

Provider-Based Kaiako Onboarding Toolkit

Empowering provider-based Kaiako in Aotearoa's VET system to be the best they can be as educators of our ākonga

Our kaiako are critical to the quality of provider-based vocational education in Aotearoa. We need to better support people in their transition from industry to becoming educators.

“ Let’s acknowledge that the transition into the role of a kaiako is substantial in many ways and provide adequate support, time, and energy for this.....create highly practical development tools to support the initial transition with other tools to support more advanced practice over the longer term; and treat the current transition to kaiako as substantial whilst also looking at ways to make the learning curve a bit smaller.

Provider-Based VET Kaiako Development Pathways: Exploring the ways Kaiako are Supported and Developed, Skills Group, August 2024

More effective onboarding and development pathways set the foundations for a Kaiako's success

How might we onboard technically competent Kaiako into the education provider environment?

ConCOVE's and Food Fibre CoVE's research through the Skills Group identified eight barriers to effective Kaiako development and five key areas of change. The research is [here](#) as background reading for this toolkit.

ConCOVE wanted to activate the research by working closely with several VET providers to develop and test onboarding tools to support them to support their Kaiako.

The aspiration is that VET providers have an onboarding toolkit that fits with their strategic intent, is valuable for the Kaiako, and feasible and viable for the provider to implement consistently.

The diversity of VET providers means that the best toolkit is bespoke. Therefore, this work has created the toolkit to create a compelling experience that any provider could use with confidence.

This is a design toolkit that enables a provider team to map out a compelling experience for their arriving Kaiako that integrates onboarding and professional development.

The compelling experience framework, originally developed by the Doblin Group, has been adapted for this work to cover four phases: 1. Contracted, 2. Entry, 3. Immersion, and 4. Extension. The experience design is informed by meaningful outcomes for the Kaiako and the provider, and by experience first principles. Additionally phase specific needs and phase transition mindsets help focus thinking at particular moments in the experience.



This toolkit has been tested in live situations with several providers. This framework is located [here in an editable format](#). The development of the toolkit was facilitated by Martin Grant.

