

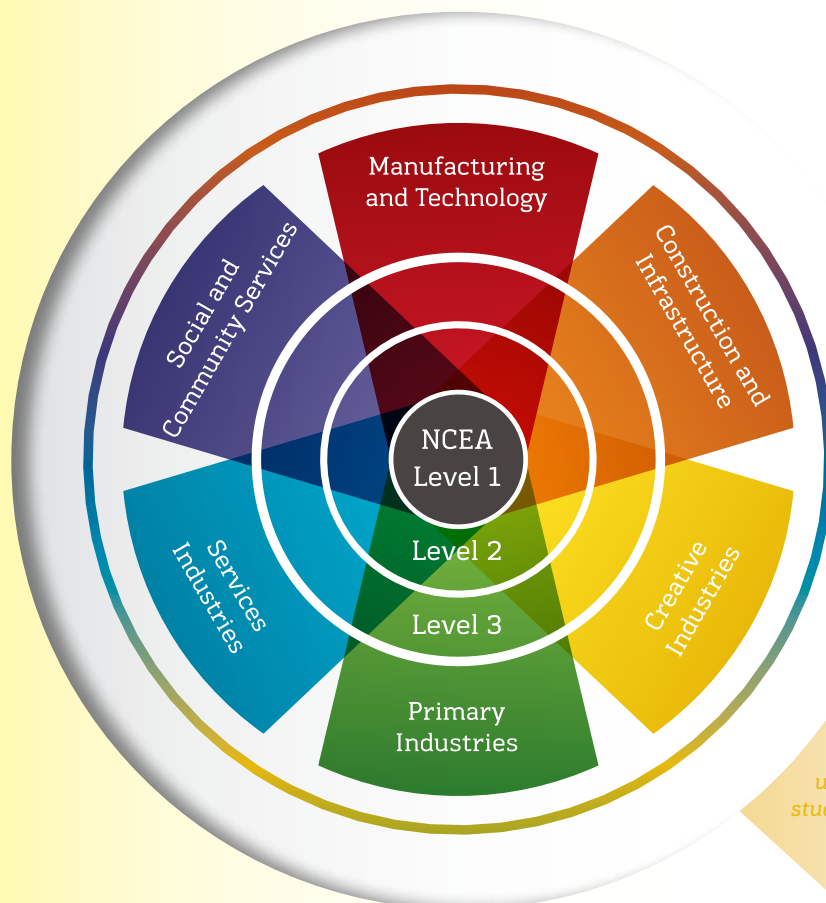
GUIDANCE DOCUMENT

This document provides guidance to schools, ITOs and tertiary providers who wish to develop programmes using the Vocational Pathways. Contexts of learning are provided as examples to encourage development in the sector.



Introduction to Performance Technologies in New Zealand

Guidance for developing a contextualised learning programme for the Creative Industries Vocational Pathway



Graduate with NCEA Level 2

Pathway to Level 2-6 industry skills or pathway to university professional study for industry

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Background

Introduction

This document provides guidance for educators who wish to develop learning programmes using particular Vocational Pathways. It outlines key ideas about Vocational Pathways and delivery approaches that align with a Vocational Pathway philosophy, drawing together secondary and tertiary perspectives on the competencies that are required for NCEA Level 2, and exploring the connections within and across pathways. Programme design is a key feature, which includes examples of practice for organisations to consider when thinking about their own contexts. Finally, considerations related to assessment possibilities are discussed. Questions are posed throughout the book for you to deliberate on and share your thinking with your colleagues.

Aim of Vocational Pathways

The New Zealand Curriculum¹ outlines a vision for all young people:

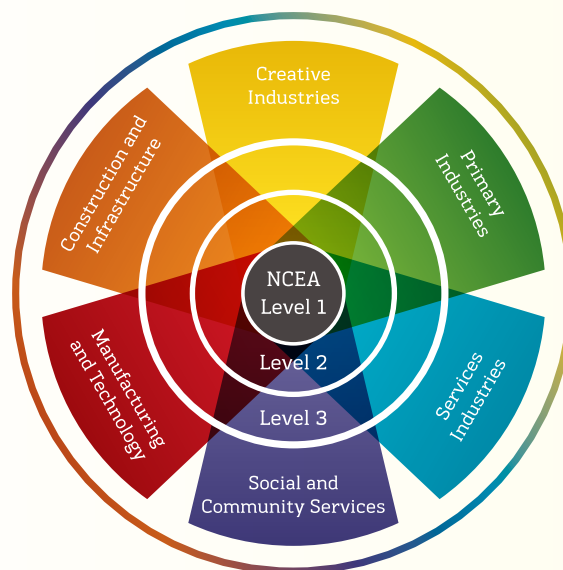
- who will be creative, energetic, and enterprising;
- who will seize the opportunities offered by new knowledge and technologies to secure a sustainable social, cultural, economic, and environmental future for our country;
- who, in their school years, will continue to develop the values, knowledge, and competencies that will enable them to live full and satisfying lives;
- who will be confident, connected, actively involved, and lifelong learners.

To achieve this vision we need to provide all young people with an education that enables them to develop the **foundational** knowledge and skills that employers are seeking.² Employers are already reporting difficulty in filling the jobs that are needed to grow their businesses owing to a mismatch between their expectations and the provision of skills and knowledge by potential employees. Furthermore, recent research has shown that employment growth in New Zealand will be stronger for more highly-skilled professions and trades but weaker in low and semi-skilled professions.³ Achieving NCEA Level 2, with Level 1 literacy and numeracy, provides the **foundation** skills, knowledge and competencies that will enable students to transition successfully to further education, training and employment.

Vocational Pathways

Vocational Pathways provide students with a framework to consider their options, identify the relevance of their learning and see the links between education and employment, using tools such as the 'profile builder'. Using the Vocational Pathways ensures deliberate steps are made towards equipping all students with the skills, knowledge and competencies that will allow them to succeed. The Pathways also provide direct linkages between what students are learning at school, in a tertiary setting, or with an ITO provider, and the skills they will need in the future.

Figure One: The Vocational Pathways



1. Ministry of Education, 2007, p.8
2. Harrity, 2013
3. Ministry of Business Innovation and Employment, 2012, p.5

What is a learning programme?

