



**HANGA-ARO-RAU**  
Manufacturing, Engineering  
and Logistics  
Workforce Development Council

# Employer guide to building career pathways with young people

Building industry connections to inspire Aotearoa  
New Zealand's future workforce



# Contents

## 1. The benefit to you and your business pg1

Employers key to get young people work-ready pg1

Career pathways crucial for addressing labour shortages pg2

Key workforce forecasts pg2

Strategic investment in their future and yours pg3

## 2. Getting ready pg4

Get your scaffolding right with the WE3 Framework: Work Expose, Explore, Experience pg4

Transferable skills and how to spot them pg6

Understanding Generation Alpha pg7

Planning and health & safety pg7

## 3. Where to start pg8

Practical actions to take today pg8

Suggested activities pg9

## 4. Resources for employers pg10

Uncovering transferable skills pg11

Helping students share their skills pg12

Career conversations starters pg13

Event checklist: Hosting or taking part in an event pg14

Health and safety for student workplace visits pg17

Employer risk assessment pg20

Induction plan for students: Work placement or work shadowing pg21

Student induction checklist pg22

References pg24



## What is this guide is and who's it for?

Aotearoa New Zealand faces urgent talent shortages in critical industries, including manufacturing, engineering, and logistics. So, it's essential to build a talent pool of skilled, work-ready young people for business sustainability and national economic growth.

This guide offers practical, research-informed strategies and actions for employers to engage effectively with schools and communities, to strengthen career readiness and future workforce capabilities.

Building on existing frameworks and insights gathered from the Hanga-Aro-Rau Workforce Development Council Pathways team through successful partnerships and events, this guide outlines how businesses of any size can contribute meaningfully to the development of young people, while realising business benefits such as improved workforce pipeline, community reputation and workforce diversity.

*We want to acknowledge all the hard work and insights that have gone into the creation of this guide, including Astrid Van Holten, Hayley Gray and Beth Nalter from our Pathways team, and all the industry stakeholders that provided feedback and guidance.*



1

# The benefit to you and your business

## Employers key to get young people work-ready

Employers play a vital role in helping young people build career readiness. Research shows that employer involvement in education is one of the most effective ways to prepare young people for successful transitions into work or further training. This guide outlines practical ways to build connections with schools, using proven models to support engagement from early exposure through to meaningful workplace experiences.

How well-equipped young people are to transition into work or further training is strongly linked to employer interaction. Research from the Organisation for Economic Cooperation and Development (OECD) shows that when students regularly interact with employers while at school, they gain more clarity about their future and find it easier to get into work.

Giving students workplace tours, letting them shadow a team, and mentoring can increase confidence and employability skills. These experiences also keep young people engaged at school and show them career paths they mightn't have thought were possible.

“First-hand encounters with people in work help young people develop the knowledge, skills and attitudes needed to access available work - building belief in their options and readiness to act on them”

**Education and Employers UK**



## Career pathways crucial for addressing labour shortages

Aotearoa New Zealand faces significant and escalating labour shortages across its manufacturing, engineering and logistics sectors. These industries are essential to our economic future, yet they struggle to find and train the workforce needed to sustain growth and productivity.

### Key workforce forecasts



#### **Manufacturing, Engineering and Logistics (MEL):**

An estimated 157,000 job openings projected over the next five years, averaging 31,500 per year (Hanga-Aro-Rau).



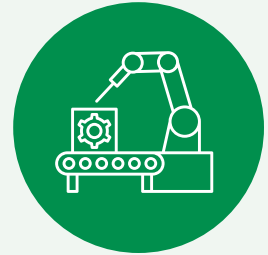
#### **Auckland region:**

71,277 MEL job openings are expected between 2023 and 2028, with 80% due to retirements and turnover (MBIE).



#### **Logistics sector:**

Faces a supply-demand imbalance due to an ageing workforce, limited talent pipelines, and the impacts of automation and climate change (WorkforceSkills.nz).



#### **Engineering:**

Needs to fill 23,600 positions by 2029, driven by infrastructure demands and technological shifts (Advancing Manufacturing Aotearoa).

Even though there's a growing number of young people in education, many still lack the workplace exposure and practical skills needed to confidently enter these industries. Employer engagement is needed to help close this gap and build a more capable, future-proof workforce.

Many schools remain focused toward university pathways, but only a third of students enrol in degree programmes (Johnston, 2024). Strengthening vocational pathways through employer partnerships offers a vital alternative route into industry and addresses critical skill shortages.







## Strategic investment in their future and yours

Employer participation in school-to-work pathways is more than community goodwill - it's a strategic investment.

### Benefits of employer engagement include:

Build a diverse, skilled and local talent pool

Raise awareness of careers in demand

Reduce future recruitment and training costs

Support corporate social responsibility and build community trust

Strengthen workforce equity and inclusion, especially for Māori, Pacific peoples, disabled peoples and women

Boosting staff engagement through mentoring opportunities

In Aotearoa New Zealand, Corporate Social Responsibility (CSR) includes fostering youth potential and strengthening communities through education partnerships. This mahi is a way businesses contribute to societal wellbeing while achieving their commercial goals.