Kaiako Compelling Experience design process overview

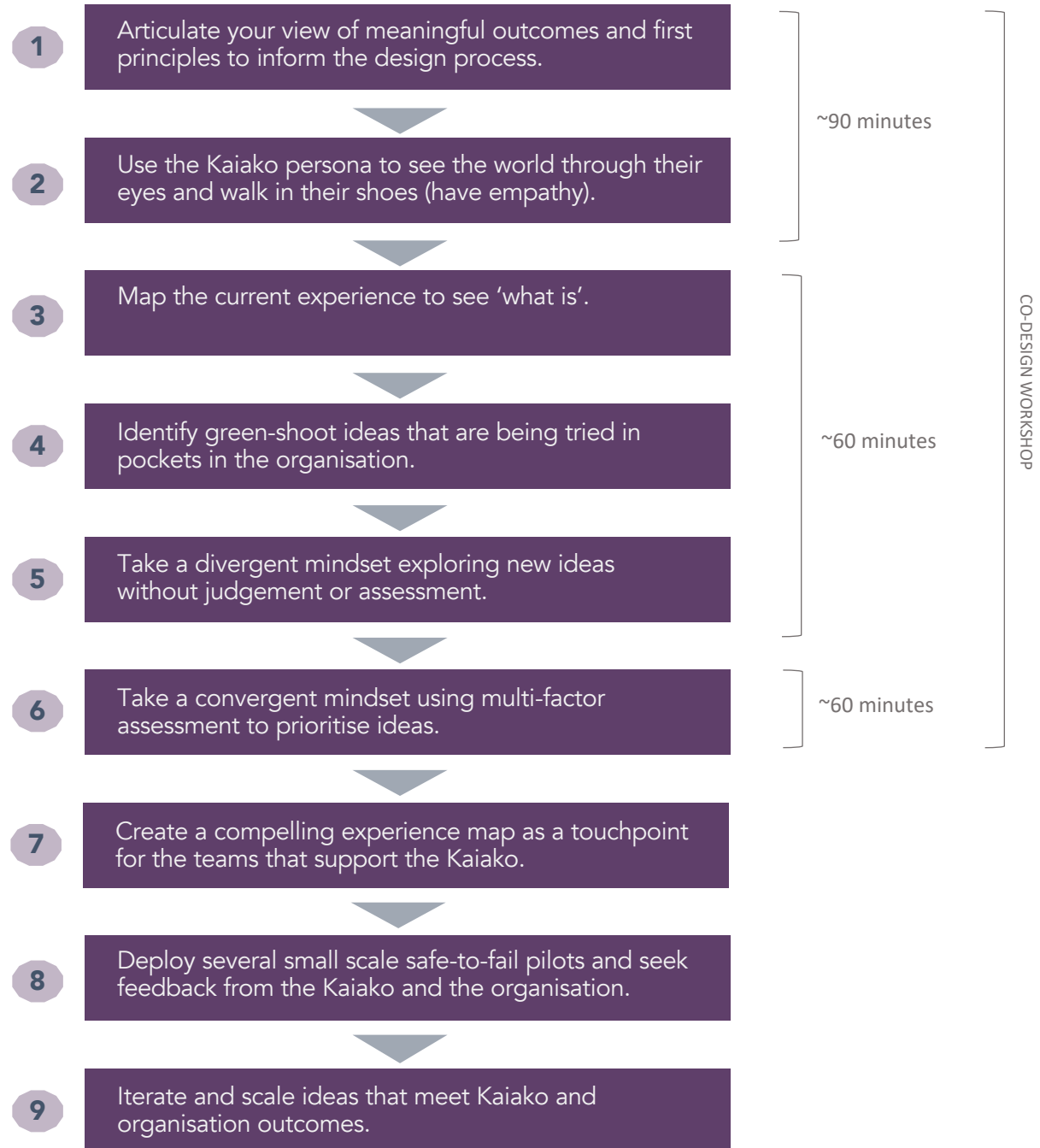
This toolkit takes a user centred design approach, also sometimes to referred as design thinking.

The nine-step process starts with a cross team collaborative co-design workshop held over four hours. It is best to involve the Kaiako Capability, People and Culture and Teaching Programme teams in the workshop.

Following the workshop an artefact captures the work and then small scale safe-to-fail pilots are deployed with a learning mindset.

Before you start:

- Print the worksheet pack A4 to use during the session to recreate on whiteboards.
- Select a room that has plenty of whiteboards.
- Assemble Post-it notes, felt pens and blutac.



Meaningful outcomes and first principles

Being clear on the outcomes for the Kaiako and the organisation ensures the experience delivers on multiple levels.

First principles, also known as design principles, are the fundamental concepts, assumptions or guidelines that help us create compelling experiences.

It is also useful to capture other considerations at this stage.

Instructions:

- Recreate the Meaningful Outcomes and First Principles worksheet on a whiteboard.
- For a small group work together to complete the questions capturing on Post-it notes. In a large group work in 3s or 4s assigning one section to each group.
- At the end of the conversation remove duplicates, cluster the Post-its into groups and create summary notes.
- Keep visible during the rest of the process.

Meaningful Outcomes and First Principles

What are the meaningful outcomes for the kaiako?

What are the meaningful outcomes for the organisation?

What are the first principles or fundamental concepts, assumptions or guidelines will help us create a compelling experience?

What are other considerations surrounding this experience, such as constraints or risks?

Use the Kaiako persona to see the world through their eyes and walk in their shoes.

When we see the world through someone else's eyes or walk in their shoes we can better understand what they are thinking, feeling and needing. We have empathy for their situation.

Instructions:

- Print several A3 copies of the persona for people participating in the workshop.
- Through the process constantly, stop and ask yourself, "what would Mike be thinking or feeling about this?"
- Note: You can create personas for others in the experience if you wish ahead of the design process, for example the Kaiako's line manager.

