taranaki Futures aims to improve the line of sight for all residents of Taranaki in a diverse and rapidly changing world.

Warwick Foy - General Manager

3. Profile and History

Taranaki Futures Trust is an incorporated Charitable Trust (Taranaki Futures Trust Incorporated) registered with both the Companies Office (1513836) and Charities Register (CC23304).     
  
Taranaki Futures was officially formed in 2014 to improve links between educators and employers in Taranaki.

Young people are not always aware of the opportunities that are available in Taranaki. They need help to learn about work-readiness. Educators understand that they play a major role in preparing students for what is next but they cannot do this alone. Employers need help to connect with young people who will be the next generation of workers.

Through **projects** and **messaging**, Taranaki Futures works to bring educators and employers closer together.

**Te Ara Whanui a Tane** Will to update

Te Ara Whanui a Tane means the broad path of Tane, which is the path by which spirits of the dead return to the original homeland, whence they pass to the underworld. 

It is the oldest path in the world; as Maori put it *e hara i te ara hou*as old as the first days of Tane; it is the trail all must lift and traverse to its uttermost limit.  The Broad Way of Tane is the gleaming sun glade, the path laid down by Tane for his descendants to traverse.

For Taranaki Futures Te Ara Whanui a Tane captures the essence of seeking a path to a brighter world, that leads to future success.

4. Goals and Objectives

Through **messaging** and **projects**, Taranaki Futures works to bring educators and employers closer together.

Our messaging is simple and through our projects we aim for our messages to be heard by our community, partners, iwi, as well as local and national media.

Projects are detailed at <https://www.taranakifutures.org.nz/projects/>



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| 1. **Advocate for equality between academic and employment based pathways;** | | |
| **Message** | **Projects** | **Outcomes** |
| School students in New Zealand generally receive unequal pathways information. A university education is presented as a premier pathway and resources are available for marketing and liaison. Those who choose alternative pathways receive fragmented advice with some help from enlightened adults. | * Build a Bach * 3+2 Projects * Stratford Beautification * Taranaki Careers Expo | Taranaki Futures will;   1. Demonstrate the opportunities and successes available from traditional, non-university pathways. 2. Showcase alternate employment opportunities. 3. Showcase successful transitions to employment. 4. Ensure local and national media regularly seek, and report on, quality information from Taranaki Futures on successful outcomes. |

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| 1. **Inspire employers to think about, and articulate, the type of workforce they will need for their futures;** | | |
| **Message** | **Projects** | **Outcomes** |
| Nearly half of all employers hold a passive view of recruitment and training and currently, educators are not held accountable for employment outcomes. (McKinsey) | * Taranaki Careers Expo * Regular employer forums e.g. Licence to Work | Taranaki Futures will;   1. With support from Chamber of Commerce, increase the number of employer exhibitors at Taranaki Careers Expo. 2. Advocate and lobby for media outlets to publish equitable pathways data not just NCEA pass rates, decile ratings and scholarship passes. |

