



Centre for Studies in Multiple Pathways

Younger Students in Institutes of Technology Undertaking Youth Guarantee Programmes

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Acronyms

EFTS	Equivalent Full-Time Student
Fees-Free	Students are not required to pay tuition fees in a tertiary programme
ITP	Institute of Technology and Polytechnic
NCEA	National Certificate of Educational Achievement
TA	Trades Academy
STP	Secondary-Tertiary Programmes
YG	Youth Guarantee (both the overall policy setting and used as a convenient description of 16-19 Year olds undertaking study in a tertiary institution in a fees place (as in “a Youth Guarantee student”).)

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EXECUTIVE SUMMARY

The purpose of this study was to gain a deeper understanding of ways to engage and teach the younger learner (aged between 14-17 years). The research used a qualitative approach with focus groups to gather data from the learners, tutors and support staff from institutes of technology and polytechnics in New Zealand. Participating institutions were: Manukau Institute of Technology (MIT), Eastern Institute of Technology (EIT), Wellington Institute of Technology (Weltec), Waikato Institute of Technology (Wintec) and Christchurch Polytechnic Institute of Technology (CPIT).

This study was in response to the increasing number of younger students enrolling in a tertiary environment under the Youth Guarantee Policy. The number of younger students dual-enrolled in tertiary settings is also on the rise. This trend is not specific to New Zealand. Orbeson (2014) noted that community colleges in the United States “are hosting a younger student body” and that the younger students are now the majority. In 2010, the Tertiary Education Commission (TEC) established guidelines for teaching younger students under the Youth Guarantee policy to allow for more flexibility in student programmes incorporating the student’s strengths and recognising individual learning styles. Students’ perceptions of learning at school are different from their descriptions of learning in a tertiary setting. Wyn, Stokes and Tyler (2004) reported that students described their tertiary experience as “They’re nice teachers; It is easier going, and you can talk to a teacher more freely.” This study had similar findings.

The Youth Guarantee Policy has different elements: fees-free places in tertiary programmes; Secondary-Tertiary Programmes (which includes such programmes as the Manukau Institute of Technology Tertiary High School and Trades Academies); and Vocational Pathways which identify standards valued by six industry sectors. This study focuses on the Youth Guarantee Fees-Free Places students and those in Trades Academies based in an institute of technology and polytechnic. The Youth Guarantee policy aims to make a significant contribution to improving student retention, progression and transition from secondary to tertiary and into employment. The Government Better Public Service target has set the goal of 85 percent of 18-year-olds achieving their National Certificate of Educational Achievement Level 2 (NCEA) or an equivalent qualification, by 2017.

This research project had four overarching objectives:

- the identification of learning needs from a senior secondary student perspective when learning in a tertiary setting
- the identification of instructional areas for attention when tertiary tutors teach younger students
- the identification of gaps from a delivery perspective, and
- the development of a professional development resource to be used in tertiary settings enabling tertiary tutors to improve teaching and support services for their learners.

The findings were analysed using a narrative strategy (Creswell, 2003) and are presented in four sections: the students’ and tutors’ perspectives from the trades academies and the students’ and tutors’ perspectives from the Youth Guarantee Fees Free places. As noted above, this study focused only on Trades Academy students enrolled in an ITP-based programme.

The Trades Academy students reported that in the tertiary setting they were treated more as adults by tutors and that their peers also behaved more in a way that was characterised as being more '*grown up*' in comparison to their school experiences. The students commented on less bullying, improved attendance rates, better relationships of mutual esteem and positive tutor-student interactions. This was in contrast to their school experiences where they had poor interactions with others and lower attendance rates. In addition, the students understood the course was fees-free and that they were gaining early access to a tertiary setting thus providing them with more choices and opportunities than they might have been given at school. Most of the students shared their goals for the next year which included their returning to Year 13, gaining further training in a tertiary setting or working towards university.

Section two of this research project focuses on the Trades Academy tutors who provided some very practical ideas when teaching the younger student, for example:

- At the beginning remind the students that “When you’re here, I am going to treat you like my other adult students” (after approximately three weeks the students appear to get out of the *school* mode).
- Teach theory in bite-sized chunks and preferably in the morning but where it is linked as much as possible to the practical session that afternoon.
- Pastoral care is a critical part of what the tutor or other support staff does.
- Explain to students the links you have to industry to connect them to work in the future.
- Have passion for what you are teaching – this appears to be central and it helps when these tutors are in that trade as well.
- Praise good behaviour and allow students to play a game if they achieve their task and if they don’t they are banned from the game.
- Have high behavioural expectations – expect students to rise to the occasion and work in an adult setting.

According to the tutors the TEC literacy and numeracy testing has helped them diagnose student needs earlier and enabled students to receive additional learning support. Challenges included the need for school support for the Trades Academy initiative to achieve optimal results for their students on the one hand, and on the other, transportation issues which hindered attendance. The general agreement among tutors, and an important feature of the trades academy model, is that students still at school pick up the tertiary class work much better than the adult students or younger students who have already left school.

The third section of this report relates to the students’ perceptions of their experiences as Youth Guarantee Fees Free Places in a tertiary setting. These students stated that they joined the Youth Guarantee programme having failed and dropped out of school, or as part of their bail conditions, or drug addiction rehabilitation programme, and so on. The students reported a range of courses offered to them such as plumbing, engineering, automotive, carpentry, and hospitality. There were many positive statements received from the students regarding teacher-student interactions. For example: “the teachers are like your bro’s”, “the tutor assists you when you are behind”, “there was a more disciplined approach to learning just like the *real world*”, and they agreed that a tutor with a sense of humour made a difference while also treating them like adults. In addition, the students viewed their peer-to-peer relationships to be stronger than when they were in school as a result of the students all having a shared interest in the course they had taken. In contrast the students reported that they mostly got kicked out of school, that they were failing classes, that there was a lack of relevance, and some said that they felt like they were “too dumb for school.” The students commented on the difficulty in keeping up with six or seven periods a day, and having to

interact with so many teachers in one day compared to having one main tutor in the tertiary setting. Finally, the students explained that they enjoyed the more practical/less theory approach to learning, no bells and the reality that their attendance was by choice.

Section Four encompasses the tutors' perspective when teaching Youth Guarantee Fees Free Places. The tutors claimed that mixing the adult students with the Youth Guarantee students helps settle the students into the tertiary environment and that the adult students have a positive influence on the younger students at Level 3. In addition, a group of tutors believed that it was best not to know who the Youth Guarantee students were in your class, as this prevented the tutors from labelling the Youth Guarantee students from the outset. Instruction strategies suggested by the tutors included the following:

- take a firm stance at all times for health and safety reasons
- keep students entertained and involved, and have a sense of humour
- teach the theory in the morning and practical in the afternoon
- get to *know* your students
- have empathy – some students come to the institution with major issues (e.g. hooked on 'P' or suicide attempts) – understanding how to work with such students is important
- attendance is managed by the tutor who contacts them several times prior to handing the issue to a student retention representative
- it is important to have a dedicated learning support staff member to assist these Youth Guarantee students
- Staff team work – collaboration with others – tutors, mentors, pastoral, learning support
- *Te Whare Tapa Wha*¹ – Mason Durie's model works well with students to develop a sense of identity.

In terms of student progression, the tutors reported a high number of students who progressed from Level 3 into employment, and some institutions employed a dedicated 'job-broker' to assist their students with finding employment. They reported that the 'job-broker' concept was very successful in placing students into work.

In summary, there were many overlapping similarities between the students' perceptions of their tertiary experience regardless of whether they were in a Trades Academy or attending a Youth Guarantee Fees Free Place course. These similarities included:

- the enjoyment of the students when undertaking an applied, hands-on approach to learning with theory in the morning and practical in the afternoon
- improved relationships with their peers and their tutors in comparison to their schooling experiences
- as the course was one which, in most cases, they had chosen to take, it seemed to them to be more relevant and it was likely to assist them in progressing to further secondary school education, or further tertiary training or employment.

The tutors of both the Trades Academies and the Youth Guarantee Fees Free students described the teaching strategies in similar ways. For example both groups of tutors explained that it was important to be firm and fair from the outset, that having a sense of humour worked well with these students, that it was good to collaborate with each other and with the support staff, and the need to get to know each student early in the semester, which ensured a more positive student-tutor relationship.

¹ see <http://www.careers.govt.nz/educators-practitioners/career-practice/career-theory-models/te-whare-tapa-wha/>

The key points from this research, from both the Youth Guarantee tutors and the Trades Academy and Youth Guarantee Fees Free students' perspectives, could now be used to inform professional development.

1.0 PROJECT OVERVIEW

This research seeks to identify the challenges posed by younger learners (aged between 14 and 17) and faced by lecturers/tutors in a tertiary environment. Students used to being taught at secondary level by secondary teachers are, in this setting, taught by tertiary lecturers used to teaching groups in which there is a range of ages, including adult learners. Teaching younger students within a tertiary environment has, over the past several years, increased as a result of students being able to study under the Youth Guarantee Policy.

The Youth Guarantee Policy comprises:

- fees-free places in tertiary education at levels 1-3 for 16-17-year-olds
- secondary-tertiary programmes which provide a mix of school and tertiary provision for young people including trades academies as an example of a particular type of STP
- Vocational Pathways which identify standards which are valued in each of six industry sectors.

The Youth Guarantee policy is expected to make a significant contribution to achieving the Government's Better Public Service target of 85 percent of 18-year-olds having a National Certificate of Educational Achievement Level 2 (NCEA L2) or an equivalent qualification in 2017. Achieving this target will require a lift in achievement rates across all student groups, in particular Māori and Pasifika learners, students aged under 25 years and learners with special education needs.

Trades Academies provide senior secondary school students with alternative educational pathways in which instruction may be in a school, a tertiary institution, or in an industry setting and, sometimes, in a combination of all three. Trades Academy students remain enrolled in school but they can simultaneously earn credits towards a trade's qualification, while earning credits towards their NCEA qualification at no additional cost.

1.1 PROJECT PURPOSE

This project had four overarching objectives:

1. to identify learning needs from a senior secondary student perspective when learning in a tertiary adult learning environment
2. to identify instructional areas for attention when tertiary lecturers teach younger students
3. to identify methods of instruction that bring best results; what are the gaps from a delivery perspective in this new tertiary environment, and what is the nature of professional development programmes to improve teaching and learning outcomes for the younger students?
4. to develop a resource that identifies steps tertiary institutions can take to improve teaching and support services to students.

This study addresses the first three of these objectives. The fourth will be completed in the next stage and will lead to the development of a resource that will assist those working with Youth Guarantee students in fees-free places and in Trades Academies based in ITPs.

1.2 KEY AUDIENCES

This research was undertaken with support from the TEC which along with the Ministry of Education has key responsibilities for the funding and growth of Youth Guarantee initiatives in the tertiary education sector. The research questions are intended to establish the extent to which the policy setting of Youth Guarantee actively encourages younger students to remain engaged in education and training through different pathways.

1.3 PROJECT QUESTIONS

1. What are the implications for tertiary lecturers regarding content, pedagogy and duty of care when teaching younger students?
2. What are the approaches required in teaching such younger students compared to teaching a more conventional age-range including adults, that typifies an ITP setting?
3. To what extent do changes have to be made to 'normal' tertiary practice when younger students come into an adult learning environment where they receive very different academic and social support?
4. To what extent do younger Youth Guarantee students access conventional student support services?
5. What is the level of appropriateness of those academic and social support services and are new services or dimensions to existing services required?
6. Are there gaps in the lecturer preparation for this new situation which could be identified in this research project and rectified with a series of professional development programmes being implemented?

1.4 PARTICIPATING INSTITUTIONS

The project secured data from five secondary/tertiary programme providers:

1. Manukau Institute of Technology (MIT) – School of Catering and Hospitality
Fees Free Place Students
2. Christchurch Polytechnic Institute of Technology (CPIT) – Canterbury Tertiary College
Trades Academy Students
3. Waikato Institute of Technology (Wintec)
Trades Academy, Foundation Studies, Fees Free Place Students
4. Wellington Institute of Technology (WelTec) – Wellington Trades Academy
Trades Academy and Fees Free Places
5. Eastern Institute of Technology (EIT)
Trades Academy and Fees Free Places

2.0 METHOD

2.1 QUALITATIVE APPROACH

The project used a qualitative approach through a series of focus groups for students, lecturers, and support staff undertaking Youth Guarantee fees-free and/or trades academies in the five participating institutions.

