

AUT

A FUTURE IN
EDUCATION



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An education knowledge and skill base can lead to roles in research, policy and community education across diverse settings, both locally and globally.

The insights of educational theory and research into the technological and social advances of our knowledge economy are highly relevant to roles in policy, training and development, youth work, and social development for government and not-for-profit organisations.

Organisations need people who can think critically about our education system, are equipped with the know-how and personal skills to engage communities in lifelong learning and can research and assess opportunities for innovation across all industries and sectors, not only education.

The transferable skills gained through the study of arts and education, such as critical thinking and analysis, writing, and presentation and communication are central to giving advice to both the decision makers, and people working within education and social development settings.

A central concept in education is the idea of learning capacity, that is of learners proactively interacting with knowledge in a dynamic way rather than passively acquiring and reproducing it.

Education graduates are well placed to navigate and lead in this rapidly evolving space by drawing on a thorough understanding of educational history, theory and ethics, along with in-depth cultural and sociological knowledge.

Are you interested in education and how it relates to culture, community and social justice? Do you consider yourself empathetic, collaborative and a strong communicator? Would you like to participate in the transformation of education as it prepares learners for a new and exciting world? If so, a career in education might be the answer for you.

OUTLOOK AND TRENDS

Impact of technology

The landscape of education is rapidly changing with advances in technology opening up unfettered access for learners to information through digital devices anywhere, at any time. What about the future role AI will play in our educational institutions? How do we lessen the inequitable gap of the technology divide? There are big questions to be considered.

Education and equity

Like many nations, Aotearoa continues to grow more culturally diverse. Te Pūaotanga Review Panel's report on New Zealand's education workforce states there will be a fundamental shift away from "homogeneity, standardisation and scale – to differentiation, diversity and fragmentation". Our education system must be available, accessible and adaptable, yet there are still challenges around equity in education because of socio economic standing, race, gender and disability.

Value of education research

Education research is critical to strengthening our understanding of educational delivery in classrooms, workplaces and community settings. It brings innovation to our education systems, teaching and training approaches, and develops processes to evaluate and build upon existing knowledge and curriculum. How do we embrace multiculturalism while honouring our commitment to Māori as equal Te Tiriti partners? How do we continue to deliver ongoing learning opportunities for all and make education fit for purpose for future workforces?

Aotearoa pedagogy

Now, more than ever before, a person's level of education is directly correlated to their future quality of life. Professor Mason Durie's report Māori Education 2026 suggests our education system would benefit from a distinctive Aotearoa pedagogy that integrates indigenous knowledge more with science and conventional educational theory. A stronger focus on building Māori leadership across educational settings will also contribute to an equitable, transformative education system.

Challenges to traditional educational institutions

MOOCs (Massive Open Online Courses) provide free participation into online tertiary courses – many from top universities. This is bringing structural change to many traditional tertiary courses with a bigger focus on individual bundling of modules that impacts on course design, assessment, student support and technological capacity.



WORK SETTINGS

Roles for education graduates are found across industries and workplaces as opportunities evolve beyond formal education settings into many non-formal education settings in communities and businesses.

CAREER ROLE EXAMPLES

Policy analyst – Researches and evaluates information to assist in the planning, development, interpretation and review of government policy. Usually involves writing relevant documents or reports, drawing on specific knowledge and understanding. Requires extensive consultation with interested parties.

Learning facilitator – Facilitates development initiatives for an organisation. Uses a variety of methodologies including eLearning and blended options appropriate for different learning environments. Requires ability to deliver culturally appropriate programmes to a range of participants.

Learning and development manager – Provides an effective learning and development service to support business growth. Designs, develops and implements learning opportunities to build upon staff capability and train trainers.

Educational diversity content developer – Responsible for creating, designing, and developing educational materials and resources on diversity for eLearning and in-person courses. Could involve creating materials such as real-world scenarios with 3D animations and hands-on virtual practices and animations to increase student engagement and learning.

Youth worker – Builds relationships with young people and their families, advocating for them and giving guidance on health, education, training and employment. May run programmes for young people's social and emotional development. Requires strong leadership capabilities, empathy, active listening and sensitivity to cultural and individual differences.

Teacher – Teaches young people between the ages of 3 months and 18 years in early childhood, primary, intermediate and secondary schools. Involves creating units of learning and lesson plans that will engage diverse students in learning. Requires a specific teaching qualification (see career sheets on early childhood, primary and secondary teaching).

Community-based educator – Educates and trains people of all ages, including people with special and additional needs, after-school and within school education support, and activities within aged-care homes. Requires knowledge of best practice in engaging people with learning, understanding of social and emotional development across generations, and ability to build relationships.

SKILLS AND KNOWLEDGE

- Clear understanding of Aotearoa New Zealand culture and society from the perspective of Te Tiriti o Waitangi, biculturalism and multiculturalism
- Strong critical thinking skills and strategies that facilitate understanding, explanation, critique, problem-solving, creativity and reflection
- Demonstrates progressive understanding of key concepts and literature related to schooling and education from historical, current and futures-education perspectives
- Appreciation of the value of life-wide and life-long learning
- Personally and ethically responsive to notions of learning related to identity, culture, place, diversity and social justice
- Collaborative and co-operative, with effective interpersonal and cross-cultural communication skills
- Highly competent at communicating with people from a wide range of backgrounds
- Utilises research skills to keep up to date with best practice in education

PERSONAL QUALITIES

- Highly values inclusion and social justice
- Understanding, open-minded and tolerant
- Firm and fair, with a sense of humour
- Collaborative relationship-builder and team player
- Creative and confident

SALARY GUIDE

Remuneration can vary depending on bonuses, overtime and public or private sector employment.

