



#8 fencing wire for the mind?

People, work and learning in a changing world

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FORMAT

- 1 key demographic trends
- 2 the coming world of work
- 3 a Taranaki Tertiary Precinct?
- 4 finally, a request for your support

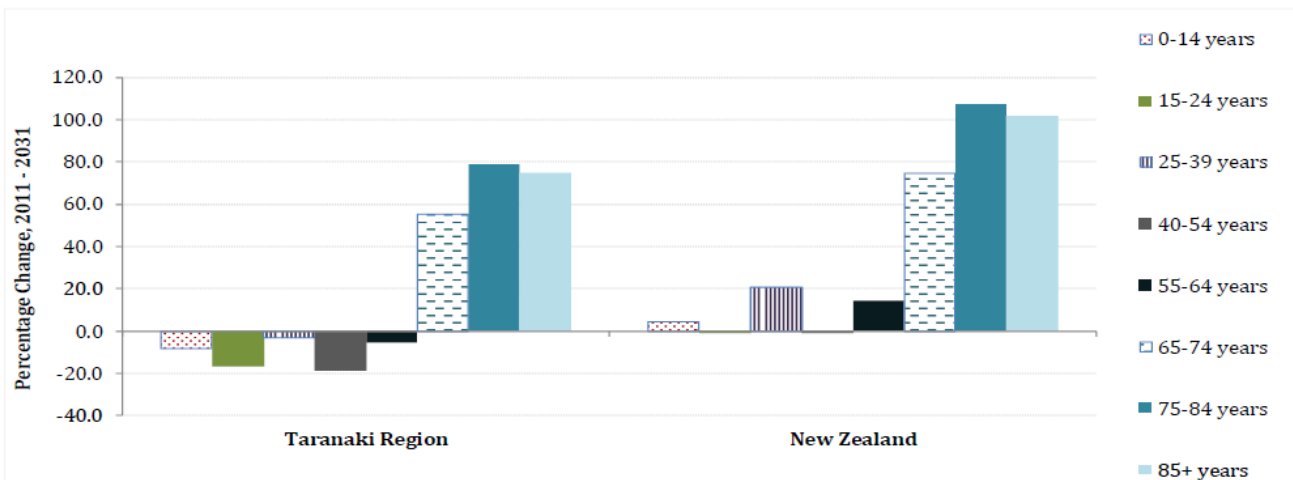


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key demographic trends

TARANAKI REGION (2011-2031)

Figure 6: Projected change (numbers) 2011-2031 by broad age group



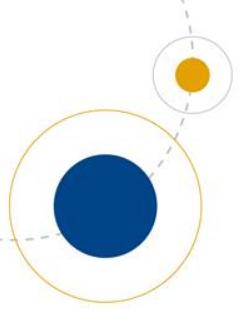
Source: N. Jackson, Massey University



TARANAKI: A NEW DEMOGRAPHY

- Modest growth in last 30 years; **stagnation** in next 10
- Virtually all **future growth** in Taranaki will occur at **65+**
- NZ: **more 65+ than children** by 2021
- New Plymouth? It happens **this year** ...

The ageing of the Taranaki population has been accelerated by the loss of young adults



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the coming world of work

4th Industrial Revolution

x 10 faster

x 300 the scale

x 3000 the impact

[sources: World Economic Forum's *The Future of Jobs* (2016); RNZ Insight programme (2016)]



885,000 (46%) NZ jobs at risk of automation by 2035
[source: NZIER Report *Future Inc.* (2015)]

20 management & 12% professional positions may go
[source: NZIER Report *Future Inc.* (2015)]

65% current school kids will do jobs that don't yet exist
[source: RNZ Insight programme (2016)]



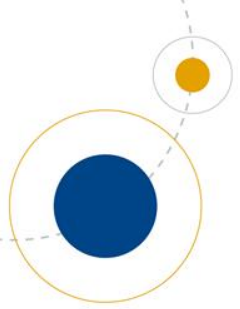
WHAT MY STUDENTS SEE

- digitisation: some current jobs **go** (& new ones arrive)
- the advent of ‘**portfolio careers**’ (or employment insecurity)
- **longer** working lives doing **multiple** jobs (which don’t exist yet)
- and thus a growing **demand** for:
 - transferable skills (that will last them a life-time of work)
 - learning over the life span (incl. graduate study & study at work)



EMPLOYERS' VIEWS

- Employees need **open and positive dispositions** to learning in new ways
- People who know how to learn. They need to be able to **question**, work as a team member, and show enterprising behaviour
- A **flexible** mind not hemmed in by models of how the world should work
- A **questioning** mind, excellent literacy, understanding that there are many viewpoints
- I would rather have someone who can **think**, with some technical skills, than a tertiary clone



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a Taranaki Tertiary Precinct?