This section aims to clarify the nature of a learning programme within a Vocational Pathway approach. Learning programmes are defined as a set of interconnected courses based on broadly defined outcomes that progress a student towards a particular qualification. A course is generally one component within a programme, described by specifically defined outcomes and includes content and teaching and learning activities, and assessment set within a time frame. For example, in a school setting a student may follow a programme that consists of an 'academy' course, supported by two additional or optional courses. Alternatively it may be an integrated programme developed across curricula

and delivered by several teachers or tutors. Tertiary providers may also work with schools to provide programmes that the schools by themselves cannot offer. You may want to consider the following questions to review the extent to which your learning programmes align with a Vocational Pathways approach.

- How could your current programmes be adapted?
- Who has the role of developing these programmes?
- What curricula are the learning programmes based upon?
- How is the student involved in programme creation?
- To what extent do the learning programmes show a direction through study to employment?

Key ideas about Vocational Pathways

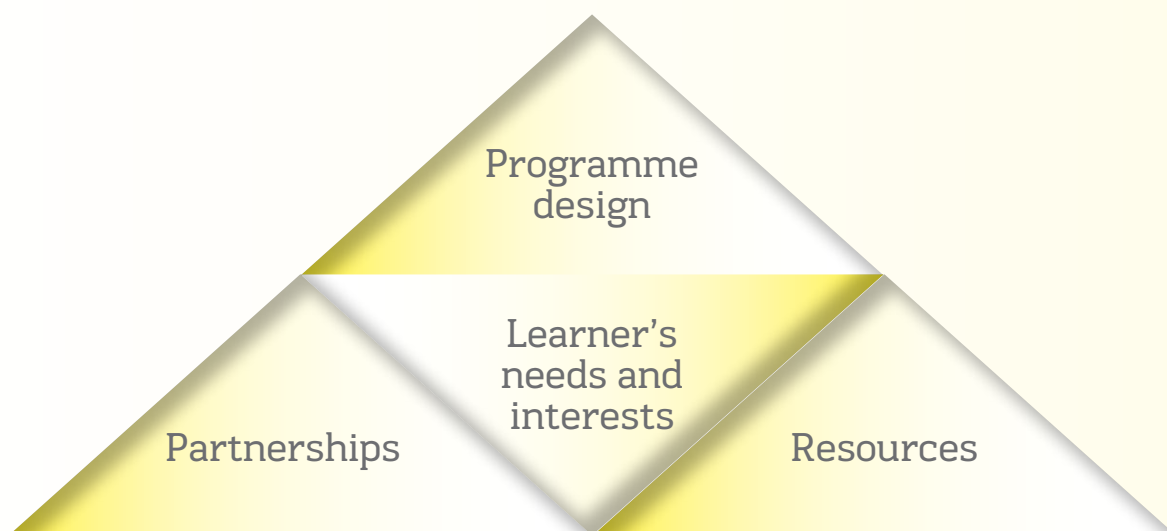
Student-centred approach

Programmes are designed to be responsive; those that respond to the particular needs and interests of students will provide the basis for increased engagement in learning, leading to higher achievement. When an organisation is independently considering the provision of resources and conditions for innovative programmes such as Vocational Pathways, this can appear difficult to achieve. However, by working alongside other partners who share the same aim for their students, the learning options for students broaden (see Figure Two).

Principles of a Vocational Pathways Approach

The Principles of the New Zealand Curriculum⁴ set out what is important and desirable in a programme of learning. Figure Three highlights four of the principles and illustrates how these align with the Principles of the Vocational Pathway approach (See page 4).

Figure 2: Collaborative approach to programme design



4. Ministry of Education, 2007

Figure 3: Principles underpinning programme design

NZ Curriculum Principles	Vocational Pathways Principles
<p>High expectations The learning programme supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.</p> <p>Inclusion The learning programme ensures that all students feel valued and that their learning needs are addressed.</p> <p>Coherence The learning programme offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning.</p> <p>Future focus The learning programme prepares students for the future.</p>	<p>Principle 1 Programmes of learning and courses are student-centred.</p> <p>Principle 2 Programmes of learning and courses comprise coherent knowledge and skills.</p> <p>Principle 3 Programmes of learning are within a coherent learning pathway leading to New Zealand qualifications and employment.</p> <p>Please refer to Appendix One, which provides guidance for educators when planning programmes that respond to the Principles of the New Zealand Curriculum and Vocational Pathways.</p>

Benefits for learners

Engaged in a programme of learning related to a Vocational Pathway, or across Vocational Pathways, learners could:

1. Gain a foundation experience, knowledge and skills in a Vocational Pathway

- Learners are equipped with a foundational knowledge, understanding and realistic expectation of the employment sector requirements.
- A graduate can achieve NCEA Level 2, which includes literacy (10 credits) and numeracy (10 credits) at Level 1 or above including:
- 60 Level 2 credits from the *recommended* assessment standards for a particular Vocational Pathways sector, of which 20 Level 2 credits are from *sector related* standards for the same sector, which can be found in the following [link](#).
- May also be eligible for a [Vocational Pathways Award](#) in Creative Industries, which will be automatically available from 2015.
- May also be eligible for NCEA Level 2 course endorsement, where students have performed exceptionally well (14 credits at excellence or merit) in individual courses.
- May also be eligible for NCEA Level 2 certificate endorsement, if a student gains 50 credits at excellence or merit level.

2. Be prepared for higher learning

- A Vocational Profile is accessible on the NZQA website, and will include Creative Industries later in 2014.
- A graduate from a Level 2 "Introduction to Performance Technologies in New Zealand" Vocational Pathways programme will have their foundation for higher learning knowledge, skills and valued competencies acknowledged.
- A graduate will achieve NCEA Level 2 through study at Level 7 of The New Zealand Curriculum and in relevant industry knowledge and skills at New Zealand Qualifications Framework Level 2 or higher.
- NCEA Level 2 with one or more VP Awards will allow students to progress either to NZQF Level 4 Apprenticeships and Certificates, or to NZQF Levels 5 to 6 Diplomas, or to NZQF Levels 5 to 7 degree qualifications. The entry point to all three routes is often through Level 3, but direct entry to Level 4 and 5 can occur at the discretion of the educational provider. It is recommended that learners, along with their family and whānau, make well-informed choices using the available educational and careers information and advice.

3. Understand and be aware of the pathways from education towards employment

- See what future courses and qualifications are available after completing the current programme of learning.
- Understand how the programme of learning can lead towards future employment.
- Understand how key competencies are being developed in this programme and how they are valued by future employers in the Creative Industries Pathway.
- Understand how and why subject knowledge, skills and practices are important in this programme and how they contribute to the world of work across the Creative Industries sector.
- Understand how learning in the Creative Industries Pathway can open up discussion of issues that are important to the wider community and industry.