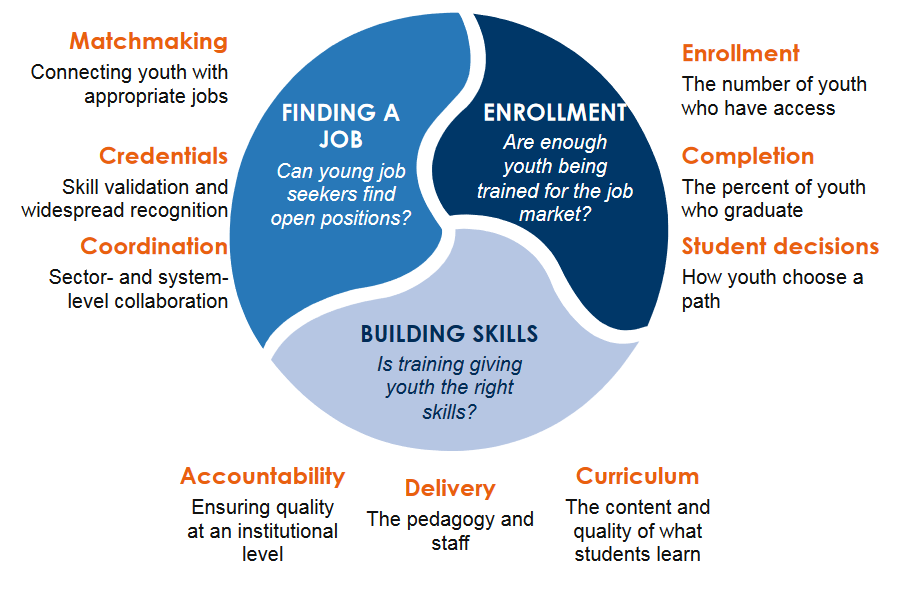
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| 1. **Support educators and employers to develop new ways of highlighting available pathways to young people;** | | |
| **Message** | **Projects** | **Outcomes** |
| There is a big gap between educator perception of opportunities in the Taranaki economy and actual labour demand. Employers have a poor understanding of what schools do. The best way to narrow this gap is to increase engagements and improve information. (refer Appendix 1) | * Build a Bach * 3+2 Projects * Stratford Beautification * Licence to Work * Financial Literacy * Accelerator * Big Bus Tours * “Taranaki Jobs” tab on taranakifutures.org.nz * Got a Trade? Got it Made! | Taranaki Futures will;   1. Develop an information system that helps students to match their subject choices, training options and career goals with mapped labour demand data in Taranaki. 2. Regularly review projects to ensure delivery to all audiences; education, employers and students. 3. Ensure local and national media regularly seek, and report on, quality information from Taranaki Futures on successful outcomes. |
| 1. **Support educators to develop initiatives that ensure young people are work ready;** | | |
| **Message** | **Projects** | **Outcomes** |
| Students value NCEA credits, teachers value subjects and employers value skills. They hold fundamentally different understandings of the same situation. | * Licence to Work * Accelerator * 3+2 Projects * Build a Bach * “Taranaki Jobs” tab on taranakifutures.org.nz | Taranaki Futures will;   1. Work to improve alignment between what educators deliver and what employers demand so that prospective employees are better prepared for work. 2. Work to embed Licence to Work/work readiness competencies into Taranaki schools’ curriculum. |

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| 1. **Support employers to develop their understanding of young employees so they can be more effective;** | | |
| **Message** | **Projects** | **Outcomes** |
| Employers that reach out to education providers have more success in ultimately securing the talent that they require. | * Build a Bach * 3+2 Projects * Stratford Beautification * Licence to Work * Financial Literacy * Accelerator * Big Bus Tours | Taranaki Futures will;   1. Continue to lead, advocate and enable educator/employment engagements so that existing projects are expanded and new projects are added. 2. Continuously validate skill sets required with Taranaki employers. 3. Ensure local and national media regularly seek, and report on, quality information from Taranaki Futures on successful outcomes. |

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| 1. **Ensure all young people are effectively engaged beyond their high school education.** | | |
| **Message** | **Projects** | **Outcomes** |
| Education beyond the classroom is the reality for all.  Learning is lifelong. | * Build a Bach * 3+2 Projects * Licence to Work * Accelerator * Big Bus Tours | Taranaki Futures will;   1. Strive to ensure Not in Education Employment or Training (NEETs) students remain low in Taranaki. 2. Continue to engage all Taranaki students and families on employment opportunities beyond the classroom through linking qualifications and employment outcomes with real employment roles. 3. Strive to ensure Taranaki industry needs are met through pool of available local talent. 4. Continue to be adequately resourced. |

Refer to footnote [[1]](#footnote-1)

**Appendix 1: Extract from McKinsey Report**



This visualization is useful because it integrates the vantage points of all three drivers and presents education-to-employment as a complex system with lots of different places to enter and exit, not as a straight road. One of our most striking findings is that at each intersection, the points of view of the

different drivers are often so different from one another that it’s difficult to believe they are on the same highway.

For example, fewer than half of youth and employers believe that new graduates are prepared adequately

for entry-level positions. Among providers, though, 72 percent say they are. Similarly, while 39 percent of postsecondary educators believe that students drop out because the course of study is too difficult, only 9 percent of youth agree.

Even within groups, there are vast differences in attitudes and behaviours. In

short, even if the drivers are on the same road, they don’t seem to be looking at the same map. No wonder they are missing one another.

