



NCEA &
the Whānau









TRAINERS GUIDE

April 2016



USING THE MANUAL

The following icons are used in the manual:











Activity		Active things to be done together by the audience that involve interaction
Comments		Helpful information supporting the topic or specific item to watch out for
Conversation		Discussion items that are a part of the script and get the audience engaging with one another
Information		Background material that explains the intent of a section
Outcomes		The summary of learning for this section
Questions		The topics that can be raised as questions with the audience
Script		The Champion's key messages to share with the groups
View		Video clip to review – clips stored in presentation

Please note that instructions and key information appear in **black text**, while **brown text** indicates scripting.

THE INTENTIONS OF THE NCEA & THE WHĀNAU WORKSHOP IS

Whānau leave the workshop

- confident to take action to support their rangatahi;
- confident to meet with the school;
- able to make informed education choices;
- with a set of actions correlated to their whānau aspirations; and
- satisfied with their experience and engagement with me.

SLIDE	OUTCOMES AND KEY POINTS
<p>SET UP</p>  <p>BROUGHT TO YOU BY</p>   	<p> YOU ARE SET UP AND READY TO MEET AND GREET WHĀNAU</p> <ul style="list-style-type: none"> ★ Set up the laptop, projector and screen ★ Test your presentation ★ Lay out ACTION PACKS on seats/tables ★ Set up the registration desk with the workshop register ★ Prepare for, or arrange someone to offer, karakia
<p>SLIDE 1: COVER SLIDE</p>  <p>BROUGHT TO YOU BY</p>   	<p> WHĀNAU ARE GREETED AND FEEL WELCOME</p> <ul style="list-style-type: none"> ★ Set the scene, create a positive atmosphere and a shared understanding of why we are here ★ Greet all participants on arrival, mingle and ask about their whānau ★ Invite all whānau to complete registration sign in form ★ Explain to whānau that they may be contacted as a follow up to the workshop to determine what actions they have taken. This feedback will be used to help evaluate the NCEA & the Whānau initiative.

SLIDE 2: MIHIMIHI



WHĀNAU ARE WELCOMED AND READY TO ENGAGE



Welcome and introductions

- ★ Karakia
- ★ Mihimihi and welcome
- ★ Acknowledge the person who offered karakia
- ★ Introduce yourself. If you are not agency staff, state that this workshop is brought to you by NZQA, Careers NZ and Ministry of Education. For example:

I am _____. I'm here representing _____, who brings you this workshop in association with NZQA, Careers NZ and the Ministry of Education.

- ★ Introduce other key people including the hosts, iwi, community groups, schools and agency staff if present
- ★ Share your vision for NCEA & the Whānau.... My vision is _____.



- ★ Your vision needs to be short, sharp, concise, vivid and inspiring. It should take no more than 2 minutes. Sharing your vision provides a context for why this project is important and can provide inspiration for whānau.



5 Minutes

SLIDE 3: WHY ARE YOU HERE?



COMING UP

- Ambitions
- Understanding NCEA & UE
- Tips to help your kids



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2 Minutes



WHĀNAU ARE CLEAR ABOUT WHAT WILL BE COVERED IN THE WORKSHOP



Key message

I appreciate you have a range of reasons for being here today, however the outcome for the workshop is for you to;

- ★ consider your best options to advance your whānau aspirations and your ambitions for your child(ren);
- ★ develop your understanding of the nuts and bolts of NCEA and University Entrance; and
- ★ identify how you can support your tamariki to succeed in education.



- ★ Powerfully generate the intentions of this workshop. The aim is for the intentions to resonant with whānau.

SLIDE 4: WHAT ARE YOUR AMBITIONS?

Qualify for the
Future World



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3 Minutes



WHĀNAU CONTEMPLATE THEIR WHĀNAU AMBITIONS AND ASPIRATIONS



Key message

- ★ Everyone has aspirations for their whānau. We have hopes, dreams and desires for our tamariki
- ★ For me, my journey started _____. **(share your journey)**



- ★ Prepare a 2 minute true story of your personal journey as a way to contextualise this part of the workshop segment. The story should be a vivid description of your education journey and resonate with the audience.



- ★ In a moment you will complete an activity about your whānau aspirations and your ambitions for your child(dren).
- ★ Before we do, I want you to consider the following:
 - What are your hopes, desires and aspirations?
 - What does success look like for your whānau?
 - How would you realise your whānau aspirations and what you want for your tamariki?

SLIDE 5: ACTIVITY



WHĀNAU DISCUSS AND ARTICULATE THEIR ASPIRATIONS



ACTIVITY

- ★ This exercise invites whānau to consider what they want for their whānau

Instructions

1. Pair off or cluster into small teams (**Champions to direct this**)
2. Discuss your whānau aspirations / ambitions
3. List your aspirations on [page 2](#) of your Whānau Toolkit

ALLOW 5 MINUTES

4. Welcome back. So who would like to share what they came up with? – prompt audience; validate all responses, if the aspirations are unclear work with whānau to bring clarity.

