

The background of the image is a construction site. In the top right corner, there is an orange hard hat. In the bottom right corner, there is a yellow spirit level and a red brick. The background is a dark, textured wooden surface.

Training Advisors & Kaiako: Strengthening the people who shape ākonga success





“I felt like I was left to sink or swim”...

CONCO>E
TŪHURA

Tui Tuia - Vocational education and training kaiako
trilogy convergence narrative

Martin Grant, Adaptation



adaptation



CONCO>E
TŪHURA
The Next Generation Of Construction
& Infrastructure Vocational Education

PROVIDER-BASED VET KAIAKO DEVELOPMENT PATHWAYS

Exploring the ways Kaiako are
Supported and Developed

Version 1.5



Investigating training advisors in
work-based learning in the
construction and infrastructure
sector: Final Report

ConCOVE Tūhura

10 October 2024



ALLEN + CLARKE

CONCO>E
TŪHURA

The Next Generation Of Construction
& Infrastructure Vocational Education

The background of the slide is a photograph of a construction site. It features a complex network of steel beams and scaffolding. A worker wearing a hard hat is visible in silhouette, standing amidst the structure. The sky is a mix of blue and orange, suggesting a sunset or sunrise. A large, dark purple triangular shape is overlaid on the right side of the image, serving as a backdrop for the text.

The Training Advisor Competency & Capability Framework

CLARITY, CAPABILITY, and CONSISTENCY

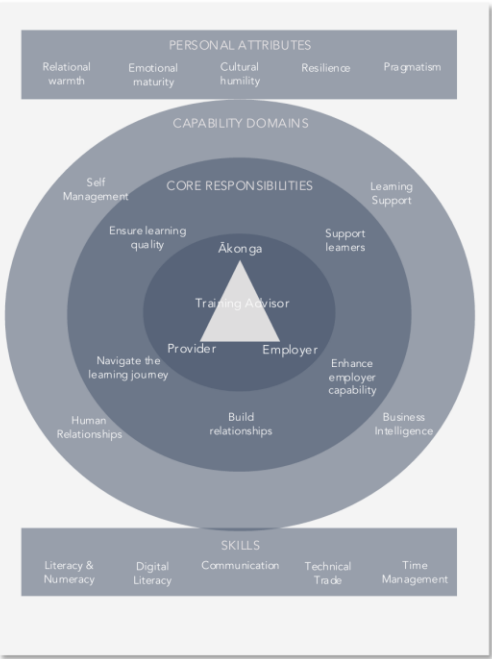


Overview of the Role

The Training Advisor role has both complexity and relational depth.

The requirements in this framework will best prepare the person in the role to operate comfortably and effectively in this space.

The necessary capabilities and competencies are encompassed within a set of desirable personal attributes and a few fundamental skills.



Commentary

- The Training Advisor serves as a vital navigator for ākonga, employers, and training providers as they go through the complex journey of learning in the vocational education landscape.
- They are like conductors, bringing people and processes together in harmony, with a leadership stance of what best practice looks like.
- They build bridges between learning and working, ensuring all parties understand their roles within the ākonga's learning journey.
- As a trusted advisor to everyone involved, they provide the steady guidance needed to keep current ākonga on track while also helping employers develop their future workforce.
- They champion ākonga and industry needs, creating the relationships and pathways that transform people into skilled qualified professionals who stay in the sector in a rewarding career contributing to the sector's future success.
- Training Advisors will also help their employer build their business with future placement opportunities with the employers if they are operating in a work-based learning context. But, it is important to recognise business development is a byproduct of their primary reason for being.