### What your business gains:

Enhance brand and community reputation

Build talent pipelines from underrepresented groups

Boost staff morale through mentoring and volunteering

Save on long-term recruitment and training costs

Show leadership in equity and inclusion

Supporting school engagement is a visible, hands-on way to show social responsibility and long-term thinking. As Dr Johnston argues in Trade Routes, businesses that back structured vocational pathways not only meet their talent needs, but they help make the education system fairer and more effective.





## 2

# Getting ready

The future workforce is already here – they're simply waiting to be recognised, supported and inspired. Many students today face significant uncertainty about their career prospects, often expressing anxiety and confusion around being prepared for the world of work. Early and structured exposure to real workplace environments plays a critical role in improving employment outcomes and addressing skills shortages across key industries.

When employers open their doors to young people, they do more than offer a glimpse into working life – they provide meaningful insights, foster confidence and help them develop a sense of belonging. Every interaction, whether a conversation, site visit or work experience opportunity, contributes to shaping a more informed and resilient future workforce.

## **Get your scaffolding right with the WE3 Framework: Work Expose, Explore, Experience**

The WE3 model was developed by Dave Turner, an Australian consultant and advocate of vocational and careers education. It provides a strong scaffolding to introduce rangatahi to the world of work, with an emphasis on enabling and supporting youth agency.



## Step 1: Work Expose

No one can choose what they do not know, adults included. As the American activist for civil rights and children's rights Marian Wright Edleman says, you can't be what you can't see.

Early engagement, such as career talks or workplace tours, broadens young people's understanding of available careers, challenges stereotypes and helps them make informed subject and career choices.

### Activities could include:

- Inspiring the Future events (licensed by TEC)
- On-site tours for students and teachers
- Attending career expos or industry days
- Presentations linked to school curriculum



## Step 2: Work Explore

Students observe professionals and workplaces up close. They watch how things run, the roles people have, and the personal qualities that matter.

### Activities could include:

- Job shadowing (1-2 hours)
- Industry open days
- Teacher and whānau visits to sites
- Taster placements during school holidays



## Step 3: Work Experience

Students contribute to real work and gain authentic experience by getting on the tools. They learn communication, responsibility, and what's expected in the workplace.

### Activities could include:

- Gateway (5–10 days' work experience with unit standards)
- Trades Academy placements
- Short-term volunteering (e.g. for Duke of Edinburgh awards)
- Internships or structured community-hosted experiences





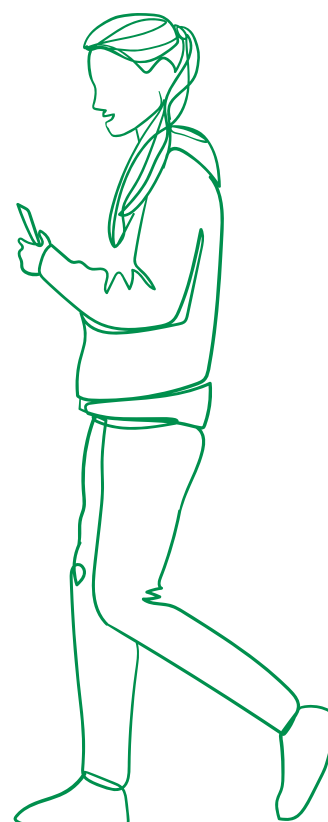
## Transferable skills and how to spot them

A 2017 survey of 1,744 young adults aged 19–24 found that those who'd engaged in four or more employer-related activities during their school years were much more likely to be in education, employment, or training (NEET) as young adults.

Work experience provides a unique opportunity for young people to develop the transferable skills that employers value. Anthony Mann, Senior Analyst at OECD's Education and Skills directorate, emphasises 'who you meet' can make a difference. By providing real tasks, constructive feedback and positive encouragement, employers can build young people's confidence and work habits to support their future success.

### Key employability skills include:

- **Communication:** Listening, speaking and asking questions
- **Teamwork:** Working with others to achieve a goal
- **Self-management:** Being reliable, on time and following instructions
- **Problem-solving:** Using initiative and asking for help when needed
- **Resilience:** Managing challenges and learning from mistakes
- **Positive attitude:** Showing interest and a willingness to learn



In the resources section of this guide, you'll find a practical worksheet with key questions to ask young people you engage with, to help you spot what transferable skills they may bring to your mahi.





## Understanding Generation Alpha

Generation Alpha (born from 2010 onwards) are the first truly digital-native generation. Employers engaging with this group should keep a few key traits in mind:

- **Digitally fluent:** Expect fast, mobile-first interactions
- **Socially aware:** Value inclusion, diversity and sustainability
- **Visually oriented:** Respond well to visual learning and short-form content
- **Strong influencers:** Influenced by online platforms and global trends
- **Seek purpose:** Drawn to work that feels meaningful and socially responsible

A 2025 webinar *Are teenagers prepared for their careers?*, hosted by OECD Education and Skills asked an expert panel what additional skills and attributes young people could bring to a workplace, where the following points were noted:

- Being curious
- Enthusiastic
- Open to change
- Learning to network as a life skill
- Positive presence on social media

## Planning and health & safety

Employers are responsible for ensuring the wellbeing of students participating in work-based learning. This includes:

- Completing risk assessments
- Providing a clear site induction
- Collaborating with schools on Education Outside the Classroom (EOTC) protocols
- Supervising students appropriately
- Offering inclusive, respectful environments

In our resources section we have two templates for preparing to host on site and induction checklists for students. You can also refer to the WorkSafe New Zealand resource *Students on Work Experience: A health and safety guide for schools and employers* for more detailed guidance.



