

National Report Summary

ERO publishes evaluation reports on education issues of national importance. This handout is a summary of a recent national report - it captures the key points and highlights findings which you may find useful. The full report is available on our website - www.ero.govt.nz

Secondary-Tertiary Programmes (Trades Academies): What works and next steps.

“You know, I’m really good at something after all.”

Secondary-Tertiary Programmes (STPs or Trades Academies) provide an alternative pathway for young people to gain qualifications and skills. STPs are a partnership between schools, tertiary providers, local communities and employers to help young people achieve better education and employment opportunities.

ERO’s report examined 15 of the 24 STPs in New Zealand, to see how they are meeting the needs of students who are at risk of not staying or succeeding in education. While there is room for improvement, the findings were clear:

Secondary-Tertiary Programmes (STPs) made a very positive difference for students.

ERO found that Secondary-Tertiary Programmes keep students engaged in learning and achieving. More than 80% of students who completed their programme in 2013:

- had at least 80% attendance
- gained a minimum of NCEA Level 2
- made successful transitions from secondary school.

One school principal noted the value in STPs:

Just what they need to get over the hurdle of Level 2 for many of them.

Comments from education leaders in both secondary and tertiary settings were also positive.

They experience the outside world but maintain the security of school.

This is the first positive for some of them in their learning.

Overall I think the Trades Academy is wonderful – seen too many successes for me not to be happy. It’s about the kids.

Young people value the experiences that STPs offer, they like being treated like adults and learning outside of school.

“They treat us like adults – they trust us”

They were positive about their experiences and gained:

- confidence in themselves as learners
- a purpose to their learning
- an appreciation of the value of having qualifications.

As well as the benefits for students, STPs also provide opportunities for local business and industry, and provide local communities with a skilled workforce.

STPs have improved progressively since the first were established in 2011. The report makes suggestions for how they can continue to develop.

The last word goes to a student:

“Just came here for a day off school...realise its opening doors now and it’s worth it”

Progress since 2011 - partnership formation, collaboration and processes

From 'Trades Academies'	Towards fully effective STPs
The lead provider or TEO made most decisions.	A collaborative group of all partners made decisions.
TEOs offer a list of courses for schools to select from. A single tertiary provider was involved in the STP.	Collaborative, student-centred decisions meant that courses offered responded to the needs identified.
STPs worked in isolation from their communities.	Links with the community, in terms of identifying needs and opportunities, played an important part in the development of the STP curriculum.
Most students were expected to engage in a full course at school while also involved in the STP.	The STP was recognised as a valuable part of students' planned learning pathways.
Students 'missed' school work when they are away from school. TEO's course was a standalone addition to the student's course at school.	School timetables and school and TEO curriculums were adapted to ensure students' participation in the STP fitted with their learning in other subjects.
Schools' and TEOs' teachers and tutors worked independently of each other.	Tutors and teachers worked more cooperatively, planning curriculum and sharing lessons learnt from best practice about what engages, motivates and develops confident learners.
Schools made disciplinary decisions without considering the TEO, and vice versa.	Decisions about 'our' students were shared.
Funding model was inflexible and clearly disadvantaged some schools while being generous to others.	Funding recognised the complexity of the models and the unique contexts for some school and lead providers.
Separate and different reporting requirements to the Ministry and TEC.	Common formats used for reports and general aspects of memorandum of understanding. Data reported was useful and used. (At the time of review, reporting still responded to two sets of legislation for roll returns).

FIND OUT MORE

For more ideas and information, you can read the full report online at www.ero.govt.nz/national-reports

Ko te Tamaiti te Pūtake o te Kaupapa
The Child – the Heart of the Matter