Competency Progressions*

HUMAN RELATIONSHIPS	DEVELOPING	PROFICIENT (~12-18 MONTHS)	ADVANCED
Emotional & Interpersonal Intelligence	Identify and describe emotional dynamics in individuals. State professional boundaries and ethical standards. Recognise competing expectations from stakeholders.	Apply conflict resolution techniques in complex situations. Analyse power dynamics between stakeholders. Demonstrate balanced response to competing expectations.	Evaluate and create preventative approaches to conflict. Design strategies to challenge discrimination. Evaluate emotional intelligence across interactions for improvement.
Cultural Intelligence	Recognise cultural diversity in communication approaches. Describe basic cultural frameworks and Te Tiriti principles.	Apply cultural frameworks to diverse learner situations. Analyse cultural complexities in various settings. Adapt approaches based on cultural context.	Create culturally responsive strategies. Evaluate cultural practices for continuous improvement. Formulate new approaches to cultural challenges.
BUSINESS INTELLIGENCE			
Commercial Acumen	Identify business structures and authorities. Describe commercial realities affecting learners. Recognise basic business operational needs.	Apply understanding of business strategy to learner outcomes. Analyse commercial pressures versus learner needs. Demonstrate balanced decision-making.	Evaluate employer practices and create improvement strategies. Formulate constructive challenges to employer practices. Design advocacy approaches for employers and the sector.
Industry & Technical Knowledge & Currency	Describe technical expertise relevant to training. Identify connections between industry and training requirements.	Apply industry knowledge flexibly across different contexts. Analyse technical requirements for specific learner needs. Demonstrate current industry understanding.	Evaluate future industry trends with current training. Create informed conversations with industry leaders. Evaluate industry developments for training implications.
Business Relationship Cultivation	Identify potential learner pipeline opportunities. Describe trust-based relationship principles. Recognise employer workforce needs.	Apply relationship-building strategies for sustainable pipelines. Demonstrate facilitation of workforce conversations. Analyse employer workforce investment opportunities.	Create strategic influence over employer workforce investment. Evaluate and design innovative relationship approaches. Formulate long-term sector development strategies.
LEARNING SUPPORT			
Learning Pathway Support	Identify learner support needs and available services. Analyse complex pathway options and requirements. Recognise when case escalation is needed.	Apply assessment techniques to prioritise learner needs. Evaluate pathway effectiveness and design improvements. Demonstrate effective support through transitions.	Create innovative pathway solutions for complex cases. Evaluate pathway effectiveness and design improvements. Evaluate support approaches across learner diversity.
Pastoral Care	Identify pastoral care needs and appropriate referral services. Describe Pastoral Care Code requirements. Recognise professional role boundaries.	Apply pastoral care support within professional boundaries. Demonstrate wider care support while maintaining balance. Analyse complex pastoral care situations.	Create holistic pastoral care networks with service providers. Evaluate pastoral care effectiveness. Design comprehensive support frameworks.
Compliance & Quality Assurance	Identify NZQA, TEC and legal requirements. Describe collaboration processes with assessors. Recognise learning quality indicators.	Apply valid and reliable assessment techniques. Demonstrate monitoring and reporting of KPIs. Analyse compliance requirements in context.	Create innovative compliance and quality approaches. Evaluate assessment validity and design improvements. Evaluate quality assurance across all activities.
SELF-MANAGEMENT			
Personal Workload Management	Identify competing demands and caseload priorities. Describe quality maintenance requirements. Recognise workload capacity limits.	Apply productivity and time management techniques. Demonstrate effective management of complex caseloads. Analyse workload distribution for optimal outcomes.	Create realistic caseload negotiation strategies. Evaluate workload management effectiveness. Design innovative personal productivity approaches.
Personal Wellbeing	Identify emotional demands of the role. Recognise signs of work-life imbalance. Describe basic wellbeing practices.	Apply sustainable work-life boundary strategies. Demonstrate effective management of emotional demands. Analyse personal wellbeing needs.	Create resilient practices for challenging situations. Evaluate wellbeing strategies and design improvements. Formulate comprehensive wellbeing frameworks.
Autonomy and Resilience	Identify when consultation or escalation is needed. Recognise ambiguous situations requiring decisions. Describe growth mindset principles.	Apply sound decision-making in isolated situations. Demonstrate appropriate balance of independence and consultation. Analyse complex situations for decision-making.	Create innovative solutions to ambiguous challenges. Evaluate decision-making effectiveness. Design professional development approaches using growth mindset.

* The progressions have been informed by [Bloom's Taxonomy of Measurable Verbs](#)

Capability Domains

The eleven capabilities under the four domains give the Training Advisor the ability to put their personal support into a complex commercial setting in a challenging sector.