WHEN AUDIENCE RESPONSE IS CONCEPTUAL – “I just want my kids to be happy”

5. “so if you were to vision forward 5 or 10 years What would you see your kids doing? What have your kids achieved, what have they got? – pause long enough for the person you are working with to say _____ ? out loud.
6. “that’s awesome (acknowledge the area they are referring to, ask others to raise their hands if they want the same thing for their kids) what else would your kids be doing? Have got? Have achieved?” continue to work with the person until they have articulated all areas that are important to them and then thank them.



7 Minutes



Key message

- ★ By clarifying your aspirations, you’re then able to identify a plan of action to achieve your aspirations. This will be covered later in the workshop when we create your action plan.

SLIDE 6: PLAN YOUR JOURNEY

PLAN YOUR JOURNEY



Make sure the choices you are making are going to take you where you want to go:

- career
- further study



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2 Minutes



PLANNING IS THE ACTIVITY TO ACHIEVE GOALS, AMBITIONS, ASPIRATIONS



- ★ Planning for your child(rens) future is a bit like planning a holiday or going on a journey;
- ★ When you are clear about your child(rens) destination.... Or where you want them to end up
- ★ Then it's a bit like preparing a map A plan how you are going to get their.
- ★ You see kids don't turn up at an airport, hop in any line and hope they end up somewhere? Right
- ★ Its about MAKING THE RIGHT CHOICES
- ★ For example if you were planning an overseas journey like Hawaii then the destination informs what you need to get there Passport, itinerary or plan, resources \$\$\$\$
- ★ Planning your childs(rens) education is the same The choices you make at school inform where your child(ren) ends up

So are you ready to learn about N.C.E.A.? Perfect lets get going?

SLIDE 7: WHAT IS YOUR UNDERSTANDING OF NCEA?



1 ← → 10

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8 Minutes



WHĀNAU DISCUSS THEIR UNDERSTANDING OF NCEA



ACTIVITY

Instructions

1. I want you to rate your understanding of NCEA on a scale of 1 to 10
2. If you know a lot about NCEA then you are a 10, however, if you know nothing about NCEA then you are a 1.
3. So imagine there is a line **(create space for whānau to stand in a line)**
4. I invite you to place yourself on this imaginary line and if you are a 10 you are at this end and if you are a 1 then you are at that end **(invite whānau to place themselves on the line)**
5. **(Once on the line)**, partner off and discuss what number you are and why you are there
6. So where are you on the line and why you are there **(Select about 3 people in total on different parts of the line and validate all comments)**



- ★ Note the audience may know more than they actually think they know

SLIDE 8: NCEA WHAT IS IT?



5 Minutes



NCEA DVD IS INTRODUCED



Key messages

- ★ In the same clusters discuss what do you know about NCEA? and what would you like to know about NCEA? **(2 minutes) GO FOR IT!**
- ★ Start at the 10 end, ask **what do you know** and what do you **want to know** from today's workshop? **(List responses on the whiteboard or flipchart paper)** Please take your seats
- ★ So, a moment ago we had a conversation about whānau aspirations and I created a list of the **“what you want to know”** from this workshop



- ★ We are going to watch a DVD about NCEA. Its animated and provides you the basic information you need to know.



- ★ Note that the DVD plays for 6 minutes 5 seconds

SLIDE 9: NCEA ANIMATION - DVD



6.5 Minutes



WHĀNAU HAVE THEIR QUESTIONS ABOUT NCEA ANSWERED



- ★ Whānau watch DVD 6 minutes and 5 seconds



- ★ Interaction with whānau What were the key messages? Did all your questions get answered? If no ask the audience what answers the need?

ANSWERS: if the answer is school related ... Refer the whānau back to the school, if it's a whānau specific question then determine if its worthwhile for the whole audience ask them to see you at the end of the workshop

- ★ For detailed information refer to the green brochure 'Understanding NCEA?'

SLIDE 10: LETS RECAP NCEA

NCEA Level	Literacy and Numeracy Credits required	Credits required
Level 3	↑ Level 1 10 literacy, 10 numeracy <small>(Only need to be achieved once and can count towards more than 1 qualification)</small>	80 Credits: 60 at level 3 or above plus 20 at Level 2 or above
Level 2		80 Credits: 60 at level 2 or above plus 20 at any level
Level 1		80 Credits: At Level 1 or above

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5 Minutes



THE NCEA QUALIFICATIONS L1, L2 AND L3 ARE CLARIFIED



Key Message

- ★ So lets review at level one you need 80 credits
- ★ It's the same for level two and three and that's 80 credits
- ★ However, at level two you need a minimum of 60 credits at level two and then 20 credits from any level and can include 20 credits from level one
- ★ Similarly for level three you need a minimum of 60 credits at level three and then 20 credits from level **TWO OR ABOVE**
- ★ It is compulsory to gain 10 credits in literacy and 10 credits in numeracy at level one.

