

Auckland West Vocational Academies - Pathways and Partnerships

What is AWVA?

The AWVA academies are part of the government funded Trades Academies initiative, which allows students to work towards a nationally transferable foundation level tertiary qualification (mainly at Level 2, but increasingly at level 3), and an NCEA endorsed with one of six vocational pathway awards. These awards are additional to the standard NCEA qualification.

Massey High School is the lead school in the Auckland West Vocational Academies (AWVA). We are primarily associated with Unitec, MIT, and a number of ITO's, in addition to a cross-section of businesses, private enterprises and community groups.

We have been associated with Waitakere College for the last three years and have recently been joined by Rutherford College and Kelston Boys High School. At this time AWVA and the vocational pathways are potentially accessible to over 6000 students among the four schools.



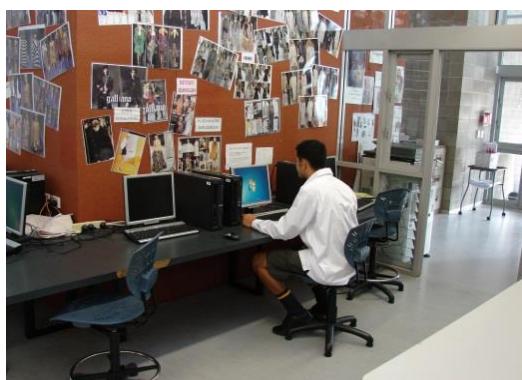
What is a Vocational Pathway?

At its most basic, a Vocational Pathway can be thought of as a map which a student can use to help make career decisions. This map will guide option choices to ensure that the combination of option subjects will provide a strong coherent foundation for further learning or employment.

There are usually many different routes to the same destination, so students are still able to change individual subject selections without affecting their future career goal. If necessary or advantageous, a student can move onto a different pathway.

There are currently six vocational pathways - nearly all occupations fit into one (occasionally two) of these "sectors".

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





The standards on a vocational pathway have been selected by industry (via the sector ITO's), government agencies, business and community representatives and vocational education providers. Students who are interested in a career in (say) building, gain significant benefit from choosing options that contain "sector related" (or even "recommended") standards on the construction and infrastructure pathway, in preference to an option that is not. There are many different standards available in each of the pathways assuring considerable flexibility.

To achieve a vocational pathway award at (say Level 2) a student must achieve a minimum total of 60 "sector related" (at least 20 of these) and "recommended" credits, at Level 2 or higher. Literacy and numeracy remain compulsory.

What is NCEA endorsed with a vocational pathway award?

Once a student completes the requirements of a vocational pathway, this achievement will be recognised in their NCEA qualification.

This will be shown on the student's vocational profile and as an additional award on the NCEA certificate itself.



It means that a potential employer or tertiary provider, can see that the student has made relevant, coherent option choices and is well prepared to be a valuable employee or successful tertiary student in their chosen vocational sector.

The AWVA Programme

Although each academy is different, there are a number of common features.

We have spent some time aligning our programmes with the Vocational Pathways, and we are now at the point where in 2015 every L2 academy will become, at the very least, a factor central to a student's achievement of a Vocational Pathway award.



This is achieved by directly offering a suite of sector related standards, in addition to a National Certificate, relevant work experience and direct tertiary involvement.

Academies offer between 27 and well over 80 sector related standards depending on the duration of the academy programme and the students have clear guidance (via careers education, option booklets, academic counselling, IEP's and the academy enrolment process) in choosing recommended standards through their other subjects. The progress through the IEP's is monitored via database information and regular individual meetings.

Essentially each academy ensures the coherency of individual student subject choices, provides a clear contextual environment, involves tertiary education providers and local businesses and is delivered primarily by teachers who have relevant "trades" experience.

In addition to the individual academies, we have introduced AWVA specific modules and initiatives to enhance and individualise the student programmes. These include literacy, numeracy, design, fitness and computing, which are offered to specific students or whole academies depending on the need.