2.2 FOCUS GROUPS

Punch (2005) defines focus groups or group interviewing as “a general term, where the researcher works with several people simultaneously, rather than just one” (p. 171). Kitzinger (1995) sees a wider degree of insight that is possible through the use of focus groups because this approach “...is particularly useful for exploring people’s knowledge and experiences and can be used to examine not only what people think but how they think and why they think that way” (p.299). It was further thought that the use of focus groups would be appropriate for the younger students as the interviews were being conducted by an unfamiliar adult and were probing into their views and feelings.

Focus groups were held with Year 12 and Year 13 equivalent students and with the lecturers in both Youth Guarantee fees-free and trades academy programmes in each of the five providers.

2.3 DATA ANALYSIS

Data was analysed using a narrative approach to establish themes, commonalities and outliers (Creswell, 2008). Narrative inquiry has its roots in Dewey’s notion of capturing a participant’s past, present and future lives (as cited in Connelly & Clandinin, 1990). Clandinin & Huber (in press) explain this methodology in these terms:

Narrative inquiry, a relatively new qualitative methodology, is the study of experience understood narratively. It is a way of thinking about, and studying experience. Narrative inquirers think narratively about experience throughout inquiry. Narrative inquiry follows a recursive, reflexive process of moving from field (with starting points in telling or living of stories) to field texts (data) to interim and final research texts. Commonplaces of temporality, sociality and place create a conceptual framework within which different kinds of field texts and different analyses can be used. Narrative inquiry highlights ethical matters as well as shapes new theoretical understandings of people’s experiences. (p.1)

2.4 PARTICIPANTS

Table 1 shows the student participants from each of the trades academies in four of the participating institutions.

ITP	EIT	Weltec	Wintec	CPIT
No. Focus Gps		1	1	
No. Students	8	5	6	10
Date	15 May 2014	6 May 2014	21 May 2014	25 July 2014

Table 1: Student Participants - Trades Academies

Table 2 shows the number of student participants in fees-free Youth Guarantee places by institution.

ITP	EIT	Weltec	Wintec	MIT
No. Focus Gps	1	2	1	1
No. Students	10	13	14	8
Date	15 May 2014	6 / 7 May 2014	21 May 2014	5 June 2014

Table 2: Student Participants – Fees Free Youth Guarantee Places

Table 3 lists the number of tutors/support staff working with YG and Trades Academy students in each by institution.

ITP	EIT	Weltec	Wintec	MIT
Staff	6 tutors 2 support staff	11 tutors 2 support staff	3 tutors	4 tutors
Date	15 May 2014	6&7 May 2014	21 May 2014	23 May 2014

Table 3 : Staff working with YG students

3.0 LITERATURE REVIEW

“Students at Community Colleges are getting younger and younger,” a headline in *The Atlantic Monthly* boldly states (Orbeson, 2014). The article goes on to show how the traditional student intake of older “second chance” learners is being swelled by younger students to the point where, in the community college where the author teaches, younger students are now a majority.

Community colleges are hosting a younger student body, I suspect, because prospects for graduates of a four-year institution are becoming less and less certain thing. The transition from high school to university is no longer a sure thing..., the rising cost of college tuition..., the prospect of student debt..., most “traditional students are facing a very untraditional prospect. Higher education isn’t a guaranteed pay-out” (Orbeson, 2014, p. 15).

There are echoes of this situation in New Zealand where a policy setting, Youth Guarantee, has encouraged an increase in the numbers of students entering Institutes of Technology and Polytechnics (ITPs) to pursue study in programmes such as Trades Academies and Secondary Tertiary Fees-Free Programmes which are both free of tuition fees.

Orbeson noted that this has led to the situation where he claims to have “altered my approach to teaching” in order to “bridge the gap” (2014, p. 15).

Successive Tertiary Education Strategies published in 2010 (Ministry of Education, 2010) and 2014 (Ministry of Business, Innovation and Employment, 2014) gave prominence to the importance of the role of tertiary education in addressing the educational needs of ‘young’ people. In the *Tertiary Education Strategy 2010-2014*, the priorities of the Government included:

- *increasing the number of young people (aged under 25) achieving qualifications at levels four and above, particularly degrees*
- *increasing the number of young people moving successfully from school into tertiary education.*

(Ministry of Education, 2010, p. 10).

In this policy document, young people were a ‘target priority group’ (Ministry of Education, 2010). Furthermore one of the three core roles for ITPs was “*to assist progression to higher levels of learning or work through foundation education*” in order to ‘*enable a wide range of students to complete industry-relevant certificate, diploma and applied degree qualifications*’ (Ministry of Education, 2010, pp. 18-19) . The strategy later reported both an actual and an anticipated increase. The latest Tertiary Education Strategy reports that “*more young people are moving from school to degree level study*” (Ministry of Business, Innovation and Employment, 2014, p. 5) and for the first time notes “*the importance of effective transitions for all young people that extends beyond those supported by the Youth Guarantee*” (p. 11). Importance is placed on relevant qualification, core personal skills and the skills level of all young people. “Priority 2: Getting At-Risk Young People into a Career” (p. 11) is a central strand of the strategy.

A focus on youth therefore underpins the policy settings and this is reflected on the realities of increased enrolments of younger people in tertiary institutions and especially in the Youth Guarantee programmes in ITPs. This literature review surveys that phenomenon which is the subject of this research study which seeks to assess the impact of younger learners in five ITPs.

A literature review published in 2011 sought to bring together key points related to transitions between secondary school and post-secondary study (Centre for Studies in Multiple Pathways, 2011). It was noted that there was considerable argument calling for educators to

address issues of the gap between secondary and post-secondary education programmes. There was also argument for increased integration between secondary and post-secondary systems where emphasis is placed on students proceeding seamlessly to a post-secondary credential (p. 4). The importance of success at school and its close connection to success at tertiary level study was also highlighted (p. 7). A study of “stumbling blocks” and “stepping stones” identified a number of factors affecting the transition from school, noting the importance of a robust academic preparation that led to the growth of independent study skills, under ‘a layer of enduring personal characteristics such as personal determination, diligence and persistence.’ (Centre for Studies in Multiple Pathways, 2011, p. 7).

Successive literature reviews on transition have highlighted age, ethnicity, gender and socio-economic status as factors (Centre for Studies in Multiple Pathways, 2011, pp. 11-12) – it is a complex issue. So too are issues such as disengagement, readiness, and seamlessness, and the development of a “multiple pathway’s” approach which also seeks to address this issue (Centre for Studies in Multiple Pathways, 2011, pp. 12-18).

It could be that useful advice on teaching younger students in tertiary exists but has had no impact. The TEC has produced an outline of best practices that set students up for success under the Youth Guarantee banner (Tertiary Education Commission, 2010). In addition to advice on more general matters, a robust section on “teaching and learning approaches for students” sets out a set of general guidelines on “ways to teach Youth Guarantee students” (Tertiary Education Commission, 2010, p. 4). These included:

- giving students more control over their own programmes
- varying the order of teaching throughout the day
- ensuring programmes are flexible and varied in order to be more effective
- recognising individual learning styles
- identifying students' strengths and basing approaches on them.

Each of these in itself is a topic with considerable scope for professional development. But the paper goes on to offer useful suggestions as to the use of learning plans, the structure of programmes and pastoral care in addition to describing resources, outlining reporting and briefly summarising funding (Tertiary Education Commission, 2010, pp. 5-9).

Wyn, Stokes and Tyler . (2004) based their preferred approach around a culture of support and argued that programmes should:

- connect to student’s culture and context
- operate within a climate of adult learning
- be flexible to accommodate individual needs
- have enthusiastic, flexible programme staff who relate well to students
- connect to a broader community agency networks.

(Wyn, Stokes, & Tyler, 2004)

It is likely that the Youth Guarantee policy setting, which is still relatively new, has yet to create a renewed focus on the teaching of younger students at tertiary. There is a plethora of general material about teaching students well generally at a tertiary level. This ranges from major studies to comparatively smaller papers offering crisper approaches to being prepared for tertiary teaching. Others offer sets of principles that could, with minimal effort, be used to consider the special demands of teaching younger students. One such paper is Ellington (2000) which captures suggestion for being an excellent tertiary-level teacher into a set of “golden rules”:

1. Find out how your students learn.
2. Set appropriate learning targets.
3. Use appropriate teaching / learning methods.

4. Use appropriate assessment methods.
5. Monitor and evaluate your teaching.
6. Always try to improve your performance.
7. Keep yourself up-to-date.

(Ellington, 2000)

Another stream of commentary that sits to one side of these discussions is that related to age difference and the impact of it on teaching at tertiary levels. One paper from the College of Business at Colorado State University sets out to discuss teaching adult learners and describes a set of differences between "adults" and "young" learners (Barnes, 2014). While a little simplistic, it highlights the value of approaches that invite tertiary level teachers to think by way of comparisons in seeking to identify and respond to differences between the two groups.

The anonymous author(s) of this comparison compare the need younger learners have to depend on others with the extent of self-direction shown by adults. Comparisons made include:

- Life experience has given adult students a view of the world within which they can perceive the benefit and personal value of what they are doing whereas the lesser experience of life denies this to younger students.
- The younger students are more open to new ideas and learn quickly whereas adult students with opinions of their own may reject new ideas to the extent that they don't fit with their experience.
- Younger students accept assurances that what they are learning will be of benefit in the future while adult students are looking for more immediate applicability in their lives.
- Adult students are motivated intrinsically while younger students are motivated extrinsically, a point also supported by others.

(Whatman, 2009)

While these statements might seem to be simply binary distinctions that are not typical of all students in each group they are supported in other commentaries (Polson, 1993, p. 4) and might well be a good place to start a discussion. One institution which has done just this is the Whitireia Polytechnic in Porirua, New Zealand which has developed an institution-wide response to teaching priority learners – Maori, Pasifika and youth (Tomoana, 2012).

Recognising the likelihood of the changing demographics that will lead to an "increasingly younger student population", their strategy – *'The Whitireia Way'* – has as a key (but not single) focus on younger students (p. 6). In discussing the impact of student age on teaching, Tomoana develops an argument that youth learn in a particular way²:

- *Most youth want to know what they need to know to pass their assessments rather than delving deeper into underpinning theories.*
- *Most youth would benefit from being directed at what they need to know where the facilitator plays the role of a motivator and guide (as opposed to adults who have a greater capacity for self-directed learning.*
- *Most youth seem to appreciate a relational level of understanding rather than abstract thinking.*

(Tomoana, 2012, p. 10)

² This is built on the ideas of S. Choy (2001). *Youth Learning*, Unpublished Doctoral Thesis, Queensland University of Technology and L McGibbon (2010) *A model for embedding literacy and numeracy in a trades course*. Porirua: Unpublished

The *Whitireia Way* exists within and promotes a set of strong values set alongside a strong focus on positive relationships. In the same paper, the previous experiences of the younger students is captured in the term "*wounded learners*" used by Margaret Southwick (Tomoana, 2012, p. 10). The fact that some young people who do not "flourish" in high school show a remarkable degree of success in learning when they enter tertiary education (Whatman, 2009, p. 10). This is also evidenced by experiences at Manukau Institute of Technology (Middleton, 2014, pp. 12-13) and in that setting it is attributed to purpose, line of sight to employment, applied learning situation and the removal of irritant factors related to schools – in short, they were treated as adults in an adult environment (Whatman, 2009, p. 5).

The students' experiences in a high school are not always to prepare them for post-secondary education and, as (Bangser, 2008) states:

"Special attention should be paid to increasing the rigour, relevance and engagement of the high school curriculum, including for students who have traditionally faced barriers to successful post-secondary transitions (p.4)."

He also briefly outlines the characteristics of selected interventions that promote a successful transition to post-secondary education and employment. These include dual-credit programmes (such as the early college high schools), tech prep (integration of technical education), career and technical education (a school within a school), federally funded college preparatory programmes (TRIO, GEAR UP and other intervention of these kinds) among others.

Whatever the stimulus for the higher levels of performance students exhibit in a post-secondary setting, there is little doubt about the powerful and obvious differences between the two kinds of schools. In the study undertaken by Wyn et. al.,(2004) there was agreement among their participating students that the postsecondary institution (a TAFE College in Australia) was "the opposite experience to school" (p. 24) and they report as typical comments:

- They're nice teachers.
- We are allowed to do things you're not allowed to do at school.
- It is easier going.
- You can talk to a teacher more freely and talk about things outside school.
- TAFE is not as stereotyped as a school, it is welcoming and you can talk more.

Bangser (2008) also strongly promotes the notion of readiness and this is supported by (Conley, 2005) (Conley, 2008) (Conley, 2013).