HUMAN RELATIONSHIPS	
Emotional & Interpersonal Intelligence	Be able to build and maintain trust-based relationships while reading and responding to emotional dynamics in both individuals and groups.
Cultural Intelligence	Be able to understand the cultural context and adapt approaches.
BUSINESS INTELLIGENCE	
Commercial Acumen	Be able to understand the employer's realities and navigate business structures and authorities to balance commercial realities with learner outcomes.
Industry & Technical Knowledge & Currency	Be able to apply current industry and technical knowledge flexibly across contexts while bridging technical expertise with training requirements.
Business Relationship Cultivation	Be able to develop sustainable ākonga pipelines through trust-based relationships while facilitating strategic workforce conversations.
LEARNING SUPPORT	
Learning Pathway Support	Be able to assess and provide learning needs-based support guiding diverse ākonga through complex pathway decisions and transitions.
Pastoral Care	Be able to provide or refer for pastoral care support meeting Tertiary Pastoral Care code requirements while maintaining appropriate professional role boundaries.
Compliance & Quality Assurance	Be able to conduct valid and reliable assessments as required while collaborating with assessors and verifiers to fulfil NZQA, TEC and other legal requirements.
SELF-MANAGEMENT	
Personal Workload Management	Be able to manage competing and complex caseloads while maintaining quality, optimising personal productivity.
Personal Wellbeing	Be able to maintain sustainable work-life boundaries while managing the emotional demands of the role.
Autonomy and Resilience	Be able to make sound decisions in ambiguous or isolated situations balancing independence with appropriate escalation.

Example Job Description: Training Advisor in Work-Based Learning Context

Title: Training Advisor Reporting To: National Training Advisor Manager Purpose: You will serve as a vital navigator for ākonga, employers, and training organisations as they go through the complex journey of learning in the vocational education landscape. You are like a conductor, bringing people and processes together in harmony, taking a leadership stance of what best practice looks like. You will need to build bridges between learning and working, ensuring all parties understand their roles within the apprentice's learning journey. As a trusted advisor to everyone involved, you will provide the steady guidance needed to keep ākonga on track while also helping employers develop their future workforce. You will have to champion both ākonga and industry needs, creating the relationships and pathways that transform people into skilled qualified professionals who stay in the sector in a rewarding career contributing to the sector's future success. You will help us build our business with future placement opportunities with the employers, but this is a byproduct of your primary reason for being.	Primary Responsibilities Support ākonga: Ensure ākonga are safe, well-supported, and cared for throughout their learning journey building their confidence and self-belief to support their growth. Navigate the learning journey to support completion and retention: Guide all parties through qualification pathways, requirements, and support services to ensure ākonga progress through their qualifications, achieve successful completion and move forward into a career in the sector. Ensure learning quality delivery: Monitor and support learning to meet standards and qualification requirements. Enhance employer capabilities and competencies: Develop employers' understanding of the requirements of their role in an ākonga's development and their future workforce development based on the Training Advisor's own knowledge of their people in roles across the firm. Build relationships: Foster productive partnerships with and between ākonga, employers, and training providers.	Personal Attributes Relational warmth: Ability to build trust and rapport with diverse people. Emotional maturity: Managing complex situations without becoming overwhelmed or over-involved. Cultural humility: Genuine respect for diverse backgrounds and learning style. Resilience: Thriving in constantly changing environments with competing demands. Pragmatism: Balancing ideal outcomes with practical realities.
Primary Relationships The ākonga: Individual learners throughout their journey including their whānau/family members. Employer Representatives: Multiple employer employees across levels from leadership to direct supervisors and trainers, also contractors where ākonga may work under their supervision. Training Organisation Colleagues: Internal team members including Trainers/Tutors, Relationship/Account Managers, Assessors and Verifiers.	Essential Duties Ākonga Learning Journey Management Tripartite Engagement and Communication Documentation and Compliance Progress Monitoring and Assessment Support Services Coordination Planning and Forecasting Caseload Management	Skills Literacy and Numeracy: Strong written and numerical skills to support documentation and learner assistance. Digital Literacy: Proficient in digital tools and platforms. Communication: Effective listening, verbal and written communication across diverse stakeholder groups. Trade Technical: Trade-specific skills that enable correct learning journey navigation. Time Management: Proficient in successfully balancing competing demands on time.
		Qualification and Experience Areas Industry and trade level technical knowledge Vocational and adult education Mentoring or coaching Business or commercial experience Experience with diverse learners Case management Conflict resolution Cultural intelligence particularly Māori and Pasifika

Provider-Based Kaiako Project:

SETTING KAIAKO UP FOR SUCCESS FROM DAY ONE





Mike Thompson



Role: Kaiako in VET Provider

Demographics and Characteristics

(Likely age, background, education, resources, etc)

- 42 years old, married with two teenage children
- 20+ years experience as a qualified builder/carpenter
- Trade qualification and site supervisor experience
- Recently completed building his own home
- Considering teaching due to ongoing back problems from physical work
- No formal teaching qualifications or education beyond trade cert
- Basic computer skills, mainly uses phone for digital tasks
- Respected in local building community with strong industry networks

Key Quote

“ I've built houses for 20 years - I know this stuff inside out. But standing in front of these kids with all this education jargon and computer systems... I feel like an apprentice all over again. I just want to teach them how to build properly, but I don't even know where to start.