### TIPS FOR EMPLOYERS

- Use video, interactive activities and visual storytelling to engage
- Align messages with values such as diversity, wellbeing and sustainability
- Offer short, immersive experiences that build confidence and connection
- Focus on mentorship, feedback and pathways for growth



# 3

## Where to start

Getting started can feel overwhelming if you can't see where that first step needs to land. This section of the guide provides practical, actionable steps you and your team can take today to foster your future workforce.

At the core of every successful industry is someone who was once given an opportunity. Employers can create that opportunity.

### Practical actions to take today

#### 1. Start small, start now

Begin with a simple action – hosting a site tour, speaking at a school or attending a local careers event. Even one small step can make a lasting difference for a young person.

#### 2. Have a strong framework

We recommend structuring your activation using the WE3 Model: Work Expose → Work Explore → Work Experience. This allows employers to engage at a level that suits their readiness, with opportunities to deepen commitment over time. A detailed breakdown is supplied in the next section.

#### 3. Prepare people and place

Workplaces should ensure staff are equipped to guide and mentor young people. A safe, inclusive and welcoming environment is essential for positive experiences.

#### 4. Make engagement part of workplace culture

School engagement can be embedded into broader Corporate Social Responsibility (CSR) strategies, staff development frameworks and internal recognition systems to help make it a lasting part of workplace culture.

#### 5. Champion equity and inclusion

Where possible, prioritise access for Māori and Pacific youth and support gender diversity in traditionally male-dominated sectors such as the trades. Visibility and inclusion create real impact.

#### 6. Collaborate for greater impact

Businesses can amplify their efforts by partnering with others, like industry associations, chambers of commerce, workforce development organisations – to share resources, coordinate efforts and scale their collective reach.

#### 7. Promote

Sharing stories of engagement (both internally and externally) through your social media channels or newsletters can inspire others to get involved and reinforce the value of the organisation's efforts.

#### 8. Reflect, improve, repeat

Continual improvement is vital. Employers should seek feedback from students, staff, and schools to understand what works and refine their approach over time.



## Suggested activities

Here are some practical activities that you could run with your business and local school communities:

In-school activities	Out-of-school activities
Present at assemblies or classroom talks	Offer workplace visits for students and teachers
Participate in career expos or industry days or connection events	Provide work shadowing or short tasters for on-site work experience
Connect with the careers counsellors to provide support for mock interviews or CV writing	Host Gateway or Trades Academy placements
Link to the school curriculum and connect with these teachers (i.e. science, maths or technology)	Collaborate on community work expos with other businesses
Sponsor school events or programmes	Offer internships or cadetships
Share industry stories on social media	Host volunteering days or community engagement activities

If it all feels like too much to even get started, connect with your industry association, local training providers, local chamber of commerce, job and skills hub, TEC Inspiring the Future team or advocacy organisations already working with young people, to see if you can be involved in events or programmes that may be running in your area.

The secret is just to start somewhere and take that first step. You will grow and learn along the way.



*Just start somewhere,  
it's ok to figure it out  
as you go.*



### TIPS FOR EMPLOYERS

- Partner with schools or communities you already have ties with
- Collaborate with industry peers to share the hosting load
- Ensure your workplace is inclusive and welcoming
- Tailor tasks to student capability and interest



# 4

## Resources for employers

To support your own actions, here is a comprehensive toolbox of resources and templates you can utilise. If you'd like to download these resources, check them out here:



### Uncovering transferable skills

[https://hangaarorau.nz/wp-content/uploads/2025/09/GEG\\_uncovering\\_transferable\\_skills.pdf](https://hangaarorau.nz/wp-content/uploads/2025/09/GEG_uncovering_transferable_skills.pdf)



### Career conversations

[https://hangaarorau.nz/wp-content/uploads/2025/09/GEG\\_2025\\_Career\\_conversation\\_starters.pdf](https://hangaarorau.nz/wp-content/uploads/2025/09/GEG_2025_Career_conversation_starters.pdf)



### Event checklist

[https://hangaarorau.nz/wp-content/uploads/2025/09/GEG\\_2025\\_Event\\_checklist.pdf](https://hangaarorau.nz/wp-content/uploads/2025/09/GEG_2025_Event_checklist.pdf)



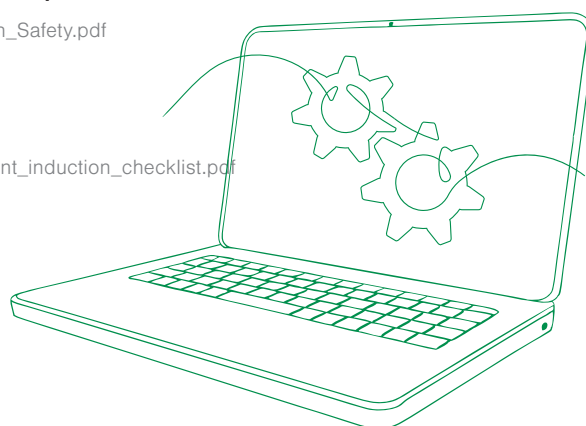
### Health and safety checklist for hosting young people on site