Early exposure to post-secondary education – be it technical and vocational as at the MIT Tertiary High School (Middleton, 2014, p. 14ff) or as in the US at an Early College High School (Vargas & McKnight, 2006) – enhances not only a student's likelihood to choose a post-secondary pathway but also to be more likely to succeed when this is done (SERVECentre, 2009). This suggests that the models being tested in New Zealand – models such as the Trades Academies and the Tertiary High School – are likely to provide pathways that lead to increased positive educational outcomes.

Indeed that was the finding from a PhD study of the first two years of the MIT Tertiary High School (THS) when it opened in 2010. Young (2013) found that students entering the THS outperformed counterparts in a control group of students in the schools from which the THS participants had come. This level of performance has continued and indeed increased in the THS programme now in its fifth year (Middleton, 2014).

The MIT Tertiary High School tackled a number of structural issues such as early access to tertiary education; multilevel NCEA study; simultaneous vocational and technical

programme; integration between secondary and tertiary programmes; and the dual enrolment of students (Middleton, 2014 pp. 6-7) with high results, excellent retention and deep engagement.

Wyn et al.,(2004) similarly report on the importance of structural issues as important and significant obstacles that early school leavers face. They report on age limitations, entry requirements, the increase in standards for entry, the lack of formalised links between schools and tertiary institutions, limited support structures, the apparent domination of short courses offered at their entry level, and financial barriers

In summary, the literature while light on specific studies of the impact of younger people on tertiary institutions of education and training, does provide support for the view that interventions that give students the opportunities for early access to tertiary-based programmes does lead to increased performance from those students.

A further area of relevance to this study and a future focus, is the different ways of working with students aged between 14 to 19years. Writing about the evolution of secondary education in England, Baker (2013) notes that the school leaving age increased to 14 years after World War I, and that in 1927 the terms 'primary' and 'secondary' were applied to differentiate between the periods of education up to and after the age of 14 years. After that, a variety of factors – the comprehensive movement, the rise (and fall) of grammar schools, and the appearance (and disappearance) of middle schools – contributed to the ages 11 to 16 years becoming a stage in the education system.

The suppression of a focus on practical skills was a feature of this development. Baker (2013) argues that when students have the opportunity to “learn through their hands as well as their brains” (p. 11) they are more likely to development a passion for learning and to become increasingly engaged. It is not, he asserts, simply a matter of acquiring knowledge but also a question of acquiring a competence.

Baker goes on to attribute the suppression of an emphasis on practical skills to two factors:

- I. the belief held for several decades that a computerised, knowledge-based economy will provide a massive number of jobs for knowledge workers [which] has proven to be a misguided optimism as we have discovered that many of these jobs can be done just as easily and more cheaply abroad;
- II. comprehensive egalitarian theories of education ...based in part on the fear that enabling youngsters to acquire a specific skill at school limits their future opportunities and dooms them to a lesser position in our society [and] in contrast the feeling has spread that going to university is the only pathways to success.
(Baker 2013, pp. 11-12)

Further evidence is presented that supports a renewed focus on practical and applied education for not only some but possibly for a larger than previously realised proportion of students. In an exploration of the impact of applied learning on young people aged 11-16 years Richardson and Sing (2011) concluded that “there was clear evidence that practical and applied learning has a strong and positive effect on the motivation and achievement of academically able students”. (cited in Baker 2013, p. 14).

The current interest in trades academies and Youth Guarantee fee-free places and other options that secondary students are now able to consider, is part of a wide movement to

introduce multiple pathways into what, over the past 50 years, had become a one-size fits-all standard comprehensive school. There is strong condemnation from some commentators of the comprehensive secondary school. For instance, writing in the TES (16 February, 2001) Campbell claims that “the day of the bog-standard comprehensive school is over,” while a collection of essays published in 2007 addressed the issues of “the extent that the comprehensive high school is in difficulties and potential or actual decline” (Franklin & McCullough, 2007).

The conclusion reached by Baker (2013) is that Anglo-Saxon education systems have simply created a system and a society that favours one form of learning over another. This provides further support for the developments and activity which are the focus of this study and the challenges that they pose for the tertiary sector.

4.0 FINDINGS

4.1 TRADES ACADEMY – STUDENT PERSPECTIVE

This section discusses the range of courses offered to Trades Academy students, the students' perceived goals, the student perceptions and views of learning in a tertiary setting compared with their school setting, the academic and social support systems offered at a tertiary level, and any challenges they faced.

In summary, the students included in this study were in the following programmes which shared the characteristics of a school/ITP combination (but based only at the ITP in the case of MIT), a connection with NCEA, and early access to trades and other vocational programmes.

The *Wellington Trades Academy* is part of WelTec but has its own distinctive identity. Students keep regular secondary school hours, study full-time at the WelTec campus in Petone, they spend four days a week in selected trades and one day a week in a core programme developing trades related skills and knowledge. At the time of this study, trade options included Automotive Technology, Building Construction, Hairdressing and Beauty Services, Hospitality, and Mechanical Engineering.

At CPIT, the *Canterbury Tertiary College* works in partnership with schools and students attend the ITP full-time on Thursdays and Fridays. The programmes offered are a variety of options across the areas of Business and Computing, Creative Industries, Food and Hospitality, Health, Science and Community, and Trades.

The *Wintec Waikato Trades Academy* is open to Years 11 or 12 students who, in their first year, will choose from a programme in one of the vocational pathways: construction and infrastructure trades; manufacturing and technology trades; service sector trades, or primary industry trades. The programme is designed to give a broad introduction to the chosen career pathway and the student is at Wintec for 35-45 days during the year studying at Level 2 or Level 3

The *Hawkes Bay Trades Academy @ EIT* offers courses in a wide range of trades and vocational disciplines through a one-day-a-week programme delivered at both the EIT Campus in Taradale and in Gisborne.

In contrast to the above programmes, the MIT Tertiary High School has students from Year 11 on, studying at MIT full-time towards their NCEA (Levels 2 or 3), and towards qualifications in any one of the courses available in the overall MIT portfolio of programmes.

Each Trades Academy is set up differently with the same goal in mind, which is to provide students with early access to learn in a tertiary setting under a dual enrolment system. Some Trades Academies collaborate with several schools in the region and the students come for one day each week or one day each fortnight. The funding category “trades academies” is a convenience rather than a reflection of accurate descriptions of the differences between programmes.

Students described a number of different courses including hairdressing, carpentry, automotive, information technology, electrical engineering (Year 11), hospitality, and sports and recreation. The students were aged from 16-19 years with most of the them aged 16 and 17 years. Most students are taking credits at NCEA Level 2, Year 12.

Students are clear that blocked scheduling is the main difference between school and tertiary settings in terms of the way the timetable works, and expressed this in different ways.

Normally how our day goes is, it's kind of split into three blocks. The first block is normally, we start with a quiz of some sort and then write down notes on something that we're going to be doing. The second block of the day is more actually putting things into practice.

And then the third one is just practical and general. Like we could be doing soldering, stripping of wire, it depends. So yeah, it makes the day fun other than just writing notes all day in most classes at school, 'cause you have a variety of things to do.

Students raised a number of different goals and reasons for taking the course but most of the participating students viewed their course as one of interest to them which they could see leading them on a future career pathway or in the case of some students, a decision to return to school full-time.

Next year, I'm not coming back; I've to stay at school.

Others are not sure at this point in the year as this student remarked:

I don't know yet.

Some students aim to go to university, further study or to take up an apprenticeship:

*I want to go to university and do environmental business studies.
[My] main personal goal after NCEA1 is further study*

I do hair and beauty because I want to be a beautician.

From my understanding, at the end of this course we have the right qualifications to go straight into an apprenticeship. So if we wanted to we could leave at the end of Year 12 and go straight into an apprenticeship for electrical engineering.

Possibly come back here to finish the course and then yeah see where that leads, 'cause really Year 13's just to graduate and get to a polytechnic.

Get Level 3 or just to finish Level 2. I see no point in Level 3 really.

I would just graduate and then hopefully just go to university, study electronics there. Try to get my degree.

Probably work full time – either with my job now working at a petrol station or a mall or stay with the trade I'm doing in the course, carpentry.

Going into shearing sheds beginning next year for couple of months, get money and then into apprenticeship maybe.

Nursing – pre-health first. Six months certificate and then nursing degree. I don't want to go into pre-health I want to finish school and get credits then want to be a registered nurse then want to go to England for three years to specialise in paediatrics.

But students were not always as clear in making a decision related to their future when deciding to enter a trades academy. For instance, one student had the course chosen for her by her school Principal:

I'm in hospitality. Okay I didn't actually really choose it, my Principal did.

Another had completed a carpentry course previously and wanted to continue doing carpentry this year.

I chose construction because I did part of it last year and I really enjoyed it so I wanted to sort of do the full course of it.

But all students interviewed believed that they now have a clearer idea of their personal employment and/or study goals. (It is noted that this was not specifically tested in the focus group conducted at Weltec.)

Tutor interactions with the students were perceived by the students to be more like an adult than a high school student and these different teacher-student interactions appeared to enhance the willingness for students to learn:

You're treated as young adults here instead of at school you're treated as kids.

Like we get more respect.

The Tutors treat us a lot better [than at school]. More relaxed. Treat us like older people not like we're kids.

And this seems to produce a response from the students where they act more like adults, a view captured by the student who expressed:

People here [i.e.at polytechnic] are more grown up.

Gaining early access to a tertiary setting allowed students to see at first-hand how a tertiary institution operated and gave them more of a "reality check" as to what the workplace might be like.

[The tertiary setting] given us the experience of what a normal day would be. Like at school we get, I think it is thirty minutes each break, here we get a fifteen and a thirty. So it's also setting us up for working hours.

Students feel that there is more student peer support in a tertiary setting as opposed to a school setting.

[At school] even if we're like talking to each other about things we don't understand, instead of hassling the teacher we just ask each other, 'cause someone will know. Like here at [the Trades Academy] that's alright and it works and we just ask someone who does know what's going on and they explain it to us. But at school you try and do that and teachers just look at it and see that you're talking and you must, you're distracting everybody else.

And having the same tutor and being with the same students for the day appeared to help.

It's because here we have the same teacher, we're in the same class. But at school we keep switching, so we don't really know what's going on in school.

However, this view is balanced against the view that if the same teacher is not able to teach the group of younger students, there could be an issue when the replacement teacher is not well-regarded by the students.

It's good that Cedric is a good teacher and we get along with him, but if he wasn't then there would be issues with being stuck with him the whole day. But since there's not a problem with Cedric it's fine having him all day.

The practical angle of the Trades Academy felt more appealing as these students remarked and this relates to a view that they are engaged in something that they want to do.

It's like, at school we get set something. Here we have to do practical, theory and like a laboratory ... thing. At school we have to do different subjects, some that you may not want to do and some that might be boring.

Pretty practical really, there's only a small bit of theory work which is sort of towards the end of the day and that's just writing down a few sentences about what we've done and maybe checking off some tools or some lathe that we've learnt.

Interacting with more stuff and being more hands on [compared to secondary school].

Not only is the course more practical but it also includes less writing and the writing that there is includes, in the view of the students, only the notes that they need to take down in order to remember the work.

You don't have to write every note as well. You can just write certain points.

No, it's just what makes sense to you, so when our tests do come, we can look back to our notes and just look at it and read what we've written about each point.

The literacy and numeracy aspects of the learning seem to be taught in bite-sized amounts and in context of the course being studied, reflective of an embedded approach which was seen as being easier for a student to digest and understand.

"[the literacy and numeracy sessions we have to do] is stuff you're going to use in real life, [not like lots of the maths at school]... [we learn it] in smaller bits so it's more manageable".

Students perceived more autonomy in a tertiary setting compared to school as this student claimed:

"...the tutors let you roam freely, they give you the job and you go and do it, in school the teacher will give you a job and they'll supervise you."

Whereas in school:

"...it's kind of pointless sometimes 'cause we're just doing the same stuff or yeah."

School teachers are annoying. At school teachers make it complicated so you don't understand.

The work appears to be more relevant in the tertiary setting even for the theory work.

The book work that we need to do is interesting [and/or important].

Trades Tutors also have the experience that they bring from the 'real world' of work and this is highlighted in the following comment by a student.

[Our carpentry tutor] was really a carpenter and actually did stuff...he knows what he's doing [about real world work] unlike school teachers.

Students see the atmosphere as a high trust learning model in these tertiary settings as opposed to their experience of school learning environments.

They trust you to do your own work. At school, if you're not doing your work, then they think that you're off task. So if you're not doing your work here there could be a problem with you trying to think of something. At the school, at our school, they could think that you just don't want to do it and you're being rebellious.

The nature of the learning environment has some clear advantages in the eyes of the students. The students sense that there is a clear expectation that they will be responsible for their own learning.

