

LEAVING SCHOOL

A free guide to study and career options for
high school students Years 12-13

October 2025 | ISSUE #34



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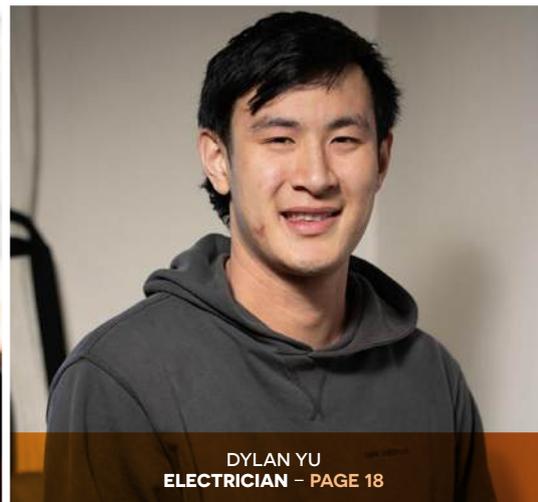
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CAREERS WITH TOYOTA NEW ZEALAND

AUTOMOTIVE APPRENTICESHIPS

writer **SARA CARBERY** // photographer **MARTY MELVILLE**

LUCIA MARTIN has always loved cars and managed to buy her first vehicle when she was 15. “After one expensive trip to the mechanics, I realised I was going to have to start doing the work myself. That’s when I decided to enrol in WelTec to learn the basics and decide if I could see it as a career.”

Lucia completed the one-year New Zealand Certificate in Automotive Engineering (Level 3) programme at WelTec, learning how to complete basic engineering work, perform minor servicing jobs on engines and driveline systems, and complete tasks on automotive systems, including electrical.

While she was studying at WelTec, Lucia was offered a work experience opportunity at Rutherford & Bond Toyota in Wellington. She now works there fulltime as an automotive technician apprentice, while completing a New Zealand Certificate in Light Automotive Engineering (Level 4) through MITO.

“There’s a lot of variety in my job which I’m very grateful for,” she says. “My time is split between servicing, tyres and wheel alignments, and working on bigger jobs I need for my qualification.

“I really enjoy learning new skills and working through my Level 4 practical assessments. I am super lucky to work with a big team of switched-on people who are willing to take the time to help me learn.”

Lucia (20) grew up in Wellington and went to Wellington Girls’ College.

“I finished Year 13 because at the time I didn’t know I wanted to get into the trades, so I wanted to keep my options open.

“Leaving school in Year 11 or 12 to pursue a trade was never presented to us as an option. If it had been, I might have gone into the industry a lot sooner.”

Lucia took a variety of subjects in Year 13, including English, Painting and Philosophy.

“I really enjoyed Philosophy, and it helped me with critical thinking which I think is important with any job.”

If you’re thinking about becoming an automotive technician, Lucia’s advice is, “Definitely give it a go”.

“Work experience is a great way to see what your work would look like day-to-day, without the commitment. I would strongly encourage young women with an interest in vehicles to join the automotive industry.

“The right attitude and initiative go a long way, even if you have no experience working with cars.”

Lucia’s advice is seconded by Toyota, who say they are always on the lookout for new talent – particularly if you’re interested in working with them straight from school.

“If you can prove you have commitment, work ethic and the right attitude, you’re well on the way.”

It’s likely you will start in the grooming area where you will get the chance to demonstrate initiative and good communication skills. You will need to like a job that is practical, constantly challenging and full of learning.

“Once you’re qualified, we’ll support you through further training to assist you to progress and become an advanced technician. From there you can also move into management or customer service roles within the workshop or in other areas of the dealership.

“At Toyota, there are CEO’s and branch managers who started as apprentice technicians.”



“ I AM SUPER LUCKY TO WORK WITH A BIG TEAM OF SWITCHED-ON PEOPLE WHO ARE WILLING TO TAKE THE TIME TO HELP ME LEARN. ”

LUCIA MARTIN

KEY FACTS



- **LUCIA MARTIN** IS AN **AUTOMOTIVE TECHNICIAN APPRENTICE** WITH **RUTHERFORD & BOND TOYOTA** IN WELLINGTON.
- SHE HAS COMPLETED THE **ONE-YEAR NEW ZEALAND CERTIFICATE IN AUTOMOTIVE ENGINEERING (LEVEL 4)** PROGRAMME AT **WELTEC**.
- **LUCIA** TOOK SUBJECTS INCLUDING **ENGLISH, PAINTING AND PHILOSOPHY** IN **YEAR 13** AT **WELLINGTON GIRLS’ COLLEGE**.

ONLINE



For more information on **career opportunities** with **Toyota New Zealand** including **apprenticeships**, go to **www.careers.toyota.co.nz**

GRADUATE OPPORTUNITIES

STUDY AT UNIVERSITY OF OTAGO writer SARA CARBERY photography ZACH STARK

Studying computer science and software engineering at the University of Otago was clearly the right decision for **DYREL LUMIWES**, who is seven months into an 18-month-long technology and operations graduate programme with IAG New Zealand.

"Initially, I studied Health Science in my first year at university, but after falling in love with the problem-solving aspects of my physics papers, I changed my course of study, and it's been all up from there."

The graduate programme at IAG, an insurance company, consists of two or three rotations, working with experienced and skilled programmers. In his first rotation, Dyrel did software engineering work for the network and security team.

"This involved writing some code that impacted the appearance of the webpage, and I also wrote some automation scripts to help save our team time.

"The rotations involve heaps of learning. There is so much to learn about in the world of tech, so some of my time is spent upskilling myself by either writing code to practise, reading documentation or watching courses."

(Graduates on the programme have access to a Udemy subscription to watch courses, as well as internal behavioural and AI workshops.)

Dyrel (22) enjoys getting stuck into projects and helping to solve problems. "I've had the opportunity to practise being a critical thinker and put solutions forward that help streamline processes or fix cool little problems."

He was drawn to the University of Otago for a number of reasons, including the financial incentive of a scholarship, the academic options, rigour and support offered, and "the student experience Otago is famous for".

"Leaving home and getting to be part of a real student town culture was really exciting for me.

"Putting myself out there and making lifelong friends, learning how to adult when I started flatting, and all the people I got to meet gave me a really unique and valuable university – and life – experience."

In his final year at St John's College in Hamilton, Dyrel took Physics, Biology, Chemistry, Calculus, English and Religious Education.



“ LEAVING HOME AND GETTING TO BE PART OF A REAL STUDENT TOWN CULTURE WAS REALLY EXCITING FOR ME. ” DYREL LUMIWES

All the subjects have helped him in some way, he says, but the problem-solving skills he developed in Calculus and Physics have been particularly valuable.

"English was also great in helping me develop a holistic view of the world and its people, and improve my communication skills, which are so important as I work with multiple people in a team environment."

He didn't continue Digital Studies past Year 10 but says it wasn't necessary as he learnt all he needed to know at university.

If you're thinking about a similar career, Dyrel's advice is to give it a go, learn as much as you can,

and build projects along the way to increase your technical skills.

"Don't be afraid of trying new things, even if you don't succeed. A key part of learning, especially in tech, is developing from your mistakes and trying different things.

"I would suggest becoming familiar with AI because it's changing the workplace – a skilled person harnessing AI will go a long way."

And, he says, "Try to touch grass sometimes".

"Go for a walk and get fresh air if you've been coding on the computer for too long. Micropauses are very important – your eyes, back and brain will thank you. I know mine did."

KEY FACTS



- **DYREL LUMIWES** IS SEVEN MONTHS INTO AN 18-MONTH TECHNOLOGY AND OPERATIONS GRADUATE PROGRAMME WITH **IAG NEW ZEALAND**.
- HE STUDIED **COMPUTER SCIENCE AND SOFTWARE ENGINEERING** AT THE **UNIVERSITY OF OTAGO**.
- **DYREL** TOOK **PHYSICS, BIOLOGY, CHEMISTRY, CALCULUS, ENGLISH AND RELIGIOUS STUDIES** IN HIS **FINAL YEAR** AT **ST JOHN'S COLLEGE** IN HAMILTON.

ONLINE



For more information on **studying Computer Science** at the **University of Otago**, visit www.otago.ac.nz/courses/subjects/cosc

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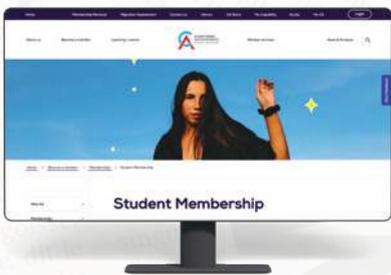
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A CAREER IN ACCOUNTING

If you pay attention to detail, have good time-management skills, are adaptable, able to multi-task and work well in a team, you might have what it takes to become a Chartered Accountant (CA) – even if you're not naturally a numbers person.

"Don't be intimidated by the number of numbers involved in the work," says **VALERIE WONG**, a financial accountant with ASB Bank.

"As long as you have a good foundation and the ability to apply things you've learnt in a logical manner, you will be fine."

Despite not taking any business papers in high school, Valerie found it easy to switch from health science to accounting in her second semester at the University of Otago.

"It is very logical, and the subject itself is not difficult to grasp."

Valerie's parents are both accountants and she says it's a good career choice because accountants are an essential part of every company, operating close to the core of business operations.

Chartered Accountants Australia and New Zealand (CA ANZ) is a membership organisation representing more than 140,000 financial professionals.

"Go inside any high-performing organisation today and you'll find Chartered Accountants in their leadership teams," they say.

"One thing CAs all have in common is the depth of skills, professional capabilities and technical experience gained from completing the CA programme."

As well as a Bachelor of Commerce majoring in Accounting and Commercial Law, Valerie (24) holds a Graduate Diploma of Chartered Accounting (GradDipCA) from CA ANZ – an internationally recognised qualification.

Gaining a GradDipCA involved working for three years under a Chartered Accountant mentor and completing nine subjects, including a financial accounting paper and an audit paper which directly relate to her current role, as a financial accountant, and to her previous role as an auditor.

Valerie joined ASB's graduate programme and worked in internal audit for 18 months before transferring to the finance and tax team.

Her job as a financial accountant mainly involves recording business transactions, performing reconciliations and preparing financial statements.

"I enjoy learning and expanding my accounting skillset," she says. "It is most satisfying when I can apply the things I have learnt to solve problems that I encounter on my own."

"I also enjoy being able to learn from more experienced members of the team – their methods of performing certain accounting tasks and experiences – and incorporating these into my own growth."

In Year 13 at Papatoetoe High School, Valerie took English, Statistics, Biology, Chemistry and Physics.