	Salary
Graduate Policy Analyst 1-2 years' experience	\$55,000-\$65,000
Policy Analyst 2-4 years' experience	\$65,000-\$82,000
Learning and Development Trainer 1-3 years' experience 3-4 years' experience	\$57,000-\$68,000 \$81,000-\$105,000
Youth Worker 1-4 years' experience with qualification	\$50,000-\$65,000
Primary Teacher (Graduate) Depends on level of qualification and if you have a recognised teaching qualification	\$59,948-\$65,794

Sources: TeachNZ, NZEI, SEEK, Public Services Commission, Careers NZ, Payscale. Salary range is indicative of the New Zealand job market at the time of publication (mid-2023) and should only be used as a guide.

THE AUT APPROACH

Education combines well with subjects as diverse as psychology, international studies, Māori development, NZSL, interpreting, event management and languages.

Final-year education students do work integrated learning (WIL). This full semester of study is a supervised work placement involving employment in a real-world business, not-for-profit organisation, entrepreneurial venture or an applied project.

FURTHER STUDY OPTIONS

Further study options include postgraduate certificates and diplomas in education, Master of Education and PhD programmes. Specialist teaching options cover:

- Postgraduate Diploma in Teaching and Learning or Master of Teaching and Learning in Early Childhood Teaching and Primary Teaching
- Graduate Diploma in Secondary Teaching (if you have teaching subjects)
- Master of Education with the choice of a specialisation in Educational Leadership

Staff research areas include inclusive education, education history, Pacific education, education environments and technology, and international development in education.

A portrait of Joe Lolo, a man with dark hair and a beard, smiling. He is wearing a dark blue button-down shirt with a light blue floral pattern. In the background, a large sign reads 'Welcome Haere mai' in blue and black text.

Welcome Haere mai

JOE LOLO

Case Manager at Ministry of Social Development,
Mangere

Bachelor of Arts in Education

"As an employment case manager I work face-to-face with my clients, helping them transition into employment or upskill into education.

I assist with financial assistance when its needed, and other assistance such as public housing, emergency housing and transitional housing applications when appropriate. I also have to be on top of any changes to governmental regulations.

I get a real sense of satisfaction and fulfilment in the mahi when our clients flourish and show potential and heart for their dreams. I especially enjoy seeing youth between 18 and 24 years enter employment or decide to study. I often share my own past experience with them of studying and finding a purposeful job while living in a low socio-economic household, and dealing with my identity as LGBTI+ and with my mental health.

I also enjoy the job security and opportunity to progress into other areas within MSD, but also different ministries, such as Justice or Education. There are plenty of opportunities once you know where your wairua resonates.

My first job after graduating was at MSD but I believe it is important to explore different career options so I embarked on other adventures, including working with youth at NZMA Otahuhu and going to Australia to work for Dept Corporation.

NZMA helped me grow as a person and understand the challenges for vulnerable youth finding their career pathways, especially neuro-diverse students. It made me more aware of the need for purposeful planning towards independent lifestyles for young people.

I've returned to MSD because there are vast opportunities to grow. My values align well with helping vulnerable people in the community into employment and education."

EMPLOYER COMMENT

"Frontline MSD staff deal with people from different backgrounds every day and that can be exhausting. Passion and heart for helping clients in the community are an essential for case managers. They also need knowledge of legislation and policies, excellent communication, including active listening, adaptability, flexibility, computer literacy and ability to handle pressure from an influx of clients.

Joe is an amazing worker – we took him back into our office in a heartbeat. He is hard working, ready to tackle any client's issue and support them into employment or courses. He has a big heart and is always happy in the office.

Technical skills, including navigation of different systems online, combined with personal skills such as attention to detail and organising and problem-solving are vital in new graduates."

Debi Hackett and Tong Wu

Ministry of Social Development Service Centre managers

USEFUL WEBSITES

Te Kawa Mataaho/Public Service Commission

Advertises jobs for all public services, eg IRD, MSD, Justice etc
publicservice.govt.nz

TeachNZ/Akonga a Aotearoa

teachnz.govt.nz

Ministry of Education/Te Tāhuhu o te Mātauranga

education.govt.nz

Teaching Council of Aotearoa New Zealand

educationcouncil.org.nz

Aotearoa New Zealand Education Gazette/ Tukutuku Kōrero

gazette.education.govt.nz

Post-Primary Teaching Association (PPTA)/ Te Wehengarua

ppta.org.nz

NZ Council for Educational Research (NZCER)/ Rangahau Mātauranga o Aotearoa

nzcer.org.nz

FURTHER INFORMATION

For the most up-to-date information on studying education and the Bachelor of Arts, visit aut.ac.nz/ba-edn

For other Future Career Sheets visit:
aut.ac.nz/careersheets

EMPLOYABILITY & CAREERS


For employability and career support, AUT students can book an appointment through <https://elab.aut.ac.nz/>

 @AUTEmployabilityandCareers

FUTURE STUDENTS

Contact the Future Student Advisory team for more information: aut.ac.nz/enquire

futurestudents@aut.ac.nz

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CURRENT AUT STUDENTS

Contact the Student Hub Advisors team for more information: 0800 AUT UNI (0800 288 864)

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CITY CAMPUS

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