Well I find that here I want to do the best in my abilities, like I don't just want to scrape through and get it done, I actually want to do it the best I can and get as much of it done properly. Whereas at school I find in a lot of my classes I just do enough work to get the teacher off my back to get them to leave me alone for the class.

Everybody has a bit of a higher expectation, like actually want; they want to do well at this course.

Students also see some clear differences in the social environment between the school and the tertiary institution. For instance, they compare bullying at school to the situation where there is not so much bullying at the Trades Academy. Students agreed that it is easier to learn when you do not have to deal with bullying and "... having times to yourself...and times just to talk through problems with real friends". Many in this group agreed with and went on to add "... friends in the tertiary environment are more like real friends" whereas "... school friends are often not 'real friends'.... lots of them [at school] would stab you in the back."

Similarly, with regard to fights and racism at school, a student expressed such a view strongly:

"[At school] I was treated like nothing...it was really racist 'cos I was one of very few [who wasn't white]...I got bullied in Year 10, so I started some fights."

And attendance patterns differed – some students had poor attendance at their school.

My attendance is 100 percent.

Well I was sick a few times, so I've missed a few, but the only classes of these that I've missed was because I have been sick.

[I] always wagged at school because I didn't have a choice. My Mum chose my course for me.

School teachers are on to you, like, never giving you a break and getting on your back but not here.

I would come to tertiary but not to school. I go to school but have a lot of empty periods. Form teacher useless, never marks me off, there for study periods but marked off.

All this adds up to a tertiary setting which is perceived in more favourable terms:

Well at school, if you don't feel like going to a class, you have to and it's tough, you don't get any say about it. But here, if you don't want to come and you want to get behind in work, that's your own problem. It's your choice. So there's definitely, when you're in class, it's definitely, there's a lot better attitude and behaviour in class here because everyone is there because they want to be there and they want to achieve something. So no one's really wasting any time.

Another student describes their experience at a tertiary institution as one which offers a more flexible learning environment:

I'm always getting in trouble at school, they have focused attention on me, if I do [the] slightest thing wrong they rip me out. This course frees me away, makes me feel they're not there.

There is also a view that the tertiary setting allows for more options. This is likely to be related to the characteristics of the setting rather than an actual spread of options.

It's like a back-up, when you, like that's why we have two options. So if we do good in this course and we do bad in the other one, we still have this course to go back to.

Students were able to articulate some differences in the teaching styles and approaches at the trades academy which point to a different teacher/student relationship. It is inconceivable that these characteristics are entirely missing in the secondary school setting but the particular students in these tertiary programmes collectively share very similar views.

He wants to help us pass this course. So instead of saying like do it yourself and try and learn, he'd like point you in the right direction.

He'd give you resources and explain it to you in detail so you can understand.

Sometimes you don't need to ask, he'll just pop up behind you, 'cause he'll know if you're, if you need help.

If you have problems take time to get around everyone.

Less people in classes.

Teach us for who we are rather than one big class.

Treated individually.

All theory and paperwork is always relevant and necessary, it's not hard and not boring, it's something I want to do, I enjoy doing it.

We all talk a lot, a big discussion plus paperwork. Good way to learn, all interacting and getting ideas and talking about it. Don't really do practical work but do more discussions and theory. [We] ask questions of the teachers.

He tries to make as funny as possible but also get breaks so can get back to focusing.

Most of our stuff is quite practical in our course.

The features that make the student attitude to the course so positive can be summarised in terms of the teacher behaviours quite simply. The teacher is perceived as being willing to help the students, the programme is balanced between theory (which is not discounted at all) and practical activity, there is a student focus in the classroom that is driven by the teacher, and there is an element of enjoyment.

Other features were new and appreciated such as on-line access off-site:

Say we have work in class today and we didn't finish all of it, we could easily go home and access that work [on-line] and finish it.

There is also an element of the programme being understood in its structure which enables the student to exercise responsibility in tackling what is required. Descriptions which added up to a "no surprises" were noted.

Yeah, all our work's set for us and we can look at it at the very start of the day and see this is how much I have to do, and you know how much time you have because you know how long you're going to be in class for. So it's nice, you can look at it and go, "This is going to take me so long and this is going to take me this long." So you know if you have a bit of time to put your heels up a bit or if you really need to drill down [and do the work].

I mean in school you get to class and you have no idea what's going to happen. The teacher hits you with piles of things and you're like, "Where'd this come from?" But especially here there aren't really those sorts of surprises. You can definitely plan it out and manage yourself.

Also appreciated was the additional academic and social support offered at a tertiary level. Academic support is accessed with ease it seems within the classroom from the class tutor ("If it's just class work we're stuck on, it's easy to just go to our tutor... and he'll help us out"). But students were aware of the support that was available external to the classroom even if they had not had cause to access the student support services.

I haven't used them personally, but they're probably there for us to us.

I make use of a Pasifika Support Liaison whenever help is needed.

She described her role quite well on the first day and what to do if any problems. She regularly checks up to make sure everything is going well and don't need help.

Always makes sure that there is something we need she can help us get back on track, always asking how things are going and if anything they can do to help.

The support person comes in every day.

But the students also realise that they are ultimately responsible for their own learning outcomes and this is helped by the way students are expected to demonstrate this responsibility.

They make it down to us if we miss out on anything, up to us to catch up.

If you miss a class and if you have a good enough reason the tutor will give some little bit of information and then for the final stuff you need to get it off somebody else so you understand it.

The relationship between the students and the rest of the student body was handled differently in the different institutions. In one setting they were separated from older “adult” students and the comments were a little ambivalent in both support and understanding.

No our breaks are different. Our whole day’s set up so we don’t interfere with any other classes. So our breaks aren’t the same as every older person’s break, unless they clash of course, because they didn’t want us to get bullied, I guess, or to get in trouble with the older people. I don’t know.

But at another institution some of the younger Trades Academy students were able to view what the adult students were doing:

Sometimes classes meet with Year 1 hairdressing students. It’s different but it’s good.

We also go and see the degree students and bachelor students and sometimes see some of their tests to see what it’s like.

4.2 TRADES ACADEMY – TUTOR PERSPECTIVE

One of the programmes involved in their study represented a cross section of the different trades disciplines taught by the tertiary providers which included courses of two types – the straight-out discipline-based programme and the taster mix of short courses.

Ideally they choose. The first year’s a generic programme between about four different disciplines with our metal trades and they’ll choose their career path in the second year and their studies will be orientated around either automotive, engineering, electrical or collision repair. So in that second year they get the skills they need to go into the trade that they’ve chosen to go into and that decision is made by them in the first year by giving them a bit of a taster on everything. So in that second year as their skills start to form up quite solidly we are approached by industry which allows us to help find placement for the students and helps them find staff. Up to now we’ve just had a huge success - they’ve all found employment and apprenticeship employment.

Which courses are offered is typically the decision of the tertiary provider but one found that collaborative decision-making in this regard paid off. They have started off with very small groups.

Very small ones at the start went to eleven and then over the years, the profile of it and the setup of it have changed slightly. We have gone back to the schools and said, “What do you want?” rather than, “This is what we’re delivering.” And the partnerships growing because of that.... originally it was just automotive and engineering; it’s now gone on to hairdressing.

The tutors’ first comments were predominantly about how the students reacted to the opportunity to study at the tertiary institution.

I asked them "So how's it going, are you enjoying it?" And they said, "Oh we count down the days till we come," because they love it. They said it's only three days till Trade Academy, two days till Trades Academy and they said they love it because they get treated like adults. So for them it's not, they love it because it's not being at school. They get treated like adults.

That they are treated like adults seems to be something deliberately cultivated through tutor expectation.

Yeah, one thing I do tell mine, when we start I say, "Right, you're not at high school, when you're here I'm going to treat you like I treat my adult students, I'll treat you like I treat my apprentices when I was working." So for the first three weeks I remind them of that and then I think it does change them, but they just kind of get out of that high school mode of behaviour.

Setting the benchmark high. These girls come in here and they've got things to do and I'm not going to let them be secondary school students on Friday. They've got to be tertiary or adults and you've got to behave.... you don't talk like that and you don't behave like that, you've got to, you're big girls now.

So the response of the students to the programmes is not simply that they are undertaking a programme that is "not at school". Clearly there is intrinsic interest in the programme and young people respond to this learning opportunity.

Students who are still in school appear to learn and pick ideas up faster than students who have left school. The biggest difference between our students that are in school versus ones that have left school is they do learn more quickly and better because they're still in a learning mode. When they leave school they kind of lose the art of learning a little bit and you spend a bit more time with an adult student getting that learning mode back into them so they can cement the points that you're trying to deliver. These kids just soak everything up like a sponge. There's a difference dealing with youth which does make the job harder but the flip side to that is that they learn more easily easier so it kind of balances itself out.

Added to this is the benefit of their age not having yet brought into their lives what one tutor called "some of the older stuff of drugs, alcohol, behavioural issues" but it is not simply that. The tutor went on to add:

They're probably more of an open sponge at the younger point where they're keen to learn, they haven't got preconceived ideas and they're probably more there 'cause they want to be there more than Mum and Dad have pushed them there.

When asked what special teaching strategies were in the pedagogical approach used by the tutors the answers were crisp and clear:

More mentoring.

More pastoral support.

More experiential and tactile learning.

In summing up this question, one tutor expressed it in this way:

It is more important to try to make academic content or 'theory work' more interesting and applicable to the real world tasks they're learning about. More effort and support is

needed to help them achieve theory parts of courses. One solution offered was that the tutors break up theory into one hour a day maximum as bite sized chunks, rather than trying to force lots of theory into one day.

But it was also about making an effort to interest the students by perhaps recognising that strategies that were different from those usually employed with a typical class were valid and successful.

I wanted to teach my students some things you would expect someone who came on site to be able to do. I played a series of games based around their practical skills. I did a lot of things one afternoon and my students came to me and said that was fun, I really enjoyed that. You were learning carpentry but you weren't because guys like competition. How many hits to hit a nail in? We had string line races. Who can wind it in the quickest? We looked at technique and stuff. Then we did estimation. We had a length of timber and I gave them all a card with a number on it and said guess the length and put a nail in where you think it is. Then I had prizes at the end of it. This went on the whole afternoon and they bought into it. They learned the practical stuff but they had fun doing it. I didn't have to do much.

Teaching a Trades Academy class is not, however, without its challenges. One tutor found this out early in the previous year.

This year's class, compared with last year's, is totally different. Last year was out of control. It seemed like a whole bunch of kids that the school didn't want and they didn't want to be builders, they were just there. This year it's totally different, they all, the thirty I've got, I'd say twenty-eight of them are interested in a career in building, which makes, my job easy.

So there is awareness among tutors of the importance of establishing and maintaining order. This was not always done by edict.

I have them set the rules at the start of the year; the class set them, that has changed heaps. So I don't have any problems really.

The sanctions are not always conventional either.

I had a pupil in my one last year and he was just a nuisance in the class. And one day he just would not do what he was meant to do, and I gave him a real rev up, and in the end I kicked him out.....The next week that guy came in, the first thing he did, he wandered over to me, shook my hand, had a big smile on his face, and said "Sorry, matua, I was out of line." For the rest of that course he was brilliant. That's what it took to shake him up a bit.

One tutor had abandoned the "tough approach" – press-ups for transgressors who had arrived late, in favour of a lighter touch – making the transgressors sing! And the power of encouragement and reward were being applied appropriately in many classrooms.

So we try and encourage, like the good students, to encourage them and if they do well and if they complete their work and if they're well behaved, then they get a game, because they're all about games, a game of basketball or something. So if they get everything done and if they're good, then they get a game. If not, then they sit out and they hate that. Watching their peers...

Sometimes extra effort is required to attend to the essentials.

It's hard getting students to attend classes that are explicitly Literacy and Numeracy ...but often once they attend, it seems to make a good difference for them.

An answer to this attitude has been found in making sure that the requirements for literacy and numeracy are met through the requirements of the trades course where students who might otherwise find it daunting, seem able to approach it with more confidence.

The tutor explained that students often have a really negative mental block about maths and think they can't do it. Then when they do say a measurement in his carpentry class and they do the numeracy sessions and he tells them that are doing 'maths' and they do know how to do it, they seem to get a real boost out of realising that.

Or to put it succinctly:

Numeracy needs to be made relevant to the context of the tasks they need to do on course.

Previous experiences allow tutors to bring into their work in trades academies relevant and useful skills and capabilities. Some spoke of previous teaching:

And previous to this I've done my secondary school teacher training, so I'm a secondary school teacher as well. So it's not too much of a stretch, I kind of know how to change what I do for it.