Getting started

Schools, tertiary organisations and ITOs are at different places on the journey to provide Vocational Pathways for all students. In some instances collaborative relationships between organisations have been forged a long time ago, in an attempt to respond to student needs and interests, whilst in others this is still growing. This section is intended to help you wherever your starting point may be.

Strengthening and building partnerships

Collaboration and communication between secondary, tertiary and ITOs will enable educators to develop a full understanding of their students' needs, and how best to accommodate them. You may want to use the following questions to initiate conversation and reflection.

- What are our learner needs? What evidence do we have to inform us? How do we use it?
- How will students' progress and needs be monitored and shared?
- Who do we currently have relationships with?
- What possible new partnerships could be formed? Who should do this?
- How would new partnerships create benefits for our students?
- How could partnerships be strengthened?
- How will new initiatives be tracked and monitored?
- How could we alter our business model or share funding to accommodate greater changes?

Figure Four: Essential components for designing an effective learning programme

FIRST LEVEL OF PLANNING	
Students	Evidence is used to identify all student needs and interests, and students are engaged in learning.
Current learning programmes	Partners review current programmes and assess to what extent programmes are meeting the needs of the students, including those at risk of disengaging and those currently not achieving.
Community and Industry	Collaboration with the community, possible new partnerships are established, and others strengthened. Resources may be reviewed again.
Resourcing	Partners assess current resourcing and explore possible new options with community input. Educator and other expertise, for example industry, is explored, identified and sourced, this includes the need for particular expertise to support or extend students. The requirements for facilities, equipment, materials and tools are scoped.
SECOND LEVEL OF PLANNING	
Programme design	Programmes created incorporate relevant industry content and the learning areas in the New Zealand Curriculum, and focus on essential skills and key competencies, with progression to further education and employment.
Teaching and learning/delivery approaches	Educators use evidence of teaching approaches that have a positive impact on their students. A reflective approach is used by all educators and students (see teaching and learning section).
Location of learning	Partners identify and utilise the most appropriate locations for learning.
Connections	Connections with workplace, community and industry are actively maintained.
Assessment approaches	Assessment delivery caters for individual student needs. Quality Assurance processes exist and are monitored.

Teaching and delivery approaches

Regardless of the location of learning, there is extensive, well-documented evidence about the kinds of teaching approaches that consistently have a positive impact on the achievement of students. The research tells us that students learn best when educators:

- create a supportive learning environment;
- encourage reflective thought and action;
- enhance the relevance of new learning;
- consistently make connections between learning and the world of employment;

- facilitate shared learning;
- make connections to prior learning and experience;
- provide sufficient opportunities to learn;
- inquire into the teaching–learning relationship.⁵

Successful integration of E-learning into programmes of learning also supports and motivates students to achieve.⁶ Whilst this list is by no means exhaustive, Figure Five outlines a number of other teaching delivery approaches that could be considered.

Figure Five: Teaching and delivery approaches

Contextualised learning	<ul style="list-style-type: none"> • real life and industry related contexts • cultural contexts • build products where possible, for actual clients.
Problem solving	<ul style="list-style-type: none"> • use problem-based scenarios • use actual situations in real time • OR use virtual simulations.
Skills development	<ul style="list-style-type: none"> • introduce a wide range of foundational skills and competencies • skills are taught and practised regularly in a variety of situations.
Work-integrated learning experiences	<ul style="list-style-type: none"> • visits to a range of relevant industry sites • meet a range of industry employees across levels of the industry • use available funding mechanisms to support work-integrated learning experiences (e.g. Gateway and STAR).
Relationship building	<ul style="list-style-type: none"> • affirmation of identity, language and culture • relationships are positive and learning engages students' interests and cultural perspectives • students' achievements, attitudes, personal backgrounds and interests are sought.
Special education needs	<ul style="list-style-type: none"> • teaching environments are modified to include all students • learning difficulties and/or problematic behaviours lead to appropriate student support.
Health and Safety	<ul style="list-style-type: none"> • the physical and cultural health and safety of individuals, groups and visitors is well managed.
Learning and assessment feedback	<ul style="list-style-type: none"> • all formative feedback is regular, on time, in manageable chunks, and next steps are clearly identified • all summative feedback identifies next steps and sets achievable challenges and goals.
Reflective practice	<ul style="list-style-type: none"> • educators constantly reflect on what is going well and not so well and adjustments are regularly made. Educators encourage students to do the same.



5. P 34. New Zealand Curriculum Ministry of Education

6. P 36. New Zealand Curriculum Ministry of Education

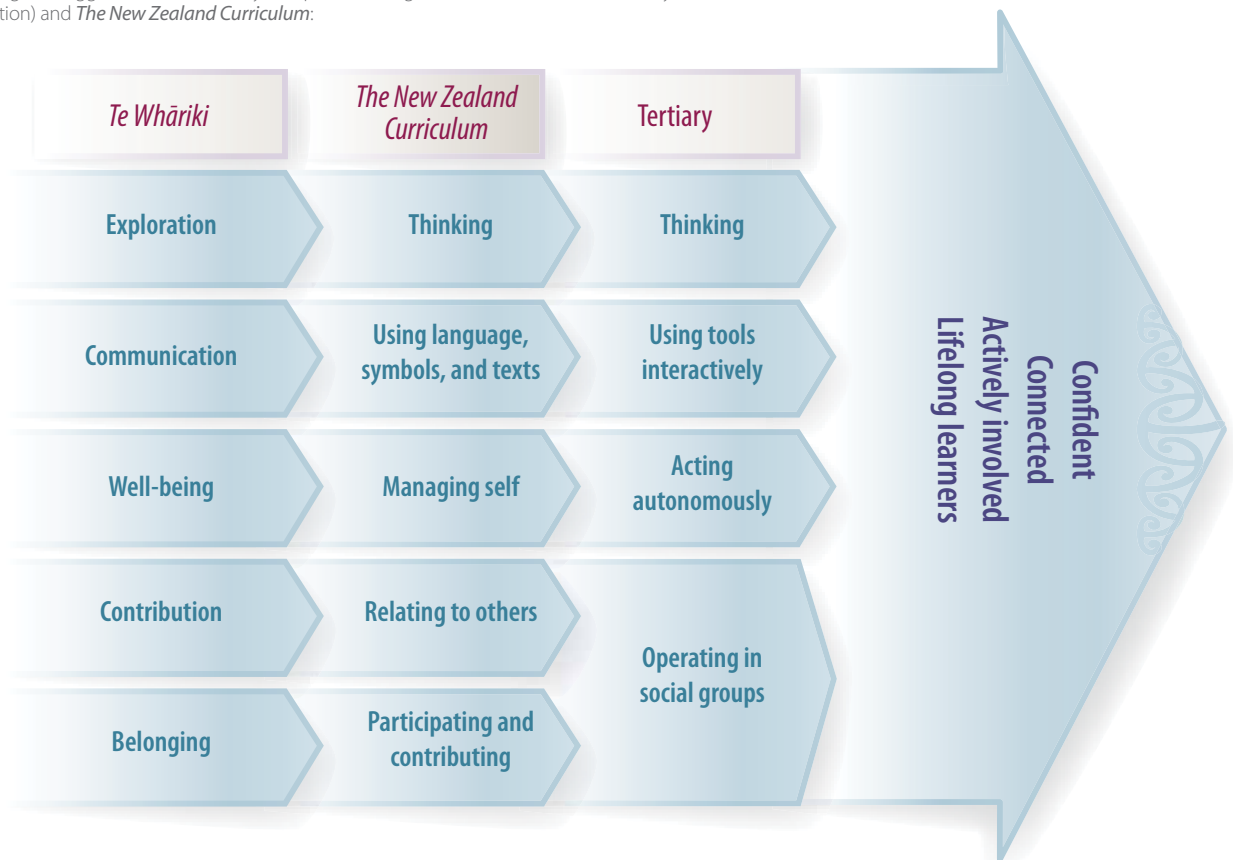
Key competencies and tertiary competencies