[https://hangaarorau.nz/wp-content/uploads/2025/09/GEG\\_2025\\_Health\\_Safety.pdf](https://hangaarorau.nz/wp-content/uploads/2025/09/GEG_2025_Health_Safety.pdf)



### Sample student induction checklist

[https://hangaarorau.nz/wp-content/uploads/2025/09/GEG\\_2025\\_Student\\_induction\\_checklist.pdf](https://hangaarorau.nz/wp-content/uploads/2025/09/GEG_2025_Student_induction_checklist.pdf)





## Uncovering transferable skills

Helping students share their skills		
Transferable skill	Questions employers could ask	Ways students can demonstrate key skills to employers
<b>Positive attitude and work ethic</b> <ul style="list-style-type: none"> <li>Shows motivation, reliability and commitment</li> <li>Has a positive, respectful attitude</li> <li>Turns up prepared and ready to work</li> </ul>	<ul style="list-style-type: none"> <li>Can you tell me about a time you stuck at something, even when it got difficult?</li> <li>How do you keep yourself motivated when you have a big job or assignment to complete?</li> </ul>	<p><b>Example:</b> "I volunteered at my school's open day and stayed late to help clean up. I'm someone who sticks with tasks until they're done properly."</p> <p><b>Example:</b> "I volunteered to pack food parcels at the local marae, even though it was outside school hours. I stayed until the last box was done."</p> <p><b>Example:</b> "I took part in early morning sports practice twice a week to improve my performance."</p>
<b>Communication and interpersonal skills</b> <ul style="list-style-type: none"> <li>Communicates clearly with others</li> <li>Listens carefully and asks questions when unsure</li> </ul>	<ul style="list-style-type: none"> <li>Tell me about a time you had to explain something clearly.</li> <li>How do you make sure you understand instructions or what's expected of you?</li> </ul>	<p><b>Example:</b> "I was part of the school kapa haka group, which taught me how to communicate clearly and respectfully as part of a team performance."</p> <p><b>Example:</b> "I helped lead a tour for new students at school, making sure they knew where everything was and answering their questions."</p> <p><b>Example:</b> "I organised a group project and made sure everyone knew their part."</p>
<b>Teamwork and cultural awareness</b> <ul style="list-style-type: none"> <li>Works well with others to achieve goals</li> <li>Respects people from different backgrounds and cultures</li> </ul>	<ul style="list-style-type: none"> <li>Tell me about a time you worked with others to get something done.</li> <li>Have you worked with people who have different backgrounds or experiences from you? What did you learn?</li> </ul>	<p><b>Example:</b> "I played in my school's sports team, working with students from different year groups and backgrounds to achieve team goals."</p> <p><b>Example:</b> "I was part of my school's environmental group, working with students from different backgrounds to run a clean-up day."</p> <p><b>Example:</b> "I joined the school's Pasifika group and worked alongside Māori and other cultural groups on shared performances."</p>
<b>Self-management and responsibility</b> <ul style="list-style-type: none"> <li>Manages time, behaviour and wellbeing</li> <li>Takes responsibility for completing tasks and following rules</li> </ul>	<ul style="list-style-type: none"> <li>How do you stay organised and ready for school, sport or other activities?</li> <li>How do you manage your time to get your work or studies done on time?</li> </ul>	<p><b>Example:</b> "I had to organise my own transport and equipment for my Gateway placement, making sure I arrived on time and ready to work."</p> <p><b>Example:</b> "I managed my own study schedule during NCEA exam time to make sure I was ready."</p> <p><b>Example:</b> "I made sure to pack the right uniform and gear each week for my part-time job refereeing the junior soccer team."</p>
<b>Willingness to learn and adaptability</b> <ul style="list-style-type: none"> <li>Open to learning new tasks and skills</li> <li>Stays flexible in changing situations</li> </ul>	<ul style="list-style-type: none"> <li>Can you tell me about something new you've learned and how you learnt it?</li> <li>What do you do when you're unsure how to complete something?</li> </ul>	<p><b>Example:</b> "During my work experience, I didn't know how to use the company's booking system at first, but I asked for help and learned to use it by the end of the day."</p> <p><b>Example:</b> "When our school event changed location at the last minute, I quickly helped adjust our set-up to make it work."</p>