I've got an adult teaching background, diploma. Not secondary school.

I've been in education, well tertiary education for coming up twenty years. I've had a lot to do with young ones, sixteen year olds. When I first started teaching we were predominantly teaching sixteen year old students and in fact we used to have students that had been released from school earlier so they could come.

This last point reminds us that the history of polytechnics in New Zealand included teaching considerable numbers of students who had left school at 15 years of age. Other tutors brought experience in different settings into their teaching.

I actually work for [another tertiary provider] during the week and for the Trades Academy on a Friday. It's all based around agriculture. On a Friday I've got the Trades Academy guys here, but then the other three days when I've got students during the week, they range in age from, I think the youngest is still thirteen, or fourteen through to sixteen.

We have a passion for what we do because it's been our trade as well. And quite often in the introduction to a new group, you'll say, this is who I am, this is what I've done, this is where I started and this is where I'm heading. You can do all the same things if that's what you want to do. But if they want a measure of the value of the trade that person's potentially standing in front of them so they can get a reasonable measure on, when you start as an apprentice mechanic you want to become the service manager. Both of us have been that and now we've left our industry and we've come to teach it. So such little mini-success stories I suppose, so we kind of qualify ourselves a little bit without blowing it up.

And this approach brings about behavioural shifts as students realise that they are responsible for their learning outcomes.

And we see them, they come to us as kids and they leave as young adults, there's a shift they do while they're here as well, taking a bit more responsibility for themselves. It's the stuff that isn't actually in the curriculum and having been in the trade, we're tradesmen at what we teach, that is our trade, so we can say, "In the real world this is exactly what we'd do, this is why we're teaching it to you this way." So it has a bit of relevance. [Wintec]

Tutors had different views about the grouping of students, ranging from scepticism about putting Youth Guarantee students into "mainstream classes", to those who believed that it is potentially a good thing to do. A tutor who taught both Trades Academy students and those on Youth Guarantee fees-free places had some comparisons to make.

I don't think that full Youth Guarantee fees free students integration into mainstream classes will work, at least not with the way that stakeholders currently perceive and have expectations of Youth Guarantee Fees Free students versus Trades Academy programmes. Another thing that works against students is that most of the institution's 'mainstream teaching and administration staff do not understand NCEA.' ... They don't understand how its delivery could be integrated into the delivery of the other certificates that they are familiar with and around which their course delivery/administration is structured.

One institution had tried different approaches in grouping students.

A couple of years ago we combined our Youth Guarantees Fees free students who don't pay for their course with students who were there that had paid. I had that group for some of their work and it proved to be massive fail. You can't put adults who have paid to be there alongside those who haven't because they have a different set of priorities, different set of understanding, and different set of commitments for the financial outlay that they have paid.

But for some courses mixing Adult students with the younger learner appears to be a positive experience:

"I think that worked well with outdoor education. They built it into the course for the trades academy students. They spent a couple of days at one of the beaches and worked with some diploma students. They were doing things like a Kenyan boy who had never been out in the water paddle boarding with some diploma students and that mentoring was successful."

Providing academic support and pastoral care is not escaping the tutors who have a clear view of the needs of the students and the fact that this responsibility lies with the tertiary provider.

Yeah, I've got one that can't read or write, basically. The school is supposed to help him do his Trades Academy work, but they don't.

For example, we make ourselves available to the kids and if they want to talk to us outside the learning environment because there's stuff going on, we get a little bit of an insight into what's going on in their own lives and we can sort of help. It's not our job but it's part of the role we take on.

But this awareness is not always matched with confidence.

Pastoral care is a really big thing, connecting with the sixteen year olds, seventeen year olds. And I don't think as adult teachers we're armed with enough skills for

dealing with the young ones. So if someone who's had a lot of expertise in secondary school and dealing with behavioural problems with sixteen year olds to could come and spend an afternoon or a day with us it would be wonderful. Just to give us some extra tools in our kete to be able to manage this part of our work better.

The key area of concern for tutors seems to be that underlying belief that many of the Youth Guarantee students, particularly those in trades academies, have undiagnosed learning difficulties.

In some aspects I can see that some students do cover up. They tend to make out they know information and it's not until you see the written work or something else that you realise this. When I gave them a written assessment, some of them struggled with it because they didn't understand what it was asking. But they opened up and told me afterward. And one guy left it blank and he said straight up, "No, I'll just skip it, miss." And I went, "What do you mean you'll just skip it, you need to answer every question." And he goes, "No, it's alright, I'll do the test, miss, but I'll just skip it if I don't know." And I'm like, "You need to know."

Some of this could raise questions about how students are chosen to attend Trades Academies and whether the programmes are seen only as an option for those not succeeding at school.

We have some, like some schools that force students to come, they have to come.

Not all of the schools totally support the student here. Sometimes the teachers that are supporting the students come in and check on them every week to make sure they're in there, they're the students that seem to do well.

The ambivalence surrounding the level of support from the school sees the tertiary providers taking their responsibilities seriously.

I think for us we have a very good support person and some other's involved ... we have a procedure we follow through if it's an ongoing situation, we get the school involved then the parents come on board to say this is what's required.

When asked what the biggest issue was, there was considerable concern apparent over the issue of attendance.

Attendance is a big problem.

Yes, and we can't make the time up here, because we've got other classes. So that to me is the biggest challenge...

But there is not total agreement about this and it is clearly not an issue in some programmes and/or with some students.

They come because they want to come. There's generally something pretty interesting going on every day. Well Year 1 has the project-based learning which revolves a bit around a mini bike, something they want to build, they can see it at the end. They get to put their own personal touches into it with painting and a bit of engineering. They build the thing themselves from scratch so it's very rewarding for them at the end of that process that they can take an item home and say, "Look Mum or look Dad I built this by myself."

Tutors raised questions about not only the motivation of some students to be in the trades academy programme but also about the process that had led them to "chose" to come into the programme.

It appears that a student sorting mechanism may have emerged whereby students with track records of the most disruptive behaviours and/or lowest levels of engagement get referred to the Trades Academy, whereas youth with relatively less challenging behaviour and/or or who are more ready to engage in learning are referred to Youth Guarantee. This issue should be explored further with other focus groups and other ITPs to evaluate whether it is an unintended (or intended) 'sorting process'...and what are the pros and cons of the impact this may have on those youth and staff involved.

Of course, as one tutor astutely noted, schools were coping with issues raised by students staying at school longer and saw the trades academy programme as being both a response to and a factor that contributed to the issue. There were clear gains in the degree of positivity in the attitudes of the students and this was noted by a number of tutors.

I think Trades Academy in particular keeps kids at school longer. When we get them now, in hairdressing we've got them, they've got a few more brains and they're staying at school longer. So they come to us and they're a lot more settled in the classroom. They stay there.

So I'm finding the Trades Academy students coming in with Level 2 a lot more, they interact a lot more, especially the bunch I've got now, and they're more focused. They like a classroom environment more and they work better in that classroom environment than my students who've been out of learning for a long time.

And the gains made extend beyond the Youth Guarantee and are observed in the behaviours of students returning to the institution after having had an experience in a Youth Guarantee programme such as a trades academy.

Yes and they've kind of had a little dabble with hairdressing in Trades Academy and they either think, "Yeah, that's what I want to do." Or, "Nah, I don't want it at all." And so they've, we've never had any of the Trades Academy students withdraw, they've stayed on and they've been really good students, yeah.

Nothing breeds success like success and the positive attitudes are also helped to develop when the programme is seen to be successful, in one case in getting students into work.

We've been very fortunate for us too is that our Year 2 kids, we traditionally do auto, but all our Year 2 from last year have all gone on to full-time employment everyone in that group. And one or two of them have actually received awards at our nominations and presentations. So we've actually got our guys up on stage receiving awards within that Trades Academy, every one of them's got a job. And I'd say that our industry relationships from the Trades Academy are getting stronger, they're impressed with what comes out at the other end to the point now they're actually asking for them when they finish the course.

Some challenges faced by tutors originate from factors outside of the education institutions and the programmes – such as the pressures of "broken homes" and the more mundane issues such as transport.

I think it's just different issues at that age compared to the older ones we've had, I think there's some issues we have with transportation because some kids come from

Matamata on a Monday or something like that. I think that a lot of the ones that we've noted with issues, there's a lot more split families than we used to deal with four or five years ago. We had some groups last year with say eight out of the eighteen we had that mum and dad had split up so they bring some of that baggage with them.

We've got kids with parents in jail, quite a few.

Some kids haven't had a dad, they've had mum that's it, no role model in the family - we provide a level of support.

An issue particular to Christchurch but not uncommon in other situations is the pressure of having students being offered employment during the course raising a difficult question – should they stay and complete the course (with its attendant consideration of long term factors) or should they leave for the short term but clear advantages of earning?

Had a few leave into industry so now down to two classes again of about 12. Had almost a whole class leave because industry pulls them. They just say we need you to start now. We need you to work. So we keep getting them pulled out of our classes.

This often means that the tutors have to assist the students' to remain in a learning environment:

Maybe three or four dropped out. Others have gone into an apprenticeship in industry or come into a pre-trade class and have either gone to Maori trades training or Pasifika. They are still in the system but no longer a student in the Youth Guarantee programme.

Other tutors also commented:

We tend to hold students pretty well. We've got a funny situation in Christchurch where building the way it is they're pulling the students and they see a good student, because students are required to go and do work experience. When can you start? When can you work? Some get picked up. They try to stress that you have a restricted licence and then they offer this much money if they start now. They take them on for work experience, don't have to pay them anything, get a bit of a work trial, they say I'll take you on as an apprentice and they grab them and take them. We have phone calls every week people ringing up for apprentices. They ring constantly.

I started with 70 students in a variety of classes, outdoor education, cooker, chef training, health and support, Maori studies, business admin. We've lost a similar proportion mostly into employment. It's a good outcome for the majority of students.

4.3 YOUTH GUARANTEE FEES-FREE PLACES – STUDENT PERSPECTIVES

This section begins with the range of courses offered to Youth Guarantee students, the students' perceived goals, the student perceptions and views of learning in a tertiary setting versus their school setting, the academic and social support systems offered at a tertiary level, and any challenges they faced.

The reasons which saw students come into the programmes that offered earlier access to vocational education all too often related to lack of progress, or engagement on the part of the students and perhaps a degree of impatience on the side of the schools. The following comments have a theme of such considerations.

Oh, I got kicked out of school at, I think it was Year 10, because I was too dumb for school. (laughter) I was failing all the classes and it didn't seem really relevant to me why I was doing all this shit, like learning what the hell Shakespeare was and all that kind of crap. So I flunked school, decided I'd just wing it for the rest of my life, and then I was just thinking I need to get some qualifications.

I got kicked out of school and like it's just like part of my bail conditions that I have to come here, because I got arrested and stuff.

My drug addiction.

No I just, I left [school] because I just wasn't getting anything out of it and my parents saw that, so I just decided to come here.

I got kicked out of school for not really listening to teachers and just going out of the school grounds without any signing out or anything, and yeah pretty much being an idiot at school. And yeah the careers, yeah the careers lady asked if I wanted to come here and I said yeah.

Having noted that, there is also a suggestion that students also saw the need to focus and set a goal to get a meaningful qualification. This realisation on the part of the students that there was a need to get started on some form of qualification to progress to an apprenticeship was in fact a positive outcome of what might have been on the face of it a set of negative factors.

I got kicked out of school and then I went and got a job at, doing, working on tractors and stuff, and then I just decided to get some more practice and stuff like that and now I might be getting an apprenticeship at the end of this.

And that is possible given the focus Youth Guarantee has on vocationally oriented programmes:

So you do five different trades for six months, so each trade you, it should be about a month, but you have three weeks in and then for the second part of it, 'cause it's a year-long course, you do one of the trades for six months, like your chosen trade. So the first six months you get an idea of what the trades are and then a further in-depth after that.

I like the three-week blocks you have, 'cause three weeks just flies by so fast.

Like at the moment we're doing, we're making a tool box and that's pretty fun, like we've been doing that and it's pretty interesting.

Yeah, they try and do that just so that you have something when you came out of that one, like oh, you look back at like engineering and you go, "Oh yeah, we made the barbeque in that one, that was cool.

As Youth Guarantee students described the range of different courses which included carpentry, automotive, catering and hospitality, plumbing and engineering and so on, it was clear that they responded well to both the range of vocational disciplines and the modes of delivery through block courses with what was perceived to be a focus on practical work. Many saw the blocked scheduling as the main difference between school and tertiary settings in terms of the way the timetable works.