Important context

(Mindset, attitudes, external factors, current approach, etc)

- Sees himself as "starting over" despite being an industry expert
- Motivated to "pay it forward" - remembers tradies who taught him
- Anxious about standing in front of a class for the first time
- Unsure what's expected of him
- Assumed teaching would be "showing people how to build"
- Earning less money than in industry
- Provider desperately needs someone due to last tutor leaving suddenly

I'm wanting to do these things...

(Relevant jobs or tasks around their role)

- Teach practical building skills effectively to young people
- Share my industry knowledge and experience
- Help students become skilled, work-ready tradespeople
- Create a good learning environment
- Understand what paperwork and admin I need to do
- Figure out how to use the computer systems
- Learn the education jargon everyone keeps using

I interact with these things:

(People, Tools, platforms, documents, etc)

- Learning Management System (never used one before)
- 15-20 pre-trade students aged 16-19
- Programme manager (seems very busy, hard to reach)
- Two other trade tutors (in different disciplines)
- Admin staff for enrolments and compliance
- Industry employers for work placements
- Student support services (not sure when to refer)
- Programme resources left by previous tutor (outdated)
- Assessment templates and moderation requirements

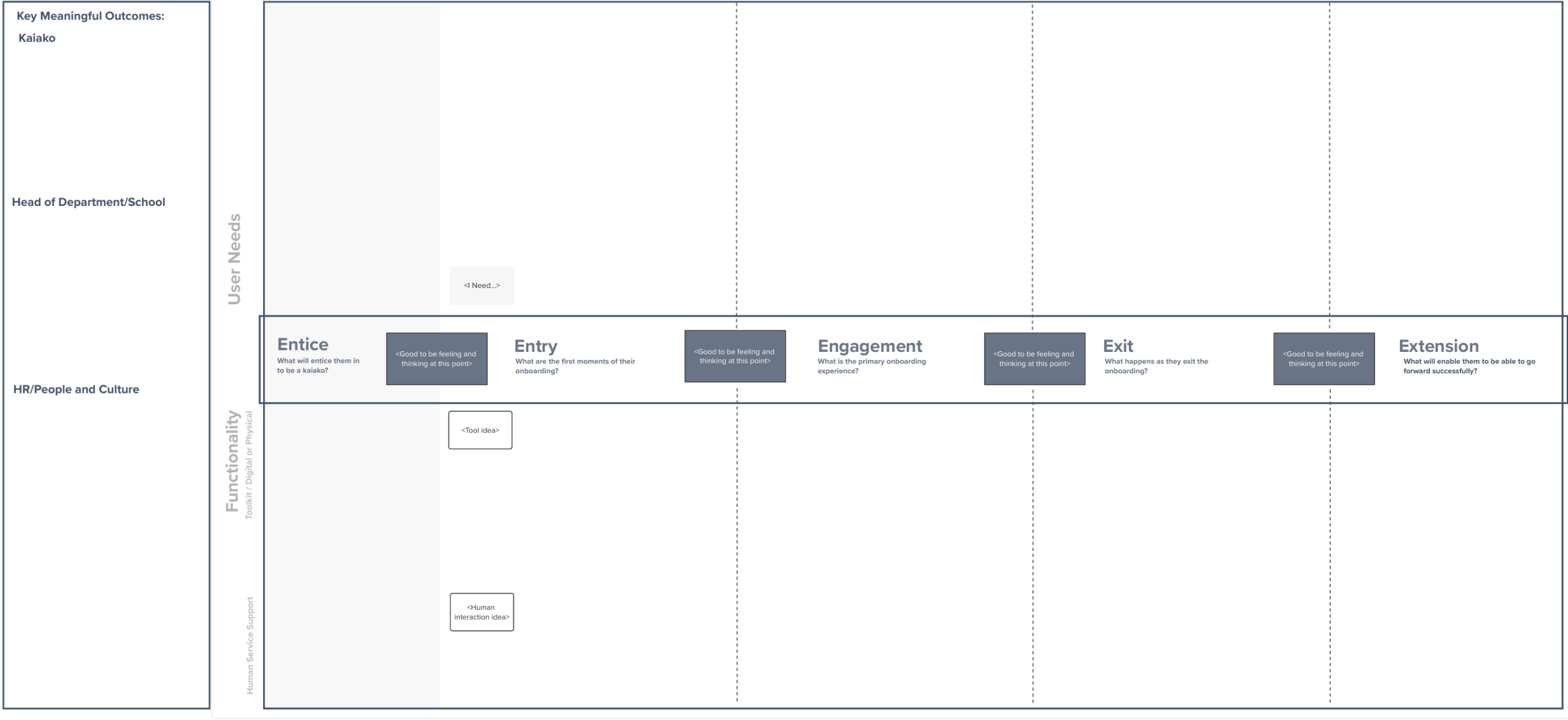
These things would frustrate me:

- Being told "here's your class" with minimal guidance
- Educational acronyms and jargon no one explains
- IT systems with no training or support
- Senior tutors who won't share resources ("I had to figure it out")
- Students with complex needs I'm not equipped to handle
- Admin tasks taking time away from teaching
- Being treated like a beginner when I'm an expert builder
- No time to prepare before first class starts
- Conflicting information from different people

These things would delight me:

- A structured onboarding plan showing what to expect
- Shadowing an experienced tutor for a few weeks
- Clear explanations of my responsibilities and boundaries
- Templates and resources I can adapt (not start from scratch)
- Regular check-ins with supportive manager or mentor
- Time to develop confidence before solo teaching
- Recognition of my industry expertise and experience
- Practical guidance on classroom management basics
- Colleagues who share knowledge and include me

Kaiako Onboarding Compelling Experience



	A	B	F	G	H	I	J
1	IDVF MULTI-FACTOR IDEA ASSESSMENT		How to Score the ideas: Ideas scored 1, 2, 3, 5, 8, 15 vertically to get relativity. Multiple ideas can have same value.				
2			Strategic Factors (see below for detail)		Execution Factors		
3	Idea Title	Priority: A, B, C or Park 	Intent (15 = Most aligned) 	Desirability for kaiako (15 = Highest value) 	Feasibility (15 = Easiest) 	Viability (15 = Cheapest) 	Notes 
4	1. Phone call from buddy or coffee within days of contract signing	A	15	15	15	15	
5	2. Overview onboarding and PD in familiar format to a builder	A	8	15	15	15	Not sure what "familiar format to a builder" means in this context
6	3. Move any item from First Week to Pre-Start phase	C	3	5	15	15	e.g. Buddy assigned, meeting kaiako
7	4. CATT qualification programme overview	A	15	15	15	15	We do already do this
8	5. Shadow a teacher or start in temporary teaching assistant role	C	15	15	1	2	While ideal, it is a financial liability
9	6. Delay start of taking first class (or perceived time to first class)	Park	5	15	1	1	While ideal, it is a financial liability
10	7. Make LMS training more targeted, fit for purpose, just-in-time	B	15	15	8	8	
11	8. Training for buddies - consistency & feedback loops to managers	C	15	8	5	5	
12	9. Mentor in classroom with kaiako for first few classes (MG)	B	15	15	5	5	
13	10. Book in regular check-ins with Programme Manager (MG)	B	15	5	15	15	
14	11. Stable ongoing cohort community of practice starts early in phase	C	8	8	5	8	
15	12. Individualised flexible just-in-time learning pathway	Park	8	8	5	3	
16	13. Establish quad-helix network: Kaiako, ACP, Buddy, Line Manager	C	15	8	3	8	
17	14. Redesigned CATT into smaller pieces and time delivery flexible	C	15	8	8	3	
18	15. Institute Recognition of Prior Learning & Experience (RPL/RPE)	C	15	8	8	8	
19	16. Lighting the fire in the kaiako to keep going after CATT	B	15	2	15	15	
20	17. Practice sharing as "research" output for future leaders	Park	3	2	5	8	
21	18. Prof development for Programme Leads to NZQA requirements	C	8	8	15	5	
22							
23							
24			Strategic Assessment Factor Detail				
25			Intent: Alignment to organisation goals and strategy				
26			Desirability: Value to the kaiako meeting known and unknown needs, pains and gains				
27			Execution Assessment Factor Detail				
28			Feasibility: Organisation as the capability and capacity to execute and deliver consistently into the future				
29			Viability: Cost to build and operationalise				
30							



Stewardship and future



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