## Helping students share their skills

Transferable skill	Questions employers could ask	Ways students can demonstrate key skills to employers
<b>Problem-solving and critical thinking</b> <ul style="list-style-type: none"> <li>Identifies problems and takes steps to solve them</li> <li>Thinks about consequences before acting</li> </ul>	<ul style="list-style-type: none"> <li>Tell me about a time you fixed or improved something.</li> <li>Can you give an example of when you had to think carefully about what to do next?</li> </ul>	<p><b>Example:</b> “When we ran out of materials in a technology project, I suggested reusing offcuts to finish our prototype instead of stopping work.”</p> <p><b>Example:</b> “When our team was short on players for a sports game, I helped come up with a plan to rotate players more often to keep up our energy.”</p>
<b>Resilience and coping with challenges</b> <ul style="list-style-type: none"> <li>Stays positive when things don’t go to plan</li> <li>Learns from mistakes and keeps trying</li> </ul>	<ul style="list-style-type: none"> <li>Have you ever had something not go to plan? What did you do?</li> <li>Tell me about a time you made a mistake but learned from it.</li> </ul>	<p><b>Example:</b> “I failed my restricted driver’s licence the first time, but I booked another test, practiced more and passed the second time.”</p> <p><b>Example:</b> “I didn’t get the prefect role I applied for, but I stayed involved in school activities and supported the leaders who were chosen.”</p> <p><b>Example:</b> “I got a lower mark than I wanted in one of my subjects, so I talked to my teacher and worked on improving for the next assessment.”</p>
<b>Digital and technical literacy</b> <ul style="list-style-type: none"> <li>Uses technology confidently to complete tasks</li> <li>Willing to learn new digital tools and systems</li> </ul>	<ul style="list-style-type: none"> <li>What technology do you use at home or school to get things done?</li> <li>Have you helped someone else use a phone, app or computer?</li> </ul>	<p><b>Example:</b> “I helped my whānau set up online banking and use apps on their phone, showing I can pick up new technology quickly.”</p> <p><b>Example:</b> “I used Canva to design posters for a school fundraiser, learning new digital design skills.”</p>
<b>Leadership potential and initiative</b> <ul style="list-style-type: none"> <li>Takes ownership and suggests improvements</li> <li>Demonstrates leadership by taking the lead or making decisions</li> </ul>	<ul style="list-style-type: none"> <li>Tell me about a time you took the lead to complete a task.</li> <li>Have you ever suggested a better way to do something? What happened?</li> </ul>	<p><b>Example:</b> “I organised a fundraising event with friends for the school ball, taking the lead on planning and communicating with teachers.”</p> <p><b>Example:</b> “I noticed we didn’t have a recycling bin at our sports club, so I talked to the committee and helped set one up.”</p> <p><b>Example:</b> “I volunteered to be the group leader for our school production and made sure everyone knew when to meet for rehearsals.”</p>



## Career conversation starters

Career conversations allow students to reflect on their interests, skills and career options in a safe and guided way. They help potential employers like you get a sense if someone's a good fit for your business.

These conversations can be informal, but they are powerful. They help young people reflect and picture themselves in a specific industry, while giving you the insight to identify emerging talent.

### Example career conversation starters

- What do you enjoy doing at school and in your own time?
- I can see from your CV that you *[mention specific experience]*. Can you tell me more about that?
- I noticed you *[mention something of interest]*. How did that come about?
- What are the most important things you are looking for in a future career?
- How do you think this job or experience could help you achieve your career goals?
- What have you done on your own to work towards your future goals?
- What has influenced your ideas about the kind of work you'd like to do?
- What have you enjoyed most during your time with us?
- What would you like to do more of, and what would you like to do less of?
- What help do you need to make decisions about your next steps?
- If you were offered a job here in the future, what kind of role could you see yourself doing?

### Ending the conversation

- Summarise what you have heard.
- Provide feedback on their strengths and potential fit with your business.
- Discuss possible next steps, such as further work experience, training opportunities, or future roles.
- Offer encouragement and leave the door open for future contact.



### TIPS FOR CAREER CONVERSATIONS

- Set a welcoming tone
- Use open-ended questions
- Acknowledge nervousness and silence
- Provide strengths-based feedback
- Offer encouragement and potential next steps

What have you enjoyed most during your time with us?

What are the most important things you are looking for in a future career?

Adapted from:

Careers NZ Employer Toolkit: *Engaging with Young People* (2018)

Hays New Zealand Skills Report (2025) - [www.hays.net.nz/skills-report](http://www.hays.net.nz/skills-report)

9cv9 NZ Workforce Trends Report (2025) - [www.blog.9cv9.com/recruitment-and-hiring-in-new-zealand-trends-and-outlook-for-2025](http://www.blog.9cv9.com/recruitment-and-hiring-in-new-zealand-trends-and-outlook-for-2025)



## Event checklist: Hosting or taking part in an event

### Work Expose

#### Promoting your industry and raising awareness

##### Prepare:

- ☐ Confirm audience year level and event details with organisers.
- ☐ Choose confident, relatable staff to represent your business.
- ☐ Plan a short (20-minute) pitch about your industry's value to Aotearoa.
- ☐ Plan props, posters, videos, and resources to grab attention.

##### On the day:

- ☐ Share personal stories about real work experiences.
- ☐ Link what you do to NCEA learning or real-world topics.
- ☐ Keep it fun, use humour, ask questions, and offer small prizes.
- ☐ Avoid jargon; use relatable language and visuals.

### Work Explore

#### Enabling interaction and deeper engagement

##### Prepare:

- ☐ Plan practical activities or small challenges that mirror real tasks.
- ☐ Create marketing materials that align with your organisation.
- ☐ Set up systems to safely collect student contact information.
- ☐ Plan your social media content to promote participation.

##### On the day:

- ☐ Bring a team of at least two to increase interaction.
- ☐ Set up a professional, inviting expo booth / stall with activities.
- ☐ Encourage students to try tasks, ask questions and reflect on their fit.





