



Employer Engagement Toolkit

Bringing young people and employers together



Version 1.2, August 2021

 **DISCOVER**  **EXPLORE**  **CONNECT**

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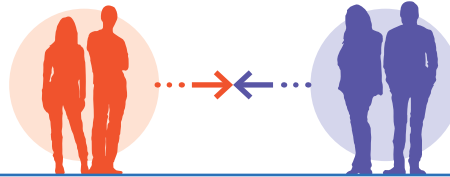


PART 1

Setting the scene



Connections are important for young people and their future



Connections with the world of work are important for young people to help them 'Discover, Explore and Connect' to their future of learning and work. Employers can provide rich opportunities for young people to gain skills and make connections between their current and future study and potential work opportunities.

Employers, from all sizes and types of business, want to help young people with their career pathways. There are many reasons why employers want to get involved - they have attended or visited a school in the area, they want to give something back to the community, or they believe in supporting New Zealand to be a successful global player. Employers are also interested in developing and identifying potential employees.

We know that many schools engage with employers as part of programmes like Gateway or Trades Academies. Many schools have also created their own programmes and engagement with local industries or employers.

This Toolkit has been designed for Careers Advisors and Teachers. But the information can be used by everyone, including Principals, Boards of Trustees, and anyone involved in educating young people. The Toolkit helps understand the importance of connecting young people with employers, and provides you with some ideas on how to do this.

Start small

Employer engagement can start small, such as an employer visit to a classroom, a small employer-led pilot programme in a school, or hosting students in a workplace and build over time.

Massey High School in Auckland did exactly this. In 2012 they started a building academy where students learned trades and work skills during school hours and on school grounds. Ten students joined the academy in its first year. Today they have over 100 students involved and are working collaboratively with Kāinga Ora to develop their work skills. The students are also helping with the creation of social housing through their community.

To see an infographic about the Massey High School Academy go to p.10-11



WHO IS AN EMPLOYER?

In this Toolkit, an 'employer' is any person who is working in an industry or business, and wants to help young people prepare for the world of work. An 'employer' can be in any business, industry, workplace or in any type of role.



About this Toolkit

This Toolkit provides information, resources, and examples to help educators build relationships and partnerships with employers that prepare young people for the world of work.

The Toolkit won't cover every situation or opportunity - your relationship with your local employers will be unique to your community. Start small and see how things develop. Connect with local businesses or employers to discover what works for them, you, and your students.

Supporting information: At the end of some of the sections in the Toolkit, you will find a **READ MORE** box that lists articles and reports used to develop the Toolkit's content. [Click on the link](#) to take you to the source material.

95%



of employers agree that there is a role for them in guiding young people into pathways for their future careers.

(2018 Employers Survey Report from the Employers and Manufacturers Survey)

Who can use the Toolkit to build connections?



Careers Advisors/ Pathways Co-ordinators:

Employer engagement outcomes are improved when delivered alongside effective career guidance. This Toolkit provides ideas for employer engagement, that may help young people learn about a wide variety of careers and pathways and compliment career guidance activities.

Teachers:

Employer engagement helps to contextualise classroom learning. Young people may be more engaged in a subject when they understand how it is relevant outside the classroom and the roles it could lead to in the future. The Toolkit provides suggestions to make this happen.

Whānau Support Networks:

When connecting with Iwi and Hapu a great way to start would be through the schools Whanau Support Network. Empowering and involving the whanau in the education to employment opportunities will have a positive impact on their tamariki, the school and employers. If the school does not have a Whānau Support Network identifying a person that will be the face of the school in relationships with its Māori community and whānau network is important.

Principals and Boards of Trustees:

Boards of Trustees, working with Principals, set the priorities and direction for the school. Trustees can help set expectations that schools work with their local community to develop local curriculum, showcase local industries and careers and inspire students to think about their own pathways.

Principals and Boards are key in helping their schools to incorporate the [National Education and Learning Priorities \(NELP\)](#) into their plans and everyday practice.

The NELP sets out the Government's priorities for education that will ensure the success and wellbeing of all learners.

Priority 7 is focused on the world of work and encourages schools to collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work.

The Toolkit includes examples of activities that build this collaboration and can provide a platform to initiate discussions about how this can happen in the local community.



PART 2

Why building connections are important

Employer engagement matters

Young people and their parents want to understand their pathway options beyond school. They want to find out more about the diverse range of jobs available before making decisions about further study or employment. When schools engage with employers, it creates opportunities for this to happen.

Young people can learn about the world of work by meeting and talking with employers before they leave school. This includes exploring careers that exist in different industries, what employers expect of them, or how you start your own business.

Many of the jobs young people will have in the future have not been created yet. Connecting with employers helps young people understand the experiences and employability skills that are valued now and will be valuable in a fast-changing world.



“Being given the ability to learn about not just one career pathway, but having the opportunity to learn about a number of different careers, has enabled me to see which career sparks my interest the most.”

(Student)

“It was easy for everyone to find out more about potential career pathways - it was done at school and it was done in a way where I could easily get answers and insight from talking to the presenters. I also loved the wide variety of career options available - it allowed me to be more open about my pathway and consider that uni isn't the only option.”

(Student)



EMPLOYABILITY SKILLS are the skills that employers most want a young person to have.

They include:

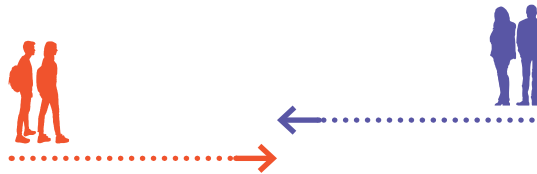
- » Positive attitude
- » Communication
- » Team work
- » Self management
- » Willingness to learn
- » Problem solving and decision making
- » Resilience

(CareersNZ)²



We know that:

- » **Young people’s employment expectations and ambitions develop very early.** The work children are interested in at age seven is reflected in the subjects they choose at secondary school, and again in the jobs they pursue when entering training, education or the workforce at 17.
- » **Multiple positive connections** (a minimum of four) with employers is vital for opening young people’s eyes to the world of work.
- » The process of applying for jobs and planning their futures is strengthened when young people **better understand what employers are looking for.**
- » Engagement with employers helps young people **understand the world of work** and **employability skills** they might need for success.



There is a gap:

- » **There is a gap** between what employers expect from young people going into the world of work and what young people think it is going to be like.
- » **This gap can be demotivating** for young people and frustrating for employers.
- » **Young people need support** to make informed choices about their future pathways. This can only happen when they are able to learn about what the world of work looks like.
- » Young people and employers recognise they need to bridge the gap but **need information and support** for this to happen.
- » **Parents and whānau have an important role to play** in supporting their young people think about the world of work.
- » **Schools can provide opportunities** to make connections by working with employers, parents and whānau.



Employers are willing and able to help bridge the gap:

- » **95% of employers agree that there is a role for them** in guiding young people into pathways for their future careers.
- » **91% indicated they would be willing** to have staff visit schools.
- » **BUT only around 21% of employers have developed links with secondary schools so far.**

(Statistics are from the Education to Employment Matters Survey 2018, and the Employers and Manufacturers’ Employers Survey Report 2018)



“Getting the links between school and industry is something we quite often struggle at. The better we can do it, the better it’s going to be for New Zealand as a whole.”

(Andrew Thawley, Head of Digital Technology at Christchurch Boys High School)

READ MORE

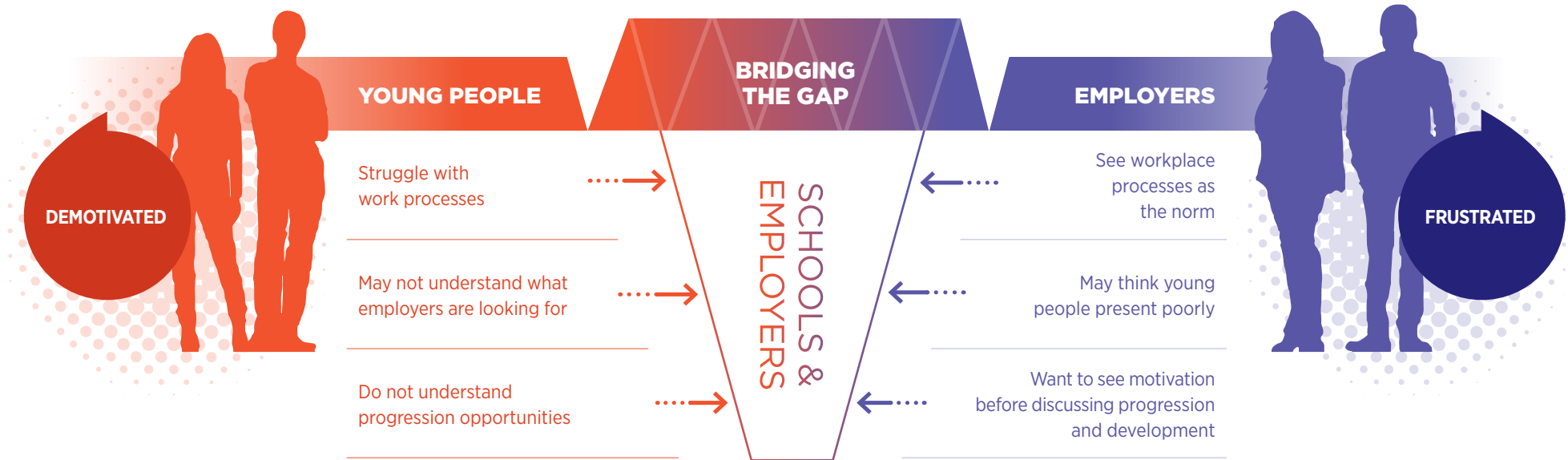
Want to know more about the data that backs up the importance of connections with employers?

[Employers and Manufacturers’ Employers Survey Report, 2018³](#) - details how employers want to engage with young people, and statistics on their connections with schools.

[Employment and Education Matters Survey \(2018\)](#) - The Ministry of Education survey found that young people strongly benefitted from engaging with employers, and that employers want to engage with young people.

[Drawing the Future⁴](#) - Students from Years 3 – 8 were asked by the Tertiary Education Commission to draw the job they wanted when they grow up. Most students were not aware of the wide variety of jobs available to them.

Bridging the gap



WHĀNAUNGATANGA

“A relationship through shared experiences and working together which provides people with a sense of belonging and connection” – this is the principle on which all relationships can flourish. Using the principle of Whānaungatanga is the basis of any relationship with Māori, all employers, rangatahi and their whānau. A consistent point of contact helps establish that relationship develop and grow.

READ MORE

If you would like to read more about the benefits of employer engagement, you may be interested in these reports:

[The Attitude Gap Report⁵](#) was sponsored by the Ministry of Business, Innovation and Employment and the Ministry of Social Development.

This report discusses the impact employers can have on young people, with a focus on Māori and Pacific young people.

[Transition to Tertiary Life Event \(2018\)⁶](#) (Tertiary Education Commission)

Focusing on what entering tertiary study is like for young people and the things they are considering in doing this.

[Employer engagement in Education. EEF⁷](#) (Education and Employers Research)

International evidence provides insights and research on the effectiveness of employer engagement, and research how to develop effective employer engagement.