Persona name:

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

Source: PROVIDER-BASED VET KAIAKO DEVELOPMENT PATHWAYS. Exploring the ways Kaiako are Supported and Developed. Skills Group 23 August 2024

Map the current experience to see what is existing and the greenshoots

We want to start with 'what is' the current experience for the Kaiako. This will include the things done all the time with everyone. But we also want to capture what people are trying. We call these 'greenshoots' as they are possible signals of good things that might be worth scaling.

Instructions:

- Print 20 copies of the sheet from the worksheet pack with the four cards on it on 120gsm paper and cut up.
- Recreate the Experience Phase sheets on a whiteboard.
- Start by capturing the needs of the Kaiako and the organisation for each phase using Post-its. Also capture the desired mindset for the Kaiako as they transition from one phase to the next.
- Then capture everything that happens in each phase around onboarding and developing a professional development plan for the Kaiako. Capture one thing per card. Circle either existing or greenshoot on the card. Blotac onto the relevant Phase.

EXISTING GREENSHOOT NEW

1. DESCRIBE IT IN ONE SENTENCE

2. THE RATIONALE OR CHALLENGE IT'S MEETING

Contracted PRE-START What is the kaiako needing at this phase of their journey? What is the Kaiako's experience?	Entry FIRST WEEK What is the kaiako needing at this phase of their journey? What is the Kaiako's experience?
---	---

Immersion	PRIMARY ONBOARDING AND PD
What is the kaiako needing at this phase of their journey?	
What is the Kaiako's experience?	

Extension	ENABLED TO GO FURTHER
What is the kaiako needing at this phase of their journey?	
What is the Kaiako's experience?	

Adopt a divergent
mindset exploring new
ideas without
judgement

We want to explore all the possible things we could do to deliver the meaningful outcomes and meet the needs for the kaiako and the organisation. We want to suspend judgement for a time, so we are unconstrained in our thinking.

Instructions:

- Use the idea cards and in pairs or small groups generate new ideas. Circle as such on the card.
- Blotac onto the relevant Phase.
- When you have run out of ideas, look at all the ideas and remove duplicates. Also ensure the idea and the challenge it is meeting is clear.
- Take a photo of each of the experience phases in order to create the compelling experience artefact.