"I think Statistics was the most useful for my career as it taught me how to identify trends in datasets. This is useful as we look at the trends

of many financial aspects, such as expenses, income, and accruals.

"By looking at the trends, we can make informed business decisions that are core to our business."

Although she didn't take any business papers at high school, Valerie says taking accounting and/or other business-related subjects would be helpful.

Valerie is happy where she is at the moment and hopes to gain as much experience as possible working in ASB's financial services department.

"ASB Bank has a good support system to help me further my career ambitions and gain a strong foundation in accounting."



“DON'T BE INTIMIDATED BY THE NUMBER OF NUMBERS INVOLVED IN THE WORK.”
VALERIE WONG

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KEY FACTS



- **VALERIE WONG** IS A FINANCIAL ACCOUNTANT WITH **ASB BANK** IN AUCKLAND.
- SHE TOOK **ENGLISH, STATISTICS, BIOLOGY, CHEMISTRY AND PHYSICS** IN YEAR 13 AT **PAPATOETOE HIGH SCHOOL**.
- **VALERIE** HAS A **BACHELOR OF COMMERCE MAJORING IN ACCOUNTING AND COMMERCIAL LAW** FROM THE **UNIVERSITY OF OTAGO** PLUS A **GRADUATE DIPLOMA OF CHARTERED ACCOUNTING (GRADDIPCA)** FROM **CA ANZ**.

ONLINE



For more information on careers in Accounting, visit www.MakeEpicThingsHappen.com

TAKING IT TO THE NEXT LEVEL FOCUSED ON BUSINESS

writer **SARA CARBERY**
photographer **ZACH STARK**

LORENZO SOMMA found it easy to choose where to study when looking for a business graduate programme that would fit around his life and work.

“Unitec felt like a natural choice,” he says.

“My background has always been quite hands-on, and I wanted a place where I could apply what I’m learning straight away.

“The style at Unitec is practical and industry-focused, and that matched the way I like to work and build on my past experience.”

Keen to take the next step in his career, Lorenzo is studying towards a Graduate Diploma in Business, majoring in Operations Management, while working in the stormwater division of Fulton Hogan.

“Going to business school felt like the right move to help me grow and open doors I might not reach otherwise.”

He says Unitec’s study programme gives him flexibility, while focusing on core subjects that have been helpful for his development.

Italian born, Lorenzo’s background is in winemaking. He went to a specialised agricultural and winemaking high school – the oldest one in Italy – taking a

number of industry-focused subjects in Year 13, including Advanced Chemistry, Environmental Ecology, Accounting and Agronomy.

He holds a winemaking diploma and spent years working in wineries around the world.

“It was an amazing experience, but when I settled in Auckland my focus began to change. That’s when I started thinking about business and how I could build a new direction for my career.”

Lorenzo says taking Mathematics (Calculus) and Literacy at high school has helped him transition from winemaking to business, and adds that Statistics would have been useful too.

Unitec’s Graduate Diploma in Business is designed to help people with business experience make the move into management.

Focusing on business process improvement, supply chain management, and quality and sustainability, students learn how to ensure a business runs as well as it can by focusing on creating smooth, efficient processes that meet customer expectations.

Lorenzo’s goal is to move into an operations or supply chain role within Fulton Hogan, where

he can get more involved in solving problems, such as finding ways to minimise costs and improve efficiency.

“I’ve really enjoyed my time at Unitec,” he says. “The lecturers are knowledgeable and always ready to support you, which makes a big difference. The Mt Albert campus has great facilities and there is always something happening on campus.

“I have also found the online library really useful. It’s well stocked and easy to access when I am studying.

“If I look back, this past year has been a really positive experience for me.

“Education is something we should always value and Unitec has made that possible with its supportive environment.”

His advice to school leavers is to start by setting a direction for yourself.

“Know what you want to achieve and stick with it, even when it gets tough. Pick something you really care about because passion will carry you through.

“And don’t sell yourself short – aim high and back yourself.”



“GOING TO BUSINESS SCHOOL FELT LIKE THE RIGHT MOVE TO HELP ME GROW AND OPEN DOORS I MIGHT NOT REACH OTHERWISE.”

LORENZO SOMMA

KEY FACTS



- **LORENZO SOMMA** IS WORKING IN THE STORMWATER DIVISION OF **FULTON HOGAN**.
- HE IS STUDYING TOWARDS A **GRADUATE DIPLOMA IN BUSINESS**, MAJORING IN **OPERATIONS MANAGEMENT**, FROM **UNITEC**.
- **LORENZO** HOLDS A **WINEMAKING DIPLOMA** AND SPENT YEARS WORKING IN WINERIES AROUND THE WORLD.

ONLINE



For more information on the range of business programmes on offer at Unitec, scan the QR code or visit www.unitec.ac.nz/career-and-study-options/business



BUILDING A BRIGHT FUTURE

CARPENTRY CAREERS IN BUILDING TRADE

writer **SARA CARBERY** // photographer **MARTY MELVILLE**

Carpentry is in **LAURA TORRES-ROWE's** blood. She was drawn to the industry after helping her grandfather on building projects when she was younger.

"My Pop is a carpenter and always busy, whether building a new shed, deck, or extension to the house. The idea of building and adjusting homes to suit any need or design, all while crafting with my hands, seemed perfect."

Now 25, Laura is halfway through a building apprenticeship with L.T. McGuinness, a family-run firm with over 400 full-time employees. She started out as a contract hammer hand, engaged through a recruitment agency to work on an L.T. McGuinness site in Wellington.

"They kept an eye on me throughout that year, ensuring that I had the dedication and right attitude for an apprenticeship, and then I was offered the role."

Laura is completing her apprenticeship through BCITO and is currently working on quality assurance for a 14-storey government office building. This is giving her the experience she needs to sign off sections of her apprenticeship around building consents, reading drawings, and planning.

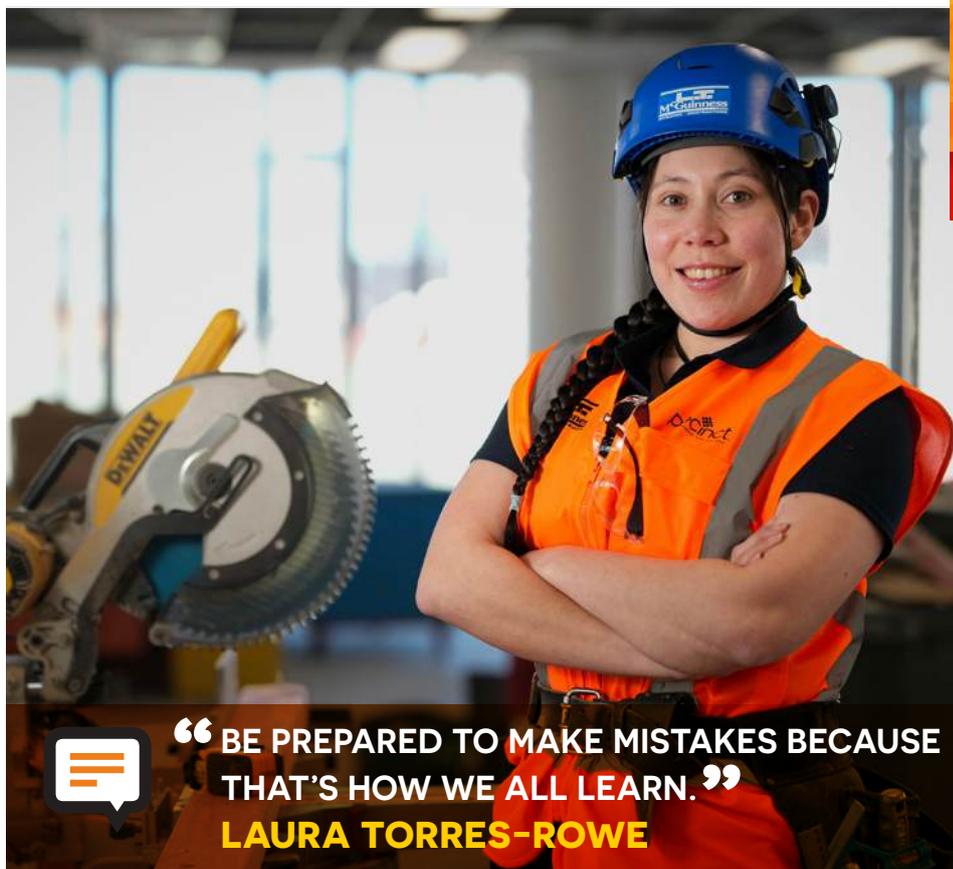
"I'm grateful that L.T. McGuinness has a programme in place for apprentices where once a fortnight we get the opportunity to work and study offsite to gain experience in areas that may be difficult to gain on large commercial sites."

So far, she has refurbished the roof of a chapel and a shed, built stairs, installed doors and windows, and demolished part of a rugby club to build a new floor for their gym.

After leaving Pompallier Catholic College in Whangārei at the end of Year 13, Laura worked in Japan as a teacher, in an orchard, and in hospitality.

"Once I came home, I knew I'd like to get a trade under my belt so I asked around to see if any construction sites would like a volunteer labourer in order for me to get experience."

Laura has no trouble reeling off what she enjoys most about her work. "There is the physical side – it always feels fulfilling to work with your hands,



“BE PREPARED TO MAKE MISTAKES BECAUSE THAT'S HOW WE ALL LEARN.”
LAURA TORRES-ROWE

keep active and in tune with your body as a part of the job.

"You're also fostering skills that extend beyond the workplace – teamwork and problem solving – and all of the practical skills allow you to craft and repair anything in your day-to-day life, from tables and benches to entire homes."

Trigonometry, which she enjoyed at school, has been "incredibly useful".

"The arts are also useful because building can require a lot of out of the box thinking."

But the main thing is having the right attitude.

"Maths and PE can be a great help but as long you're keen to get stuck in and give anything a go then you'll do great."

If you're considering building as a career, Laura's advice is to go into the industry with a willingness to learn.

"Ask a million questions and keep showing up even when it's hard. Be prepared to make mistakes because that's how we all learn."

While the work can be gruelling at times, she says it's also incredibly rewarding.

"Our company works on historically and culturally important sites, as well as impressive large-scale buildings."

"I'm looking forward to being a part of more teams that shape the cities of Aotearoa to be filled with beautiful and important buildings."

L.T.
McGuinness
LIMITED
BUILDING CONTRACTORS

KEY FACTS



- **LAURA TORRES-ROWE** IS HALFWAY THROUGH A BUILDING APPRENTICESHIP WITH **L.T. MCGUINNESS** IN WELLINGTON.
- SHE IS COMPLETING HER APPRENTICESHIP THROUGH **BCITO**.
- AFTER LEAVING **POMPALLIER CATHOLIC COLLEGE** IN WHANGAREI AT THE END OF YEAR 13, **LAURA** WORKED IN JAPAN AS A TEACHER, IN AN ORCHARD, AND IN HOSPITALITY.