Education to employment connections benefit everybody

“Love the fact that all these opportunities are on our doorstep and that people are keen to employ young people.”

(Teacher)

Benefits of connecting with employers



For all young people

Gain knowledge and experience in:

- ✔ what work environments are actually like
- ✔ the wide range of jobs available in a workplace or industry
- ✔ recruitment and interview processes
- ✔ employability skills expected by employers
- ✔ their classroom learning connected to real world environments
- ✔ understanding tangible career pathways

And young people are:

- ✔ more informed about career pathway choices and jobs that exist in their community
- ✔ supported and motivated to gain new, practical and work-related knowledge and skills
- ✔ supported to gain skills that employers value
- ✔ given opportunities to develop entrepreneurial skills
- ✔ able to meet and talk directly with employers
- ✔ supported to ask direct questions
- ✔ build their confidence about work environments
- ✔ and most of all understand what jobs are like before they commit to a study area



For employers

- ✔ Social responsibility – they can give back to their community or the school they attended
- ✔ Address future workforce and talent needs
- ✔ Showcase their business and industry
- ✔ Encourage workforce diversity
- ✔ Support employee development and engagement
- ✔ Meet young people and potential future employees
- ✔ Reduce recruitment costs



For schools, Careers Advisors and Teachers

- ✔ Become more aware about post-school employment, education and training opportunities
- ✔ Help their students to be more informed about careers in their area of interest
- ✔ Help their students to make informed choices about their future study options
- ✔ Gain access to resources, knowledge, skills and experience
- ✔ Able to connect students to employers, and potential future places of work
- ✔ Develop locally integrated, contextualised and relevant curriculum
- ✔ Create partnerships with employers
- ✔ Give young people the opportunity for practical experience in work environments



For parents and whānau

- ✔ Learn how to help their young person prepare for the world of work
- ✔ Create positive perceptions about roles and industries they may be unfamiliar with
- ✔ Opportunities to learn about new and different career pathways
- ✔ Understand expectations for future workers
- ✔ Build relationships between parents/whānau/school/ community partnerships by actively engaging whānau in building these opportunities



Learners who are involved in MULTIPLE school-mediated employer engagement opportunities and activities can expect BETTER ADULT OUTCOMES THAN THEIR PEERS.

THEY ALSO:

- ✔ have a realistic understanding about what they need to know to reach their career ambitions
- ✔ see value in their schooling
- ✔ speak to their teachers about their education plans
- ✔ believe their family networks will help them find work after leaving education
- ✔ combine part time work with full-time education

(Attitude Gap Challenge Report, The Co-Design Lab)

What does a good relationship look like?

Research tells us what good employer engagement looks like and what the important elements are.

BEST PRACTICE ELEMENT	Start early	Connect often	Make it relevant	Make it personal	Mix it up
WHAT THE RESEARCH SAYS	Children develop career aspirations at an early age and their socioeconomic background and gender influence their aspirations	+ The more often young people engage with employers, the more likely it is that they'll be successful in their transition to further education and work	+ Different employer engagement activities have different roles, depending where young people are on their educational journey	+ While some young people benefit more from sustained engagement (e.g. mentoring), others benefit more from targeted intervention (e.g. CV or interview training)	+ Considering all of the above, young people benefit from having a variety of engagements with employers
HOW CAN I DO IT?	+ CONNECT STUDENTS WITH EMPLOYERS FROM A YOUNG AGE, understand more of the opportunities available to them	+ REGULARLY CONNECT young people with a wide variety of employers	+ HELP STUDENTS EXPLORE THE WORLD OF WORK IN DIFFERENT WAYS, inside and outside the classroom, across their educational career, not just in their final years of secondary school	+ Create engagement opportunities that MATCH THE NEEDS OF THE STUDENT	+ CONNECT WITH EMPLOYERS IN DIFFERENT WAYS

READ MORE

You can read more about benefits of Education to Employment opportunities:

[Open Letter to NZ⁸](#) - NZ Talent - an open letter to New Zealand from a group of over 200 businesses, affirming New Zealand businesses' willingness to engage with young people, and their desire for them to be 'work ready' out of education.

[British Council Employer Engagement Toolkit⁹](#) - details how to establish relationships with employers, maintain them, and integrate employer engagement into your school's curriculum.

[Developing the Young Workforce \(DYW\)¹⁰](#) - contains more information on how to engage young people and employers while at school.

[Towards an Employer Engagement Toolkit¹¹](#) - details British Teachers' views on the effectiveness of employer engagement activities, and how they have impacted their students' learning.

Educationally Powerful Connections creating work ready students

Massey High School Academy Case Study

OVERVIEW

Innovation in education often requires moving on from traditional approaches. Massey High School's solution to supporting learners on meaningful vocational pathways, showcases how partnerships between education and employers, business and industry can produce educationally powerful connections that benefit learners and entire communities.

THE STORY:

Massey High School creates an academy where learning trade and work skills can take place during school hours and on school grounds. Ten students joined the academy in its first year.

2012

2019

Kāinga Ora and Massey High School established a partnership that enabled school students building houses for New Zealand families in a full time programme at school and developing their work ready skills.

2020

Students from Ko Taku Reo - Deaf Education New Zealand and students from Bay of Islands College participate in the Massey High School Academy developing skills that increase the possibility of sustainable employment in their communities.

2021

The programme grows again with 45 full time, 71 part time students, 7 students from Ko Taku Reo - Deaf Education New Zealand and students from Bay of Islands College participating in the Massey High School Academy.

Kāinga Ora Apprenticeship Programme established. A partnership between Miles Construction and Kāinga Ora that established an apprenticeship pathway for the students and help keen Kiwis learn trades on state house building sites.

Massey High School and Kāinga Ora partnership has built 8 new houses for New Zealand families that have been placed in locations such as Gisborne. Students completing the programme have a 99% chance of employment in the building and construction industry.



HOW IT WORKS:

- Massey High School Building Academy partners with the Kāinga Ora to build state houses.
- Students develop skills and experience in building and carpentry, work under the supervision of registered builders and teachers, while producing new homes.
- The homes are built on the school site in a controlled, supportive environment where the students are tutored by qualified builders.
- Students have a pathway to the Kāinga Ora Apprenticeship Programme as well as other employment opportunities.
- The academy is like a 'job' for the students, running from 9am to 3pm Monday to Friday.
- Over 120 students are enrolled for the programme in 2021 including students from other schools in Tai Tokerau.



Partnership between these organisations and connections with industry, trades training, learners and their whānau have had **positive impacts** for the students, their communities and families across New Zealand.



SUCCESSES

Since partnering with Kāinga Ora in 2019 the school has delivered eight new state homes which have been sent to sites and families as far away as Gisborne.

In 2019, all full-time students, who completed the course passed NCEA L2 or L3, L2 with endorsement and achieved the relevant BCATs qualification.

Over 90% student retention.

In 2020 all exiting students are leaving to employment.

Deaf students from Ko Taku Reo - Deaf Education New Zealand are fully engaged in the Academy.

Educationally Powerful Connections creating work ready students

Massey High School Academy Case Study



"Helping build this home has been an extremely positive experience for me. It's great being able to learn new skills while doing something good for the community."

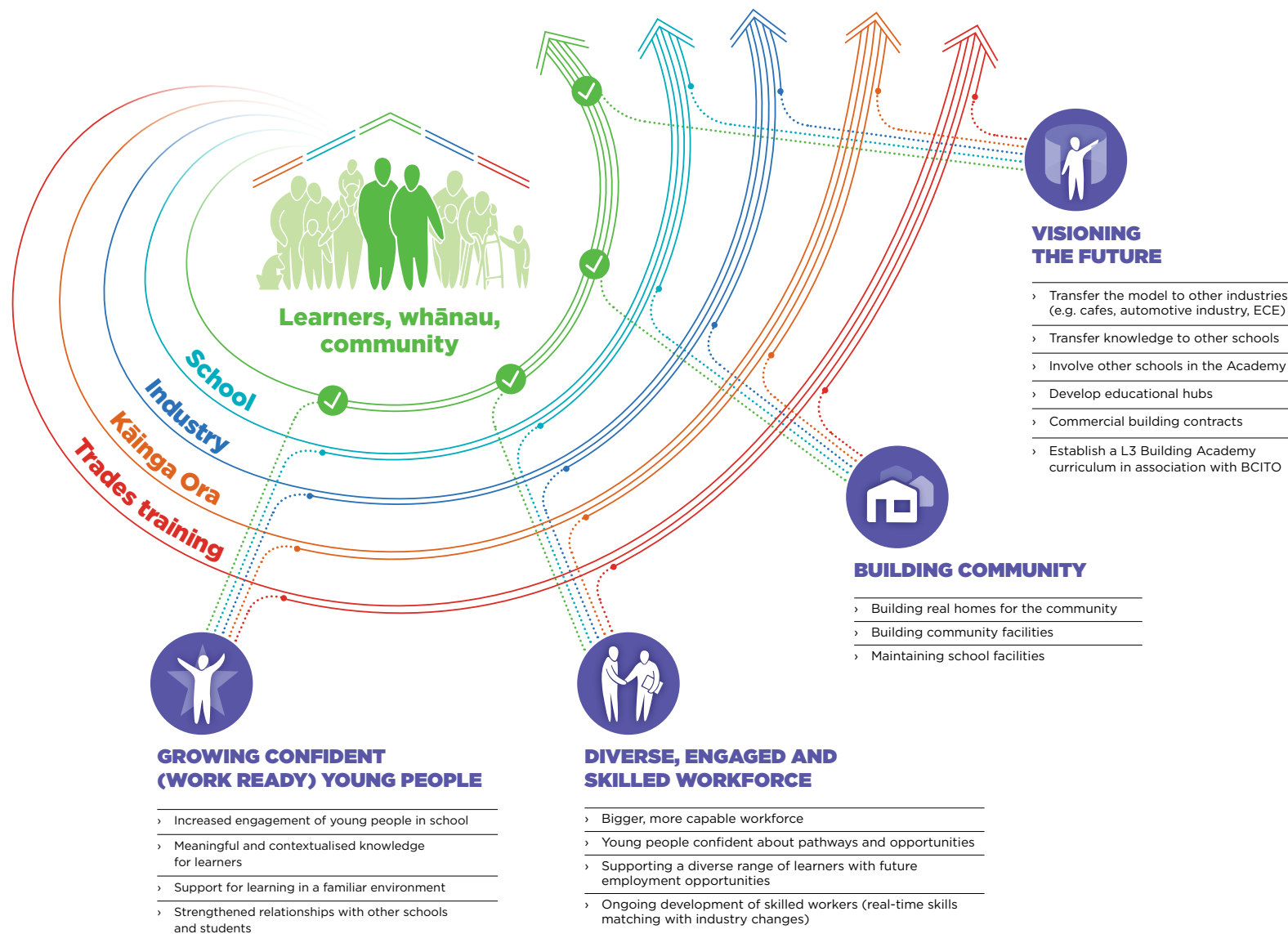
— McKoy, 17 years old

"The academy has really helped me grow in confidence. I hope to gain an apprenticeship in building and construction, and eventually start my own company."

— Ethan, 17 years old

"They can now see themselves owning their own building companies - building homes for themselves, other families and the community. It really gives them hope. I've been in the education sector or 30 years and this is the best thing I've been involved in."