Heaps of practical. Two hours, well twenty minutes of theory, like six and a half, seven hours of practical's pretty cool.

In addition it appeared that activity such as goal-setting had greater meaning for the students in the ITP setting than it seemed to have had in the school. At school when the teacher asked the student to set their goals they didn't appear to understand the link between goals and progression towards a meaningful career.

Goal setting tasks at school were presented as something silly that you have to write down for the teacher...maybe that's just what the teacher had to do for their job.

[Year 13] was not relevant to my future, unless you want to go to university.

Of course the earlier exposure to the programmes of an ITP and the features of a tertiary setting that some students had through such programmes as STAR or Gateway courses assisted students to find out what they liked prior to coming on a Youth Guarantee fees-free course.

Yeah, I was just like constantly, with my Gateway teachers, just finding out what I wanted to do and they'd just sign me up for courses to get credits and yeah.

STAR course, it was like a year. An intro to trades STAR course.

I left school last year, Year 12. And just sort of wanted to get an idea of what I wanted to do.

Yeah, my goal is just to try and be a mechanic.

In this instance, all achievement was through a tertiary setting even though this student was enrolled at the school the previous year.

No, I barely made it through school last year. I just, I got all my credits outside of school. I did like outside of school curriculums and that's how I got all my credits to pass. Like I got credits through the ITP.

But it was not simply a matter of information and motivation. The mechanics and approach which is characteristic of how a tertiary institution works, appeared to be favoured by the students.

They only want the people that want to learn.

The one thing that I found was the bells at school. It's on you to get back to class on the right time. Like there's no bell here.

Plus like in school you're in classrooms all day and you're pretty much just writing all day and looking at the board, and in here you're doing a lot more practical work .

In school you have 20-30 students...here you have way more [access to tutors]

This element of access to the tutors is important to the students and the authenticity of what they are teaching seems to have been grasped by the students:

I think this sort of teaching, they're still doing what they trained to do and they enjoy it, they get to do hands-on work and they're also teaching.

The factors that motivate are greatly varied. For one it is an escape from boredom:

I was kind of sick of it [school] and I knew I was sick of it and I'd like wag a bit and, but I would just, and yeah, and so I was just doing.....

For another it is the flexibility:

I think it's cool, like they don't care what time you're here, if you get the job done, as long as you get the job done and you're here to do it.

For a third it is the contextual nature of the teaching and learning:

They actually mix what the subject is into like, with your English exams you've got to write out about a lot of random shit, but they actually mix it in with what your course is like, like the ratios for an engine is mixed in with your English stuff.

The authenticity of the tutor:

The tutors here have worked in the industry for years...In school teachers have just stuck to one thing [job] in the classroom.]

And a more focused relationship on fewer tutors compared with the number of teachers in a school:

It's better having fewer tutors than the 6 or 7 teachers we had to work with at school.

At school they told you all you need in life is NCEA...Here they say all you need in life is some Level 1 and 2 [credits] and then they can help you do the rest of the credits or whatever qualifications and help you get a job.

All this aids the development in the students of an expectation that they are responsible for more elements of their learning than they had been previously:

It's your choice as you're an adult now, is what they think, and so if you don't want to turn up, don't turn up.

Here we've chosen to be here and [chosen] what we want to study [whereas at school] I had to study things I didn't like.

Underlying this is also a sense of relief that they were freed of the things that irritated them while at school – things such as uniform but there is an irony in their welcoming another uniform:

At school it was more about wearing the 'correct' uniform than about the learning.

Here [in hospitality course] I like wearing the uniform because it's made to get us used to what we'll have to wear when we're working.

There's a good reason [for the things we wear on the hospitality course, or in hospitality jobs] and I get it.

Interestingly, the matter of attendance in the tertiary programme drew a mixed response. While it was realised that attendance had become a personal responsibility perhaps in a way that it isn't perceived to be in school, there is also the danger that the less stringent approach to monitoring attendance at a tertiary level does make it easier for absences to be taken.

And really just go, it's your own fault if you fail the course. If you don't feel like turning up, then it's your own fault.

I've probably got about 98% [attendance this year].

No, none of us could say that we go here as much as we do to school. When you went to school you were good, speaking for myself, I went every day, I felt too scared to wag. Here it's a lot easier to say "Oh I can't be bothered going to the afternoon class, I'm just going to go home." You go in the next day, he won't question you. Whereas at school they'd be like, "Where were you fifth period yesterday? Detention!"

For me, I've always found school a bit of a pressure, like after the holidays I'd always get nervous about going back and I always never wanted to go back. But here I don't mind it at all. I don't mind going back. I don't mind going every day. I like going here compared to school.

I'm a lot more enthusiastic about this, because this is what I want to do, where school wasn't really for me.

The students appeared to appreciate having learning outcomes explained at the beginning of each day and then working through the daily programme step-by-step together as this student explained:

This is what I reckon it was. With a project, you can do work on it and then you can be like, "Okay, well tomorrow I'm not going to be here so I'll catch up the next day." But with her she gives you one for the day and then you have to do it and then the next day she gives you another little project. And so it's like there's always stuff, it isn't like, "Oh I can do heaps of work this day," and then none the next day.

This student went on to discuss the clarity and transparency of the assessment method helped the students know exactly how they were doing at any given time:

And that teacher, she was all like, "Okay, yep, you passed that." She was very verbal with the marks. Like, "You passed that one, yep you passed this one." But all the other people are like, they never really mentioned marking.

Another student recognised her teaching skills and added:

She originally was a school teacher, qualified.

With all the other tutors we've had, like Alice and that have all worked overseas and stuff, like in the mines, and everyone else has actually had other jobs. She's the only one that has said that she's done teaching and I reckon her class was the best.

Theory was made easy as the theory for the practical was done prior to the practical application and there was a connection between them..

Yeah, yeah, so she would do class theory on the thing that you're doing that day. So you'd learn about PVC piping, you learn about how the pipes work and what pipe you needed for each bit, and then you'd go and pretend to lay a drain. Or you'd learn about all the roofing.

So in the morning you'd do the theory and so if you left you wouldn't get to do any practical, because the practical's in the afternoon. So you learnt about all this and you're kind of like, "Oh I actually do want to lay a drain, I want to know how to do that." And so you had to come back and you had to do that in the afternoon.

Parameters are set with a clearly very firm discipline approach in a tertiary setting which one student interpreted to mean that it was a good strategy as it prepared the student more for the outside world.

They're stricter here and it's putting you in line better for out in the bigger world.

Tutor talks to them as young adults and they call each other by their first name.

Yeah, it's like, at school it's like you've always got to call them sir or miss or stuff, like here you can just go, "Yeah, Harry."

They treat you like the workforce and you're treated like an adult.

Other attractions included:

No homework.

And fewer people.

Having nine rather than 30 in a class made a big difference.

Although this student explained that the homework could be done on a Monday while at the ITP using the Computer Room:

But the homework that we do, they've organised it well that like people with jobs can actually do it on the Mondays. So the homework's easy enough that you can just save it for a Monday in the computer room and just do it then.

The relationship was valued both for the authenticity of the teaching and for the nature of the personal relationships that seemed possible.

The teachers are like your "bros".

They can take jokes. At school you say something and the teacher will get in a shit about it, and then he'll give you a detention or something like that.

On, I think it was Tuesday, when we had carpentry, we had to do this test thing with . . . and it was that mean, median and mode thing. I never understood it at school, and then when it came to that piece of paper it was a lot easier to understand.

Integrated learning with adult students:

It's weird though it's like someone as old as your dad, say, and then he's like there but then it feels as if he's like your age. So you can just joke around with him, yeah.

Support was a valued feature of the tertiary institution's help network. It started with being able to access help in the classroom from tutors and peers. This support was mentioned frequently while the more formal support programmes (learning centres etc.) were not. This might reflect the applied nature of the programmes undertaken where help is able to be given on the spot and at the time it is required.

I always needed the help so I'd always be asking for help from these guys.

I think that the support is reflected in all the situations where if somebody's doing something, "Oh I'm up to that stage, how do I do that?" Like everyone's quite willing to show you and I feel like...

Peers help you, so your friends or [the] person next to you might help you.

People here have the same interests so you can connect more with others.

The teachers like at school they just keep going, even if you got left behind. Here, if you get left behind, the teacher comes back and helps you.

But there are challenges and these can start with a basic lack of understanding of how the applied curriculum articulates with the student experience. And the differences between a heavy emphasis on end-of-year assessment as practised in some schools with the on-going assessment through the course which is essential in applied education settings.

And like at the end of the year there's like NCEA sort of stuff, so if you're not in that class you could miss something that's going to apply, but here there's not really a test you do at the end of the year ... So you've got really nothing to study towards.

Although the students are gaining credits, it appears they are not sure how many and why they need them as some of them already have Level 1 and Level 2. There could be confusion between levels in NCEA and levels in a different qualification. But where standards-based assessment is understood there is clarity.

A lot of them, they're Level 1 and 2, which most of us have. So for them that isn't the issue, for a lot of us.

We've got to get at least a 100 percent to pass our tests and I think most of us have got 100 percent.

I think if you're doing the second half of this year, it's sort of like the same as school, you've got NCEA. But if you do this, that's going to lead on to a job hopefully. So it's kind of like you've got something to look forward to, to turn up. Well for me anyway.

Even though some students on these Youth Guarantee courses were told to go to this course – and this has been a recurring theme – it appears that the new opportunities that become available as a result of doing the course become apparent to the students and this took various forms as they pondered their futures.

Try to find a job.

The second automotive course and hopefully be able to get like diesel mechanic's apprenticeship or something like that.

Yeah or I'll do the Level 2 course like he said.

I'm actually here for like a back-up plan, 'cause I want to be like a skater.

Or they can jack them up [an apprenticeship] like anywhere around New Zealand. Just sign you up and stuff. They just got to run them through the institution and stuff, say that you've passed all the courses.

And those new opportunities are often a direct result of proactive contributions made by some tutors, well captured in this comment:

Our tutor thinks networks are really important [for getting jobs], so he's setting us up with this function to meet people from the industry.

4.4 YOUTH GUARANTEE FEES-FREE PLACES – TUTOR PERSPECTIVES

The tutors participating in the study were engaged in teaching courses in hospitality, carpentry, automotive, plumbing and engineering. There was agreement among the group that “*You need a mix of more mature or older students to positively influence youth students (referring to the Level 3 mixed classes)*”.

This mixing of groups of adult learners with the younger learners worked well generally.

They come with all of this stuff that needs to be sorted out before they can do the learning [the adult learners]. Same with the younger ones as well, but what I find, and I purposely split my class up, initially, so that they are, ... so, adult, younger person, I purposely split them up like that, because it's really interesting to watch the dynamics and how much they learn from each other. And that works really, really well. I find that works extremely well.

Learning from each other was a recurring comment.

And I think that's how we do a lot of our stuff with the younger students, is by getting them talking to each other about it. They tell each other what worked for them and what didn't.

The initial strategies were important and getting to know your students from the outset is one strategy a tutor used.

Yeah, and I'm firm with the students, quite firm but fair. I spend a lot of time initially with pastoral care stuffs, and when they first start with me I spend a lot of time doing icebreakers, games, getting to know each other, all of that real whanau sort of environment. Because in my experience, a lot of them, particularly Pacific Island

students, and Māori students, they need to feel a belonging I believe, and so, you can't just hit them with stuff, course stuff or whatever straight off.

And the importance at the very start of the programme was emphasised

You have to find a way to speak to them, you have to find a way to, it's all about understanding these guys, and within two days, you have to "suss them out" if you can't suss them out within two days, if you don't get their trust, you're gone.

Another tutor felt that structure was important and he set out to specifically address it in this way.

But they were less articulate on the specific allowances that needed to be made for the younger students in the groups. While one lecturer spoke of the strategies implemented to teach the younger learner in this way, another would support that approach but claim that applied to all teaching.

So did you hear the one about the bishop, the chook and the roll of masking tape? (laughter) Nah, I'm not being silly, because that's how you do entertain them and keep them involved. You have got make it a little bit of fun for them, make it interesting.

Yep, they are engaging, they're definitely involved with a different age group, and what approach do we take? No different than any other day whether it's a group full of adults, you just got to get them interested, get them into it, get them hands on, yeah, from our point of view.

One strategy a tutor suggested was to mix up the practical and theory to keep the students engaged.

We tend to do sort of theory morning, practical afternoon, so we kind of mix it up. Because I find that otherwise they disengage after they've had lunch, and whereas if they're up moving around and stuff doing practical stuff they're really, they enjoy that part.

Others introduced methods of maintaining contact that reflected the interest of the young students especially. The use of the internet to stay connected to youth was one that worked well.