ONLINE



For more information on career opportunities with L.T. McGuinness, visit www.ltmcguinness.co.nz/careers/work-with-us

For more information on starting an apprenticeship with BCITO, visit www.bcito.org.nz

CAREERS WITH SILVER FERN FARMS

THE RIGHT ATTITUDE PAYS OFF

writer **PETER WHITE** // photographer **SHARAD KUMAR**

“What I love most about the job is definitely the people and the atmosphere. There is never a dull moment at a meat plant,” says TE ARIKI MARINO.

The 18-year-old started working with Silver Fern Farms at Waitotara, near Whanganui, as a process worker straight out of school.

“It is amazing working there. The money is really good and the people are really super cool,” says Te Ariki. “Since I started there, all I have seen are good things at Silver Fern Farms. They take care of us.”

Te Ariki joined the primary butchery team in November last year.

He started on the bottom rung but is now working with knives on the production chain – his first big promotion.

“Since I started, I have been moved around a lot of jobs and now I know every job on the floor that doesn’t involve a knife. The thing I wanted to learn the most is knife skills and learning how to properly sharpen a knife. Now I have got that down, I am happy with that. There are different types of skills to learn for different jobs.

“In my job, I am either trimming all the excess hair off the whole body or I am temporarily covering for the butchery team.”



Te Ariki was determined to make a good impression when he landed his first job out of Whanganui High School.

“When I started, it was mainly a mindset I had to not be lazy and to do the work properly. My mindset was I want to go there to work hard, to do my job well and try to be the best that I can be.

“I feel I have succeeded in that. I am hoping to be moved up to be a butcher. That’s my goal.”

Te Ariki says he can thank his Nan for getting him the job. She told him to drop off his CV to Silver Fern Farms after he finished school.

“Me and my Koro (Grandad) were heading down to Waitotara to get some watercress and some mussels at the beach. My Nan said ‘while you are down there, you might as well go down to Silver Fern and drop off your CV’. I got an interview and then started a couple of weeks later.”

Beau Herewini is Te Ariki’s department leader at Silver Fern Farms. Beau has seen a positive change in Te Ariki since he joined the team.

“I was lucky that I was in the induction with him. I have seen him grow, not only as a worker but as a young man. He was quiet and nervous to start, but over the last 10 months I have seen his confidence grow and how much more comfortable he is within his role now,” says Beau.

“I have seen a lot of growth in him through work. You can see he enjoys his job, the friends he has made and the skills he has learnt. I got him to come and play rugby with me this year as well.”

Beau’s advice to school leavers about to start their first full-time job – show commitment, be willing to learn, have the right attitude and try the meat industry.



“MY MINDSET WAS I WANT TO GO THERE TO WORK HARD, TO DO MY JOB WELL AND TRY TO BE THE BEST THAT I CAN BE.”

TE ARIKI MARINO

KEY FACTS



- **TE ARIKI MARINO** IS A PROCESS WORKER IN THE PRIMARY BUTCHERY TEAM AT **SILVER FERN FARMS** IN WAITOTARA.
- HE ATTENDED **WHANGANUI HIGH SCHOOL** UP TO YEAR 13.
- **TE ARIKI** LOVES THE PEOPLE AND THE ATMOSPHERE AT HIS WORK. HE SAYS THERE IS NEVER A DULL MOMENT AT THE MEAT PLANT.

ONLINE



For more information on the career opportunities with Silver Fern Farms, visit <https://careers.silverfernfarms.com/nz/en/careers>

MINISTRY FOR PRIMARY INDUSTRIES SCHOLARSHIPS SUPPORTING THE RURAL ECONOMY

writer **SARA CARBERY** // photographer **SANDRA HENDERSON**

KATE SHEEHY was one of six tertiary students to receive an On Farm Support Science Scholarship last year, awarded by the Ministry for Primary Industries (MPI) to help increase the number of on-farm advisers supporting farmers and growers.

Kate says the \$5000 financial support made a huge difference, freeing her up to focus on her studies. Just as valuable, though, was the mentoring she received from Chris Arbuckle, a specialist adviser with MPI's On Farm Support team in Canterbury.

"They were incredibly supportive and full of knowledge. Talking with them really opened my eyes to the different career paths and specialties out there that I hadn't even considered before. It gave me a whole new sense of direction and motivation for what's possible in the rural sector."

Kate (30) completed a Bachelor of Science (Environmental Science) at Lincoln University last year and now works as a Land Management Officer at the Taranaki Regional Council, working with hill country farmers to help promote sustainable land use.

"I provide advice to farmers on what the best-suited long-term sustainable land use is and then follow through with the funding of projects, if available.

"I enjoy that I get to be outside and chat to people and make a difference in their farming business as well as see the positive environmental outcomes occurring from land use change.

"Every day is different, and I like the challenge that working with lots of different people presents."

Like many young people, Kate had no idea what she wanted to do when she left school. "I went on a few university field trip days to explore my options, but nothing really felt like the right fit."

An outdoor enthusiast (she moved to Mount Aspiring College from Takapuna Grammar School for Year 13), Kate decided to take a gap year, and headed to Camp America for the New Zealand winter. Her time overseas made her realise she wanted to work in the outdoors "doing something active, meaningful and connected to nature" so she enrolled to study Outdoor Education at Tai Poutini Polytechnic in Greymouth on her return to New Zealand.

"That really kickstarted everything," says Kate, who went on to work as a caving, kayaking, climbing, mountain biking and ziplining guide, and as a ski lift operator and ski patroller, here and in Canada.

When the tourism industry was impacted by the Covid pandemic, and border closures, Kate joined WAI Wānaka, a non-profit community organisation which had received funding through Jobs for Nature. Working her way up to become a field team supervisor, she was involved in pest control, wilding pine removal, native planting projects, rabbit fencing and spraying.

"I really enjoyed this role because it played to my strengths – physically fit, outside work, working with people to improve something and achieve a goal.

"As time went on, I realised that I would like to do this kind of work long-term, so I made the decision to move up to Canterbury and start studying at Lincoln University."

Kate took P.E., Outdoor Education, Geography, Chemistry and Biology in Year 13.

"Geography and chemistry have definitely come in handy for the environmental science side of my career," she says, "but when it comes to the work I did before university, outdoor education was super useful.

"It gave me the skills, confidence, and people management experience that really set the foundation for all the work I have done since."

Kate's advice for school leavers thinking about following a similar career path? "Just go for it! There is amazing support out there for anyone wanting to get into the rural sector."

Ministry for Primary Industries
Manatū Ahu Matua



KEY FACTS



- **KATE SHEEHY** WAS ONE OF SIX TERTIARY STUDENTS TO RECEIVE A **MINISTRY FOR PRIMARY INDUSTRIES ON FARM SUPPORT SCIENCE SCHOLARSHIP** LAST YEAR.
- SHE **WORKS** AS A **LAND MANAGEMENT OFFICER** AT THE **TARANAKI REGIONAL COUNCIL** IN **STRATFORD**
- **KATE** COMPLETED A **BACHELOR OF SCIENCE (ENVIRONMENTAL SCIENCE)** AT **LINCOLN UNIVERSITY** LAST YEAR.

ONLINE



For more information on the Ministry for Primary Industries' On Farm Support science scholarships, visit www.mpi.govt.nz/on-farm-support-science-scholarships

writer **SARA CARBERY** // photographer **SANDRA HENDERSON**

FINDING THE JOY IN TEACHING

SHAPING TOMORROW'S FUTURE

"What I love most about being a primary school teacher is the deep sense of fulfilment and reward that comes from making a positive difference. I find it a privilege to watch tamariki grow – academically, socially and emotionally," says JAYLA BERGE.

"I love being a part of their journey, watching them build confidence and try new things. Getting to know them as a person and a learner, having fun together and being someone they can rely on and trust.

"I also love the connections you build with whānau, being able to engage them in their child's learning."

Jayla (23) is a first-year beginning teacher of a new entrant – Year 2 composite class at Stratford Primary School.

"The students are aged between 5 and 7. What I enjoy about this age is that every day is different and full of surprises. They are always excited about learning and are very curious.

"It's also a crucial time for laying the foundations – not just for literacy and numeracy but for things like confidence, independence and a love for learning.

"Seeing the children develop over time is one of the most satisfying parts of teaching. Watching them overcome challenges, reach their goals and grow personally and academically, gives me a real sense of accomplishment and satisfaction."

For Jayla, one of the biggest challenges is the wide range of behaviours and learning needs in the classroom. Every child is different and it takes time and patience to understand what works best for each one.

"Another challenge is trying to fit everything into the day. There's always so much to cover and balancing learning, routines and support can be tricky."

Jayla has a Bachelor of Teaching (Primary) degree. She studied through Te Rito Maioha for three years. Studying was a challenge at times, trying to balance assessments, placement and personal life.

"I studied remotely which meant everything was online. The programme had a strong focus on bicultural practice, which I really enjoyed.

"Studying through Te Rito Maioha also allowed me to build strong relationships with my lecturers and peers.

I always felt encouraged to grow both personally and professionally."

A key part of her degree was the two-days a week placement in the classroom.

"In these two days, I could immediately apply the theory I was learning and see how it worked in real-life situations. It gave me a chance to build confidence, develop relationships with tamariki and staff, and get a real feel for a teacher's everyday routines and responsibilities.

"It also taught me a lot about time management and being organised. I learnt to prioritise those things that are important and those that can wait, which is a great skill to have when going into the teaching profession."

Jayla attended New Plymouth Girls' High School. In Year 13, she took English, Maths, Tourism, Hospitality and Health.

"I've always had a passion for working with children and a love for learning. Growing up, I was influenced by teachers who made a positive impact on who I am as a person. I wanted to create that same positive impact for the future tamariki."

Business skills that open doors.