For students to successfully live, learn and work as members of society, the development of competencies needs to be an integral element of any programme design. Figure Six shows the competencies that have been developed for schools and tertiary providers and how these align with each other.⁷

Career management competencies have also been identified as a useful tool for educators to take into consideration when planning programmes and responding to the needs and interests of students.

Figure Six: The key competencies: Cross-sector alignment

This diagram suggests how the tertiary competencies align with those of *Te Whāriki* (Early Childhood Education) and *The New Zealand Curriculum*:



7. Ministry of Education, 2007, P42

Key competencies within the Creative Industries Vocational Pathway

Figure Seven: Elements of key competencies that can be experienced, supported and developed, whilst following the Creative Industries Vocational Pathway.

Key competencies	Elements that can be experienced...	Students who experience key competencies in contexts...
Managing self Acting autonomously	self-motivation time management travel money management gear safety self-respect	are reliable, resourceful, resilient, enterprising can get to where they are meant to be, at the right time
Thinking	making sense of information, ideas and experiences developing curiosity making decisions and shaping actions	are able to ask questions can challenge assumptions or perceptions
Using language symbols and texts Using tools interactively	making meaning of modes of communication and of knowledge understanding and using symbolic systems of language – oral/aural/written/visual/kinesthetic Using words, number and images Applying of technologies	are able to understand a range of communication modes can choose which mode/notation/movement/action to use at different times
Relating to others Operating in social groups	actively listening recognising different points of view negotiating sharing ideas	are able to work co-operatively as part of a team can share ideas and information
Participating and contributing Operating in social groups	active involvement contributing in a group making connections with others creating opportunities for others	have a sense of belonging and the confidence to participate in new situations can balance rights, roles and responsibilities

Contexts for a learning programme in Performance Technologies

Vocational Pathways can provide the opportunity for students to have greater choice of programmes. These programmes should be broad and foundational, located within a relevant employment sector, and not locked into single industries. Partnerships between providers may be required to create more choice. Schools, tertiary organisations and ITOs should aim to provide contexts that are relevant, interesting, challenging and provide for a wide range of abilities.

A performance technologies programme can be offered as one type of programme in the Creative Industries Pathway. Some examples of learning contexts for a performance technologies programme have been provided below. This is not an exhaustive list, and is presented to stimulate further thinking and adaptation for contexts that are relevant to your students. Considerations for planning of the teaching and learning approaches related to these contexts have been

outlined earlier in this document. Alongside thinking about the examples of contexts for learning, you may wish to use the following questions to check back on your planning.

In your programme of learning and delivery how are you:

- ensuring that the contexts chosen both meet the needs and interests of your students as well as a way of opening up their world?
- building on the Principles of the NZ Curriculum and Vocational Pathways?
- supporting the development of the key competencies?
- incorporating sound teaching and learning delivery approaches?
- making connections to other areas of learning and experiences?

Figure Eight: Examples of contexts for learning

Event organisation and marketing	<ul style="list-style-type: none"> • Introduction to understanding business management of events. Explore aspects such as: planning, promotion and funding, business management and accounting, event marketing via conventional and social media. <p>Explore examples such as: Music festivals – Big Day Out, Rhythm and Vines, One Love. Food and wine festivals – Waiheke Wine, Marlborough Wine, Bluff Oyster, Toast Martinborough, Hokitika Wild Foods, Mt. Maunganui Blue Brews and BBQs.</p>
Event management methodologies	<ul style="list-style-type: none"> • Explore the use of event management methodologies for a complex event such as: World of WearableArt Awards, Pasifika Festival, Smoke-free Rock Quest, Polyfest, Te Matatini (national kapa haka), Company NZ or SDNZ (hip hop organisations), Palace Dance Studio (dance studios), a multimedia performance and/or visual arts/design exhibition. • Investigate aspects such as: organisational planning methods, financial planning methods, use of advertising, social media and graphic design, use of language, cultural symbols and/or motifs to coordinate design elements for event consistency. • Develop skills in event management technologies and methods. • In a team, organise and deliver an (actual or simulated) event using appropriate event management knowledge, skills and methodologies.
Lighting/Sound/Set design	<ul style="list-style-type: none"> • Explore the use of lighting/ sound/ set design for a complex event such as: a music festival, contemporary dance event, theatre performance, cultural festival, multimedia performance and/or exhibition, opera or ballet. • Investigate aspects such as: theatre/ hall/club stage layout and performance requirements, outdoor staging and performance requirements, acoustics, electrical safety and electronics for indoor and outdoor performance environments, rigging skills and safety requirements for indoor and outdoor performance environments including film. • Develop skills in lighting/ sound/ set design, technologies and methods. • In a team organise and deliver the lighting/ sound/ set design for an (actual or simulated) event using appropriate lighting/ sound/ set design knowledge, skills and methods.