## Work Experience

### Supporting in-depth learning and talent discovery

#### Before work experience:

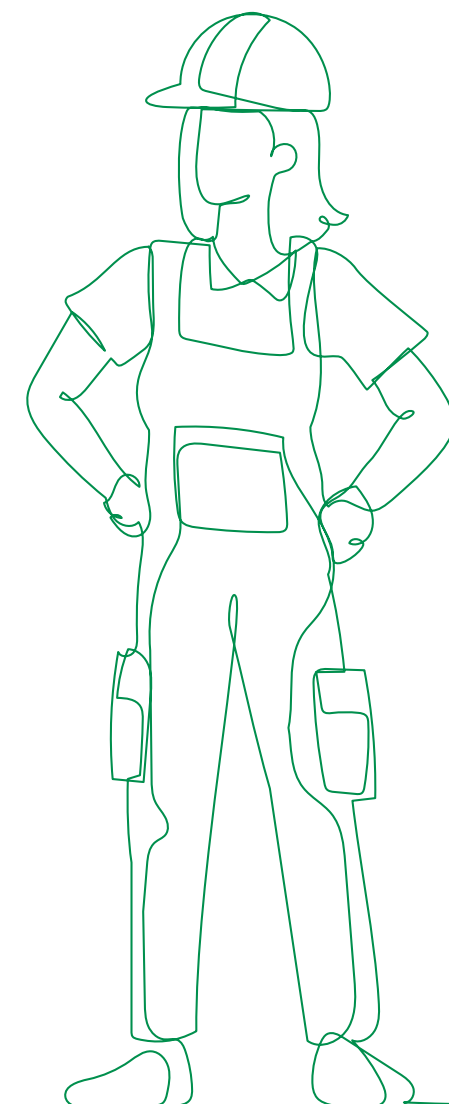
- ☐ Connect with schools to confirm student fit.
- ☐ Think of ways for students to build capability and contribute.
- ☐ Prepare staff to supervise and mentor.

#### During work experience:

- ☐ Involve students in genuine workplace activities.
- ☐ Provide regular feedback and supportive mentoring.

#### After work experience or events:

- ☐ Debrief with school contacts to discuss outcomes and next steps.
- ☐ Follow up with interested students to maintain the connection.
- ☐ Showcase highlights or success stories (with permission) through media.





## Connecting youth to careers in logistics: Rocket Freight x Green Bay High School

Logistics is the backbone of New Zealand's economy—but for many young people, it's a hidden industry. With an ageing workforce and growing demand for entry-level talent, the sector needs to connect more meaningfully with the next generation.

Recognising this, Lisa Coleman, Director of Rocket Freight, partnered with Green Bay High School to raise awareness of logistics careers among students. After successfully hiring two students from the school, Lisa saw the potential for a larger impact and brought together a network of logistics employers to amplify the opportunity.

What made this collaboration powerful was its personal touch—many industry volunteers had direct ties to the school, either as alumni or whānau. This gave students relatable role models and a clearer sense of what's possible.

Lisa coordinated professionals from across the sector, including representatives from Ports of Auckland, The Warehouse Group, Cosco Shipping, Willship International, and Reliable Transport. Together, they delivered an engaging classroom event introducing students to the variety of careers available—from customs and shipping to warehousing and talent acquisition.

Targeting the school's Vocational Education class, the event aligned with curriculum goals and offered students valuable exposure, followed by opportunities for work shadowing and real-world experience.

Why it worked:

- Strong personal connections between school and industry
- Diverse employer collaboration
- Alignment with curriculum and career-readiness goals
- Use of the WE3 model to guide engagement

Outcomes:

- Greater student awareness of logistics careers
- Positive feedback from students and employers
- Stronger, ongoing relationships between the school and sector

This initiative shows how employer-led collaboration can shine a light on overlooked industries—and build a talent pipeline for the future.



## Health and safety for student workplace visits

Employers are responsible for the health and safety of students and young people during workplace visits or work experience. Students must also take reasonable care for their own safety and the safety of others and this should be communicated to them as part of their induction on site.

Remember to work with schools to help them meet their Education Outside the Classroom (EOTC, 2016) requirements.

For more information, see the Ministry of Education's guide: Students on Work Experience: A Health and Safety Guide for Schools and Employers.

Employer checklist			
Health and safety Requirement:	Details:	Who is responsible?:	Notes / actions to complete:
<b>Health and safety policy</b>	Written policy including responsibilities for staff, students and visitors.		
<b>Risk assessment / hazard management</b>	Plan in place to identify, control and monitor risks.		
<b>Incident and emergency procedures</b>	Process for managing illness, injury, hazards, emergencies, first aid and incident reporting.		
<b>Student induction covers:</b>	<ul style="list-style-type: none"> <li>• Emergency procedures</li> <li>• Safe work practices</li> <li>• Equipment use</li> <li>• Hazard identification</li> <li>• Reporting hazards</li> <li>• PPE use</li> <li>• Hygiene and wellbeing expectations</li> </ul>		
<b>Health and safety representatives</b>	Identify staff and Trained First Aider		
<b>Hazard identification and communication</b>	Hazards identified, managed and explained to students		
<b>Record keeping</b>	Record hazards, incidents and near misses		