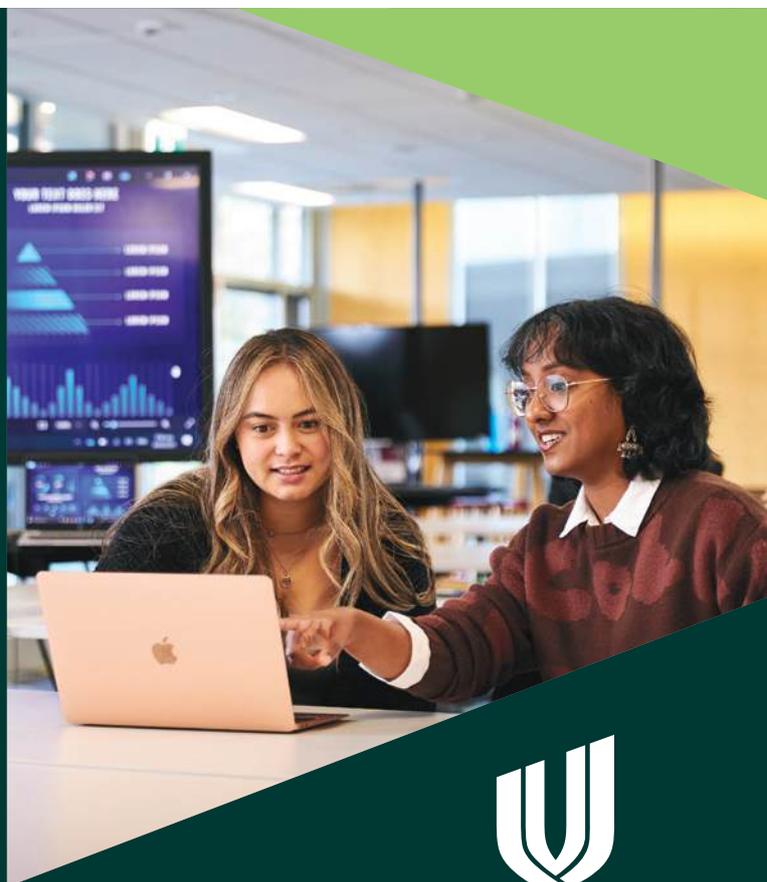
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Jayla's advice if you are considering a career in primary teaching – start by gaining as much hands-on experience with children as possible, whether it's through Gateway, tutoring, babysitting, or helping in the community.

"It is such a rewarding job. We have a demand for passionate teachers. There are always chances to build on to your career with professional development and future study."



“ I FIND IT A PRIVILEGE TO WATCH TAMARIKI GROW – ACADEMICALLY, SOCIALLY AND EMOTIONALLY. ”

JAYLA BERGE

KEY FACTS



- **JAYLA BERGE** IS A FIRST-YEAR BEGINNING TEACHER OF A NEW ENTRANT – YEAR 2 COMPOSITE CLASS AT **STRATFORD PRIMARY SCHOOL**.
- SHE HAS A **BACHELOR OF TEACHING (PRIMARY)** DEGREE THROUGH **TE RITO MAIOHA**.
- **JAYLA** ATTENDED **NEW PLYMOUTH GIRLS' HIGH SCHOOL**. IN YEAR 13, SHE TOOK **ENGLISH, MATHS, TOURISM, HOSPITALITY AND HEALTH**.

ONLINE



For more information about study options at **Te Rito Maioha Early Childhood New Zealand (ECNZ)**, visit www.ecnz.ac.nz

Teacher Registration Pathways

Bachelor of Teaching (Primary)

- 3 Years | 6 Years
- Full-time | Part-time
- Blended Learning
- 2-Day Noho Marae
- 13-Week Practicum Placement

Graduate Diploma of Teaching (Primary)

- 1 Year | 2 Years
- Full-time | Part-time
- Blended Learning
- 3-Day Orientation
- 2-Day Noho Marae
- 12-Week Practicum Placement

Scholarships

- Kahurangi Scholarship
- School Onsite Training Programme (SOTP)

 **Te Rito Maioha**
Primary Teacher Education

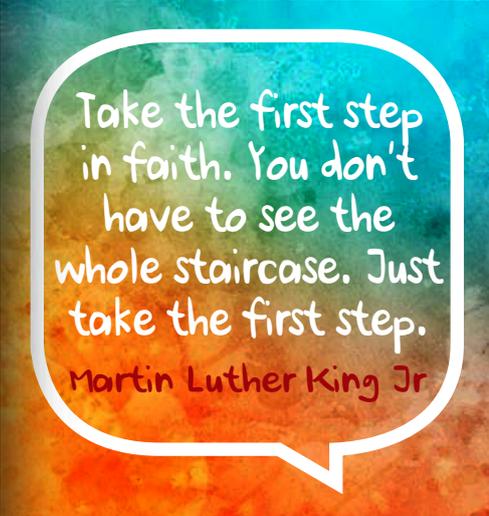
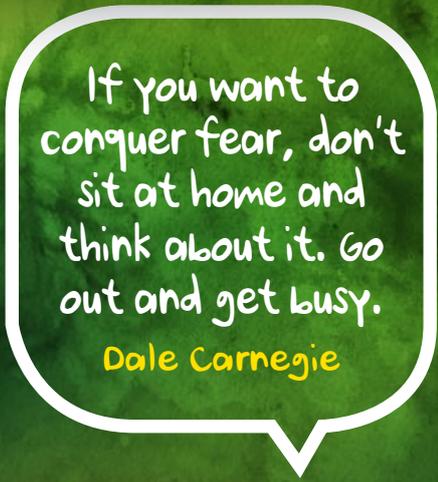




FEELING DOWN?

Leaving school is one of the biggest transitions we make in our lives, and it's a time when anxiety, worry and depression can surface. www.thelowdown.co.nz is full of ideas and people who can help you get unstuck and get to a better place.

Need to talk?
Free text to 1737



JOB HUNTING

These websites will help you find a job!

- Allied Work Force – www.awf.co.nz
- Trade Me Jobs – www.trademe.co.nz/jobs
- JobSpace – jobspace.co.nz
- Student Job Search – www.sjs.co.nz
- Do Good Jobs – www.dogoodjobs.co.nz
- Work and Income – findajob.msd.govt.nz
- Seek – www.seek.co.nz

SECONDARY SCHOOL HOLIDAYS 2025/26

Term 4 holiday 2025:
No later than 19 December 2025 through to no earlier than 27 January 2026

Term 1 holiday 2026: 3 April – 19 April 2026

Term 2 holiday 2026: 4 July – 19 July 2026

Term 3 holiday 2026:
26 September – 11 October 2026

Information sourced from Ministry of Education, visit www.education.govt.nz

SCHOLARSHIPS

There is a free-to-use comprehensive list of Year 13 scholarships available to 2025 school leavers at MoneyHub. Millions of dollars are available and applications close throughout the year.

Talk to your careers advisor or visit www.moneyhub.co.nz/students



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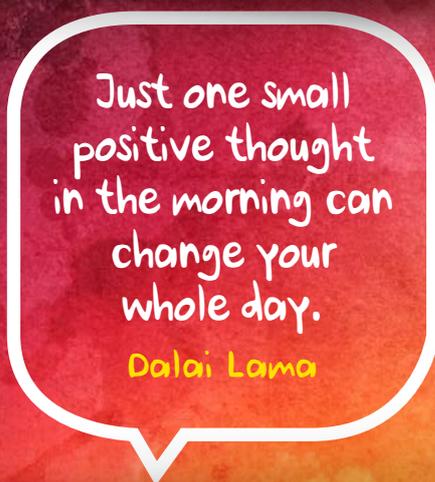
STUDENT ALLOWANCE AND LOANS

If you are about to leave school and you're looking at tertiary study, there's going to be a lot to think about. If it's anything to do with financial support while you're studying, StudyLink can help. You need to apply by **16 December 2025**. Sign up for info at www.studylink.govt.nz

TAHATŪ CAREER NAVIGATOR

Check out this new website which includes **over 800+ career ideas** and **4,000+ qualifications and courses** available throughout the country.

www.tahatu.govt.nz



To learn about on-job learning for people working in the automotive, commercial road transport, extractives, drilling, gas and logistics industries, visit www.mito.org.nz

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strike till the
iron is hot;
but make it
hot by striking.
William Butler Yeats

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WHAT'S UP? available 24/7
0800 942 8787 www.whatsup.co.nz

ALCOHOL DRUG HELPLINE
0800 787 797 available 24/7
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[www.volunteeringnz.org.nz/
volunteers/finding-volunteer-roles/](http://www.volunteeringnz.org.nz/volunteers/finding-volunteer-roles/)



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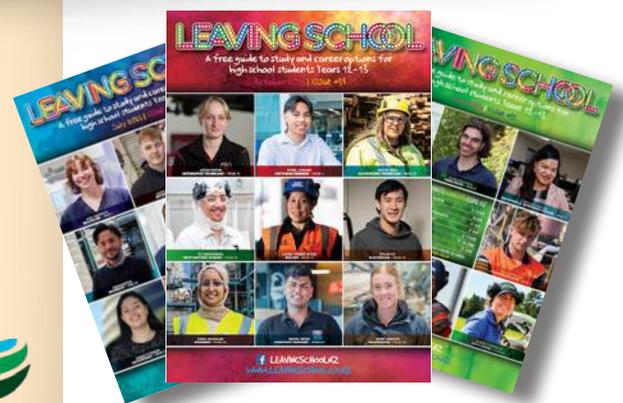
www.thinkingaboutuni.nz
which has all the information
at your fingertips.

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succeed you should
strike out on new
paths, rather
than travel the
worn paths of
accepted success
John D. Rockefeller

The secret
of getting
ahead is
getting
started.
*Mark
Twain*

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www.godairy.co.nz



Read online at
www.leavingschool.co.nz

ELECTRICAL TRADE CAREERS

SPARKING JOB SATISFACTION

writer **PETER WHITE** // photographer **MARTY MELVILLE**

“You feel super-satisfied when you finish a project. It is also cool to see customers happy after you have fixed their problems,” says recently qualified electrician **DYLAN YU.**

The 22-year-old always knew he wanted a career where he could work with his hands, rather than go to university, so he began a pre-trades course (three days a week) straight out of school. The nine-months spent gaining a New Zealand Certificate in Electrical Pre-Trade (Level 3) gave him invaluable skills and training to kick on to an apprenticeship.

Dylan also worked part-time with his father, who has his own refrigeration business, which is how he met his future boss, Axel Salzmann. Dylan started doing work experience with Axel, who offered him an apprenticeship after his pre-training course ended.

In September, Dylan completed his apprenticeship.

Mapping out a job before he starts is something Dylan enjoys doing.

“Everything has a thought process,” he says.

“I like having my own project to do, to sit down and have a think about the job before I get into it. Then there is the satisfaction when you finish it. It is a good feeling.”

There is no shortage of variety in the day-to-day life of a city electrician. Dylan does everything from old house renovations to new commercial projects, and everything in-between. He loves it all – even having to crawl under the occasional house. It’s all part of it.

Dylan’s apprenticeship was organised and run through EarnLearn, who offer high-quality, on-the-job training programmes, and full pastoral support to help an apprentice become a qualified tradesperson.