— Glen Denham, Massey High School principal

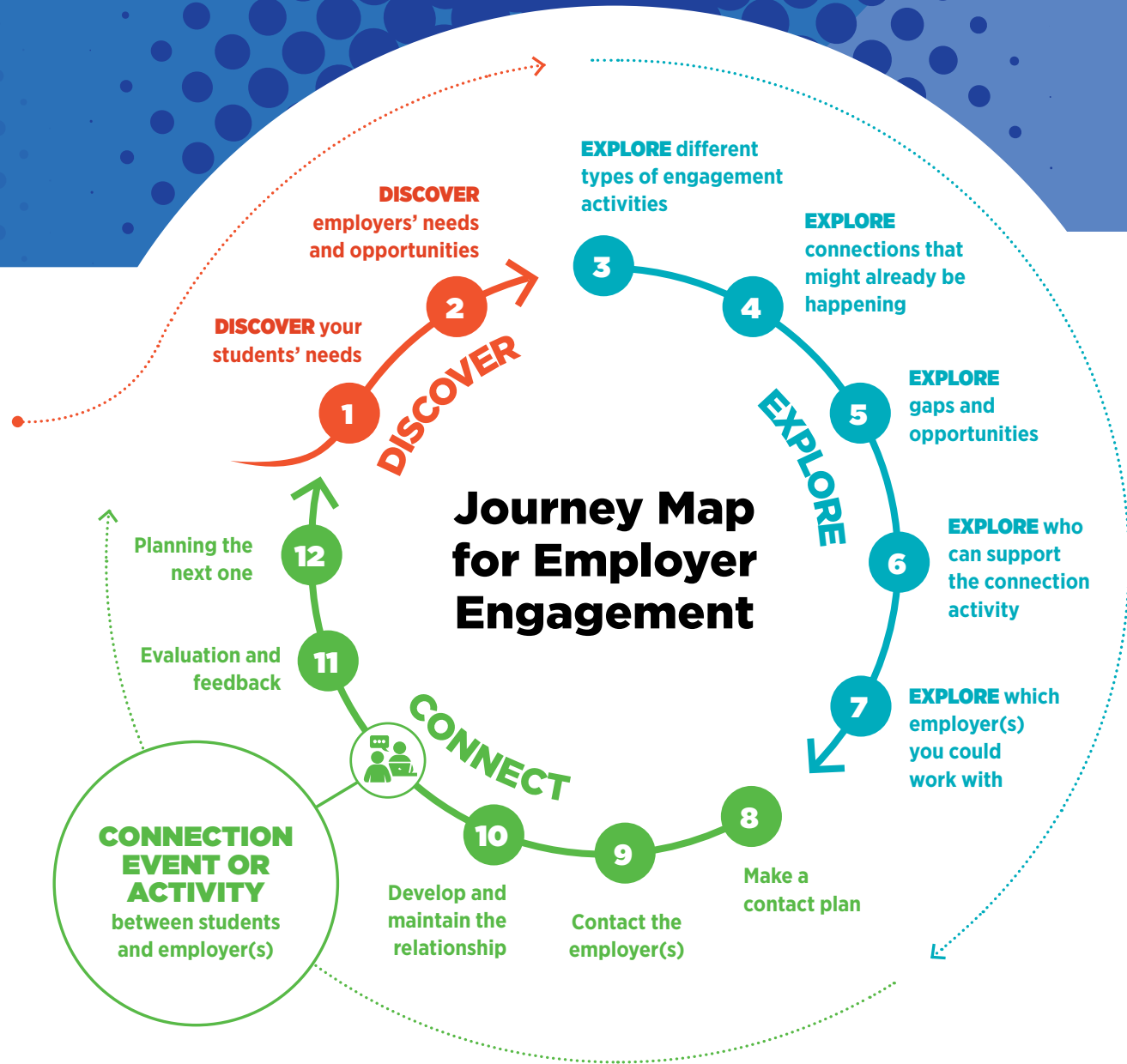


PART 3

Making it happen

Understanding your students' needs is essential in planning how employers can be involved. This section of the toolkit focuses some of the ideas, information and tools to help you do this.

If you ask them, an employer will let you know how they want to be involved.





Step 1: DISCOVER

Discover student and employer needs and opportunities

Employer engagement activities should be shaped by student needs and the resources (including employers) available.

Thinking about student needs

When thinking about the types of connections you might be looking for your young people, the adapted WE3 Continuum below may be a useful framework to use as a starting point.

The WE3 approach to career readiness was developed by educationalist Dave Turner for the Eastern Bay of Plenty Regional Economic Development Trust 2020. 'WE3' refers to: **Work Exposure, Work Exploration, Work Experience.**

We have reframed the WE3 as: **Discover, Explore, Connect.**

The continuum sets out a process designed to “introduce, entice and induct young people into the world of work”. It provides practical examples of the types of activities you can provide for learners in a structured process.

DISCOVER Work Exposure

Activities that present ideas, information, and concepts about the world of work and career development.

Largely aimed at young people **aged 10 – 14.**

Typical activities include:

- ✔ Discussions of parental occupations
- ✔ Career talks from people in work about the jobs they do and the value they find in them
- ✔ Discussions of the gendered character of work
- ✔ Workplace visits
- ✔ Integration of workplace examples within related curricula

EXPLORE Work Exploration

Activities in which young people actively explore and investigate the world of work.

Largely aimed at young people **aged 13 – 16.**

Typical activities include:

- ✔ Career talks from people in work about the jobs they do and how to access them
- ✔ Student research into specific occupations, access to them and their likely future characteristics
- ✔ Development of CV writing and interview skills with employee volunteers
- ✔ Job shadowing
- ✔ Discussions (career conversations) with people in work about the future development of occupations

CONNECT Work Experience

Activities that offer young people close and more sustained opportunities for observation and participation in one or more workplaces.

Largely aimed at young people **aged 16 – 18.**

Typical activities include:

- ✔ Community and workplace-based work placements
- ✔ Undertaking supervised work for one week
- ✔ Work shadowing focused around specific research questions
- ✔ Student enterprises supported by employee volunteer coaches
- ✔ Employer forum organised by students to bring together students and employers to discuss expectations and opportunities

Adapted from [Work exposure, work exploration and work experience - continuum and activities](#)¹³, by Dave Turner (2020)

READ MORE

Read more about Dave Turner's work here:

[Work exposure, work exploration and work experience - continuum and activities](#)¹³, Turner's WE3 Continuum is a sequence of vocational learning elements that aim to connect young people to their future pathways.

[Explore the OECD research on how schools can better prepare young people for working life in the era of COVID-19](#)¹²

Employer size reflects their needs and opportunities

The size of an employer can shape how they might like to be approached and the amount of involvement they can offer.




	SIZE OF BUSINESS	Entrepreneurs or Individuals/ partnerships 1 – 2 people	Micro-business 1 – 9 employees (including parents, whānau, self-employed)	Small to Medium-sized Enterprise 10 – 249 employees	Large organisations 250 employees and above
OPPORTUNITIES AND CONSIDERATIONS	<ul style="list-style-type: none"> » Personal stories » Passionate about a specific area » Often have limited time » Have business problem that groups of students could work on » May be interested in helping local community » May have limited time and resources to engage 	<ul style="list-style-type: none"> » Likely to engage if invited » Wide range of experiences » Personal stories » Entrepreneurial insight » Need to be invited to participate » Sometimes they have limited time » A business problem that individual students or groups of students could work on » Gateway experiences » Trades Academy placements » Work experience or holiday jobs 	<ul style="list-style-type: none"> » Likely to engage if invited » May need help to see the value of their engagement » May be interested in co-design approaches (hands on and local curriculum development) » Likely to have job opportunities if their business is growing » Maybe open to work experience or holiday jobs for students » Gateway experiences » Trades Academy placements 	<ul style="list-style-type: none"> » May include the public sector » May have infrastructure and capacity to engage » Provide well-designed experiences » Resourced to participate in activities like site visits, careers expos and curriculum development » May have higher turnover and may require new talent » May be open to experience or holiday jobs for students » Gateway experiences » Trades Academy placements 	
EXAMPLE	An individual person / partnership / entrepreneur who often operates on their own and may have set up their own business	A business that often operates with a small team in your community	Small to Medium-sized Enterprises are often businesses who may operate locally or regionally	A large organisation is an established business with a high number of staff that is likely to operate locally, regionally, nationally and sometimes globally	
INITIAL POINT OF CONTACT	The individual person / entrepreneur who operates the business	The Owner / Chief Executive, Business Manager or HR Manager	The Chief Executive, General Manager or HR Manager	The Chief Executive, HR Manager, General Manager Operations	



Step 2: EXPLORE





Explore different types of employer connections

Having conversations with employers about different ideas and types of engagement creates opportunities for collaboration and creativity. The table below outlines some of the different types of employer engagement that schools are doing.

ACTIVITY	WHAT HAPPENS AND WHO IS INVOLVED?	LINK TO CURRICULUM COMPETENCIES	WHY WOULD I CHOOSE THIS?
School visits/ speakers	Employers, former students and/or staff visit the school/kura and share their education and employment journey to their present role(s)	<ul style="list-style-type: none"> » Thinking » Relating to others » Participating and contributing 	<p>DISCOVER / EXPLORE </p> <ul style="list-style-type: none"> » A good place to start » Low commitment required » Hearing someone's journey can be inspiring and motivating for many students » May be someone the students know or alumni – so they are relatable » Opening conversations about pathways
Site visits	Students visit a workplace to experience first-hand the jobs and activities of a specific industry and workplace	<ul style="list-style-type: none"> » Thinking » Using language, symbols and texts » Managing self » Relating to others » Participating and contributing 	<p>DISCOVER / EXPLORE / CONNECT </p> <ul style="list-style-type: none"> » First-hand experience » An opportunity to learn outside of the classroom » Students see different roles / jobs and understand the academic requirements and skills they need » Students discover careers and opportunities they may not have considered
Online events	Are a great way for students and employers to connect, in a unique format, regardless of distance. Using platforms like Zoom or Teams, employers can showcase their workplace to students, talk about their jobs, their journey or answer students' questions. The experience can also happen at little to no cost to either the school/kura or the employer	<ul style="list-style-type: none"> » Thinking » Using language, symbols and texts » Managing self » Relating to others » Participating and contributing 	<p>DISCOVER / EXPLORE / CONNECT </p> <ul style="list-style-type: none"> » Is low cost and time commitment for the employer and the school » Opportunities to connect across distance and time – helps to showcase any pathway that exists anywhere in the world » If it is recorded it can be watched later by the class, other classes, parents and whānau » Good for stimulating discussion on a classroom or curriculum activity



Continued overleaf . . .