EXISTING GREENSHOOT

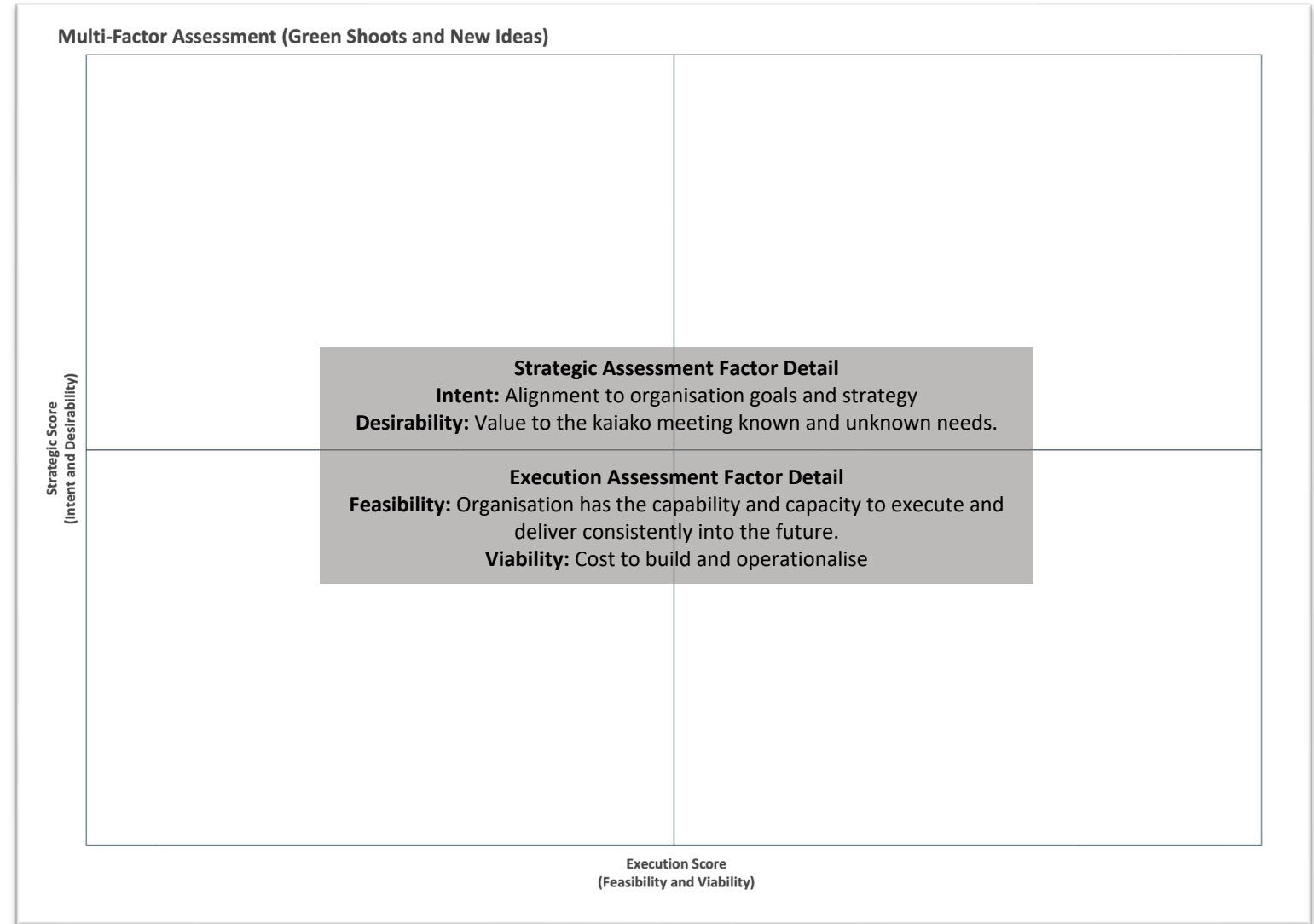
1. DESCRIBE IT IN ONE SENTENCE
2. THE RATIONALE OR CHALLENGE IT'S MEETING

Adopt a convergent mindset and use the IDVF framework to prioritise green shoots alongside new ideas.

We always have more ideas than we have resources to implement. The IDVF framework is a good way to make choices by assessing alignment with organisation **Intent**, **Desirability** for the user, **Feasibility** to execute and financial **Viability**.

Instructions:

- Recreate the multi-factor assessment worksheet on a whiteboard
- Transfer your greenshoot ideas and new ideas to the 2x2 matrix by thinking about relative merit between ideas.
- It is helpful to place the cards vertically first up the left axis to reflect relative strategic merit. Then move them horizontally to reflect executability merit.
- There is an IDVF excel file [here](#) if you want to score the ideas more accurately.