Employer checklist			
Health and safety Requirement:	Details:	Who is responsible?:	Notes / actions to complete:
<b>Student supervision</b>	Ensure students are supervised by trained staff		
<b>Police vetting</b>	Required for staff responsible for student supervision (Vulnerable Children Act 2014).		
<b>Pre-visit communication</b>	Share health and safety details with school before visit or placement		
<b>Signed agreements or permission forms</b>	Ensure these are completed by students (and caregivers if under 18)		
<b>Workplace hazards managed:</b>	<ul style="list-style-type: none"> <li>• Tools and equipment</li> <li>• Slips, trips, falls</li> <li>• Machinery and vehicles</li> <li>• Noise and vibration</li> <li>• Bullying and harassment</li> <li>• Stress and fatigue</li> <li>• Dust and ventilation</li> <li>• Hazardous substances</li> <li>• Disease exposure</li> <li>• Electrical risks</li> <li>• Manual handling and lifting</li> </ul>		
<b>Completed by:</b>	<b>Name:</b>	<b>Date:</b>	<b>Role:</b>





## Building workforce pathways: Patton Engineering x Hastings Boys' High School

New Zealand's engineering and manufacturing sectors face critical workforce shortages—an additional 23,600 workers are needed by 2029. With trades like welding and fabrication in high demand, employers must look beyond short-term fixes to grow local talent pipelines.

Patton Engineering, a leading firm in Hawke's Bay, took a proactive approach by partnering with Hastings Boys' High School to prepare students for careers in engineering. Driven by Company Directors Johnno Williams and Andrew Burn, the partnership was built on personal connections and a shared goal: create meaningful opportunities for local youth.

Patton had struggled to recruit qualified tradespeople and recognised that investing in young people was key to long-term success. Together with the school, they identified a critical barrier—outdated equipment limiting student learning. With support from the One Foundation, they co-funded new welding gear for use across both school and business.

A joint governance board, including school leaders and Patton Engineering, was established to ensure the partnership's sustainability and strategic alignment.

The programme follows the WE3 model:

- **Exposure:** Site visits and conversations with apprentices
- **Explore:** Hands-on welding and fabrication activities
- **Experience:** Ongoing work placements at Patton Engineering

Why it worked:

- Reliable student participation supported by school-provided transport
- Strong mentorship from relatable apprentices and staff
- Shared governance and community trust involvement
- Clear expectations and structured engagement

Impact:

- Six students transitioned into apprenticeships with Patton
- Staff gained pride and satisfaction from mentoring
- Student enrolment in engineering tripled
- A new Building Academy was launched
- Stronger local employment networks were built

This partnership shows how employers can invest in their future workforce while supporting local schools and communities—one practical step at a time.

## Employer risk assessment

This form can be used by employers to keep a record of identified risks and actions taken to manage them.

Employer risk assessment			
<b>Event details:</b>			
<b>Contact information:</b>	<b>Name of school contact:</b>	<b>Student name:</b>	<b>Year level / class:</b>
<b>Addresses:</b>	<b>School address:</b>	<b>Business address:</b>	
<b>Possible major hazards:</b>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	
<b>Action required:</b>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	
<b>Action taken:</b>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	
<b>Risk assessment completed by:</b>	<b>Print name:</b>	<b>Signature:</b>	<b>Date:</b>



## Induction plan for students: Work placement or work shadowing

The purpose of this induction is to ensure students feel welcome, understand your workplace, and are introduced to key procedures, people, and expectations. The plan can be adapted to fit the length and type of placement.

Induction plan			
Student name:		Year level:	School:
Induction activity:	When:	Who:	Notes:
Welcome and introductions	Day 1 / start	Supervisor or host	Introduce key staff and student buddy (if using)
Complete: Health and Safety Checklist for Student Workplace Visits	Day 1 / start	Supervisor or delegated staff	Ensure all health and safety paperwork is completed
Workplace tour	Day 1 / start	Supervisor or buddy	Include break areas, toilets, emergency exits, assembly points
Provide access (keys, swipe cards, codes)	Day 1	Supervisor or admin staff	Explain use and responsibility for any access tools
Overview of the student's programme and timetable	Day 1	Supervisor	Clarify daily tasks, hours, and expectations
Set up student with equipment or safety gear	Day 1	Relevant staff	Ensure student knows how to use gear safely
Morning tea / meet the team	Day 1	Team	Informal opportunity to connect and ask questions
Discuss learning goals and career interests	Day 1 or 2	Supervisor	Supports meaningful engagement and reflection
Explain workplace expectations and protocols	Day 1	Supervisor	Code of conduct, phone use, communication
Start with authentic hands-on activity	Day 1	Supervisor or buddy	Choose a simple, real task appropriate for student
Check-in at regular times throughout the day and at end of day	Daily	Supervisor	Brief daily reflections and next day planning
Regular progress check-ins	Weekly or midpoint	Supervisor	Review learning goals and answer questions
Wrap-up and final feedback session	Final day	Supervisor	Share feedback and acknowledge learning
Induction plan completed by:	Print name:	Signature:	Date:

## Student induction checklist

Students can fill this in themselves and have it checked by a workplace employee.