“I had a smooth run with them. They have been very helpful, especially my Account Manager Shannon, who really helped me out with lots of advice. She did so much to help, especially before the tests came around. I am really grateful for what she did.

“She gave me heaps of practice tests because that was what I was nervous about the most. I got support right the way through my apprenticeship. If I needed help, she was there every time.



“STEP FOOT INTO THE TRADES IF YOU CAN AND DO IT EARLY WHEN YOU ARE YOUNG. YOU WILL HAVE SOMETHING TO FALL BACK ON.”

DYLAN YU

“Another great thing was how EarnLearn put together some study classes once I finished my night classes.

“It was just to give us extra time to focus, which I thought was really helpful.”

One of the many advantages of being a qualified electrician is the opportunity to travel the world and be able to work everywhere.

“I want to travel and would like to do electrical work overseas,” says Dylan. “Then I’d like to come back and look to start my own business. My dad has his own company.

“I think it is nice to be working for yourself and maybe I can take on a few apprentices.”

In Year 13 at Hutt Valley High School, Dylan took English, Maths, PE, Product Design and Furniture.

Dylan’s advice for school leavers wanting to join the trades – look for work experience and line up an employer to back your apprenticeship.

“Step foot into the trades if you can and do it early when you are young. You will have something to fall back on. Also, it is good to have something you do that takes the stress away, like sport or a hobby outside of work.

“But just go for it and take opportunities when they are offered.”

EarnLearn

KEY FACTS



- **DYLAN YU** COMPLETED HIS ELECTRICAL APPRENTICESHIP THROUGH **EARNLEARN**.
- HE SPENT **NINE-MONTHS** DOING A **NEW ZEALAND CERTIFICATE IN ELECTRICAL PRE-TRADE (LEVEL 3)** BEFORE STARTING HIS APPRENTICESHIP.
- IN **YEAR 13** AT **HUTT VALLEY HIGH SCHOOL**, **DYLAN** TOOK **ENGLISH, MATHS, PE, PRODUCT DESIGN AND FURNITURE**.

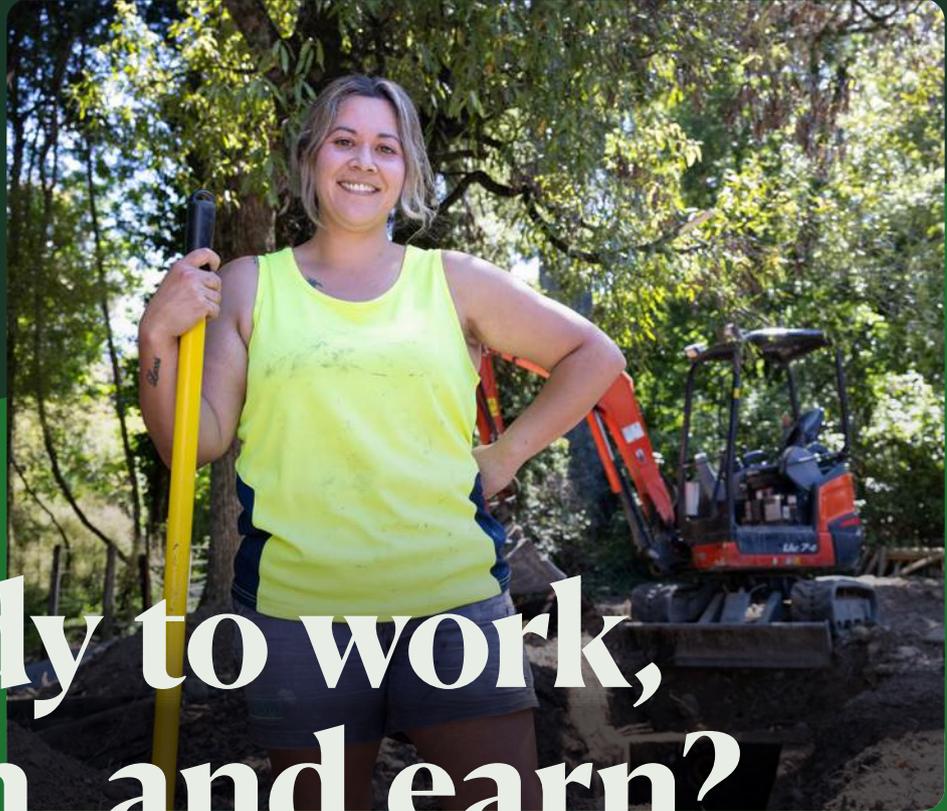
ONLINE



For more information on **electrical apprenticeships** through **EarnLearn**, visit www.earnlearn.ac.nz/electrical

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OPENING UP CAREER OPTIONS

FONTERRA GRADUATE PROGRAMMES

writer **SARA CARBERY**
photography **ALAN STEVENS**

A lifetime love of design, making things and learning how things work, led DANA ABUSALEH to an engineering degree at the University of Waikato.

“Engineering brings those interests together in a very practical way,” she says.

Dana (22) is in her final year of a Bachelor of Engineering with Honours, majoring in mechanical engineering. She is also studying towards a diploma in engineering management.

“My time at uni has been challenging but also really rewarding. I have enjoyed the projects, labs, experiments, and have found the engineering design show events inspiring.

“For some uni classes we also get to go on site visits which is fun.”

Last summer, Dana did a three-month internship at Fonterra Te Rapa, working on a project focused on chemical tanks compliance. Her main role was making sure everything met maintenance standards and health and safety regulations.

She also had the opportunity to visit different operations onsite which gave her an insight into how large-scale production works.

“I liked getting to see how the co-op runs day to day and actually going inside the different plants to check out what was going on, for example like how the butter was made. It was super cool and I felt like I was learning something new every single day.”

Dana has been accepted into the Fonterra Engineering Graduate Programme and starts her new role in December.

“There are so many options and career paths as an engineer in the dairy industry.”

In Year 13 at Hillcrest High School, Dana took Maths, Art, Physics, Chemistry and English. (She completed Level 3 Calculus in Year 12.) She also did the University of Waikato’s UniStart program, completing two first year papers – Engineering Maths, and Modelling.

Dana says taking English at school has been really helpful. “Engineering is very communication-driven. Being able to clearly explain your ideas, write reports, and knowing how to do research is important.”

Art and DVC (design and virtual communication) helped her develop creativity and design thinking, which are important in problem-solving. Maths has also been helpful, but not essential, she says, because “they teach you all the maths you need to know” in first year.

The university also runs a four-week Jump Start physics and maths programme for students who don’t meet the direct entry requirements or have been away from studies for some time.

In hindsight, Dana wishes she had taken metalwork or woodwork at school.

“The practical side of engineering is really fun, and the first time I built something by hand was at university. I would have loved more hands-on experience earlier.”

Dana has some good advice for school leavers. “When you’re starting out, remember you’re still learning – and that’s totally okay. Companies know this and they’ll train you.

“Don’t hold back on opportunities just because you think you’re not ready or that your grades aren’t perfect. Apply anyway, give it a shot, and you’ll learn and grow so much along the way.”

If you go to uni, Dana says it’s also a good idea to join clubs and get involved in career events.

“It’s a fun way to meet people, but it also helps you build your network and confidence, which will be super useful later on.”



“THERE ARE SO MANY OPTIONS AND CAREER PATHS AS AN ENGINEER IN THE DAIRY INDUSTRY.” **DANA ABUSALEH**

KEY FACTS



- **DANA ABUSALEH** IS IN HER FINAL YEAR OF A BACHELOR OF ENGINEERING WITH HONOURS, MAJORING IN MECHANICAL ENGINEERING, AT **WAIKATO UNIVERSITY**.
- IN YEAR 13 AT **HILLCREST HIGH SCHOOL**, **DANA** TOOK **MATHS, ART, PHYSICS, CHEMISTRY AND ENGLISH**. SHE COMPLETED LEVEL 3 CALCULUS IN YEAR 12.
- **DANA** HAS BEEN ACCEPTED INTO **THE FONTERRA ENGINEERING GRADUATE PROGRAMME** STARTING IN DECEMBER.

ONLINE



For more information on the **Fonterra Graduate Programme**, scan the QR code or visit www.fonterra.com/earlycareersnz

For career opportunities with **Fonterra**, visit careers.fonterra.com



ENGINEERING OPPORTUNITIES

FONTERRA GRADUATE PROGRAMMES

writer **PETER WHITE**

photography **ZACH STARK**

Fonterra's summer internship programme runs for 12 weeks. It gives valuable insights into what it is like to work as an engineer at Fonterra – and helps guide students towards either the engineering or technical graduate programmes.

CAMERON KRUGER (25) is in the fourth and final year of his Bachelor of Science in Electrical and Electronic Engineering degree at the University of Auckland.

The degree covers a broad spectrum of expertise from embedded systems, programming, design work with various software, and even power systems and renewable energy.

Cameron went through the Fonterra internship programme from last November to February. He has been accepted for the Fonterra Engineering Graduate Programme that starts in December.

Shifting from Auckland to Balclutha at the bottom of the South Island for his internship was a shock to his system – but a wonderful experience that has kick-started his career with Fonterra.

Cameron worked with water treatment, foundation set-up for the machines, and many other areas.

"I moved down south which was a big change for me as I was brought up in Auckland my whole life and hadn't really travelled much. I thought it would be an interesting opportunity and be good to get out of Auckland," says Cameron.

"It was amazing. I learnt a lot. I was put into a team specifically for the maintenance and engineering group. It gave me hands-on experience and a lot of things I didn't think I would ever have to know, or had even thought about in terms of working for a huge company like Fonterra.

"There were lots of challenges and problem solving and engineering work. I had a lot of support the whole way."

Cameron was able to utilise some of what he learnt in his university studies. The key factors he took into the field were problem solving and team work with his class mates.



“THE GRADUATE PROGRAMME GIVES YOU A CHANCE TO SEE WHERE YOU WANT TO GO. I AM OPEN TO ANYTHING RIGHT NOW.”

CAMERON KRUGER

"I think one of the bigger advantages for doing engineering is working together and trying to solve a problem that is quite complex and requires other people's opinions.

"When you go into the work field, that is super helpful to know you are working in a team and you can reach out to other people."

The Fonterra graduate programme runs for two years. It is made up of a series of practical placements that give an opportunity to gain wider experience within the Fonterra group across New Zealand.

At the end of the two years, Cameron will get a full-time role based where he would like to go, focused on his preferred specialisation.

"During my internship, my boss was working in the maintenance team dealing with people and the instalment of the components for the parts for the machines. I thought that was really cool. It is a maintenance manager role and I think that is something I want to shoot towards.

"The graduate programme gives you a chance to see where you want to go. I am open to anything right now."