I do have a Facebook, but I don't associate academic stuff with the Facebook. I use Facebook as a means of getting them, because they're always on Facebook, so they can't get away from Facebook, they're addicted to it, 24 hours, 24-7. So I just utilise it to my advantage only, but I keep it for general communication. I use email or Google+ for my academic stuff.

Speaking frankly and taking a firm stance in the classroom is important for establishing an orderly classroom and in many settings for dealing right from the beginning with health and safety issues.

And I think you must be honest with the students. And as much as the students will sit there and try and defy you and your rules and everything, I speak quite openly with my students.

Yeah, if you keep them firm for about first two weeks, they'll be set for sure.

You need to point out directly what the hazard is, we're talking about 17, 18 year olds, these are young adults, but they're still not fully aware of the hazards around them in these settings.

But building a positive relationship right from the start is of paramount importance.

To me it's all about building a relationship with these guys before you start teaching. If you can't build a relationship with the person within two or three days you've lost him or her.

The importance of holding an interview with the student at the outset assisted the tutor to ascertain the student's learning support required from the beginning as this tutor stated.

I find the pastoral care stuff is really important.

We pick a lot of that up on interview. Then we get student support and services, disabilities support involved, along with any help admin might be able to give. They're really good and get reader/writers, that sort of thing.

The importance of team work in meeting the needs of students and a degree of 'collective case management' between tutors and support staff was also underlined.

[The group agreed that] team work between the tutors and mentoring/pastoral/learning support staff was a key reason why the construction and trades Youth Guarantee students have had notably high achievement rates.

In one institution they explicitly introduced Māori youth to *Mason Durie's model of Te Whare Tapa Wha*³ **and** apply it within their engagement approach and they explained the approach.

This model is well known in Māori health practice as a holistic philosophy for assessing and focusing on the development of a person's overall wellbeing. The logic follows that learning progress and engagement in the Youth Guarantee programme will be positively affected by holistically assessing, developing and supporting students' overall 'wellness'.

A Māori support person explained.

It also helps some Māori youth to develop and connect to a sense of identity.

And the interview is a time to set the standards and allow the student and their whānau to understand what is expected of them when entering the course.

It starts with interviewing. I make sure that I interview every single one of them, and I tell them what they're getting into, and I make them think about it.

Having a dedicated 'learning support' staff member made a huge difference to learning outcomes for Youth Guarantee students.

Some students have major issues prior to attending a Youth Guarantee programme and these highlight the need for teacher empathy and an understanding of how to work with

³ <http://www.careers.govt.nz/educators-practitioners/career-practice/career-theory-models/te-whare-tapa-wha>

these students and when to ask for support. But it is not exclusively the Youth Guarantee students who have needs that must be addressed.

Once again though, it's actually the non-Youth Guarantees that we're having the most trouble with!

Attendance is important and institutions make a special effort it seems with the Youth Guarantee students although comment did suggest that higher importance was being attached to this generally in institutions than it might once have been.

We specifically will try and contact them ourselves and if we can't get hold of them, we pass them on to the retention team, and retention team calls them up and tries to get them in. It is time consuming for the tutors to care for the students enough to contact them several times themselves prior to handing the role to another colleague. By the time we get to use student support or retention we probably would've been, we would've sent 10 texts and 15 phone calls, and Facebook and might have done that for a week.

But the impact of such care and attention was shown in the results and the progression.

I think last year we had like 75 percent youth guarantee, to 25 percent others and in Level 3 28 of them passed, all 28 students passed. We had one drop off, but the rest of them passed.

And progression into employment is shared by tutors and students as a key outcome.

Yeah, it is a money thing, but then I had quite a high percentage of Youth Guarantee students going into employment at the end of Level 3.

We have a dedicated 'job broker' to help students gain employment or work experience.

Integration of Youth Guarantee students in the mainstream tertiary class sometimes seemed to be achieved and it is interesting to note that one tutor did not feel the need to know which of his students were Youth Guarantee students and which ones were not.

I thought how many Youth Guarantees have I got?, I should know that really and I was surprised to learn that I actually had 23, so I had more than 30 percent of my Level 3 students, in this class and it is a great class. They have a great group dynamic; there are older students in there, there's international in there, it's just one of those classes you dream about rather than one that you wake up in the middle of the night going ahhh!

5.0 CONCLUSION

Given that the students are either freshly out of school or are still in a school for 80 percent of their week, it was not surprising that they frequently made comparisons between their school and the Youth Guarantee programme. They reported an absence of bullying, fighting and racism. They openly described their attendance as having improved, their commitment increased and their enthusiasm regained.

5.1 Increased autonomy and responsibility

Students responded positively to the perceived increased autonomy and responsibility that was placed on them. They attributed this relationship between the students and their tertiary tutors to an improved level of attendance, higher commitment to the work and to completing it, and a clearer idea of what they were doing. .

The freedom to talk more during sessions seems to be tolerated, indeed encouraged in a tertiary session. The nature of the relationship led to greater interaction and discussion. One positive result of this was an increased awareness of the structure of their courses, how what they were doing fitted into the overall programme and they claimed to have a sound idea of where it would lead to in terms of employment.

5.2 Applied learning

There was a persistent theme in their responses about the value of applied learning and its increased importance given to things that had a relevant application to the longer view they had of becoming a qualified worker. Where they had access to a number of short courses – tasters if you like – they felt that they made better quality decisions about their long term goals. Above all there was a feeling that they were given opportunities to get a good idea of what they wanted to do.

Students enjoyed making things and to produce a tool box or a barbeque was considered to be “pretty cool”. Applying the theory they were learning. and the skills they were learning and making connections between the two, were all seen as valuable.

These applied learning settings were clearly lifting the interest students had in not only their work but also in the contribution of the programme to their futures. The chain of links between attendance, engagement, increased expectations and responsibility, future opportunities is well illustrated in the students’ comments.

5.3 Mutual respect

Many of the students showed concordance with what the tutors stated as approaches that they deliberately and consistently used. The students saw those approaches as:

- treating a student as an adult rather than as a “kid”
- working within a high trust model
- being treated in a way that reflects flexibility
- reflected a genuine desire to see the student succeed
- creating a teaching environment that is more relaxed.

This last aspect removes what was seen as a source of tension for students in a school classroom setting. Talking in class in the tertiary setting is encouraged and accepted as supportive of learning. Students commented that asking a fellow student for help or clarification in a school often results in the teacher misjudging the situation and issuing an admonition. Of course applied learning takes place in large measure in a setting that is less characterised by whole class instruction and it is easier for tutors to deliver individual support and help to students not only outside of the programme but during each and every session. This is well-received by the students.

It is not only perceived as an environment that leads to an improved teacher/student relationships but also to a better peer/peer setting with diminished bullying, increased opportunity for peer support and an setting that maintains interest and encourages engagement.

5.4 Authentic learning

The students were clear about the degree to which the programmes were helping them to develop an appreciation of what a real day's work might be like.

They suggested that the programme was replicating a 'real world' feeling. There were many references to the fact that their tutors had experience in the areas in which they were teaching and could bring that experience into the sessions through anecdote and illustration. Tutors expressed a clear intention to relate learning to the 'real world' and this is made easier by the levels of industry experience that they bring to their teaching.

5.5 Support

Students highlighted the supportive nature of the programmes as they were being delivered by tertiary tutors – in fact questions related to support, and access to help, seemed inevitably to come back to this. Having access to the tutor to seek clarification or assistance was highly valued.

These approaches were surrounded typically with:

- mentoring
- pastoral support
- attendance checking.

As discussed below, the tutors were, more often than not, seen as the student support element of the institution with a marked low level of reference to conventional student support services. It was clear that tutors held a genuine wish to see the students succeed and this was supported by assuring students that they could approach them with a problem and in other ways such as providing online assistance with course material.

5.6 Pedagogy

It was clear that tutors set out to ensure that students had an overview of the course, its structural elements and the various stages, the students confirmed that this assisted them in knowing just where they were in terms of the overall course. This helped to make the transition from 'practical activity' to 'theory' – an area that tutors seems to have much success in addressing the common complaint that theory is boring and practical activity the really enjoyable part of the course. Students seemed to appreciate the crucial connection between the two elements.

5.7 Organisation

Organisation of the courses into blocks of time – somewhat forced by the one day a week approach to trades academies – was greatly preferred over the typical school approach to time use. And other differences in delivery removed some of the elements that were irritants when they were in school such as:

- time to undertake homework within the programme
- the size of classes
- differences in assessment (throughout the programme with little end-of-course emphasis)
- discipline.

5.8 Block scheduling versus five to seven periods a day

There was some discussion about whether Youth Guarantee Fees-Free students should be in their own 'cohort-based' group or in groups mixed up with other students enrolled other than through the Youth Guarantee track. Where the mixed approach was taken it was well-received. But it should be noted that this was generally with Youth Guarantee Fees-Free students who were at the ITP for a complete week whereas the Trades Academy students are in the ITP for only a single day. Organisationally it makes sense to treat the Trades Academy group separately as it is administratively convenient. This issue is one that is raised with regard to the Fees-Free students.

5.9 Behaviour and discipline

This last factor, behaviour/discipline, was high on the list that tutors focused on, especially in the early days of the programme. They frequently spoke of the need for clear parameters in matters such as attendance, health and safety issues, expectations, and standards. They felt that this got the programme off to a good start. And this propensity towards firmness didn't seem to detract from the positive relationship students enjoyed with them. This was something that tutors seemed to be consciously seeking, in the belief that a classroom characterised by positive relationships between the tutor and the students and between the students themselves, would lead to better learning. Interviews were a tool identified as helping this process.

A structure within which to work on relationships was seen as important in one programme which made a conscious use of the *Te Whare Tapa Wha*⁴ framework developed by Mason Durie. Interestingly this was positively promoted by the tutors and welcomed with some enthusiasm by students.

As noted above, support for students was predominantly seen as coming from the tutors and from peers in the Youth Guarantee programmes. As the key support agents, tutors went quite some way to making the unpalatable easier to cope with. For instance, when literacy and numeracy were embedded in programmes the students noted that progress was more easily made. It is not as if the students were unaware of the student support services, they were, but many commented on the trend for their seeking the help of others through the tutor. There was ambivalence in the views of both students and tutors as to the extent of support that Youth Guarantee students received on the days they returned to school.

⁴ <http://www.careers.govt.nz/educators-practitioners/career-practice/career-theory-models/te-whare-tapa-wha/>

5.10 Selection for programmes

Tutors expressed a concern for the 'selections' that were being made to identify the students who were coming to the trades' academies. This was not so much an issue with the free fees students as they had left school in order to pick up the Youth guarantee provision. Tutors questioned the motive of schools in some of the selections made and the pervasive statement that "I got kicked out of school" by many students (and some of this might have been bravado to some extent) does suggest that the students are left with a clear choice.

But that aside, the students left a strong impression that the benefits of the programme were well worthwhile – getting a job; facing new opportunities; developing the skills and ability to get work anywhere, with a qualification; seeing the value of networks and being able to make contact with employers – all were valued and seen as validating decisions to enter the programmes.

5.11 Youth Guarantee Fees-Free students

Youth Guarantee Fees-Free students undertake a full programme in a tertiary setting therefore there were considerably fewer comparisons made by them between school and the tertiary institution. However it was clear that tutors saw similar needs for this group and this is reflected in their comments on:

- needing to establish a clear set of expectations for the students
- relating the programme to the real world of work
- knowing the students
- establishing an effective relationship between the tutor and the student.

These factors might be thought of as common to all programmes and this is a possible explanation for the different views on whether Youth Guarantee Fees-Free place students should be clearly identified and/or placed into separate classes. On the one hand there was a view that not knowing who the Youth Guarantee students were was an advantage, while on the other clearly identifying them was, in the view of some, important.

5.12 Next steps

The overwhelming finding of this study is that students learn best in Youth Guarantee programmes when they believe that they are in the programme by choice and are being treated with respect. In the programmes under the Youth Guarantee policy and described in this study, there was a view that they were treated as adults, with respect and in a supportive classroom. While it is not a purpose of this study to characterise schools one way or another, students' comments persistently made such comparisons. They were possibly inflating their pleasure at being in the Youth Guarantee programme rather than remaining at school, but the force of some of the statements was marked.

The above study will inform the development of a resource that will provide guidance and help to tutors in tertiary providers (and also to teachers in secondary schools) about the management and effective delivery of Youth Guarantee Programmes.