Film and photography	<ul style="list-style-type: none"> • Explore the use of film and/or photography to support a complex event such as: a music festival, contemporary dance event, theatre performance, cultural festival, multimedia performance and/or exhibition. • Investigate aspects such as: use of film and/or photography for event promotion, film for additional purposes – eg. dvd or online, film and/or photography as part of performance. • Develop skills in film and photography technologies and methods. • In a team organise and deliver the film and/or photography elements for an (actual or simulated) event using appropriate film and/or photography skills and methodologies.
Costume and makeup	<ul style="list-style-type: none"> • Explore the use of costume design and makeup to support a complex event such as: a music festival, contemporary dance event, theatre performance, cultural festival, multimedia performance and/or exhibition, opera or ballet. • Investigate aspects such as: costume design and makeup for a range of genres and/or historical periods, prostheses for performance. • Develop skills in costume and makeup technologies and methods. • In a team organise the costume and makeup for an (actual or simulated) event using appropriate costume design and make-up knowledge, skills and methodologies.
Employment practices for performance technologies specialists in NZ	<ul style="list-style-type: none"> • Investigate aspects of current employment practices such as: self employment and independent contracting, small business management, historical and contemporary case studies, legal issues, insurance cover, health and safety practices, working with and managing volunteers. • In a team investigate two employment scenarios for performance technologies specialists in the Creative Industries; compare and contrast these scenarios, including employer and employee perspectives and strategies; and justify a point of view regarding employment practices in the Creative Industries.
Arts related business and funding	<ul style="list-style-type: none"> • Introduction to a range of arts related businesses in New Zealand. Investigate different arts related businesses such as: partnerships, sole operators, collectives, companies or trusts; and investigate their role and approach in developing and providing events, seasons of work, tours or festivals. • Compare the operational approaches and business practices including to funding of two different types of arts related businesses, and discuss the advantages and disadvantages of each. • Examples may include but are not limited to; the Wellington circus trust; Te Matatini (national kapa haka); hip hop organisation SDNZ (Street Dance NZ) or Company NZ; studios such as Palace Dance Studio, the Atamira Contemporary Maori dance company; theatres such as Bats for emerging artists, Red Leap youth orientated theatre, the National Childrens Theatre; and arts service organisations such as DANZ, Playmarket, Artists Alliance, or The Book Council.

Snapshots of programme design

The snapshots of learning programmes illustrate how a provider has gone about meeting the needs of their students within the Creative Industries Pathway. The intention of these examples is to stimulate discussion about what a programme may look like in your area for

all students. Other examples could incorporate programmes that are designed for students to follow the Creative Industries Pathway, in preparation for degree level study and careers such as design, entertainment, advertising and marketing, and culture and heritage.

BACKGROUND

Hagley Community College provides education for a diverse range of students, including large numbers of adult learners, ethnic groups and migrant students. At Hagley, you can achieve NCEA Level 2 by combining high school study with tertiary training. Hagley offers Construction, Electronics, Horticulture, Hospitality, Journalism, Tourism and Health. There are many other pathways that may be accommodated between Hagley and other providers like Farming, Forestry, Early Childcare, Hairdressing, Motor trades, Plumbing, Painting and Decorating.

School of Fashion

Aim: To equip learners with clear pathways for tertiary and employment.

Context of learning: The school of Fashion is designed as a full-time programme in fashion and design for Year 13 students who have a passion for fashion but have little or no qualifications and/or who are at risk of dropping out of education. Students are allowed unrestricted access to the fashion room out of hours and use the structure of the timetable flexibly when needed. In 2012 all but one student gained NCEA Level 2 and a National Certificate or higher.

Qualification: The major qualification is NCEA Level 3. This may be the Level 3 National Certificate in pattern making and garment construction in a commercial environment. When this programme is combined with one other approved subject, students can meet the requirements for University Entrance.

Pathway: The course can lead to University Entrance, tertiary study and employment.

School of Music

Aim: To equip learners with clear pathways for tertiary and employment.

Context of learning: The School of Music is a full-time academic course at Level 2, and a 12 hour per week course at Level 3. The school offers practical and theoretical study in all aspects of music, as well as literacy and numeracy related to music. At Level 2 students may be able to take one other subject, depending on the timetable. At Level 3 music is one component of a wider programme.

Qualification: The Level 2 course offers NCEA Level 2 as well as a National Certificate in Music at Level 2. Students can also gain a National Certificate in Music at Level 3. If University Entrance is the preferred pathway then students need to take 2 other UE approved subjects.

Pathway: The course of study is one or two years (see School of Music, Level 3) and is designed to lead on to tertiary study at CPIT, MAINZ, Vision College or University.

Design the content and approach for a learning programme

Consider the following example, which provides a possible framework and some starters, for joint planning between secondary, tertiary and ITO providers to develop a learning programme. Partners may need to work together to make sure all the areas below are addressed.

Figure Nine: Example of a framework for planning the learning programme

Graduate profile

Identify attributes of learners exiting from a learning programme.

Broad Learning Outcomes

Identify knowledge, skills and capabilities valued by the sector.

Planning Categories

Plan for each of the learning outcomes using these categories:

1. Industry specific content

Identify the skills, capabilities and knowledge that are valued.

2. New Zealand Curriculum content

Identify relevant content from the New Zealand Curriculum that supports development of valued knowledge, skills and capabilities.

3. Key competencies

Consider how the learners will develop the key competencies, core capabilities and soft skills valued in your sector.

Refer to pages 8–9 of this document for guidance

4. Delivery arrangements and resourcing

Consider appropriate resourcing to meet the needs for learners.

Examples:

- Develop shared delivery arrangements between schools and tertiary providers
- Identify learner interests and available businesses and arrange work placement opportunities

5. Assessment

Use an appropriate balance of recommended and sector-related achievement and unit standards to enable learners to achieve NCEA Level 2 with a Vocational Pathways Award.

Progression

Can the learner progress to further qualifications and/or employment from this learning programme?

Assessment Approaches

There are many possible assessment standards available within and across Vocational Pathways for educators and students to choose from, to complement their learning programme. The range of standards for the Creative Industries Pathway can be found [here](#).