**Appendix 2: Board Contacts**

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| **Board Members** | **Phone** |
| Graham Anthony **Wells** (Chairman) | 021 935 570 |
| Mark Alexander **Bowden** (Deputy Chairman) | 027 4491 991 |
| Barbara Lynne **George** | 027 466 0398 |
| Cheree Anne **Menzies** | 021 347 487 |
| Danial Jon **Radcliffe** | 027 416 9633 |
| Lisa Maree **Sammut** | 027 683 9744 |
| Martin John **Baker** | 021 271 0196 |
| Steve **Scott** | 027 444 7971 |
| Maurice John **Cloke** (aka Tom) | 027 446 4892 |
| William John Werahiko **Edwards** | 021 285 6105 |
|  |  |
| **Staff** | **Phone** |
| Warwick Foy | 027 339 3257 |
| Wendy Devine | 027 949 5822 |
| Sandra Lichtwark | 021 192 6355 |
| Mary Wilson | 021 295 8585 |

**Appendix 3: Glossary of Terms**

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| **3+2** | A programme where students attend 3 days at school and 2 days in a tertiary setting or workplace. Learning in each setting is complimentary. Usually occurs at NCEA Level 3, Year 13. |  |
| **Career (occupation, job)** | A career is the life arc of a person’s work in jobs that may occur in different occupations. |  |
| **Careers and Transition Education Association (CATE)** | Professional association for school Careers Advisers, Transition teachers, Gateway coordinators, STAR coordinators and Vocational Pathways leaders, as well as from the associated areas such as private practice, tertiary sector, Careers NZ and Industry Training Organisations. | <http://cate.co.nz/> |
| **Careers NZ (CNZ)** | Careers NZ is a crown entity the role of which is to improve connections between education and employment, by using expertise to support organisations and New Zealanders so they are making informed choices about their future employment. CNZ will become part of TEC in 2017. | <http://www.careers.govt.nz/> |
| **Careers Information Grant (CIG)** | A grant to help schools deliver careers information and guidance. It is based on the decile rating and roll number. | <http://cate.co.nz/funding/> |
| **Cultural Component (CC)** | The component of the Mãori Pasifika Trades Training that incorporates cultural learning and activities. |  |
| **Gateway** | The purpose of Gateway is to enable schools to provide senior students (year 11 and above) with opportunities to access structured workplace learning that has:   * a formalised learning arrangement set in the workplace * specified knowledge and skills that a student will attain * specified assessment methods (workplace learning). | <http://www.tec.govt.nz/Funding/Fund-finder/Gateway/> |
| **Industry Training Federation (ITF)** | Created in 1996, the Industry Training Federation (ITF) is the national body for New Zealand's eleven Industry Training Organisations (ITOs).  ITF is the collective voice for industry training and apprenticeships in New Zealand.  ITF works with key government agencies, education sector groups, employers and industry.  It advocates for education, skills and employment policies to support the development of a skilled, qualified, and productive workforce. ITF encourages employer-led education and training, a system that supports lifetime learning, and vocational education that meets real industry needs. |  |
| **Industry Training Organisation (ITO)** | Administered by TEC, the role of the eleven ITO’s is to:   * set skill standards for their industries * develop arrangements for the delivery of training. | <http://www.itf.org.nz/> |
| **Institutes of Technology and Polytechnics (ITP)** | Sometimes these organisations are referred to as ITP’s. |  |
| **Māori Pasifika Trades Training (MPTT)** | The key objective of the MPTT initiative is to increase access for Māori and Pasifika learners (16-40yrs) to vocational training and pre-employment training. This enables learners to develop the skills for sustainable employment and contributes to better employment outcomes. | <http://www.tec.govt.nz/Funding/Fund-finder/Maori-and-Pasifika-Trades-Training-/> |
| **Mayor’s Taskforce for Jobs (MTFJ)** | The Mayor’s Taskforce For Jobs is a nationwide network of New Zealand’s Mayors, working together towards the vision of all young people under 25 being engaged in appropriate education, training, work or other positive activity in their communities. Active in STDC, SDC but not NPDC. | <http://www.mayorstaskforceforjobs.co.nz/home/about-us/> |
| **Ministry of Business Innovation and Employment**  **(MBIE)** |  | <http://www.mbie.govt.nz/> |
| **Ministry of Education (MoE)** |  | <http://www.education.govt.nz/> |