ACTIVITY	WHAT HAPPENS AND WHO IS INVOLVED?	LINK TO CURRICULUM COMPETENCIES	WHY WOULD I CHOOSE THIS?
<p>Creative events</p>	<p>There are lots of fun ways to bring employers into a school/kura environment. A creative event could be on or off-site – the only limit is your imagination. It just needs to connect students and employers together in a unique way.</p>	<ul style="list-style-type: none"> » Thinking » Managing self » Relating to others » Participating and contributing 	<p>EXPLORE / CONNECT</p> <ul style="list-style-type: none"> » Encourages creativity » Memorable – because of the way the event is structured 
<div style="display: flex; justify-content: space-between; align-items: center;"> <div data-bbox="226 611 445 853" style="width: 15%;"> <p>Creative events EXAMPLES</p>  </div> <div data-bbox="450 611 1288 853" style="width: 60%; text-align: center;"> <p>The Game of Life Event was co-designed by Trust Tairāwhiti, Gisborne Girls' High School, Turanganui a Kiwa Activity Centre and Campion College. Students, whānau, Iwi, teachers, and employers came together to design the event. The day was 'game-ified', and encouraged students to listen and learn from employers present. Over 68 employers from 78 industries and 800 students attended. Check out the event video here.</p> </div> <div data-bbox="1292 611 2009 853" style="width: 20%;"> <p>Flaxmere College held a 'Flaxopoly' event where students were able to navigate their school hall, talking to employers, in the style of a Monopoly game. The more employers they talked to, the higher chance they had of winning prizes. The 'game-ified' concept encouraged students to talk to more people and made the event a lot of fun for the employers involved too.</p> </div> </div>			
<p>Education programmes</p>	<p>Secondary school, government funded programmes, some that give senior students access to structured workplace learning. Credits towards NCEA can be gained in some programmes. See:</p> <ul style="list-style-type: none"> » Trades Academy » Services Academy » Gateway » Youth Guarantee Courses 	<ul style="list-style-type: none"> » Thinking » Using language, symbols and texts » Managing self » Relating to others » Participating and contributing 	<p>DISCOVER / EXPLORE / CONNECT</p> <ul style="list-style-type: none"> » Ongoing » Integrated into the curriculum » Regular contact with employers » Establish long term relationships/connections » Credits towards national assessment 
<p>Enterprise competitions or hackathons</p>	<p>Dragon's Den style competitions where students create innovative solutions, or come up with a product – then pitch that product/solution to a panel of employers. This can be a great way to facilitate employer engagement in a way that enables both students and employers to learn from one another.</p>	<ul style="list-style-type: none"> » Thinking » Using language, symbols and texts » Managing self » Relating to others » Participating and contributing 	<p>CONNECT</p> <ul style="list-style-type: none"> » Embracing competition » Opportunities to demonstrate entrepreneurship » Chance to collaborate with others » Employer mentors provide connections and rich understanding 

Continued overleaf...



ACTIVITY	WHAT HAPPENS AND WHO IS INVOLVED?	LINK TO CURRICULUM COMPETENCIES	WHY WOULD I CHOOSE THIS?
<p>Work placement / Work experience</p>	<p>An arrangement between a school/kura and an employer, where a student spends some time working in an employer's business to learn about their industry, and gain skills.</p>	<ul style="list-style-type: none"> » Thinking » Using language, symbols and texts » Managing self » Relating to others » Participating and contributing 	<p>EXPLORE / CONNECT</p> <ul style="list-style-type: none"> » Individual connections to employer » Learn about industry and the jobs » Can be regular engagement for a student and become a job for holidays » Can influence long term career aspirations » Credits towards national assessment, i.e. Gateway 
<p>Curriculum integrated employer engagement</p>	<p>Curriculum-based, contextualised learning supports students to develop new skills with real-life benefits.</p>	<ul style="list-style-type: none"> » Thinking » Using language, symbols and texts » Managing self » Relating to others » Participating and contributing 	<p>DISCOVER / EXPLORE / CONNECT</p> <ul style="list-style-type: none"> » Partnerships » Ongoing » Brings the world of work into the classroom » More engaged and interesting for the students » Employers can be delighted by the perspectives that students can bring to their business » Credits towards national assessment 

Curriculum integrated employer engagement EXAMPLE



P-Tech Global Technology Programme piloted in South Auckland Schools

Aorere College and Manuwera High School are creating industry-ready technology graduates by incorporating the Global Pathways in Technology programme into their curricula. The programme aims to bridge the gap between the skills students are learning and the skills needed in a workforce that relies increasingly on digital technology.

The programme is focused on senior students, and includes:




- » Workplace experience
- » Intern placements at partner organisations IBM and The Warehouse Group
- » Support mapping next steps for students when they leave school

“We’ve started looking to get more Māori and Pasifika students into technical roles because the roles that are coming up in terms of future employment, they are going to be more technical, particularly from an IT perspective.” he says. ***“The more we can do to help our kids get on that pathway, the better.”***

– Aorere College Principal Gregory Pierce

Continued overleaf . . .



ACTIVITY	WHAT HAPPENS AND WHO IS INVOLVED?	LINK TO CURRICULUM COMPETENCIES	WHY WOULD I CHOOSE THIS?
<p>Work shadowing</p>	<p>Individual students visit the employer’s work environment and ‘shadow’ a trusted staff member, to understand the skills used and possibly undertake minor tasks. This activity may be a one-off or occur over a longer period.</p>	<ul style="list-style-type: none"> » Thinking » Using language, symbols and texts » Managing self » Relating to others » Participating and contributing 	<p>EXPLORE / CONNECT </p> <ul style="list-style-type: none"> » Ongoing » Integrated into the curriculum » Regular contact with employers » Easier to see the range of activities going on as the young person provides feedback » Establish long term relationships/connections
<p>Industry information events for whānau</p>	<p>Students and whānau visit an employer’s workplace and discover opportunities, skills needed and pathways into the industry.</p>	<ul style="list-style-type: none"> » Thinking » Using language, symbols and texts » Managing self » Relating to others » Participating and contributing 	<p>EXPLORE / CONNECT </p> <ul style="list-style-type: none"> » Learn about industry from the industry » Great way to see many industries and employers in one space » Parents can be involved in discussions about future pathways and understand who the student will be working with
<p>Teacher and Employer days</p>	<p>Opportunities for teachers to learn about the skills employers are seeking, and career options in different industries including work shadowing</p>	<p>Bring these experiences into their classroom teaching, i.e. localised curriculum with relevant problems developed with an employer or industry</p>	<p>DISCOVER / EXPLORE / CONNECT </p> <ul style="list-style-type: none"> » Teachers can take their learnings back to classroom » Opportunity to build current knowledge » Opportunity to create / use real work problems as part of the curriculum » Influence students’ perception and understanding of industry

 **READ MORE**

Read more about curriculum integrated STEM career programmes in New Zealand

[The Wonder Project](#)¹⁴ – merges seamlessly into the school curriculum and exposes primary and intermediate learners to tech and engineering while at school. Engineering New Zealand’s in-school Programme focuses on developing interest in science, technology, engineering and maths (STEM) careers.

[The IBM Pathways in Technology Programme \(P-Tech\)](#)¹⁵ – enables students to earn both high school qualifications and a two-year associate degree linked to STEM fields. Established in 2011, there are over 600 industry partners and 240 school partners across 28 countries.

[The NZ Digital Skills Forum Report](#)¹⁶. This report highlights the importance of STEM careers in New Zealand. It discusses skill shortages in the Technology Sector, and the forecast future demand for workers in the STEM space.

Get students, family and whānau and teaching colleagues involved

Including students, their parents and teachers in the planning can help explore the needs of the community and provide potential access to a wider network of employers.

Students

Students can attend and be involved in the planning of an employer engagement event. This can provide students with unique interactions with employers and an opportunity to learn organisational and event management skills. Young people can be involved in a wide variety of ways from organizing the event to activities like:

- » Deciding the theme
- » Selecting the employers
- » Approaching and communicating with employers
- » Designing the event/timetable
- » Designing the promotion of the activity
- » Running the event
- » Recording and sharing the event (school magazine/newsletter/social media)

Parents and whānau

Parents and whānau have a huge influence on the decisions young people make about career pathways. But they often don't know about the range of jobs and industries in their local community. Involving whānau helps make your event more relevant to the needs of both your students and your local community.

Involving parents and whānau to participate in developing the ideas and organising the event, as well as inviting them to the event, encourages students to participate, and creates opportunities for parents and whānau to develop their own awareness of the different roles, industries, and pathways available to their young people.

If the school has a Whānau Support Network they can be empowered and involved in the education to employment opportunities and will have a positive impact on their tamariki, the school and employers.

Examples of parents and whānau involvement include:

- » a parent job hui: parents and whānau can talk about their jobs and their journey to get there
- » asking school alumni to talk about their journeys from education into employment and their career journey
- » an event where whānau can learn about a range of possible careers alongside their child



Teaching colleagues and staff at school

Careers Advisors and Gateway Coordinators are often seen as the people responsible for fostering relationships with employers and industries. But you can involve others at school in building and maintaining relationships with employers.

All teachers can contextualise their classroom learning through interactions with employers and will be able to link subject areas to different industries (e.g. graphic design to English, or building to mathematics).

Having a range of teaching colleagues and staff from across areas of learning engaged with employers means you can better connect up discrete areas of learning and contextualise them to the world of work.

Ways to engage other colleagues and staff might be:

- » linking their subject area to an industry or job (e.g. graphic design, business studies, building, technology)
- » asking them to help with connections to industries they might have from previous employment roles
- » talk to them about their knowledge of the world of work and how they include it in their teaching
- » creating a localised curriculum experience to contextualise classroom learning or project learning

Explore what is already happening across your school and community

If you, or others at your school, are already engaged in employer activities, you could think about expanding to include different types of engagement or different industries or a wider range of young people.

If your school is larger, you may want to do a quick stocktake of what your current employer engagements, and where those activities sit on the [Discover, Explore, Connect continuum](#).

The world of work is diverse and so are the opportunities to engage a wide range of employers and/or industries.



The [Stocktake Tool](#) (p.38) will highlight strong relationships that already exist and could be expanded on. It will also help you identify opportunities to connect with other employers and industries.



GO TO
**STOCKTAKE
TOOL**





Step 3: CONNECT

Connecting with Employers: A game plan

Once you've done a stocktake of the employer engagement activities you can work out the next type of activity that could happen and start approaching employers. Some employers may also have suggestions about the types of activities they would like to be involved with, and it's good to be open to this.



There are a few steps to take when connecting with employers:

1 Decide on the engagement activity - What are you asking the employer to do?

Before you contact employers it's helpful to have some ideas of the activity or activities you might do. This helps to determine the number and type of employers you need to engage. If you haven't decided on the activity, the section [Explore different types of employer connections](#) can provide you with some ideas.

The [Planning Matrix Tool](#) (p.39) can help you work out the types of activities your students might need based on the Discover, Explore, Connect continuum, how many students you hope to be involved in the activity and how many employers you need to approach.

2 Find and identify employers

There are a range of channels you can use to reach out to organisations and individuals in your local area for employer engagement activities. Start with existing community organisations, e.g Board of Trustees, local council, Chambers of Commerce, local business groups. If you are looking for particular industries, there are often industry bodies who might be able to put you in contact with somebody in your local area.

Direct contact with employers

- » **The Board of Trustees** – the board members are often from different backgrounds such as church communities, iwi, hapū, community leaders and business people. They will have a range of existing connections across your community.
- » **Your parent community and Whānau Support Network** – Parents and whānau may be employers or employees of a diverse range of businesses. They are one of the best groups to begin connecting with.
- » **Your school alumni** – People that attended your school are now in work – they may be running their own business or working for a business in the community. Ask them to help. They are often happy to give back and help current students to see their world of work.