Figure Ten provides an example of what an assessment programme could look like for one student who is following the Introduction to Performance Technologies in NZ programme at NCEA Level 2. *See Appendix 2 for further detail relating to this assessment programme.*

Figure Ten: An example of an assessment programme for one student



Sector related

- Performing Arts Technology – 27700, 27702.
- Drama 91219.
- Design and Visual Communication 91337, 91343.
- Media Studies 91253.
- Art 91183, 91184.
- Film and TV camera 10197.

Total 38 credits

Recommended assessment standards

- English 91099, 91103, 91107.
- **English 10 credits.**
- History 91234.
- Maths and Stats 91256, 91260, 91264, 91265, 91267.
- **Maths 15 credits.**
- Chemistry 91163, 91166, 91167.
- Physics 91173
- **Science 14 credits**
- Social Studies 91279
- Business 22854, 90843.
- Digital technologies 9136, 91368.
- Occupational Health and Safety Practice 17593, 19522, 25046.
- Work and Study 10781, 12383.
- Electronics Technology 1823, 18240, 18241.
- Physical Education 91331.

Total 83 credits



Assessment Standard

This is the collective word used to describe all quality assured unit and achievement standards. Each standard describes what a candidate who has achieved the standard knows and can do. Both unit and achievement standards carry a number of credits. Candidates who achieve the standards gain credits which are recorded on the centrally managed Record of Achievement.

Unit Standards: Are developed by ITOs and by two NZQA units, the National Qualifications Services and Māori Qualifications Services.

Achievement Standards:⁸ Are developed by the Ministry of Education, and derived from the achievement objectives of the New Zealand Curriculum, 2007.

8. NZQA: <http://www.nzqa.govt.nz/qualifications-standards/standards/>

Vocational Pathways Award

A Vocational Pathways Award may be gained within the Creative Industries Pathway as a result of achieving in the 'Introduction to Performance Technologies New Zealand' programme. As with any NCEA qualification a Vocational Pathways student may also gain a certificate of endorsement or a course endorsement.

Figure Eleven: Vocational Pathways Award



Requirements for NCEA Level 2 are: 80 credits, of which:

- a minimum of 60 credits are at Level 2,
- and the other 20 credits are from Level 1 or another Level; and
- include literacy and numeracy credits at Level 1 or above.

Literacy requirement

A minimum of 10 credits through either:

- [specified achievement standards](#) available through a range of subjects and [English for Academic Purposes](#)
- [unit standards](#) (minimum of 10 credits) or unit standards – package of three [literacy unit standards](#) (minimum of 10 credits – **all** three are required).

Numeracy requirement

A minimum of 10 credits through either:

- Achievement standards – [specified achievement standards](#) available through a range of subjects (minimum of 10 credits) or
- Unit standards – package of three [numeracy unit standards](#) (minimum of 10 credits – **all** three are required).

Additional recognition of achievement available

Vocational Pathways Award

Achieve 60 Level 2 credits from the *recommended* assessment standards for a Vocational Pathway sector, including 20 credits from the *sector related* standards for the same sector.

Course Endorsement

Students will gain an endorsement for a course, if, in a single {school} academic year, they achieve:

- 14 or more credits at Merit or Excellence and at least 3 of these credits are from externally assessed standards, and 3 credits from internally assessed standards.

Note: This does not apply to physical education, religious studies and Level 3 visual arts.

Certificate Endorsement

If a student gains 50 credits at Excellence, their NCEA will be endorsed with Excellence.

Likewise, if a student gains 50 credits at Merit (or Merit and Excellence), their NCEA will be endorsed with Merit.

Foundation for further learning

Figure Twelve, taken from the Vocational Pathways [information booklet](#) for the Creative Industries Pathway, shows the types of jobs that are available for young people at the different levels of education.

The 'dots' in the following table show the level or levels of qualification usually associated with the role. Sometimes you need a specific qualification to get a job, but in many areas you can work towards higher qualifications by learning on the job. Check out the job profiles on www.careers.govt.nz, or talk to your careers advisor to find out more. *Job roles with an asterisk are in the Creative Industries but detailed qualification and salary information may not be listed for that specific role on the Careers New Zealand website.

Figure Twelve: Job opportunities in the Creative Industries Pathway

NZQF Level	2	3-4-5	5-6	7	8-10
	NCEA Level 2	Certificate	Diploma	Degree	Postgraduate Degree
Actor			•	•	
Advertising Specialist	•	•	•		
Advertising, Sales or Marketing Manager		•	•	•	
Animator/Digital Artist			•	•	•
Architect				•	•
Architectural Technican			•		
Archivist					•
Arranger*			•	•	
Art Director (Film/Television/Stage)		•			
Artist		•	•	•	•
Artistic Director		•			
Assistant Stage Manager/Production Assistant	•	•	•		
Audio Engineer*			•	•	
Audio Visual Systems Design*	•	•	•	•	
Author	•				
Body Artist		•	•		
Box Office Manager*	•				
Clothing/Costume/Fabric /Accessories/Shoe Designer		•	•	•	•
Clothing Pattern Maker	•	•	•	•	
Chief Executive/Managing Director	•	•	•	•	
Composer*	•	•	•	•	•
Conservator					•
Copyist*					
Copywriter	•	•			
Costume Designer		•	•	•	
Creative Director/Art Director			•	•	•
Curator					•
Dancer/Choreographer/Dance Teacher			•	•	
Director (Film/Radio/Television/Stage)		•	•		
Editor			•	•	
Entertainer					
Entertainment Rigger*	•				
Events Coordinator /Events Manager	•	•	•	•	
Exhibition Designer*					
Exhibition Project Manager*					
Exhibition Technician	•				
Film /Television Camera Operator	•	•			

NZQF Level	2	3-4-5	5-6	7	8-10
	NCEA Level 2	Certificate	Diploma	Degree	Postgraduate Degree
Film and Video Editor	●	●			
Furniture Designer				●	●
Game Developer				●	●
Graphic Designer		●	●	●	●
Graphic Pre-Press Worker	●	●			
Historian				●	●
Illustrator*			●	●	
Industrial Designer				●	●
Interior Designer			●	●	●
Jeweller		●	●		
Journalist			●	●	
Landscape Architect			●	●	●
Lighting Designer*	●	●	●	●	
Live Sound Design*		●	●	●	
Mac Operator*					
Marketing Specialist				●	
Make-up Artist		●			
Media Producer (Film/Record/ Stage/Television)	●				
Musician	●	●	●	●	●
Naval Architect/ Boat Designer				●	●
Performing Arts Administrator	●	●	●	●	
Photo Retoucher	●				
Photographer	●	●	●	●	●
Playwright	●		●	●	
Producer/Media Producer					
Production Assistant (Film/Television/Radio/Stage)	●				
Production Designer*					
Production Manager*		●	●		
Properties (Props) Construction/Design	●	●	●	●	
Public Relations Professional	●	●	●	●	
Publishing		●	●	●	
Radio Presenter		●	●	●	
Screen Printer		●	●	●	
Scriptwriter	●		●	●	
Session Musician	●	●	●		
Set Construction	●	●	●		
Sewing Machinist		●			