ALSO

These same 10 L1 or higher credits in literacy and 10 L1 or higher credits in numeracy these are compulsory and are required for NCEA level 2 and level 3.

- ★ The higher the level your tamaiti achieves more opportunities open up

SLIDE 11: UNIVERSITY ENTRANCE

UNIVERSITY ENTRANCE

What do I need for
University Entrance?

NCEA Level 3

3 Approved Subjects

14 credits for each subject

10 Literacy

5 reading - 5 writing at Level 2 or above

10 Numeracy

at Level 1 or above



5 Minutes



UNIVERSITY ENTRANCE IS EXPLAINED



Key Messages

- ★ So lets look at UE
- ★ You need NCEA 3.... Like the previous slide you need 80 credits and the compulsory areas;
- ★ You need 14 credits from **3 APPROVED SUBJECT** areas; there is an extensive list and your school can advise these or you can visit the NZQA website and search University Entrance
- ★ You need 10 L2 literacy credits 5 reading and 5 writing (yes includes te reo Māori)
- ★ And 10 L1 credits (or above) in numeracy. (yes the same ones you need for NCEA)

SLIDE 12: IF I NEED MORE ADVICE

GOOD PLANNING FROM GOOD ADVICE



- You need good advice and your school is a good place to start
- Tell the school about your ambitions for your child(ren) beyond school
- Check out the Careers NZ website

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3 Minutes



WHĀNAU IDENTIFY WHERE THEY CAN GET MORE INFORMATION



Key Messages

- ★ Talk to your child's teachers and meet with a Careers Advisor
- ★ In your Whānau Toolkit you will find additional information regarding

Questions to ask the school, careers advisor, a list of actions you could consider, tips for action throughout the year. Read through refer page 5

SLIDE 13: RANGATAHI ASPIRATIONS



3 Minutes



WHĀNAU GAIN AN INSIGHT FROM RANGATAHI



Key Message

- ★ Understanding your whānau aspirations and how NCEA works will help with selecting the appropriate courses for your child(ren).
- ★ Now you've heard the terms subjects and courses being used interchangeably and they mean the same thing. Pre-NCEA days, they were called subjects. Under NCEA, they're now referred to as courses.



- ★ Play DVD of rangatahi sharing their stories and aspirations
- ★ The DVD plays for 2minute 30 seconds

SLIDE 14: HOW DID WE DO?

IF YOU NEED MORE INFORMATION

1. Talk to the school
2. Look at the following websites

- www.careers.govt.nz
- www.nzqa.govt.nz
- www.studyit.org



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5 Minutes



WHĀNAU IDENTIFY WHERE THEY CAN GET MORE INFORMATION



Key Messages

- ★ On the back of the Understanding NCEA Brochure are addresses of website that's that we recommend you look at
- ★ At the NZQA website you can log on and check your child's record of achievement
- ★ The CNZ website is a must 'check it out' here you can find loads of useful information and tools that help create a plan, you will find careers information, types of jobs, how much \$\$\$ you get paid, types of qualifications that will help you get the job of choice and where you can study – **PUT THIS WEBSITE ON YOUR ACTION PLAN**

The "Study It" is where students can receive feedback and support on school assignments.

- ★ Download the NCEA Guide App

SLIDE 15: THE FUTURE IS



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5 Minutes



WRAP THE WORKSHOP



Key Messages

- ★ Imagine a world where our kids can have whatever they want for their life.
- ★ What would Aotearoa be like if every one of our tamariki were successful, living a life they love?
- ★ Our tamariki can be tomorrows scientists, engineers, corporate leaders, marine biologists,
- ★ Our kids don't have to be a product of their circumstances – afraid to try, to give it a go, to take risks
- ★ And despite what our kids are dealing with, putting up with it takes a conversation to start our kids on the journey that will create the future and the actions that will give them the life they want.
- ★ Every child deserves a champions an adult who will never give up on them, who understands the power of connection and insists they become the best that they can possibly be.
- ★ Whānau you could begin with the aspirations you considered earlier in the workshop, when you created what the future might look like for your kids
- ★ Its easy

SLIDE 16: THE FUTURE IS

HOW DID WE DO?

- Please complete the workshop feedback form
- Please give permission for us to follow up with you after the workshop
- Thank you for your comments



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5 Minutes



WHĀNAU COMPLETE THE WORKSHOP FEEDBACK FORMS



- ★ Invite whānau to consider where they were on the continuum and ask if there has been a shift
- ★ Invite whānau to locate the workshop feedback form in their packs and to complete

ALLOW 4 MINUTES

- ★ Collect the feedback forms in – do not let whānau take these away
- ★ Thank whānau for their time and consideration

MAKE SURE YOU COLLECT ALL THE FEEDBACK FORMS