- » **Your school Facebook groups** – many parents and their connections work in businesses that would be happy to help the students in your community. Ask them to help. You may be surprised by what they offer.
- » **Education to Employment Work Brokers** – There are 25 Work Brokers located in central and regional hubs across Aotearoa (although not all regions). Their roles are centred around connecting schools/ kura to employers. If you'd like to get in touch with a Work Broker, contact us at the Ministry of Education and we'll be able to connect to one in our area. You can reach us by emailing: employer.engagement@education.govt.nz

Things to keep in mind when building a relationship

- » Engaging with employers is a journey for both the school and the employer.
- » Clear communication up front helps to set clear expectations.
- » Start small and build from there. You are both getting to know each other and starting small will build trust and confidence for everyone.
- » Not everything will go well all the time. Have an open conversation when these situations occur and be open to learning how we can all improve.
- » Give it a go and see how it works for everyone.
- » Keep developing the relationship and see what is possible.

Advice about local employers and industry

- » [Economic Development Agencies](#)¹⁷ – are generally aligned to your local government / council.
- » [Chambers of Commerce](#)¹⁸ – often represent the business and industry community in your region.
- » [Local Council and Mayor](#)¹⁹ – If there is no Economic Development Agency, then check with your local council or the Mayor in your town or city. They usually have a range of contacts.
- » **Local Business Associations** – represent and support their local business in your area. You can find them online or ask your local council to help connect you.
- » [Regional Skills Leadership Groups](#)²⁰ – identify and support better ways of meeting regional future skills and workforce needs.
- » [Workforce Development Councils](#)²¹ – there are six new industry-led and governed Workforce Development Councils (WDCs) These Councils set the future skills needs for industries and can help inform schools on their curriculum.
- » **Industry Associations and Organisations** – most industries have an association or organisation that represents their industry. These organisations can often help you connect to their members in your area. You can find contact details for these organisations through a Google search.
- » **Iwi and Hapu** – involving Iwi and Hapu at the start of conversations with employers in your area is always worthwhile. Reaching out to Iwi and Hapu will help to identify a key connection that can be included in conversations and relationships. Whānau Support Networks in the school can help facilitate the best connections.

3 Plan ahead and know what you are asking for

Before you reach out to an employer, be clear about what you want them to do, why, and what's in it for them.

It's important that any engagement or partnership also aligns with the employer's values and plans. This may include giving back to the local community and raising awareness about the local industry. Employers are interested in growing and investing in local talent, as well as establishing and retaining a loyal workforce.

Connecting with schools gives businesses the chance to develop new talent and ensure the sustainability of the skills their business and industry needs. For example, [Patton Engineering and Hastings Boys' High School](#)²² partnered together to meet each other's needs. Both partners wanted to encourage more young people in Aotearoa New Zealand to consider pursuing a career in a STEM-related pathway such as engineering.

Sharing the case studies in this Toolkit with employers, can provide them with tangible examples of the benefits and potential opportunities as the relationship develops towards a partnership.

On page 45 is a flyer you can use (print or email) to help the employer see the benefits of engagement



While relationships and partnerships take time to develop, having clear expectations from the beginning, for both schools and employers, will support this.

The [Preparing to Contact Employers Tool \(p.40\)](#) may be useful for exploring your thinking about the employers you want to work with.



GO TO
**PREPARING
TO CONTACT
EMPLOYERS
TOOL**

This tool may help clarify your thinking about why you have chosen a particular employer, what specific benefits to the employer you might be able to see from the connection and how you can answer any questions or concerns they may have. This may be helpful background when you first talk with them.

Some employers may want to have as much information as possible when you first make contact. In some cases, this level of detail may not be needed until after an employer has agreed to the engagement. However, being prepared with answers will strengthen employers' confidence in you and the activity you are planning.

If you are planning an event with an employer, they may be interested in the logistics of an event. We have included an [Event logistics checklist](#) in the Tools Section.



4 Making contact

There are different ways to take that first step to create rewarding relationships and experiences for you and your students. You could try:

- » **Phone call**
- » **Going into their office and making an appointment**
- » **Email**
- » **Social media connections e.g. LinkedIn or Facebook**
- » **Letter**
- » **Text message**

We've included examples of an email or LinkedIn message, but choose the method of contact you feel most comfortable with. Remember 95% of employers see themselves as having a role in helping young people to see and engage in pathways so your chances of success are really high.

Before you make the first contact, it can be helpful have the following information prepared ahead of time and to include it in your contact:

- » **The name of your school**
- » **Your role and involvement**
- » **The ages of the young people they will be meeting**
- » **What you would like the employer to do and when, or some options for them to consider**
- » **The time required**
- » **What is in it for them**

✉
— □ ×

Subject: A request for you to share your story

Kia ora John,

I hope this e-mail finds you well.

My name is Tāne, and I am the Head of Science at Wilson High School.

We are developing a programme to help introduce our students to career pathways and options in the science field and would love to have you come and speak to our students about your work in the technology industry.

We think you would be great because:

- you have an interesting role that our students would like to learn more about
- your story can help them think about what they might need to do to prepare for similar work

We would love you to talk

- for about 20 minutes
- to a group of 15 year 9 and 10 students (roughly 13 – 15 years old)

Can you help our students? I'd be happy to discuss this with you. You can contact me on 0234567890 or at this email address

Looking forward to hearing from you soon.

Ngā mihi,
Tāne
Head of Science
Wilson High School

Adapt these
examples for your
own needs

Tips for approaching employers on LinkedIn

- » Build your network in given industries by connecting with senior stakeholders / target leads.
- » Update LinkedIn profile and upload key documents.
- » Join related groups that could have employer leads in e.g. apprenticeship / industry-specific recruitment groups.

If you haven't heard from an employer, follow up and let them know that if they can't connect with you right now, you are happy to talk later, when it suits them.

Greg

↶ ... ✕

Hi Greg, I hope you are well.

I am keen to connect about you being part of the Education Expo we are delivering for our students. This is to help our students learn more about your industry and the training and jobs they can think about. Is there an email address or a number to reach you on for an initial discussion?

Looking forward to hearing from you soon.

Ngā mihi,
Tāne
Head of Science
Wilson High School

📎
🔗
😊

Send
...

5 Maintain the relationship

Good relationships with employers are critical for engagement to be a success. A strong partnership provides the groundwork for ongoing and richer experiences for students and benefits for the employer, schools and the wider community. These relationships are a journey for both you and the employer and keeping lines of communication open will facilitate the relationship.

Maintaining a working relationship with an employer is based on the same principles you apply in all your other professional relationships. These include things like:

Trust:

- » the foundation of every good relationship. This forms a bond makes communication and working together more effective.

Mutual respect:

- » valuing each other's input and ideas. By working together, you can come up with some creative ideas, and implement them effectively.

Mindfulness:

- » be mindful that the employer is busy running their business in addition to engaging with your students.

Effective communication:

- » All relationships depend on great communication. The better and more effectively you communicate, the richer the relationship you'll build with an employer.

Show your appreciation:

- » The employer has dedicated their time to engaging with you and your students that could have been allocated to work activities. Thank them for their time. Showing your appreciation can only strengthen your working relationship.

Whānaungatanga

“A relationship through shared experiences and working together which provides people with a sense of belonging and connection” – this is the principle on which all relationships can flourish.

- » Using the principle of Whānaungatanga is the basis of any relationship with Māori, all employers, rangatahi and their whānau. A consistent point of contact helps establish that relationship develop and grow.

6 Follow up

Always follow up with an employer. This will help you build a deeper relationship with them and they may want to help again if they feel like they have made a difference with your students.

Examples of follow up include:

- » Thanking the employer for helping and being involved
- » Giving the employer feedback about the event and what the students said
- » Sharing the results of any surveys that you have undertaken with them
- » Letting them know how the students have used the engagement in their classroom learning
- » Telling them what's next for you and the students after the engagement
- » Updating them of any student success stories from their involvement with your school
- » Asking students who might have been hired by the employer to come back to the school and talk about their experiences.

7 Contingency Plans

Sometimes things don't go according to plan. An employer may not be able to attend the event due to a personal or work issue or there may need to be a change of venue. Having a backup plan can help you manage a stressful situation.

Explore how young people can engage with employers online when physical access may not be possible.

As an example, during the COVID-19 Alert Levels in 2020, the Ministry of Education held a series of 'Digital Connections' events to help continue employer engagement. Schools and kura were digitally connected to employers across Aotearoa.

Connecting students and employers online through platforms like Zoom or Teams enables them to meet, regardless of distance or circumstance.

Examples of online employer engagement

SCHOOL/ KURA:	INFORMATION ABOUT THE EVENT
Kamo High School	Students from Kamo High School were connected to Michelle and Jazmin from the Pye Group, an agricultural co-op Michelle co-founded with her partner. Students were able to ask Michelle questions about her pathway as co-founder, and Jazmin about her role as a Truck Driver through Zoom's 'chat' feature.
Bishop Viard College	Bishop Viard College's Event connected students and their aiga to a self-made construction worker, who shared his unique pathway via Zoom. The conversation was facilitated by College staff, who were able to prompt students to ask questions.



Step 4: REVIEW & REFLECTION

Evaluation and Review

Post-event feedback is an important part of any employer engagement event. Measuring the success of the event involves consulting with those that attended and who supported the event.

A post event survey will also help track how your event has impacted attendees and organisers. If you have future events, it will be a useful tool to compare the impact of each employer engagement experience.

Some employers may also appreciate having a summary of the feedback from participants so they can think about what worked, what they could improve on and how they can engage with your school in the future. Employers often loved to share these stories with their staff or their customers so sending them

photos and quotes from people that have attended can really help promote these engagements. They make the school look great too!