	NZQF Level				
	2	3-4-5	5-6	7	8-10
	NCEA Level 2	Certificate	Diploma	Degree	Postgraduate Degree
Signmaker		●			
Sound Technician	●	●			
Stage Manager*	●	●	●		
Stage/Set Designer*	●	●	●	●	●
Stonemason	●	●	●		
Stuntperson	●				
Technical Manager (Stage & Events)	●	●	●	●	
Technical Operators (Live Sound/ Lighting/ AV)	●	●	●	●	
Technical Writer	●	●	●	●	
Television Presenter	●				
Tour Manager*	●	●			
Venue Technician*	●	●	●		
Visual Merchandiser	●				
Wardrobe Assistant*	●	●	●	●	
Wardrobe Manager*		●	●	●	
Web Designer		●	●	●	
Web Developer			●	●	
Website Administrator	●				

Review

The purpose of this booklet was to provide you with some guidance to support you to develop learning programmes within and across the Vocational Pathways. As you continue the development of these programmes you may find it helpful to consider the questions that are posed through the booklet, including the ones on the right.

- What are you currently doing that is working well for students?
- How do you identify those students who are not doing so well, and analyse why this may be the case?
- To what extent are your programmes meeting the needs of your priority learners (Pasifika, Māori and students with special educational needs)?
- How do you currently allocate funding for off-site learning?
- How could funding from partner organisations be used differently to support the partnership approach?
- What may need to be done differently?
- How do you know what needs to be done differently?
- What can you do today?
- What can you do in the longer term?
- Who has consent to assess the Assessment Standards?
- Can this consent be developed across tertiary and secondary providers?
- How do you ensure you meet the requirements of the New Zealand Curriculum, and of industry, for 15–19 year olds?

To find out more information on Vocational Pathways, please visit our website <http://youthguarantee.net.nz/vocational-pathways/>

Appendix 1

PRINCIPLES

Foundation for further learning principles to help guide providers when developing or reviewing contextualised learning programmes for Vocational Pathways.

PRINCIPLE 1: Programmes of learning and courses are student-centred.

How do educators:

- 1 Explicitly plan for, deliver and assess in response to the prior knowledge and skill, and previous experiences, students bring to the course?
- 2 Use this knowledge to inform teaching decisions about what students need to learn or do next?
- 3 Design the learning environment to be inclusive for all students, including those with moderate education needs?*
- 4 Explicitly plan approaches to teaching and learning delivery that respects all students' current needs, potential, interests, desires, cultural views including world views, and ethnic/gender perspectives?
- 5 Explicitly plan approaches to teaching and learning and assessment delivery that respect the identity, language and culture of all students, ensuring delivery and assessment is conducted through respectful and caring relationships with every student?
- 6 Explicitly plan approaches to teaching and learning and assessment delivery that include a targeted focus on improving achievement outcomes for Māori and Pasifika students, students with special education needs, and students from low socio-economic backgrounds?
- 7 Explicitly investigate the literacy and language needs, and/or numeracy knowledge and skill needs of all students prior to, or at commencement of, every course, and explicitly provide relevant support, actively managing this through all course delivery and assessment?
- 8 Proactively ensure pastoral or broader social support is planned for and available as required?

PRINCIPLE 2: Programmes of learning and courses comprise coherent knowledge and skills.

How do educators:

- 1 Use the Vocational Pathway sector descriptors to guide development of programmes and courses that are educationally coherent and robust, and also situated within a broad vocational employment context?
- 2 Plan programmes that provide a coherent body of systematically organised discipline knowledge and skills, practices and competencies which progress within courses and throughout the programme?
Note: Discipline knowledge would be drawn from relevant sciences, English, technologies, mathematics, design, social sciences, arts, languages etc.
- 3 Plan courses that provide a coherent body of specialist knowledge and skills, practices and competencies from an employment sector that is embedded in a relevant and engaging context?
- 4 Deliver and assess the coherent body of specialist knowledge and skills, practices and competencies from this employment sector's particular field of practice?
- 5 Deliver and assess the coherent body of systematically organised discipline knowledge and skills, practices and competencies at regular intervals in courses throughout the programme?
- 6 Plan partnerships that effectively deliver different types of knowledge in the sites most appropriate for learning different types of knowledge and skills, practices and competencies?
- 7 Plan for and support the development of students' generic competencies, by explicitly embedding opportunities to practice and reflect on these abilities and skills throughout all courses?



* Note resource: [Universal Design for Learning](#)

PRINCIPLE 3: Programmes of learning are within a coherent learning pathway, leading to New Zealand qualifications and employment

How do educators:

- 1 Situate course learning within broad life/world contexts, using the Vocational Pathway sector descriptions where possible?
- 2 Plan clear and authentic connections within and between programmes, within and between courses and towards next destinations?
- 3 Situate their programmes within a learning pathway that is transparent to the student, has clear and achievable next steps to study or employment and includes genuine progression links to next qualification steps?
- 4 Present their programmes and qualifications to students, their family and whānau, within current and authentic market opportunities for future employment, study or training?
- 5 Demonstrate that their programmes lead every student enrolled towards worthwhile qualifications from NCEA Level 2 to NZQF Level 4, with options for further progress?
- 6 Demonstrate that the qualifications they offer are recognised across New Zealand?

NOTE

These Principles have been developed and tested for consistency against the following documents and strategies:

Tertiary Education Strategy 2010–2015, New Zealand Curriculum 2007, Best Evidence Synthesis for Teacher Professional Learning and Development, and Best Evidence Synthesis for School Leadership and Student Outcomes, Ka Hikitia 2013–2017, Pasifika Education Plan 2013–2017, Success for All Strategy vision and work programme for inclusive education, Better Public Service Targets L2 and L4, Ministry of Education Statement of Intent 2011/12–2016/17, New Zealand Qualifications Framework, and emerging Youth Guarantee and foundation education policy.