Cameron attended Long Bay College on Auckland's North Shore. In Year 13 he took Physics, Engineering, Electronics, Maths and English.

His advice to school leavers – Fonterra is a really good company to get into so focus on your school work, but also make sure you enjoy some activities outside of school.

KEY FACTS



- **CAMERON KRUGER** IS IN THE FOURTH YEAR OF HIS **BACHELOR OF SCIENCE IN ELECTRICAL AND ELECTRONIC ENGINEERING DEGREE** AT THE **UNIVERSITY OF AUCKLAND**.
- HE HAS BEEN **ACCEPTED** FOR THE **FONTERRA ENGINEERING GRADUATE PROGRAMME** THAT **STARTS** IN **DECEMBER**.
- **CAMERON** TOOK **PHYSICS, ENGINEERING, ELECTRONICS, MATHS AND ENGLISH** IN **YEAR 13** AT **LONG BAY COLLEGE** ON **AUCKLAND'S NORTH SHORE**.

ONLINE



For more information on the **Fonterra Graduate Programme**, scan the **QR code** or visit **www.fonterra.com/earlycareersnz**

For career opportunities with **Fonterra**, visit **careers.fonterra.com**



LIFESTYLE AND WORK MIX *writer* **PETER WHITE**
photography **ZACH STARK**

BOATBUILDING FOR A CAREER

For **AIMEE DAWSON**, working in the boatbuilding trade is the perfect mix of working with her hands and a love of boating. The 19-year-old is two years into her MAST Academy apprenticeship at The Boatbuilders, based at Half Moon Bay Marina in Auckland.

"I grew up doing lots of building work with my dad, mostly renovating our house or the bach on the weekends. It really sparked my interest in building. I also love getting out on the water - fishing, speardiving, surfing, water skiing - so getting to combine those two things was really just a dream to me," says Aimee.

"It is kind of like doing something to get paid that I would do in my spare time. I had already learnt how to use most tools when I started my apprenticeship, which was very helpful."

Aimee left school during Year 12 and went straight into a carpentry apprenticeship - but it did not work out as she had hoped. A chance encounter at a marina sparked a change of career option, which she followed up by email to her current boss.

He gave her a few days' work and she has never looked back since. Her work involves repairs, insurance jobs, refits or one-off alterations.

"Sometimes people give us free range to work on their boat which is great fun. I just love the variety of jobs

I do and the special types of wood, like working with teak on decks, which is always nice.

"I also like doing the fibreglass as well. It is cool to cover a big area and it can be quite tricky sometimes."

There is plenty of problem-solving involved with boatbuilding. Aimee likes using sketches to plan a job ahead.

"I do it every day. I always find it so useful before cutting anything to first draw out what I want to do to get my mind around it - and making sure I have all the measurements right so I don't mess anything up.

"A good rule is to measure twice and cut once."

As a young woman in a predominantly male industry, Aimee has felt welcome from the start of her apprenticeship.

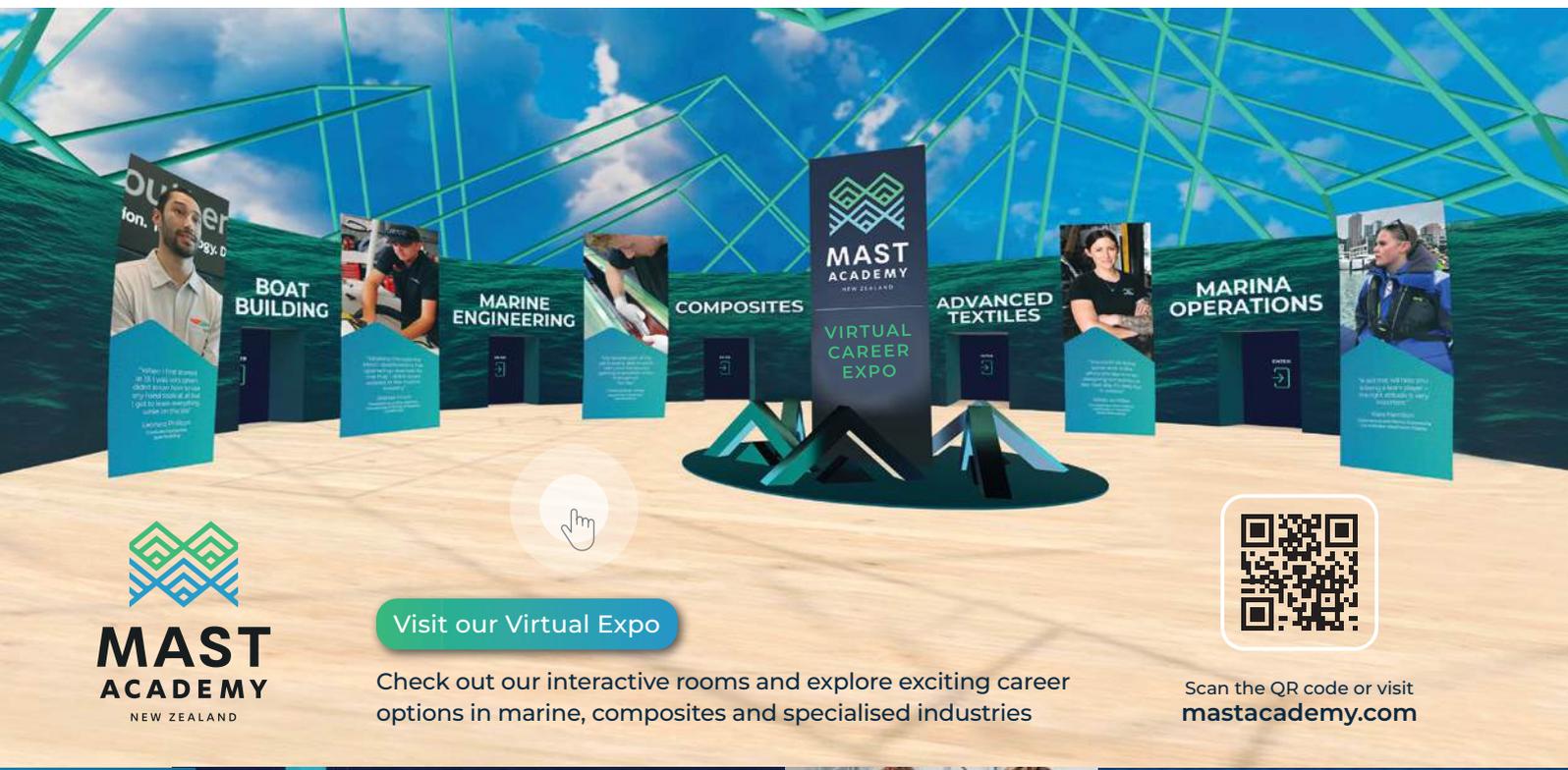
"The boys are very friendly down at the marina and have been so patient teaching me. It feels definitely more like a family than a workplace environment. It helps having other girls there as well."

The key for every trade apprentice is getting the balance right between keeping up with course work after-hours and working on-site.



“ I JUST LOVE THE VARIETY OF JOBS I DO AND THE SPECIAL TYPES OF WOOD, LIKE WORKING WITH TEAK ON DECKS, WHICH IS ALWAYS NICE. ”

AIMEE DAWSON



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Aimee is grateful for the on-going support she has from MAST Academy.

“They have been great, really supportive and welcoming. If I ever need help, it is always there.

“It is a great group. I have a training advisor as well who comes around and marks all my assessments.”

Aimee enjoyed PE and Hard Materials (woodwork) during her final Year 12 at Macleans College.

She would love to have had the opportunity to be part of MAST’s Launch it – School to Work programme, where students spend one day a week in a workplace, gaining skills while completing modules.

“I am jealous. I wish I had got to do that when I was at school. It definitely opens you up to the working world and is an awesome opportunity.”



KEY FACTS



- **AIMEE DAWSON** IS TWO YEARS INTO HER MAST ACADEMY APPRENTICESHIP AT **THE BOATBUILDERS** IN AUCKLAND.
- SHE ENJOYED **HARD MATERIALS (WOODWORK)** DURING HER **FINAL YEAR** AT **MACLEANS COLLEGE**.
- **AIMEE** WOULD LOVE TO HAVE HAD THE OPPORTUNITY TO BE PART OF **MAST’S LAUNCH IT – SCHOOL TO WORK PROGRAMME**.

ONLINE



For more information on **MAST Academy’s Launch it – School to Work programme**, visit www.mastacademy.com/school-to-work

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CAREERS IN FAST FOOD

PART-TIME WORK TO MANAGER

writer **SARA CARBERY**

photography **ZACH STARK**

“Seeing my customers happy and leaving with a smile on their face after being in my restaurant just makes me feel like I have really achieved something,” says **SHAHIL SINGH**. At the age of 20, Shahil has made dramatic progress at KFC. He started part-time at the Manurewa branch during Year 12 at James Cook High School in 2022 – and three months ago he was promoted to assistant restaurant manager.

Not too many employees get a senior role at such a young age, particularly based at one of the busiest KFC branches in Auckland.

Shahil earlier moved up from being a team member to shift manager at the end of 2023, after he completed his Leading a Shift Certification (LAS).

As an assistant restaurant manager, Shahil is responsible for leading and looking after the staff, the store’s profitability, managing any issues with the public, managing rosters, and interviewing prospective new recruits.

“For being given such a big responsibility at such a young age, I am very proud of what I have achieved – and really grateful to KFC for giving me a chance to help look after one of the highest volume stores in Auckland,” says Shahil.

“I really love what I am doing and the people I work with.”

Shahil thrives on the intensity of working in such a fast-paced environment.

“I have learnt so much stepping up from when I started. Communicating with my team, updating them with everything, understanding everyone, and just talking to them, is so important.

“In my role, I have a lot of my peers working under me who I started with as a team member. Now I am kind of someone they look up to, which is something that means a great deal to me.

“I want to encourage my peers to think about what I have achieved and maybe try to better themselves as well.”

Originally from Lautoka in Fiji, Shahil arrived in New Zealand during Year 12.

That first opportunity to work at KFC part-time played a key role in him quickly gaining confidence and learning crucial work skills in a new country.

“It was something different for me as I had just arrived in Manurewa. It was a different experience, being in a completely different environment and communication was so important.”

In Year 13 at James Cook High School, Shahil took Accounting, Economics, Maths, English and Business Studies.



“ I REALLY LOVE WHAT I AM DOING AND THE PEOPLE I WORK WITH. ”
SHAHIL SINGH

His goal at that stage was to become an accountant so he began a Bachelor of Business degree at AUT.

But after one semester, his course was moved from the Manukau campus to Auckland city, which made commuting from Manurewa and working part-time too difficult.