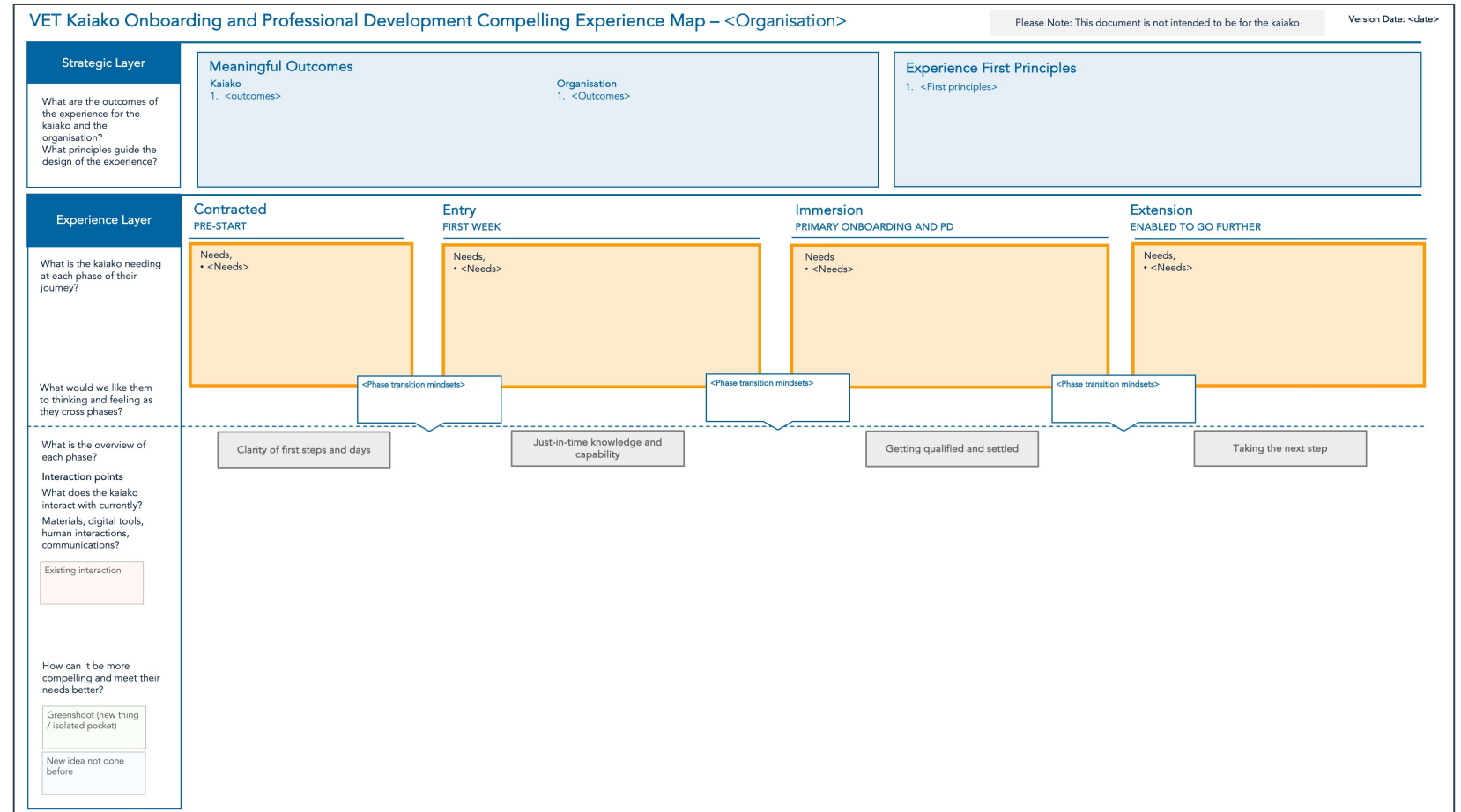
Create a compelling experience map as a touchpoint for all the teams.