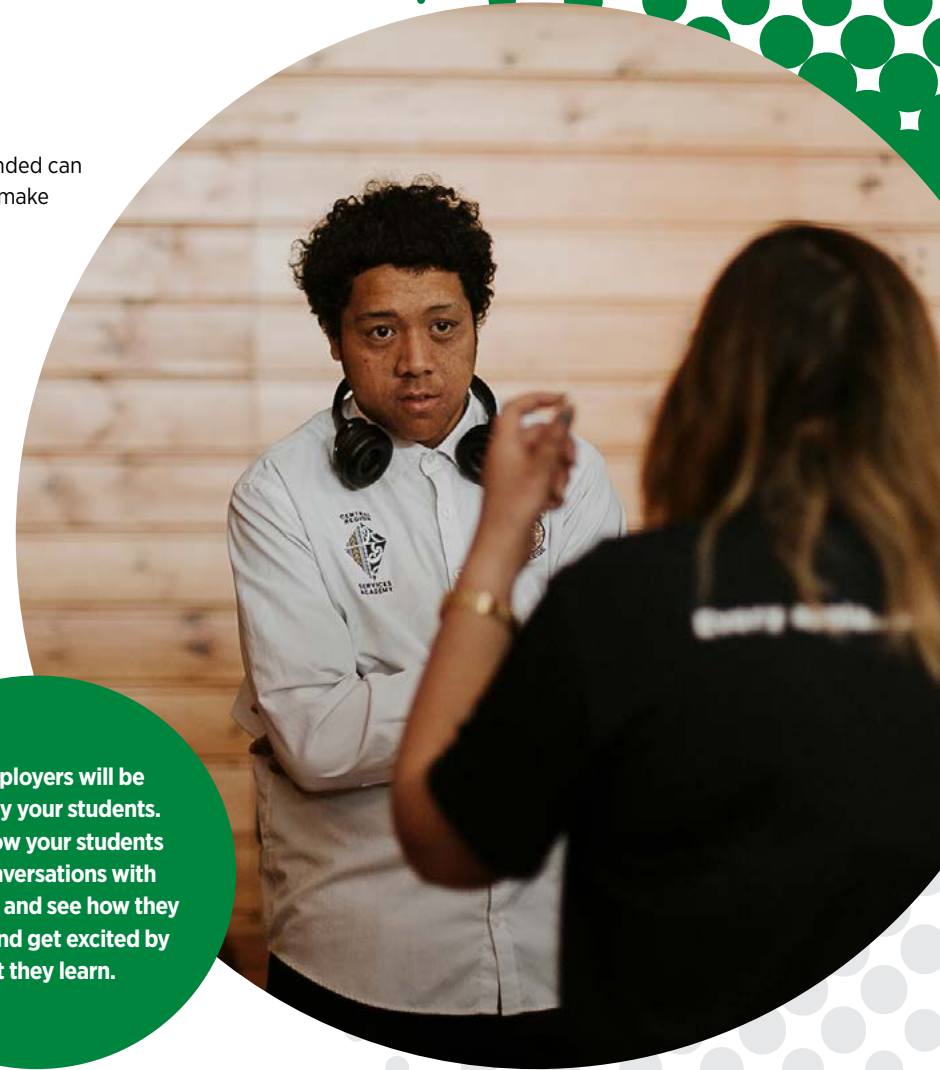
Surveys or feedback forms are often the easiest way to gather information. We have included two examples and you can adapt the questions to suit your engagement activities. There are a number of easy to use online tools to help you create surveys and analyse responses like [Survey Monkey](#)²³ or Forms (within Microsoft Teams). Information and best practice for surveying young people can also be found on the website of the [Office of Children's Commissioner](#)²⁴.

IMPORTANT

Whenever you are collecting data **PRIVACY** matters. You can find out about data and privacy here:

» <https://www.data.govt.nz/manage-data/privacy-and-security/what-is-personal-identifiable-information-and-the-privacy-act/>

The employers will be wowed by your students. Notice how your students have conversations with employers and see how they flourish and get excited by what they learn.



Here is a sample survey to use with employers after the engagement.

You could use all or select a few of the questions.

Questionnaire for employers

1. What is your place of work?

Honey Activation

2. What was the event date?

29 March 2021

3. Before being a part of this activity, did your organisation/work engage with young people at school/kura?

Yes No

4. After participating in this activity, would you engage with young people at school/kura again?

Yes No

5. What was the event date?

Great communication with the teacher. Got great information about the event.

6. What could be improved?

Now that I know more about the sorts of thing young people want to know, I can be better prepared with what I share with them (e.g. bring in some of the equipment)

7. Choose any of the activities you would like to be involved with in the future

- Presentation to a class
- Providing opportunities to rehearse interviews and job applications
- Online Event
- Industry Information event (e.g. expo)
- Hosting a site visit
- Work shadowing
- Work placement
- Supporting a trade-related competition
- Working with teachers to integrate industry knowledge with classroom learning
- Teacher and employer days/shadowing
- No further engagement

8. What have been the benefits to you and your team from this engagement?

- Develop public relationship skills
- Mentor young people
- Identify potential employees
- Give back to the community
- Promotion of the company
- Other (please state)

9. Any other feedback?

Thank you for your feedback.

Here is a sample survey for students after the engagement.

Student survey

Name of employer connection

Honey Activation

What year are you in?

Year 11

1. After today do you know what career areas you are interested in?

- Yes, I have one strong career goal
- Yes, I can name 2 or 3 possible career areas that might interest me
- Not yet, but I am starting to think about careers
- No, I do not know yet what type of career I want

2. How are you feeling about career planning after today's activities?

- Confident
- Worried
- Excited
- Bored
- Ready
- Not-so-ready
- I know exactly what I want
- I have lots of options
- I don't have enough information
- I have about the right amount of information
- I haven't really started planning yet
- Other (please state)

3. From meeting today's employer(s) what skills do you think you'll need most in the future?

- Problem solving
- Communication skills
- Digital literacy
- Teamwork
- Presentation skills
- Critical thinking
- Creativity
- Financial literacy

4. After today, I would really like to know about...
(finish the sentence)

other types of jobs there are that are small family businesses

5. What was the best thing about this event?

I learnt that sometimes what looks like a problem can be the start of a great future.

Thank you for your feedback.

There are additional questions you can use in the Asking for student feedback tool (p.44)

Reflecting and planning

After a specific employer engagement activity or event and you've received feedback, you may want to reflect on their thoughts and your own experience.

These reflections will be invaluable in the planning stages of your next event, and will let you know what went well, and what could be improved on.

The [Employer Engagement Reflection Template](#) (p.41) provides some prompts for consideration.

It can also be adapted for ongoing and regular connections with employers.



GO TO
EMPLOYER
ENGAGEMENT
REFLECTION
TEMPLATE

Sharing Success Stories

Sharing success stories is a great way to showcase the positive impacts and benefits of connecting with employers for your students, and with their whānau and the school community. Success stories are also a fantastic way to enhance your school's 'brand' publicly and could create other opportunities.

Ways to share your story include:

1. Putting the news on your website

The first place to share your success stories on your school's public website and intranet. These stories can be viewed by members of your school/kura community and prospective students and their whānau.

2. Talk about the difference you're making

Talk about your successful employer engagement with members of the community, and other employers. They'll be encouraged by the stories you've shared and may consider engaging further with your or other school/kura communities. Talking about the difference also has significant impact when led by students, so encourage them to share their experiences and provide opportunities where they can do this.

3. Share your success via social media or local media

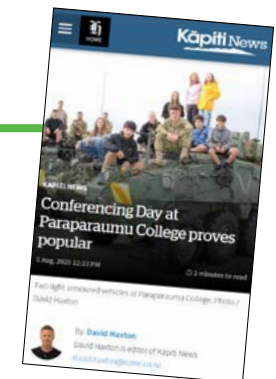
Different channels reach different people. Parents may be more likely to read about your successful event on Facebook or Instagram, instead of on your website – where they would have to deliberately seek out the news.

Local media also scan social media for stories in their area or you may like to invite them to an event, as they are always looking for good stories.

Networking social media platforms such as LinkedIn and Twitter help showcase your story to other businesses and employers who may then be prompted to contact you about future engagement opportunities.

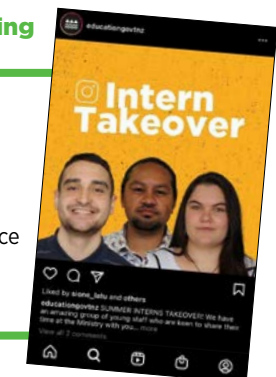
Example of local / national media sharing

Paraparumu College attracted local media attention with their careers expo, making front page news: [Conferencing Day at Paraparumu College proves popular](#)²⁵
- NZ Herald



Example of social media sharing

The Ministry of Education runs a series of internships each summer, where interns are placed within different groups at the Ministry. Aspects of the internship experience are shared via the Ministry's Instagram page.





Engagement Examples



Example 1: Ngātimoti School



Activity

Site visit



Venue

Employers workplace



Number of students

1 – 15



Number of employers

1 – 2

Example

Ngātimoti School in Upper Moutere held a site visit to a local blueberry farm for Years 7 and 8 students. The farm showcased specific roles and the horticulture industry. The event was close to the school and transportation was provided by the local community.

Benefits

Rangatahi:

- » See a workplace environment
- » Meet employers
- » In-depth industry information High interaction with employers

Employers:

- » Give back to local community
- » Build relationships with school, community and future employees

School:





- » Contextualise students' learning
- » Community involvement

Whānau and Community:

- » Know rangatahi are connecting with employers
- » Learn about employment opportunities locally



Example 2: Francis Douglas Memorial College

			
Activity	Venue	Number of students	Number of employers
School Visit - Whānau and employer breakfast	School facility	20 - 50	5 - 10

Example Francis Douglas Memorial College held a 'Fathers and Sons Trades Breakfast'. Whānau and their rangatahi heard from trades professionals about their work, their pathways, and how to enter the industry. Sharing kai over breakfast was a good catalyst for unique conversations.

- Benefits**
- Rangatahi:
 - » Feel a connection to employers
 - » Shared kai = shared kōrero
 - » Feel supported by whānau
 - Employers:
 - » Casual event
 - » Genuine conversations
 - » Connect with whānau and rangatahi
 - School:
 - » Connect to whānau
 - » Engage with school community
 - Whānau and Community:
 - » Opportunity to support rangatahi
 - » Low time commitment

“The tradies breakfast proved to be very successful for a variety of reasons.





Old boys who currently work in a variety of industries were able to discuss how they got into the different trades and the reasons why they pursued that area.

It was well received by current students who often don’t have a specific plan, but have an interest. Many of the students I talked to after the event mentioned how they spoke to the old boys following the speeches and breakfast. From these discussions a number have made important connections moving forward.”

– Employer attendee



Example 3: Hutt Valley Chamber of Commerce





 Activity	 Venue	 Number of students	 Number of employers
Industry Information Events - Employer Speed Meet	External venue	50 - 100	30+

Example Hutt Valley Chamber of Commerce held an Employer Speed Meet. Rangatahi met face to face with employers, practiced real-life interview skills, and discovered opportunities in trades and vocational pathways.

- Benefits**
- Rangatahi:
 - » Gain interview skills
 - » Learn how to interact with employers
 - » Learn about industry in time-sensitive manner
 - Employers:
 - » Meet many rangatahi
 - » Share stories about their mahi and industry
 - » Learn how rangatahi respond to questions
 - » Explore adjusting interview techniques for better responses
 - School:
 - » Externally organised event
 - » Connect with a wide range of employers
 - Whānau and Community:
 - » Know rangatahi are connecting with employers;
 - » And learning about different future opportunities



Example 4: Kaitoke School

 Activity	 Venue	 Number of students	 Number of employers
Site Visits - Trades Tour	Employers' Businesses	20 - 50	4

Example Students, teachers and whānau associated with Kaitoke School went on a 'Trades Tour' of local industries. They visited a solid works factory, a manufacturing plant, a civil construction firm and a dairy farm. The group learnt about the different skills needed for each of these trades.

- Benefits**
- Rangatahi:
 - » Meet local employers with a vested interest in their community
 - » Learn about the skills and dispositions required in different roles
 - Employers:
 - » Directly connect with rangatahi and their whānau
 - » Able to understand the skillsets rangatahi would have when entering the workforce
 - » Opportunity to give back to the community, and establish a relationship with a local school
 - School:
 - » Get rangatahi out of the classroom and into a workplace
 - Whānau and Community:
 - » Rangatahi learn about local opportunities



Example 5: St John's College



Activity

Creative Event -
'Give It A Go' Day



Venue

School facility



Number of students

50 - 100+



Number of employers

13

Example

St John's College held a 'Give It A Go' Day that aimed to expose rangatahi to career opportunities in the vocational pathways.