Shahil decided to prioritise working at KFC and complete his studies at a later date. That is still the

plan but his rapid rise up the management ladder at KFC has put those plans on hold.

For school leavers who may be considering a part-time or full-time role at KFC, Shahil says a key thing he looks for are staff who are dedicated to being the very best they can be.

“Be proud of what you are doing – no matter what job it is. You are able to earn some money, make people happy, so enjoy what you do.”

KEY FACTS



- **SHAHIL SINGH** IS AN ASSISTANT RESTAURANT MANAGER AT KFC IN MANUREWA.
- HE IS ORIGINALLY FROM LAUTOKA IN FIJI AND ARRIVED IN NEW ZEALAND DURING YEAR 12.
- **SHAHIL** TOOK ACCOUNTING, ECONOMICS, MATHS, ENGLISH AND BUSINESS STUDIES IN YEAR 13 AT JAMES COOK HIGH SCHOOL.

ONLINE



For more information on career opportunities with KFC, visit www.kfjobs.co.nz

STUDYING MEDICINE

REWARDING CAREER CHOICE

writer **SARA CARBERY**
photography **ZACH STARK**

The daughter of a doctor, ANNA CASEY was inspired to study medicine by her father and by a surgical operation to treat glue ear while she was at high school.

"I immediately noticed a change in my hearing. Suddenly I could hear in class, I could engage much better with friends and family and wasn't scolded for shouting when I was supposed to be quiet or told off for ignoring instructions that I hadn't heard.

"It made such a difference to my overall quality of life."

Around the same time, Anna was discovering a passion for science as well as taking on more leadership roles at Diocesan School for Girls.

"I reflected on whether a career in medicine would allow me to combine these two pursuits, as well as give back to my community in a way that reflected my own experiences."

MedView Education supported Anna to achieve her dream of studying medicine at the University of Auckland. Through personalised admission support, application review, entrance exam and interview tutoring, and extracurricular mentoring for students, Medview prides itself on boosting med school chances by 350 per cent.

"MedView goes above and beyond to provide wraparound support for their students," says Anna (23). "This is reflected in their results, with one-third of the general entry medical students in my year group having been supported by MedView Education in some capacity."

After an initial onboarding meeting, Anna's coordinator identified her short and long-term goals and created a tailored plan specific to her strengths and weaknesses.

In Years 12 and 13, she started preparing for the UCAT exam through private tutoring and attended group classes where she met other students who became study buddies and friends.

"I would 100 per cent recommend these courses, particularly Flying Start, as you cover the key curriculum in advance, taught by tutors who have recently completed first year and achieved top marks.

"You get to hear their first-year experiences including their top tips, making the transition

to university life and its academic demands much more manageable," says Anna, who is now in her fifth year of the six-year degree.

During the clinical years (years 4-6), med students move around different cities for clinical placement. "This has been very rewarding as I have the opportunity to explore new parts of the country, whilst learning on the go during placements with various clinical teams in hospitals."

In their final year, students also get to do an eight-week elective, which can be overseas.

"I've just been accepted to attend the University of Oxford [in the UK] for this and I'm really looking forward to travelling there next year."

In Year 13 Anna took some NCEA scholarship papers, including Physics and Calculus, alongside level 3

Biology, Chemistry, Physics, Religious Studies, and an advanced Maths course offered to students who had taken level 3 Calculus in Year 12.

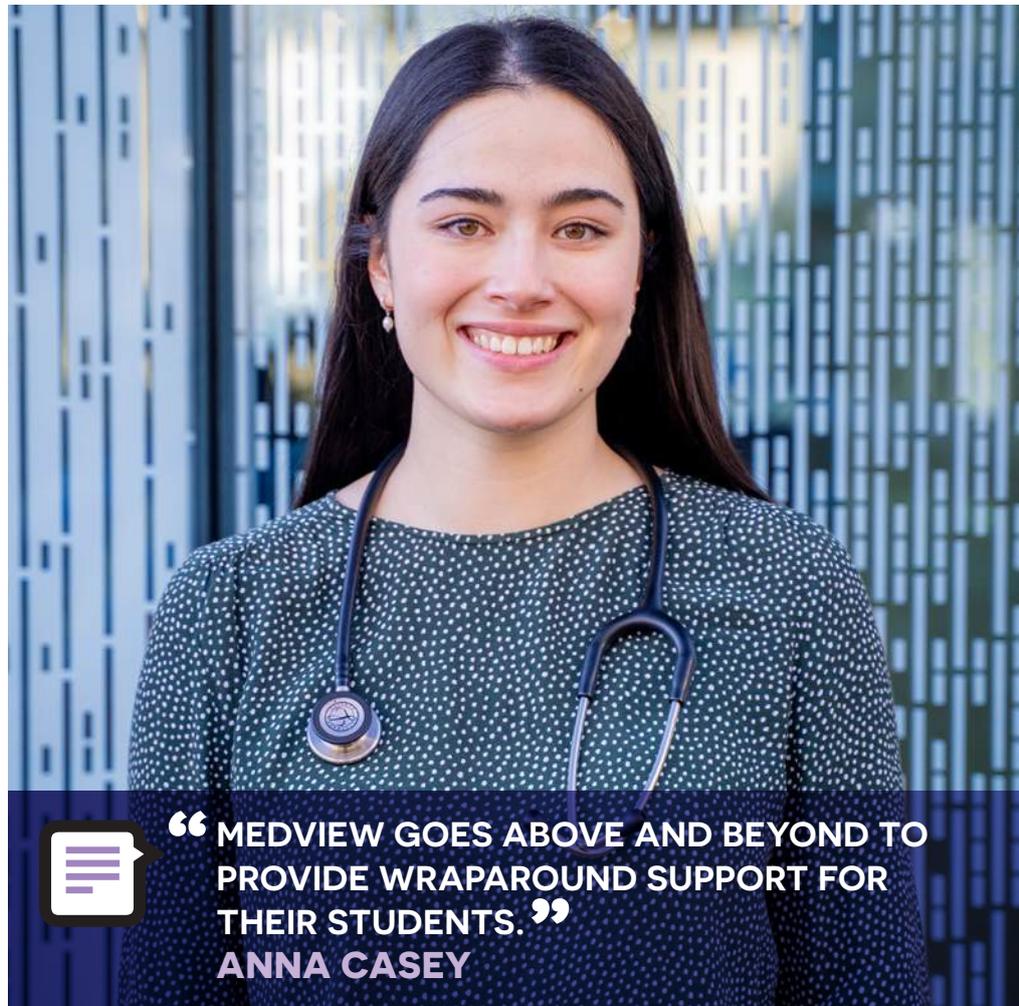
"Having completed all of the sciences up to level 3 in high school, I found this framed my approach to learning more complex concepts at university level, and other practical skills such as scientific writing."

Anna's advice to school leavers is to find your why. "This will motivate you when the times get tough."

Also keep up your hobbies or find new ones.

"It's a great way to meet new people and find supportive communities."

And finally, don't compare your progress. "It can cause you a lot of undue stress if you compare yourself with others."



“MEDVIEW GOES ABOVE AND BEYOND TO PROVIDE WRAPAROUND SUPPORT FOR THEIR STUDENTS.”
ANNA CASEY

KEY FACTS



- **ANNA CASEY IS IN HER FIFTH YEAR OF THE SIX-YEAR DEGREE STUDYING MEDICINE AT THE UNIVERSITY OF AUCKLAND.**
- **IN YEAR 13 AT DIOCESAN SCHOOL FOR GIRLS, SHE TOOK SOME NCEA SCHOLARSHIP PAPERS, INCLUDING PHYSICS AND CALCULUS, ALONGSIDE LEVEL 3 BIOLOGY, CHEMISTRY, PHYSICS, RELIGIOUS STUDIES, AND AN ADVANCED MATHS COURSE.**

ONLINE



For more information on **MedView Education** and how they can support you in getting into **Med School**, visit www.medvieweducation.org

ADHD NO BARRIER TO SUCCESS

PLUMBING CAREERS WITH MASTERLINK

writer **PETER WHITE** // photographer **ZACH STARK**

CARL REBER is thriving as a plumbing, gasfitting and drainlaying apprentice. He also happens to have ADHD (Attention-Deficit/Hyperactivity Disorder).

Carl (23) is three-and-a-half years through his apprenticeship, organised by Masterlink and based at Wilplumb in Auckland.

Carl finds that tasks requiring sustained concentration, like bookwork, can be more challenging – but he’s developed strategies to manage them.

“Things that don’t immediately give me any kind of enjoyment I struggle to get done. What motivates me to keep going and get it done is getting qualified,” says Carl.

“My boss has offered me a small share in the company to buy into so I am quite lucky. It definitely motivates me to succeed.”

He sometimes finds it difficult to concentrate on a specific task at work. Large tasks can be a challenge at first but he has found that breaking large pieces of work into in to smaller sections makes it easier.

Carl says his ADHD means he often asks lots of questions before starting a job – something that helps him gain clarity and prepare thoroughly.

His different way of thinking often leads to creative solutions others might not see – a strength he brings to the team.

Carl’s favourite type of work is gasfitting but he gives plumbing and drainage just as much attention.

“I know they have their own areas that will definitely help me later on. What I like about my job is that every day is different – no two things are ever the same in plumbing.

“I do enjoy working with my hands, especially being someone with ADHD. I would struggle sitting at a desk all day.”

Carl is proud of what he has achieved during his apprenticeship.

“I have my own work truck, a nice Ford Ranger, and I manage myself for the most part at work. I am very independent with my work and my boss trusts me with that. It’s good.”

Masterlink have been with Carl throughout his apprenticeship. He has benefited from their structured apprentice training workshops – available exclusively to Masterlink apprentices and designed for everyone, but especially valuable for those who need a bit of extra support.

Masterlink Apprentice Training Manager Peter Shields says the workshops are designed and delivered to give additional support to apprentices in completing on-job and online theory assessments.

“During the sessions the apprentices have the ability to talk directly to me about any issues and subject matter they are dealing with and completing the assessment,” says Peter.

“This is especially useful for neurodiverse apprentices having somebody immediately on hand who can answer those questions and assist them in completing the assessment.

“Essentially, these are micro-teaching moments where I can give that immediate support to the apprentice and answer those questions, completing any resits and ultimately marking the assessments as complete.

“I’ve done this with Carl and he has found it invaluable.”

In Year 13 at Waitakere College, Carl took Calculus, Chemistry, Biology, Art Photography and PE. At that stage he had his heart set on becoming a military paramedic but the eligibility criteria at the time excluded people with ADHD, which meant Carl had to rethink his career path.

“I got shot down pretty quickly with that plan. Then I started an apprenticeship as a chef but the hours and amount of work I ended up doing took a massive toll on my health.