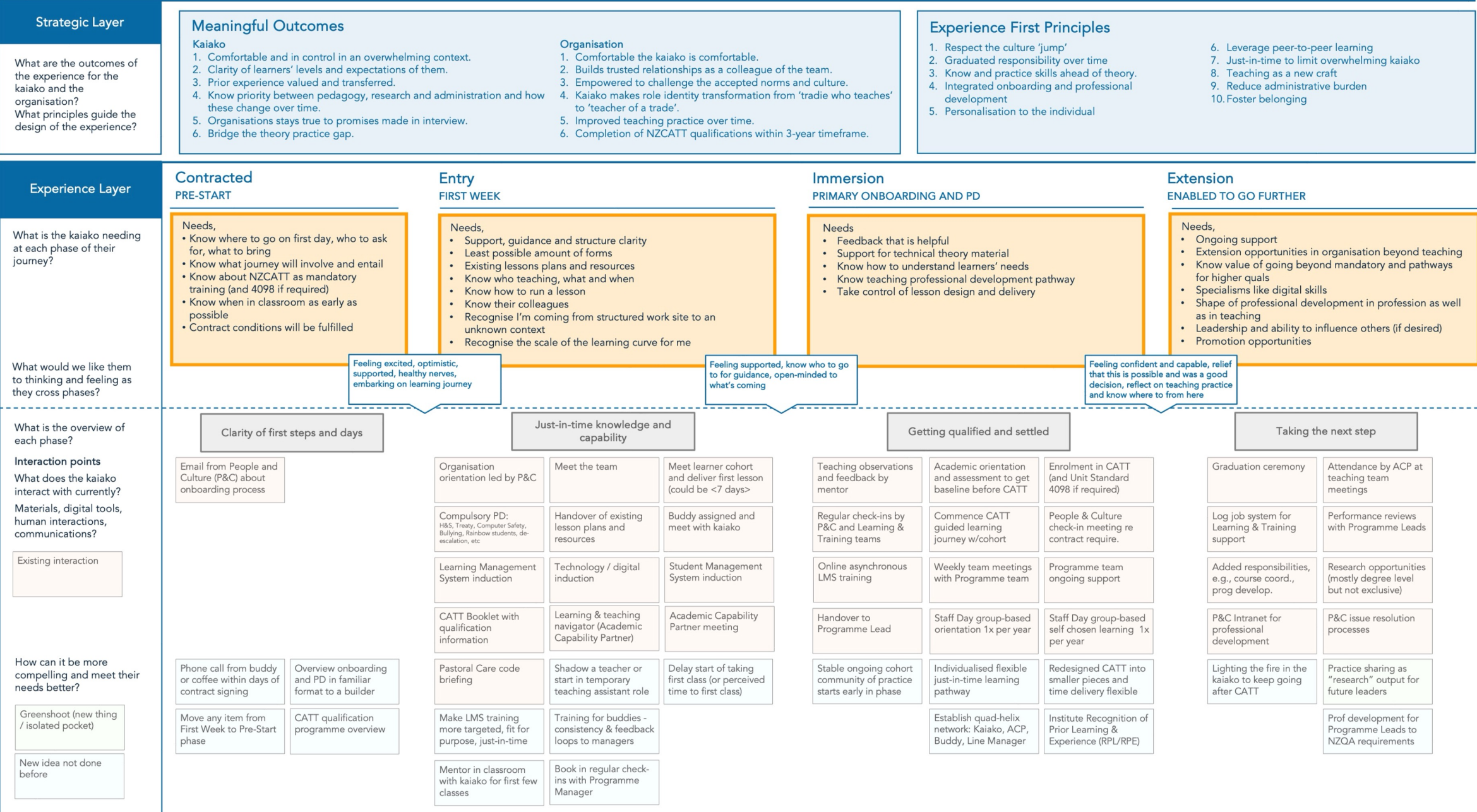
A shared artefact is useful to capture the work of the co-design group.

The compelling experience map has spaces for all the content created during the co-design workshop.

Instructions:

- The Experience Map editable file is [here](#).
- Print several A3 copies so workshop participants have a view to the final artefact.
- See the next page for a completed experience map from one of the providers who tested this toolkit.





Deploy small scale safe-to-fail pilots and seek feedback before scaling.

A piloting process enables improvement to an idea based on users’ real-world experiences. Equally, it enables decisions to stop ideas that won’t ever work as intended. All together this means you can deploy and scale with more confidence.

Instructions:

- Take the a priority ideas from the IDVF assessment and develop any details necessary to rapidly execute them with minimum viable resources.
- Let the idea happen then interview people involved and capture feedback on Pilot Feedback Capture worksheet.
- Reconvene as a group to decide for each idea: Scale it? Iterate it? Kill it?

Pilot Feedback Capture

Pilot Title _____

What did they like? How did it make them feel?	What didn't they like?
What questions did they have?	What ideas or builds did they have?

Remember: Fail it; don't sell it. Access your curiosity in the other person's view; ask why they think that way. Listen lots, talk less. Be okay with silence while they gather their thoughts.

CONCO>E TŪHURA

The Next Generation Of Construction
& Infrastructure Vocational Education