Benefits

Rangatahi:

- » Able to meet employers
- » Ask questions about study and careers
- » Make connections to people in industries
- » Hands-on activities

Employers:

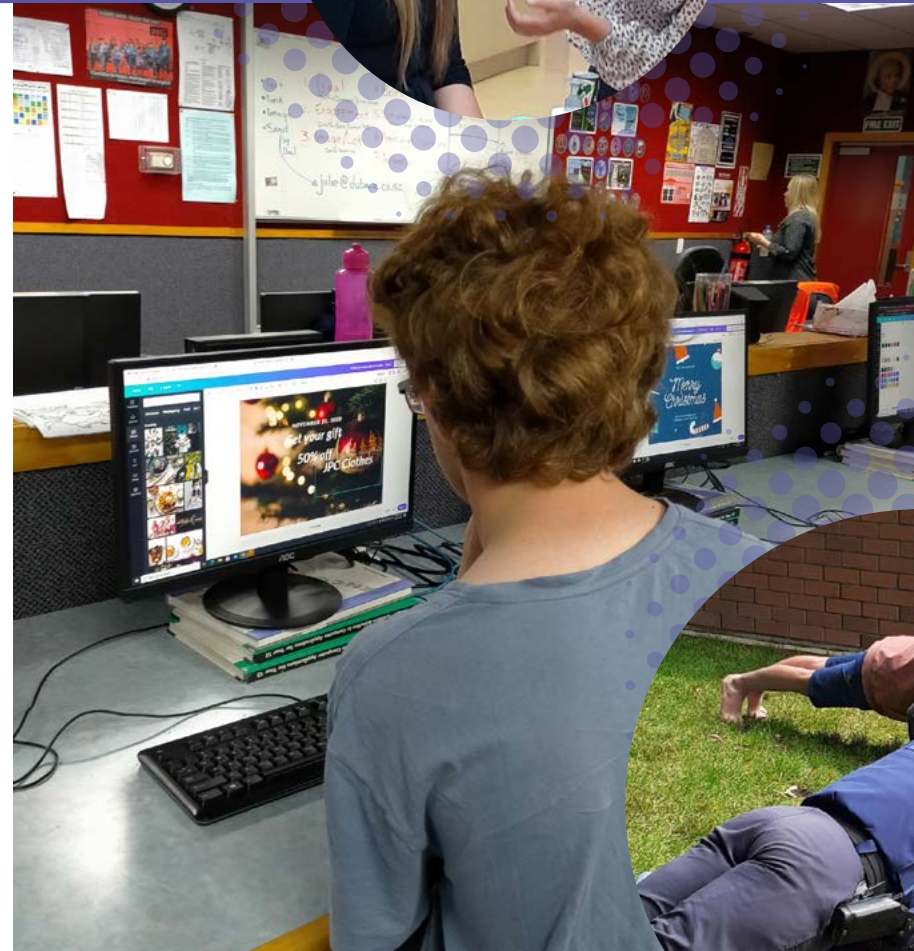
- » Get to meet rangatahi in their community, and learn about their career aspirations
- » Chance to give back to the community

School:

- » Unique opportunity for rangatahi
- » Build connections with employers

Whānau and Community:

- » Know rangatahi are learning about a wide variety of future opportunities



Example 6: Ōpōtiki College



Activity

Site Visits -
Industry Tour



Venue

Off-site



**Number of
students**

1 – 15



**Number of
employers**

14

Example

Ōpōtiki College held a 4-day industry tour in the Eastern Bay of Plenty, where the students were introduced to a variety of employers in the area.

Benefits

Rangatahi:

- » Meet employers
- » Learn the ins and outs of a variety of different industries
- » Spend some time out of the classroom to contextualise their in-class learning

Employers:

- » Students come to them
- » Deepen community ties
- » Talent scouting opportunities for future recruitment

School:





- » Build connections with employers
- » Showcase diverse opportunities to ākonga

Whānau and Community:

- » Know ākonga are learning about their possible future



Example 7: Whangarei Boys' High School





			
Activity	Venue	Number of students	Number of employers
School Visits - Careers Workshops	School facility	50 - 100+	14

Example Whangarei Boys' High School held a Year 10 Careers Event, where students were able to attend workshops that encouraged students to consider opportunities in the trades and vocational pathways.





- Benefits**
- Rangatahi:
 - » Meet employers
 - » Expand horizons
 - » Develop skills
 - » Find out about study and training opportunities
 - Employers:
 - » Meet young people
 - » Establish ties with the local community
 - School:
 - » Build connections with local employers
 - Whānau and Community:
 - » Feel like the community is supporting their rangatahi



Example 8: Putaruru College, Forest View High School and Tokoroa High School – Collaborative online event

 Activity	 Venue	 Number of students	 Number of employers
Creative Event - Online Employer Engagement Event	Online	1 - 15	1
Example	Putaruru College, Forest View High School and Tokoroa High School collaborated to host an online employer engagement event. Students from these schools were connected via Zoom to a practising Samoan GP, and two current Pacific Medical students.		
Benefits	<p>Rangatahi:</p> <ul style="list-style-type: none"> » Can connect to industry professionals from a distance » Able to gain a diverse range of perspectives from multiple employers on the call <p>Employers:</p> <ul style="list-style-type: none"> » Low time commitment » Interact with a large group of students on a manageable platform » No transportation or cost associated with engagement <p>School:</p> <ul style="list-style-type: none"> » Minimal classroom time disrupted » Way to engage with past students <p>Whānau and Community:</p> <ul style="list-style-type: none"> » Can be involved with an online event easily » Does not require physical presence at the school 		

Example 9: Menzies College

 Activity	 Venue	 Number of students	 Number of employers
Creative Event - Careers Speed Networking	School facility	20 - 50	9
Example	Menzies College held a Careers Speed Networking Event, where students were able to practice their interviewing skills with local businesses. Students attended the event with a pre-prepared CV and were prepared with interview readiness skills.		
Benefits	<p>Rangatahi:</p> <ul style="list-style-type: none"> » Practice Interview skills » Meet employers » Prepare a CV <p>Employers:</p> <ul style="list-style-type: none"> » Give back to community » Connect with rangatahi » Opportunity to talent scout <p>School:</p> <ul style="list-style-type: none"> » Build connections with employers » Help rangatahi make the transition from education to employment <p>Whānau and Community:</p> <ul style="list-style-type: none"> » Rangatahi have increased confidence » Community banding together to support rangatahi 		



Stocktake Tool









What's on offer at our school and where are the gaps?

Sector	Businesses engaged	Type of Activity offered	Size of business	Year group(s)	Discover / Explore / Connect
Manufacturing					
Construction					
Wholesale, retail and repairs					
Transport and Storage					
Hospitality and tourism					
Information and communication					
Science and Technology					
Financial and insurance					
Real Estate					
Admin and support services					
Education, human health and social work					
Arts, entertainment and recreation					

(Adapted from: [Developing the Young Workforce \(DYW\)](#)²⁶, (2014))



Planning Matrix Tool

	 Activity	 Number of students	 Number of employers	 Time commitment	 Location
DISCOVER 	Site visit	10 – 15	1	Low	Employer's venue
	School visit/speaker	30 – 100+	1 - 5	Low	School
	Online events	30 – 100+	1 - 5	Low	Online
EXPLORE 	Industry information events	30 – 100+	15 – 50	High	School/other venue
	Careers event	30 – 100+	10 – 20	High	School
	Creative event	1 – 100+	2 – 50+	Medium	School/other venue
CONNECT 	Programmes	1 – 20+	1+	Medium	Employer's venue
	Work shadowing	1 – 10+	1+	Medium – High	Employer's venue
	Work placement	1 – 10+	1+	Medium	Employer's venue
	Curriculum integrated employer engagement	30+	1+	Medium – High	Employer's venue
	Creative event	1 – 100+	1 – 50+	Medium	School/other venue
	Enterprise competitions	30+	3+	Medium – High	School/other venue
	Teacher and employer days	1+	1+	Medium – High	Employer's venue



Employer Engagement Reflection Template

The three top benefits that students got from this engagement were...

You can draw this from the survey feedback and also what you saw.

How are they similar or different?

The key successes were...

a) based on the feedback from the students

b) based on feedback from employer(s)

c) based on anecdotal feedback (e.g. parents/colleagues)

d) based on the above information and my thoughts...

Things that students/employers thought we could improve on...

You can work with the feedback from the survey on what these might be. Were there other things you noticed you could do better?

How might you improve these?

For the next engagement we will work on...

How can I use what we learnt in our next classroom project?



Employer Logistics Checklist

This tool explores the logistics that an employer may need information on ahead of an engagement

	At your school	At the employer	A different venue
Space	Space big enough for <input type="text"/> people <input type="text"/> Seated <input type="text"/> Standing <input type="text"/> Accessibility	Space big enough for <input type="text"/> students <input type="text"/> Seated <input type="text"/> Standing <input type="text"/> Accessibility	Space big enough for <input type="text"/> students <input type="text"/> Seated <input type="text"/> Standing <input type="text"/> Accessibility
Equipment	Tables required Chairs required Audio equipment available Audio visual available	Does the school need to bring any equipment? If so, what?	Tables required Chairs required Audio equipment available Audio visual available
Logistics	Advise employer of Where to park Who will meet them How long they will be needed at the school Sign in processes Arrange Someone to greet them and bring them to the venue	Ask employer Where to park Who will meet students How long we will be on site If there is a sign in process	Advise employer of Where to park Who will meet them How long they will be needed at the school Sign in processes
Time		Include travel to and from school in planning	Include travel to and from school in planning

Continued overleaf...

 Employer logistics checklist **continued**

	At your school	At the employer	A different venue
Travel	Koha/gift/contribution for the employer(s) and presenter(s)	Costs for students? \$ <input type="text"/> Transport arranged	Costs for students? \$ <input type="text"/> Transport arranged
Consent forms and considerations	Parental/guardian consent for photos/video	Parental/guardian consent for photos/video Parental/guardian consent for participation and travel	Parental/guardian consent for photos/video Parental/guardian consent for participation and travel
Health and safety	Health and safety information provided	Health and safety information provided	Health and safety information provided
Police vetting*	Required Not required	Required Not required	Required Not required
Thank you	Student organised to thank Thank you gift arranged	Student organised to thank Thank you gift arranged	Student organised to thank Thank you gift arranged
Feedback forms	Form prepared online Form prepared on paper	Form prepared online Form prepared on paper	Form prepared online Form prepared on paper
Recording the activity	Photos/videos Students to write up their experience Media studies student(s) record the activity	Photos/videos Students to write up their experience Media studies student(s) record the activity	Photos/videos Students to write up their experience Media studies student(s) record the activity

* This may need to be undertaken in some circumstances. Check [here](#)²⁷ for details. Allow time for this if it is necessary (up to six weeks).