We have purchased a manual car, installed dual controls and employed an accredited driving instructor to assist students from all academies (but focussing on carpentry, construction, automotive and hospitality) to gain their driving licence.

We pride ourselves on the effort we are making to ensure our academy students are work ready even though it means we lose some students before they complete the academy programme (work experience and the regional labour shortage are making our students valuable commodities). A key factor in this is the development of the "soft skills" (curriculum "key competencies") emphasised by our industry and ITO partners, through the more mature work place environment and expectations of our academies.



Current Academies

Automotive

Engineering L1

Engineering L2 (Waitakere College)
 Business and Computing (levels 2 and 3)
 Carpentry
 Construction
 Electrotechnology

Fashion and Beauty
 Early Childhood
 Hospitality
 After hours Hospitality
 Tourism

Academy	Tertiary Provider	ITO (standard setting body)
Automotive/Engineering	MIT	MITO COMPETENZ
Hospitality	Auckland Chef and Hotel Training School	SERVICE IQ
Carpentry/ Civil Construction	UNITEC	BCATS INFRATRAIN
Electrotechnology	UNITEC	ETITO
Early Childhood	PLUNKET Corporate Advisory Group (CAG)	NZQA
Business and Computing	MIT	SERVICE IQ
Fashion and Beauty	DAS Training Solutions SEWTEC Fashion Academy	HITO (for 2014) COMPETENZ



Student voice

"I never thought I would be able to do what I love at school. In the Automotive Academy that is exactly what I can do!"

Kyle

"The Carpentry Academy has changed my life around and I turned up to class every day because now learning was fun. I came top of the Academy at the end of 2012 and was granted a \$2,500.00 scholarship to use for my future studies. I am now an apprentice electrician and have been to places like Christchurch, Wellington, Queenstown and Waiheke for my work. My life changed right before my eyes. Life is good."

Jay Leech

"I have found the carpentry academy very different from traditional school. I enjoy the academy style better than normal school and looking forward to all the challenges of building the academy house and I can't wait to build my own house and build my future from then on."

Harley Kaponga Morgan

Being in the AWVA Hospitality Academy solidified my passion and love of cooking and is so far helping me too become the best chef I can."

Darren Jarrett

I joined the Hospitality Academy because I want to become a flight attendance when I leave school. Being in the Academy is giving me the skills in the kitchen and customer service that I will need in the future. My self-confidence has also been boosted as I work with others in real learning and work environments. I feel I have more success and a chance at gaining my NCEA level 2.

Chavelle

"The last 2 years have been very interesting year for me. I really like the fact we go to UNITEC two days a week because it gives me an understanding on what it would be like leaving school and going to an institution.

Electrotechnology is an opportunity for me to work very hard to be where I am today and where I want to be in the future. The teachers are really supportive and they motivate me to my highest potential. I know I had to work hard because, 1. This is going to be my foundation to where I want to be in the future 2. It makes my grandparents proud of me

Amish Ray

"Being through the Early Childhood Education academy has been great. I have found that I have skills I didn't know I had. I am generally very quiet but I learnt many things about myself and children as I worked in this environment. If I hadn't been in this environment I wouldn't have found out till I was older and it has helped me through my beginning journey to becoming an Early Childhood Education Teacher"

Katie Collett

"My experience in the Early Childhood Education academy has given me the confidence to know that I can be successful. I now know that the more effort I put in the greater the reward. I feel like now I am on the journey of "success through effort". It is easy to work hard when I am enjoying myself. I know so much more and how to understand what is needed to work with children as a career. I know this is the career for me. Now I have to work towards that"

Tepora Lio

"It was an awesome experience to be taught tertiary level education. I have successfully graduated from the National Certificate in Business Administration and Computing Level 2 course. This success has boosted my confidence and I am enjoying the Level 3 Business and Computing Academy programme this year."

Leighton Lipsham