HOW DO YOU ACHIEVE THIS GOAL?

‘To create a regional culture where innovation, talent and lifelong learning are valued, and to ensure that Taranaki businesses have the skills to support current and future needs’
(Taranaki Regional Economic Development Strategy 2010-35)



A HUB OF SOME SORT?

1. gnarly problems needing **collaboration** across sectors
2. a willingness to **share** ideas and knowledge
3. a focus on **specific economic** sectors
4. companies, central/local govt. & NGOs in the **mix**
5. a research **university**
6. someone who can **broker** relationships
7. physical **places** where collaboration can happen



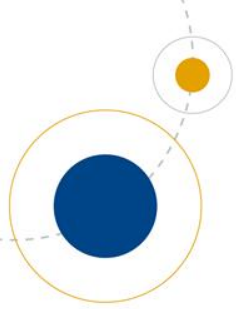
A TARANAKI TERTIARY HUB

- **economic development** – but more Adam Smith than *homo economicus*
- focus on strategic economic activities in wider **context**
- **clusters** of stakeholders: tangata whenua, public agencies, businesses, community groups, schools, university, etc.
- who **jointly** think: research, teach, transfer knowledge, develop products & relationships ...



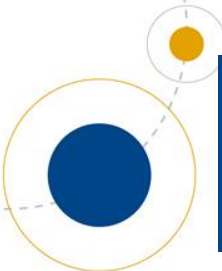
AN APPROPRIATE RESPONSE?

- aligns **demand** (your priorities) and **supply** (our capacity)
- **scale** – clustering ideas, opportunities, resources
- responsive to new type of **student** (older, PT, at home, in work)
- **combines** face-to-face learning with technology
- another form of **credential** (not a dip, cert or degree)?
- location for easing **transitions** to/from work
- **life-long** learning forum – intellectual enrichment



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finally, a request for your support
in broadening the debate about
what counts as a skill



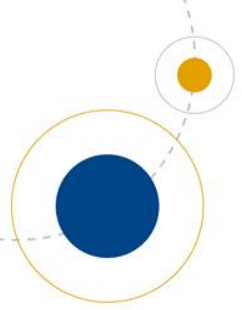
New jobs will require creative intelligence [and] social and emotional intelligence

Employers need people with transferable skills, like communication, problem-solving & the ability to deal with ambiguity

Workplaces must become incubators for learning because continuous learning is going to be part of the job

The world[s] of work and learning are coming closer together, but to succeed as classrooms of the future ... the onus is on workplaces to ... start think strategically about education

[Source: Strategic Advisor to the CEO of Primary ITO (10.6.16)]



Kim Campbell, CE of EMA

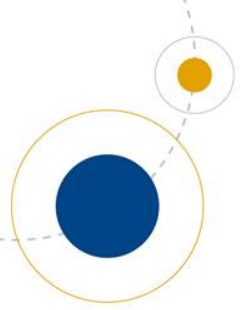
‘Soft skills are really important. Do you get along well with other people? Are you comfortable with other cultures? Are you able to learn new skills and are you willing to change as things change? Are you flexible in your attitudes to things? These things are hard to measure, but boy are they important in building a career.’

[source: RNZ Insight programme (2016)]



FROM STEM TO STEAM

- we need to focus on **both** hard/technical & soft/cognitive skills
- we *really* need a **new story** regarding the Arts because that's where the soft skills live
- we need your **voice** in the policy debate if **you**
 - need discerning people with intellectual dexterity
 - want your people to stay here while they learn and relearn
 - need Taranaki's people to be life-long learners



Thanks

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