Asking for student feedback

<p>Demographic information</p>	<p>Did students discover, explore, connect?</p>																															
<p>First name <input type="text"/></p> <p>Last name <input type="text"/></p> <p>Age <input type="text"/></p> <p>School year <input type="text"/></p> <p>Gender: <input type="checkbox"/> male <input type="checkbox"/> female <input type="checkbox"/> non-binary</p>	<p>1. After this event what careers do you want to know more about?</p> <table border="0"> <tr> <td>Animals, Plants & Environment</td> <td>Beauty</td> <td>Hospitality & Tourism</td> <td>Transportation & Logistics</td> </tr> <tr> <td>Architecture & Engineering</td> <td>Business, Marketing & Entrepreneurship</td> <td>Make Cool Stuff (Manufacturing)</td> <td>Writing & Communication</td> </tr> <tr> <td>Art, Theatre & Video</td> <td>Construction & Skilled Trades</td> <td>Military</td> <td>Or, after today I would like to know more about...</td> </tr> <tr> <td>Athletics & Coaching</td> <td>Energy</td> <td>Public Safety & Law Enforcement</td> <td></td> </tr> <tr> <td>Aviation & Aerospace Mechanics</td> <td>Education & Training</td> <td>Social Causes & Mental Health</td> <td></td> </tr> <tr> <td></td> <td>Government</td> <td>Technology & Computer Science</td> <td></td> </tr> <tr> <td></td> <td>Health & Medical Science</td> <td></td> <td></td> </tr> </table>				Animals, Plants & Environment	Beauty	Hospitality & Tourism	Transportation & Logistics	Architecture & Engineering	Business, Marketing & Entrepreneurship	Make Cool Stuff (Manufacturing)	Writing & Communication	Art, Theatre & Video	Construction & Skilled Trades	Military	Or, after today I would like to know more about...	Athletics & Coaching	Energy	Public Safety & Law Enforcement		Aviation & Aerospace Mechanics	Education & Training	Social Causes & Mental Health			Government	Technology & Computer Science			Health & Medical Science		
Animals, Plants & Environment	Beauty	Hospitality & Tourism	Transportation & Logistics																													
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	Government	Technology & Computer Science																														
	Health & Medical Science																															
	<p>2. Have you learnt something new about a career opportunity?</p> <hr/> <p>3. After today, how do you feel about career planning?</p> <p><input type="checkbox"/> I have one strong career goal</p> <p><input type="checkbox"/> I can name 2 or 3 possible career areas that might interest me</p> <p><input type="checkbox"/> I am starting to think about careers</p> <p><input type="checkbox"/> I do not know yet what type of career I want</p>	<p>4. Three things I learnt about preparing for life after high school were:</p> <hr/> <p>5. Three things I learnt about myself</p> <hr/> <p>6. I feel more confident about</p>	<p>7. What would you like to know more about to plan your future after high school?</p> <p><input type="checkbox"/> Vocational training, apprenticeships, degree/certificate programs</p> <p><input type="checkbox"/> Other types of jobs in the <input type="text"/> industry</p> <p><input type="checkbox"/> How to apply for jobs</p> <p><input type="checkbox"/> Work experience</p> <p><input type="checkbox"/> Volunteer or job shadow</p> <p><input type="checkbox"/> Find out about financial resources and scholarships</p> <p><input type="checkbox"/> Nothing at this time</p> <p><input type="checkbox"/> I don't know</p>	<p>8. I thought the name of the activity helped me to...</p> <hr/> <p>9. The name of the activity was (tick all that apply) the right length/too short/too long</p> <hr/> <p>10. One thing that would make this event even better is...</p>																												

Engaging with young people in schools will...



benefit your business

Give back to the community by helping prepare young people for their working future

Personal and professional development, particularly for your younger team members, through mentoring and talking about your business

Engage with young people who can share different perspectives and new ideas

Share insights and **opportunities** about your industry

Build a potential future talent pool base

Contribute to creating a more prepared workforce

Help to engage young people in what's going on in their community



benefit local young people

They will gain knowledge and experience in:

- ✔ what work environments are actually like
- ✔ the wide range of jobs available in a workplace or industry
- ✔ recruitment and interview processes
- ✔ employability skills expected by employers
- ✔ their classroom learning connected to real world environments
- ✔ tangible career pathways and opportunities



benefit your community

A better prepared workforce

More young people **invested in what's happening** in their community

More young people **engaged in education, employment or training**

Builds confidence and networks across schools, community and business

Long term economic development through investment in a skilled workforce and potential increase in consumer spending



EMPLOYMENT AND EDUCATION MATTERS SURVEY

20 of the 30 organisations responded to the survey

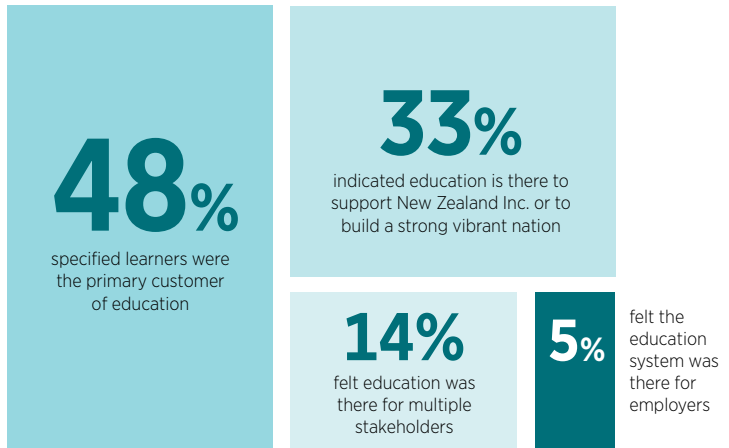


THE PURPOSE OF EDUCATION

IMPORTANT AIMS OF EDUCATION



WHO IS THE PRIMARY CUSTOMER OF EDUCATION?

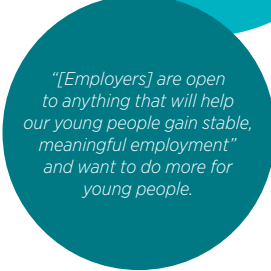


ENGAGEMENT WITH YOUNG PEOPLE

EMPLOYERS ARE ALREADY ENGAGING WITH SCHOOLS



EMPLOYERS WOULD LIKE TO DO MORE



BARRIERS FOR OFFERING WORK EXPERIENCE

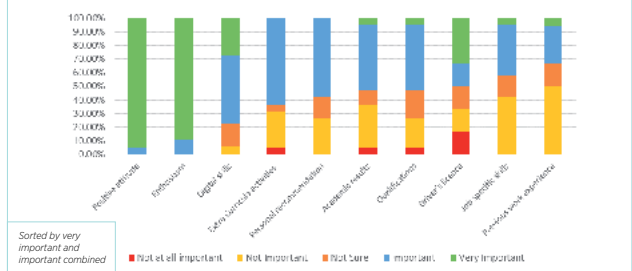


PATHWAYS, TRANSITIONS AND SKILLS

EMPLOYERS RANKED THE TOP 5 SKILLS THEY ARE LOOKING FOR

Now		2030
Adaptability	1	Communication
Communication	2	Curiosity
Literacy	3	Adaptability
Critical thinking/problem solving	4	Creativity
Drug free	5	Initiative

THE MOST IMPORTANT FACTORS WHEN CONSIDERING A NEW PERSON FOR A JOB?

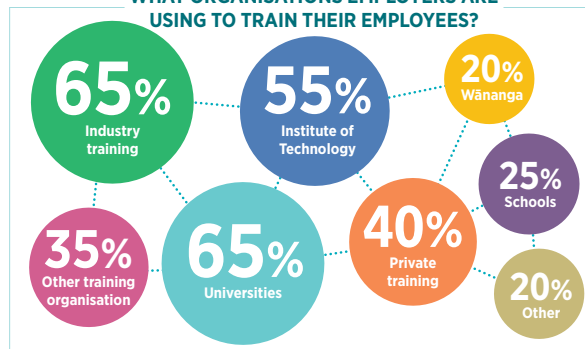


LEARNING AND DEVELOPMENT

WHAT WAYS EMPLOYERS ARE HELPING CURRENT EMPLOYEE'S TO DEVELOP WORK RELATED SKILLS?



WHAT ORGANISATIONS EMPLOYERS ARE USING TO TRAIN THEIR EMPLOYEES?



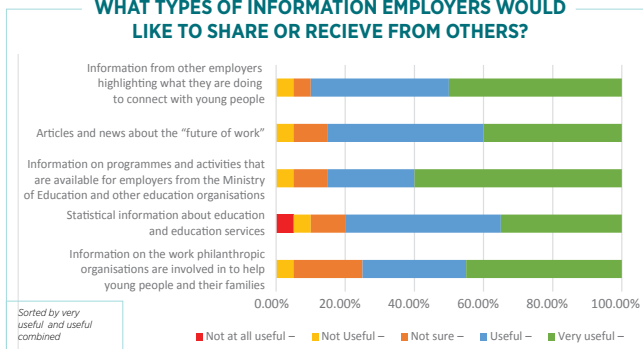
INFORMATION SHARING

Employers see themselves as part of a community that shares and learns from others including with the Ministry.

Employers want to keep up-to-date with the future development of the employment and education space.

>75% wanted to share information about their engagement with young people

WHAT TYPES OF INFORMATION EMPLOYERS WOULD LIKE TO SHARE OR RECIEVE FROM OTHERS?



DIVERSITY

DIVERSITY IS IMPORTANT

There is a willingness amongst employers to do more in the diversity space such as ensuring that vocational education is better at supporting Māori and Pacific learners.

Many employers are actively supporting workplace diversity such as "...belonging programme that encourages all groups to feel welcome and able to 'belong'. This includes a series of activities aimed at helping people celebrate their culture".

Some employers recognise there are other ways of working "... many operate in silos rather than taking a collaborative approach of skills, expertise and culture leadership".

VOCATIONAL EDUCATION

DOES ON-JOB AND OFF-JOB TRAINING WORK FOR EMPLOYERS, WORKERS AND INDUSTRY AS A WHOLE?

Employers are looking for vocational training that prepares young people for work in their industry

68.4%

considered that a combination of on-the job and off-job training is beneficial for employers, workers, and industry as a whole.

"Develop curricula that incorporates/ blends vocational training/ skill development – not isolates it".

WHAT IS VOCATIONAL EDUCATION?

- ▶ Opportunity for youth to gain valuable insight, skills and work-readiness
- ▶ Training for a specific job or vocation
- ▶ Adds another layer of learning not achieved in school to young NZ'ers that narrows the gap in knowledge and shortens the time for them to be productive and competent employees.
- ▶ Training for work

HOW COULD VOCATIONAL EDUCATION AND TRAINING PROVISION IMPROVE?

- ▶ Less academic and more practical curriculum
- ▶ More scholarships from school to further education
- ▶ Ensure kids learn skilled work within actual work environment
- ▶ Links to assessment for students
- ▶ Value of vocational careers needs lifting! (marketing)
- ▶ To be prepared for emerging technologies that will impact on the skills required
- ▶ More interaction between employers and schools
- ▶ Content designed in collaboration with business
- ▶ Improving the image of vocational training as a good career choice
- ▶ Increased awareness of vocational pathways by teachers / careers advisors

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Hyperlinks

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