Student induction checklist:		Notes:
I understand that I must take reasonable care of my own health and safety		
I understand that I must take reasonable care of the health and safety of others		
I know what to do in an emergency situation or evacuation		
I know where the exits and the toilets are		
I know what clothing or safety equipment I need to use		
I know how to get first aid		
I know what a hazard is and how to report a hazard		
I know how to report an incident		
I know the right way to behave at work to keep healthy and safe		
I know what equipment I'm not allowed to use		
I know that I can refuse to do things that I think are unsafe		
I know who to talk to about any health and safety concerns I have		
I completed a health and safety induction		
<b>Student name:</b>	<b>Student signature:</b>	<b>Date:</b>
<b>Employer / supervisor name:</b>	<b>Employer / supervisor signature:</b>	<b>Date:</b>





## Employer initiative: Building workforce pathways into logistics for South Auckland students

On August 21, Hanga-Aro-Rau's Pathways team hosted an Inspiring the Future event at the Auckland Airport Skills and Job Hub, introducing students to the world of logistics, warehousing, and supply chain careers.

In collaboration with the Ara Education Charitable Trust (AECT), schools across South Auckland were invited to nominate students aged 16–18 with an interest in the sector. The event drew 94 students from James Cook High, Manurewa High, Papakura High, Southern Cross Campus, and The Fono, alongside 20 employers from logistics and distribution businesses.

Supported by networks including Supply Chain NIAG, Wiri Business Association, and CBAFF, participating employers included Foodstuffs, Healthcare Logistics, Kerry Logistics, MoVE, Sneddens Global Logistics, and more. Many of the employers were new to this type of engagement but were encouraged to share their diverse career journeys—highlighting that there's no “one right way” into the sector.

Students were grouped and rotated through business stands, engaging in 15-minute Q&A sessions. They asked about roles, career paths, and job entry points, while employers shared stories, brought props like model trucks and maps, and showcased live job opportunities.

The event ran on the WE3 model:

**Exposure** to the industry, **exploration** of career possibilities, and **experience** through follow-up work shadowing opportunities.

### **Student feedback was overwhelmingly positive.**

One student said, “Bob from Kerry Logistics explained stuff really well and really inspired me.” Students wanted even more time with employers, more real-life stories—and more lollies!

**Employers left feeling inspired too**, eager to run future events and impressed by the students' curiosity. One standout? Beth's homemade scones, a crowd favourite at morning tea.

This event proved how authentic, face-to-face engagement can spark career curiosity—and unlock future talent for the logistics sector.

# References

- Advanced Manufacturing Aotearoa (2025). Workforce Forecasts 2025 - 2029.
- Careers NZ (2016). Gaining employer insight and solution direction.
- Careers NZ (2018). Employer Toolkit: Engaging with Young People.
- Covacevich, C. et al. (2021). Indicators of teenage career readiness.
- Education and Employers. (2017). Contemporary Transitions: Young Britons Reflect on Life After Secondary School and College. [https://www.educationandemployers.org/research/contemporary-transitions-young-britons-reflect-on-life-after-secondary-school-and-college/?utm\\_source=chatgpt.com](https://www.educationandemployers.org/research/contemporary-transitions-young-britons-reflect-on-life-after-secondary-school-and-college/?utm_source=chatgpt.com)
- Hays New Zealand (2025). Hays New Zealand Skills Report. Retrieved from <https://www.hays.net.nz/skills-report>
- Johnston, M. (2024). Trade Routes: Charting New Pathways from Secondary School to Industry Training
- Kashefpakdel, E., Percy, C., & Rehill, J. (2019). Motivated to achieve: How encounters with the world of work can change attitudes and improve academic attainment.
- Kashefpakdel, E. T., & Percy, C. (2017). Career education that works: An economic analysis using the British Cohort Study. *Journal of Education and Work*, 30(3), 217-234. <https://doi.org/10.1080/13639080.2016.1177636>
- Mann, A., Denis, V., & Percy, C. (2020). Career ready?: How schools can better prepare young people for working life in the era of COVID-19.
- Mann, A., Diaz, J., & Schleicher, A. (2025). The State of Global Teenage Career Preparation.
- Mann, A., Huddleston, P., & Kashefpakdel, E. (Eds.). (2019). *Essays on employer engagement in education*. London: Routledge.
- Mann, A., Stanley, J. C., & Archer, L. (2014). *Understanding employer engagement in education: Theories and evidence*. Routledge.
- MBIE (2023). Regional Workforce Forecasts – Auckland.
- 9cv9 (2025). NZ Workforce Trends. Retrieved from <https://blog.9cv9.com>
- Stafford, J. (2024) Corporate Social Responsibility: More than Goodwill, It's Good Business. Retrieved from | LinkedIn <https://www.linkedin.com/pulse/corporate-social-responsibility-more-than-goodwill-its-stafford-wunme/>
- Turner, D. (2020). The WE3 Continuum and Activities.
- Workforce Skills NZ (2025). Logistics Sector Workforce Insights. Retrieved from <https://workforceskills.nz>
- WorkSafe New Zealand. (n.d.). Students on Work Experience: A health and safety guide for schools and employers. Retrieved from <https://www.worksafe.govt.nz>









**HANGA-ARO-RAU**

**Manufacturing, Engineering  
and Logistics**

Workforce Development Council

**He reo ahumahi, he oranga mahi**  
**He oranga ōhanga, he whenua taurikura**  
*Industry voice for employment productivity*  
*Economic well-being for a prosperous country*

---

**04 909 0255**

**[info@hangaarorau.nz](mailto:info@hangaarorau.nz)**

**[www.hangaarorau.nz](http://www.hangaarorau.nz)**