6.0 APPENDICES

- A. Questions for tutors/staff**
- B. Questions for learners**
- C. Ethics approval**
- D. Participant in Group Interview – Staff Consent Form**
- E. Participant in Group Interview – Participant Information Sheet**
- F. Participant in Group Interview – Student Consent Form**
- G. Participant in Group Interview – Participant Information Sheet**
- H. Transcriber Confidentiality Agreement**

APPENDIX A: QUESTIONS FOR TUTORS/STAFF

1. Describe the differences, if any, that you've experienced when working with adult vs Youth Guarantee (YOUTH GUARANTEE) learners, in terms of:
 - a. **READINESS** – to commit to and fully undertake course requirements (knowing why they're on the course and having realistic expectations about it)
 - b. **ABILITY** – to complete course requirements in terms of self-discipline, study and learning skills, LLN or reading/writing skills, prior subject knowledge, or other competencies... and not having other participation barriers
 - c. **WILLINGNESS** – a disposition and motivation to make life priorities and act in ways that show determination to complete course objectives and requirements

2. What's your perception of each stakeholder's role and responsibilities towards achieving course goals. Specifically, what are your personal views about what should or could be the roles, expectations and responsibilities of:
 - a. you as a tutor
 - b. the YOUTH GUARANTEE learner
 - c. other staff in your organisation (or what roles should exist?)
 - d. others with a stake in the YOUTH GUARANTEE learner's achievement (e.g. parents, community groups)

3. Do you personally think the learning or achievement expectations should be, or need to be, different for YOUTH GUARANTEE learners than for your adult learners? Explain.
 - a. Is other wrap-around support needed outside the classroom, or is current support adequate? (e.g. what might be defined as pastoral support or mentoring, transport assistance, LLN, key competencies and life skills development, cultural or family liaison)

4. Do you change your teaching or engagement approach to suit YOUTH GUARANTEE vs adult learners? Explain.

5. Are any resourcing, professional development needs, or other barriers, stopping you from engaging as effectively as you would like to with YOUTH GUARANTEE learners?. OR what has helped you to effectively engage?
Example focus areas:
 - organisational systems & processes
 - YOUTH GUARANTEE selection/enrolment criteria, induction or bridging
 - staff training or access to resources
 - staff peer support or team work
 - other organisational culture factors
 - community/industry/external stakeholder collaboration

APPENDIX B: QUESTIONS FOR LEARNERS

1. **Do you use any student support services?** If not, why not? (e.g. pastoral support, Pasifika liaison)
 - a. Do you participate in any other extra-curricular groups (sports, church, social, study groups)?
 - b. Do you get **informal support to stay focused on this course** from other people inside or outside WelTec?
2. **Is the course what you expected it to be like?** Explain.
3. **Why did you want to** come on this course and what are your goals? Was it your choice or did others have some say in you enrolling?
4. Do you think of yourself now as an 'adult learner', 'teenager', a 'young person', 'secondary student', or other? How do you think other people think of you – e.g. parents, your tutors, classmates, mates who aren't doing tertiary courses
5. How does secondary school **feel, look, or operate** differently or the same as WelTec? What's good or bad about those differences?
6. **What would you change or keep the same about:**
 - a. how **tutors** teach you or treat you (generally or specific examples)
 - b. the way that WelTec delivers the course and helps you achieve (besides what tutors do)
 - c. **pastoral support** to help you with personal issues, transport/living problems or other problems with your personal situation that have made it hard for you to complete the course
 - d. **having mixed adult/youth classes...** and/or opportunities to mix with other students outside your classes

Compare school to Youth Guarantee (as per student handout):

- a. what staff/tutors expect you to produce for work, to know or to achieve
- b. expectations about behaviour, attitude, attendance...and any consequences?
- c. how staff or tutors treat you and communicate with you as a whole person
- d. managing your own learning goals and work load ...finding out for yourself how to learn what you need to know
- e. what, when and how you are taught

APPENDIX C: ETHICS APPROVAL



18 April 2014

Colleen Young
Manukau Institute of Technology
Room NP203/4

Dear Colleen

REF: E14/CSMP/02 Ethical Approval
SUBJECT: The implications of increased numbers of younger students in tertiary education on tertiary teaching and learning

I am pleased to inform you that Academic Board on 11 April 2014 approved your ethics application on the recommendation by MITEC for your research involving MIT students.

Ethical approval is granted until 11 April 2017.

At the end of the period of approval, or before (if appropriate) please submit a brief statement on the completion date or status of the Research Project, stating the MITEC Reference Number.

Please note that if any major changes are made to the project, a new application for ethical approval will be required.

Please request approval in writing from respective Deans/HOD's if classroom time from a course is required to collect data for this research project.

We wish you all the best with the research.
Yours sincerely


Catherine Dickey
Chair, MITEC

cc Stuart Middleton Director External Relations

APPENDIX D: CONSENT FORM

PARTICIPANT IN GROUP INTERVIEW - STAFF

(This Consent Form will be held for a period of six years)

Title: The implications of increased numbers of younger students in tertiary education on tertiary teaching and learning

Researcher: Colleen Young

Date: May 2014

I have read the Participant Information Sheet; have understood the nature of the research and why I have been selected. I have had the opportunity to ask questions and have them answered to my satisfaction.

- I agree to take part in this research project.
- I understand that I am free to withdraw participation at any time.
- I agree to take part in one group interview in May 2014 which will take approximately 1 hour.
- I understand that my name will not be used in any written or oral presentation. I understand that my privacy will be respected but because of the nature of the study the researcher cannot guarantee that I will not be identifiable as a source of specific information. I understand that the findings may be used for Tertiary Education Commission purposes or for publication and presentations.
- I wish / do not wish to receive the summary of findings.
- I understand that the data will be kept for 6 years, after which they will be destroyed.
- I agree to not disclose anything discussed in the group interviews.

Signed: _____
address/email:

Summary of findings contact

Name: _____

Date: _____

APPROVED BY MANUKAU INSTITUTE OF TECHNOLOGY ON 18 April 2014
REFERENCE NUMBER: E14/CSMP

APPENDIX E: CONSENT FORM

PARTICIPANT INFORMATION SHEET

PARTICIPANT IN GROUP INTERVIEW - STAFF

Title: The implications of increased numbers of younger students in tertiary education on tertiary teaching and learning

Researcher: Colleen Young

Date: May, 2014

1.0 Introduction

My name is Colleen Young and I am currently undertaking a research project to provide a picture of the demands of teaching the students being introduced into tertiary institutions through the current Youth Guarantee policy. This research project aims to gather data from five providers of secondary/tertiary courses. As Centre Administrator for Manukau Institute of Technology, Centre for Studies in Multiple Pathways, I am writing to invite you to participate in this project.

2.0 Project Aims and Objectives

- Identify learning needs from a senior secondary student perspective when learning in a tertiary adult learning environment
- Identify instructional areas for attention when tertiary lecturers teach younger students
- Identify methods of instruction that bring best results. What are the gaps from a delivery perspective in this new tertiary environment and what is the nature of professional development programmes to improve teaching and learning outcomes for the younger students
- Produce a resource that identifies steps that tertiary institutions can take to improve teaching and support services to students.

3.0 Your participation in this study will involve:

Attending one group interview which will take approximately 1 hour. Information gathered will be analysed and reported back via email for you to provide any further feedback on the findings.

4.0 Right to Withdraw from Participation

You have the right to withdraw from this study at any time. Participation is entirely voluntary. Because your contribution to group discussions might not be able to be isolated, it will not be possible for you to withdraw your data if you decide to withdraw from the study.

5.0 Data storage/retention/destruction/future use

Your Consent Form will be securely stored at my office. Research data will be stored in a locked cabinet. Electronic data will be deleted after 6 years. Hardcopy data will be shredded after 6 years.

At the completion of the study you will receive a summary of the main findings. It is envisaged that findings from this project will be used subsequently for Tertiary Education Commission purposes, publications and presentations.

6.0 Anonymity and Confidentiality

While all care will be taken to ensure that you will not be identified as the source of information published in the final report or any other reports, because of the focus of the study, the nature of data collection, and the small sample size the researcher cannot guarantee that you will not be identified as a source of specific information, either by fellow participants or others.

I would like to thank you for taking the time to consider this invitation. If you require any further information with regard to the project, please do not hesitate to phone/text me on 027-568-7631 or call me on 09-9687631. My email address is: colleen.young@manukau.ac.nz. If you are willing to take part in the study please complete the enclosed Consent Form and return to me at the address on the letterhead or via email.

**APPROVED BY MANUKAU INSTITUTE OF TECHNOLOGY ON 18 April 2014
REFERENCE NUMBER: E14/CSMP**

APPENDIX F: CONSENT FORM

PARTICIPANT IN GROUP INTERVIEW - STUDENT

(This Consent Form will be held for a period of six years)

Title: The implications of increased numbers of younger students in tertiary education on tertiary teaching and learning.

Researcher: Dr Colleen Young

Date: MAY 2014

I have read the Participant Information Sheet; have understood the nature of the research and why I have been selected I have had the opportunity to ask questions and have them answered to my satisfaction.

- I agree to take part in this project.
- I understand that I am free to withdraw participation at any time.
- I agree to take part in the group interview in May 2014 which will take approximately 45 minutes.
- I understand that my name will not be used in any written or oral presentation. I understand that my privacy will be respected but because of the nature of the study the researcher cannot guarantee that I will not be identifiable as a source of specific information. I understand that the findings may be used for Tertiary Education Commission purposes or for publication and presentations.
- I wish / do not wish to receive the summary of findings.
- I understand that the data will be kept for 6 years, after which they will be destroyed.

Signed: _____
address/email:

Summary of findings contact

Name: _____

Date: _____

APPROVED BY MANUKAU INSTITUTE OF TECHNOLOGY ON 18 April 2014

REFERENCE NUMBER: E14/CSMP

APPENDIX G: PARTICIPANT INFORMATION SHEET

GROUP INTERVIEW - STUDENT

Title: The implications of increased numbers of younger students in tertiary education on tertiary teaching and learning.

Researcher: Colleen Young

Date: May 2014

1.0 Introduction

My name is Colleen Young and I am currently undertaking a research project to provide a picture of the demands of teaching the students being introduced into tertiary institutions through the current Youth Guarantee policy. This research project aims to gather data from five providers of secondary / tertiary courses. As Centre Administrator for Manukau Institute of Technology, Centre for Studies in Multiple Pathways, I am writing to invite you to participate in this project.

2.0 Project Aims and Objectives

- Identify learning needs from a senior secondary student perspective when learning in a tertiary adult learning environment
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- Identify methods of instruction that bring best results. What are the gaps from a delivery perspective in this new tertiary environment and what is the nature of professional development programmes to improve teaching and learning outcomes for the younger students
- Produce a resource that identifies steps that tertiary institutions can take to improve teaching and support services to students.

3.0 Your participation in this study will involve:

Attending one group interview which will take approximately 45 minutes.

4.0 Right to Withdraw from Participation

You have the right to withdraw from this study at any time. Participation is entirely voluntary.

5.0 Data storage/retention/destruction/future use

Your Consent Form will be securely stored at my office. Research data will be stored in a locked cabinet. Electronic data will be deleted after 6 years. Hardcopy data will be shredded after 6 years.

At the completion of the study you will receive a summary of the main findings. It is envisaged that findings from this project will be used subsequently for tertiary Education Commission purposes, publications and presentations.

6.0 Anonymity and Confidentiality

While all care will be taken to ensure that you will not be identified as the source of information published in the final report or any other reports, because of the focus of the study, the nature of data collection, and the small sample size the researcher cannot guarantee that you will not be identified as a source of specific information, either by fellow participants or others.

Information gathered will be analysed and reported on around common themes.

I would like to thank you for taking the time to consider this invitation. If you require any further information with regard to the project, please do not hesitate to phone/text me on 027-568-7631 or call me on 09-968-7631. My email address is: colleen.young@manukau.ac.nz. If you are willing to take part in the study please complete the enclosed Consent Form and return to me at the address on the letterhead or via email.

APPROVED BY MANUKAU INSTITUTE OF TECHNOLOGY ON 18 April 2014
REFERENCE NUMBER: E14/CSMP

APPENDIX H: TRANSCRIBER CONFIDENTIALITY AGREEMENT

Title: : The implications of increased numbers of younger students in tertiary education on tertiary teaching and learning.

Researcher: Colleen Young

I agree to transcribe the audiotapes for the above research project and understand that the information contained within them is absolutely confidential and may not be disclosed to, or discussed with anyone other than the researcher, Colleen Young. I agree to store the audiotapes and the transcriptions of these tapes in a secure location while they are in my possession. I agree that my electronic copies of the tapes will be destroyed once these have been sent to the researcher.

Signed: _____

Name: _____

Date: _____

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