Appendix 2

A detailed example of a possible Creative Industries Pathway programme.

Sector related assessment standards

- Performing Arts Technology – Demonstrate and apply knowledge of stage lighting design and process for a performance context 27700. Take responsibility for a production area of a performance 27702.
- Drama – Discuss drama elements, techniques, conventions and technologies within live performance 91219.
- DVC – Design and Visual Communication 91337. Use Visual Communication techniques to compose a presentation of a design 91343.
- Media Studies – Complete a developed media product from a design and plan using a range of conventions 91253.
- Art History – Examine how media are used to create effects in art works 91183. Communicate understanding of an art history topic 91184.
- Film and TV camera – Light for a basic video shoot 10197.

Total 38 credits

Recommended assessment standards

- English – Analyse specified aspects(s) of studied visual or oral text(s) supported by evidence 91099. Create a crafted and controlled visual and verbal text 91103. Analyse aspects of visual and/or oral texts through close viewing and/or listening, supported by evidence 91107.

English 10 credits

- History – Examine how a significant historical event affected NZ society 91234.
- Maths and Stats – Apply coordinate geometry methods in solving problems 91256. Apply network methods in solving problems 91260. Use statistical methods to make an inference 91264. Conduct an experiment to investigate a situation using statistical methods 91265. Apply probability methods to solving problems 91267.

Maths 15 credits

- Chemistry – Demonstrate understanding of chemistry used in the development of a new technology 91163.
- Demonstrate understanding of chemical reactivity 91166. Demonstrate understanding of oxidation-reduction 91167.
- Physics – demonstrate understanding of electricity and electro magnetism 91173

Science 14 credits

- Social Studies – Demonstrate understanding of conflict(s) arising from different cultural beliefs and ideas 91279
- Business Studies – Apply innovative thinking techniques within a business context 22854. Demonstrate understanding of the internal operations of a large business 90843.
- Digital technologies – Demonstrate understanding of advanced concepts relating to managing shared information within information systems 91367. Implement advanced procedures to produce a specified digital information outcome with dynamically linked data 91368.
- Occupational Health and Safety Practice – Apply safe working practices in the workplace 17593. Undertake job safety analysis 19522. Describe hazard identification and control, and apply risk assessment procedures under supervision in the workplace 25046.
- Work and Study skills – Produce a plan for own future directions 10781. Explore career options and their implications 12383.
- Electronics Technology – Demonstrate introductory knowledge of circuit concepts and measurements for electronics 18239. Demonstrate knowledge of basic electronic components 18240. Demonstrate knowledge of basic electronic systems 18241.
- Physical Education – examine the significance for self, others and society of a sporting event, a physical activity or a festival 91331.

Total 83 credits

References

Harrity, E. (2013). *Vocational Pathways: Using industry partnerships and personalised learning to improve student outcomes*. Retrieved from: http://www.fulbright.org.nz/wp-content/uploads/2013/08/axford2013_harrity.pdf

Ministry of Business Innovation and Employment. (2012), *Medium-Long Term Employment Outlook: Looking Ahead to 2020*. Wellington: MBIE

Ministry of Education. (2007). *The New Zealand Curriculum*. Wellington, New Zealand: Learning Media Ltd.

Links

Best Evidence Synthesis for School Leadership and Student Outcomes

http://www.educationcounts.govt.nz/__data/assets/pdf_file/0015/60180/BES-Leadership-Web.pdf

Best Evidence Synthesis for Teacher Professional Learning and Development

http://www.educationcounts.govt.nz/__data/assets/pdf_file/0017/16901/TPLandDBESentire.pdf

Better Public Service Target Targets L2 and L4

<http://www.ssc.govt.nz/better-public-services>

Career Management Competencies

<http://nzcurriculum.tki.org.nz/Curriculum-resources/Career-education/Career-management-competencies>

Creative Industries Sector Vocational Pathways Information booklet

<http://youthguarantee.net.nz/assets/Uploads/VP-Creative-Industries-May-V1.pdf>

Education Outside the Classroom guidelines

<http://eotc.tki.org.nz/EOTC-home/EOTC-Guidelines>

Ka Hikitia: Ensuring Success 2013–2017

<http://www.minedu.govt.nz/theMinistry/PolicyandStrategy/~media/MinEdu/Files/TheMinistry/KaHikitia/KaHikitiaAcceleratingSuccessEnglish.pdf>

List of Assessment standards for the Creative Industries Pathway

<http://youthguarantee.net.nz/vocational-pathways/education-providers/creative-industries/>

Ministry of Education Statement of Intent

<http://www.minedu.govt.nz/theMinistry/PublicationsAndResources/StatementOfIntent/SOI2013.aspx>

NZQA

<http://www.nzqa.govt.nz/qualifications-standards/standards/>

NZ Qualifications Framework

<http://www.nzqa.govt.nz/studying-in-new-zealand/nzqf/>

Pasifika Education Plan 2013–2017

<http://www.minedu.govt.nz/NZEducation/EducationPolicies/PasifikaEducation/~media/MinEdu/Files/EducationSectors/PasifikaEducation/PEPfoldup12Feb2013.pdf>

Science Safety

<http://seniorsecondary.tki.org.nz/Science/Learning-programme-design/Safety-and-ethical-considerations>

Success for All Strategy

<http://www.minedu.govt.nz/NZEducation/EducationPolicies/SpecialEducation/OurWorkProgramme/SuccessForAll.aspx>

Technology Safety

<http://technology.tki.org.nz/Curriculum-support/Safety-and-Technology-Education>

Tertiary Education Strategy 2010–2015

<http://www.minedu.govt.nz/NZEducation/EducationPolicies/TertiaryEducation/PolicyAndStrategy/~media/MinEdu/Files/TheMinistry/TertiaryEducationStrategy2010/TE2010to2015.pdf>

Universal Design for Learning

http://www.educationcounts.govt.nz/publications/special_education/education-that-fits-review-of-international-trends-in-the-education-of-students-with-special-educational-needs/chapter-sixteen-universal-design-for-learning

Vocational Pathway Award

<http://youthguarantee.net.nz/assets/VP-Award-Profile-FINAL-Amended-Version-3Sept13.pdf>

Vocational Profile builder

<http://youthguarantee.net.nz/vocational-pathways/profile-builder/>

Notes

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NEW ZEALAND SCHOOL OF DANCE.
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MASSEY UNIVERSITY, COLLEGE
OF CREATIVE ARTS, WELLINGTON



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