| **Youth (aged 15–24 years) who are not in employment, education, or training (NEET)** |  |  |
| **National Certificate of Educational Achievement (NCEA)** | New Zealand’s secondary school qualification administered by New Zealand Qualifications Authority (NZQA). NZQA requires students to achieve 80 credits at each of Level 1, 2 and 3 via various forms of assessments. Can also be obtained in a PTE or ITP. | <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/understanding-ncea/how-ncea-works/> |
| **Occupational Outlook** | A website and app from MBIE which informs users of current occupation income, training requirements/fees and job prospects. | <http://www.mbie.govt.nz/info-services/employment-skills/labour-market-reports/occupation-outlook> |
| **Private Training Establishment (PTE)** | In addition to universities and polytechnics, there are a number of private colleges in New Zealand. These institutions often specialise in a specific industry or area of study, such as creative arts or tourism and hospitality. Taranaki’s association of PTE’s is Taranaki Tertiary Providers (TTP) | <http://www.gostudynewzealand.com/find-an-institution/private-training-establishments-new-zealand/> |
| **Secondary Tertiary Alignment Resource**  **(STAR)** | A grant that is paid to schools that enables them to broaden their offerings to enhance secondary – tertiary transitions. For example, a welding course at WITT. | <http://www.education.govt.nz/ministry-of-education/specific-initiatives/star/> |
| **Taranaki Electricity Trust (TET)** | Makes grants and pays scholarships to students in its territorial area (rohe) including East and South Eastern Taranaki. | <http://www.taranakielectricitytrust.co.nz/> |
| **Taranaki Futures Education Consortium (TFEC)** | A sub-committee of Taranaki Futures that brings together secondary and tertiary educators, ITO’s, PTE’s other social, business and educational entities such as Tui Ora and Taranaki Chamber of Commerce. Currently chaired by Mark Bowden. | <http://www.taranakifutures.org.nz/> |
| **Tertiary Education Commission (TEC)** | TEC is responsible for funding tertiary education in New Zealand, assisting people to reach their full potential and contributing to the social and economic well-being of the country. A crown entity ruled by MoE and MBIE. | <http://www.tec.govt.nz/> |
| **TSB Community Trust (TSBCT)** | The TSB Community Trust was established as a charitable trust in 1988. Each year the Trust receives a dividend from its assets, including the TSB Bank Ltd, that it can distribute towards charitable, cultural, philanthropic, recreational and other purposes beneficial to the community within the Trust's specified area. | <https://www.tsbtrust.org.nz/> |
| **Taranaki Outdoor Pursuits Centre (TSB TOPEC)** | TSB TOPEC is situated on the banks of the Waiwhakaiho River, in bush reserve, some 10 kilometres from New Plymouth. TSB TOPEC was formed in 1986 by a Charitable Trust of interested parties to provide Outdoor education to Taranaki school students. | <http://tsbtopec.co.nz/abouttopec.html> |
| **Taranaki Trades Academy** | Taranaki Trades Academy at WITT takes Year 11 to 13 students along the career pathway towards a vocational qualification while still at school. Students can remain engaged in education, be assisted in transition from a secondary to tertiary learning environment and gain credits towards NCEA Level 2 and a tertiary qualification. | <http://www.witt.ac.nz/Courses/Taranaki-Trades-Academy/> |
| **Vocational Pathways (VP)** | Famous for the “colour wheel”, the Vocational Pathways provide new ways to achieve NCEA Levels 1, 2 and 3 and develop pathways that progress to further study, training and employment. | <http://youthguarantee.net.nz/vocational-pathways> |
| **Youth Guarantee (YG)** | Usually associated with fees-free courses, YG is actually a suite of programmes that are about improving the transition from school to further study, work or training. They provide a wider range of learning opportunities, make better use of the education network, and clarify pathways from school. | <http://youthguarantee.net.nz/start-your-journey/> |

**Appendix 4: Environmental Scan**

Tertiary Education Commission: Considering the future trends impacting the future of education and careers in New Zealand December 2016.

Refer to footnote [[2]](#footnote-2)

1. https://www.taranakifutures.org.nz/assets/Uploads/Education-to-Employment-FINAL2.pdf [↑](#footnote-ref-1)
2. <https://www.taranakifutures.org.nz/industry/future-employment/> [↑](#footnote-ref-2)