“So, I asked my uncle if he knew anyone who had work and he said he did – one of his best friends was a plumber. That is how it all started.”

Carl’s advice to others with ADHD who would love to follow him into a trade – working with your hands makes dealing with ADHD a lot easier so give it a go.



“ I DO ENJOY WORKING WITH MY HANDS, ESPECIALLY BEING SOMEONE WITH ADHD. I WOULD STRUGGLE SITTING AT A DESK ALL DAY. ” **CARL REBER**



KEY FACTS



- **CARL REBER** IS THREE-AND-A-HALF YEARS THROUGH HIS PLUMBING, GASFITTING AND DRAINLAYING APPRENTICESHIP ORGANISED BY **MASTERLINK**.
- HE IS THRIVING AS AN APPRENTICESHIP DESPITE HAVING ADHD (ATTENTION-DEFICIT/HYPERACTIVITY DISORDER).
- **CARL** TOOK CALCULUS, CHEMISTRY, BIOLOGY, ART PHOTOGRAPHY AND PE IN YEAR 13 AT **WAITAKERE COLLEGE**.

ONLINE



For more information on apprenticeships in plumbing, gasfitting and/or drainlaying through **Masterlink**, visit www.masterlink.co.nz



“I WANTED TO GET STUCK IN, WORK WITH MY HANDS, AND STILL BUILD A PROPER CAREER. ELECTRICAL GAVE ME THAT.”

MATT SLATER

ELECTRICAL SPARKING OPPORTUNITIES FROM APPRENTICE TO LEADER

writer **DANIEL JONE** // photograph credit **MASTER ELECTRICIANS**

MATT SLATER knows exactly where an apprenticeship can take you – because he’s lived it. Back in 2002, the then 20-year-old entered the very first Master Electricians Apprentice of the Year Challenge. He almost stumbled at the start – forgetting his toolbox on the big day – but pushed through, impressed the judges, and walked away the winner.

That early recognition lit the fuse for a career that’s still powering ahead today. Matt is co-founder of EAV Limited, a successful electrical contracting business. More importantly, he’s paying it forward, employing apprentices and giving them the same start he once had.

“It wasn’t about being the best straight away,” says Matt. “It was about showing up, giving it a go, and learning along the way. That’s what an apprenticeship does – it grows you.”

LEARNING ON THE TOOLS

Electrical apprenticeships combine study with hands-on work. You are out earning from day one, while also training toward a nationally recognised qualification. For Matt, that balance was the perfect fit.

“I wasn’t the kind of person who wanted to sit in lecture theatres for years,” he explains. “I wanted to get stuck in, work with my hands, and still build a proper career. Electrical gave me that.”

From wiring houses to installing switchboards, fixing faults, and tackling new technology, every day on the job is different. It’s this variety, along with the chance to see real results from your work, that Matt believes makes electrical apprenticeships stand out.

FUTURE-PROOF SKILLS

The world is changing – and electricians are right at the centre of it. Smart homes, solar panels, battery storage, EV chargers, and renewable energy systems are now everyday parts of the trade.

“Electricians are building the future,” Matt says. “It’s not just plugs and lights anymore. We’re shaping how people live, how they use energy, and how New Zealand meets its sustainability goals.”

That means young people coming into the trade today are not just securing jobs – they’re stepping into one of the most future-focused industries in the country.

OPPORTUNITY FOR EVERYONE

Matt is clear – you don’t have to be exceptional to succeed in the industry. What matters most is drive, curiosity and a willingness to learn.

“An apprenticeship sets you up in a way uni can’t. You’re earning while you’re learning. By the time you finish, you’ve got a qualification, four years of experience, and no student debt. That’s massive.”

And as his own journey shows, the opportunities don’t stop once you’re qualified. Apprentices become registered electricians, then foremen, supervisors, or even business owners.

“You can start as an apprentice and end up running the show,” Matt says with a grin.



MASTER ELECTRICIANS

KEY FACTS



- **MATT SLATER** WAS THE FIRST WINNER OF THE **MASTER ELECTRICIANS APPRENTICE OF THE YEAR CHALLENGE** IN 2002.
- HE CO-FOUNDED **EAV LIMITED**, AN ELECTRICAL BUSINESS WHERE HE NOW EMPLOYS APPRENTICES.
- **ELECTRICAL APPRENTICESHIPS** IN NEW ZEALAND TAKE AROUND 3–4 YEARS TO COMPLETE. YOU’LL EARN WHILE YOU LEARN – GETTING PAID WHILE WORKING TOWARD YOUR QUALIFICATION.

ONLINE



For more information on starting an electrical apprenticeship, visit masterelectricians.org.nz or talk to a training provider near you.

HELPING BUSINESSES SUCCEED

CAREER OPPORTUNITIES IN ACCOUNTING

writer **PETER WHITE**

photography **ALAN STEVENS**

Accounting offers a diverse range of opportunities for school leavers to consider. Accountants are essential to every business but the work is not always just about numbers.

HAYLEY REES is a Commercial Advisor with Oji Fibre Solutions, based at the Kinleith Mill in Tokoroa – one of New Zealand's largest pulp manufacturing sites, producing high-quality pulp from sustainably sourced wood for global markets.

"My role involves a lot of forecasting, budgeting, and working closely with different teams. I often partner with managers at the mill to make sure they have the data and insights they need for cost analysis and decision making," says Hayley.

"I help with month-end reporting, like journals and financial reports. I also look after the product costing side of things, which is quite a big part of what I do."

Hayley built her skills in an accounting office and now enjoys the variety and opportunities her role at Oji Fibre Solutions offers.

"I really enjoy working in an industrial environment, the work's more hands on and interesting. You get to connect with people, head out on site and learn a lot – especially around engineering, which I find really interesting.

"I self-teach myself a lot of things. I will find something online to upskill, and to keep learning and figure things out on my own."

Working at Kinleith presents different challenges to a normal office environment but Hayleys' skills and adaptability help her navigate them with confidence.

"The last six months have been pretty challenging. There's been a lot of change and uncertainty but I've kept pushing forward and learning as I go.

"Working at the site means you have to be aware of all the health and safety factors on site, PPE (personal protective equipment) requirements and following the right procedures."

Hayley says accounting is changing with new technology and AI playing significant roles.

"A lot of the stuff that accountants are known for is likely to be replaced with AI and AI will make much of that work a lot faster. So, it is opening up the



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“ACCOUNTANTS ARE ESSENTIAL TO EVERY BUSINESS BUT THE WORK IS NOT ALWAYS JUST ABOUT NUMBERS.”

HAYLEY REES

accounting field as more of a problem solving, advisory role, partnering with the business – and looking for ways how the business can improve, fixing bottlenecks and processes."

Hayley is studying remotely through Massey University to complete a Bachelor of Business degree, majoring in finance and accounting – after she put her studies on hold to have her daughter.

Gaining her Accounting Technician designation through Chartered Accountants Australia and New Zealand (CA ANZ) is another goal.

"I just have to finish my last taxation paper and then once I get that I can apply for full membership and graduate as an Accounting Technician in December.

"CA ANZ has heaps of useful information on their website, and the networking opportunities are great. They offer courses and promote accounting conferences and networking events that help you stay connected and to upskill."

Hayley went to Forest View High School. In Year 13 she took Biology, Physics, Chemistry, Statistics, Computing and PE. She joined the Navy straight from school but quickly realised it was not for her so ended up working at an accounting firm as a receptionist where she discovered her passion for accounting.

"Sometimes the path isn't straight, but every step teaches you something and can lead you to where you're meant to be."

KEY FACTS



- **HAYLEY REES** IS A COMMERCIAL ADVISOR WITH **OJI FIBRE SOLUTIONS**, BASED AT THE **KINLEITH MILL** IN TOKOROA.
- SHE IS **STUDYING REMOTELY** THROUGH **MASSEY UNIVERSITY** TO COMPLETE A **BACHELOR OF BUSINESS DEGREE**, MAJORING IN **FINANCE AND ACCOUNTING**.
- **HAYLEY** WENT TO **FOREST VIEW HIGH SCHOOL**. IN **YEAR 13** SHE TOOK **BIOLOGY, PHYSICS, CHEMISTRY, STATISTICS, COMPUTING AND PE**.

ONLINE



For more information on studying to become an **Accounting Technician**, visit www.charteredaccountantsanz.com/become-a-member/memberships/accounting-technician

CAREERS IN PODIATRY

MAKING A REAL DIFFERENCE writer PETER WHITE photography JOHN DAVIDSON

“I like how every day is different which makes the job interesting. I love being able to help patients and make them feel better. It is a very rewarding job in that way,” says SMIT SHAH.

The 21-year-old podiatrist started with Sports Clinic in Christchurch in January. It is a large multidisciplinary clinic, with three podiatrists working alongside chiropractors, physiotherapists, sports doctors, dieticians, massage therapists and personal trainers.

With a strong background in sport, particularly football and cricket, Smit has a special interest in treating lower limb injuries.

“I was really interested in how the body moves and I have had my own fair share of knee and ankle injuries. I always saw the lower limbs as the foundation of the body – everything starts from the foot and ankle,” says Smit.

“I wanted to specialise in lower limb injuries and biomechanics to help patients improve their quality of life.”

No two days are ever the same in Smit’s role as a podiatrist.

“I could be doing ingrown toenail surgeries or debriding diabetic foot ulcers, and the next I could be assessing the lower limb injuries/ biomechanics of athletes, providing treatment such as shockwave therapy, orthotics, strapping, dry needling and exercise prescription. This keeps my job very diverse because anything could walk through that door.

“Orthotics are a big part of what we do. They are custom insoles to help with redistributing forces/offloading structures of the foot and ankle.”

Podiatrists also work in hospitals doing wound care and treating diabetic foot ulcers – another very important part of the profession.

Being part of the large multidisciplinary Sports Clinic has been beneficial to Smit.

“If there is something I may need further guidance on or am unsure about, I can always knock on another health professional’s door at my clinic and ask for help. The different disciplines here help improve my own practise as a healthcare provider.”

Smit has a Bachelor of Health Science (Podiatry) from AUT in Auckland – the only podiatry course offered in New Zealand.

“I enjoyed being in an environment where everybody has the same passion for healthcare and podiatry. I also made good friends that are now in the same industry who help me grow my professional development, as we discuss interesting cases together.”

Next year Smit begins a postgraduate diploma in Sport and Exercise Medicine through the University of Otago. He wants to gain more knowledge to enhance his professional abilities in sports podiatry – the area he would like to further specialise in, dealing with high level professional athletes.

Smit is proud to be one of four PodiatryNZ ambassadors who promote podiatry to a wider audience.

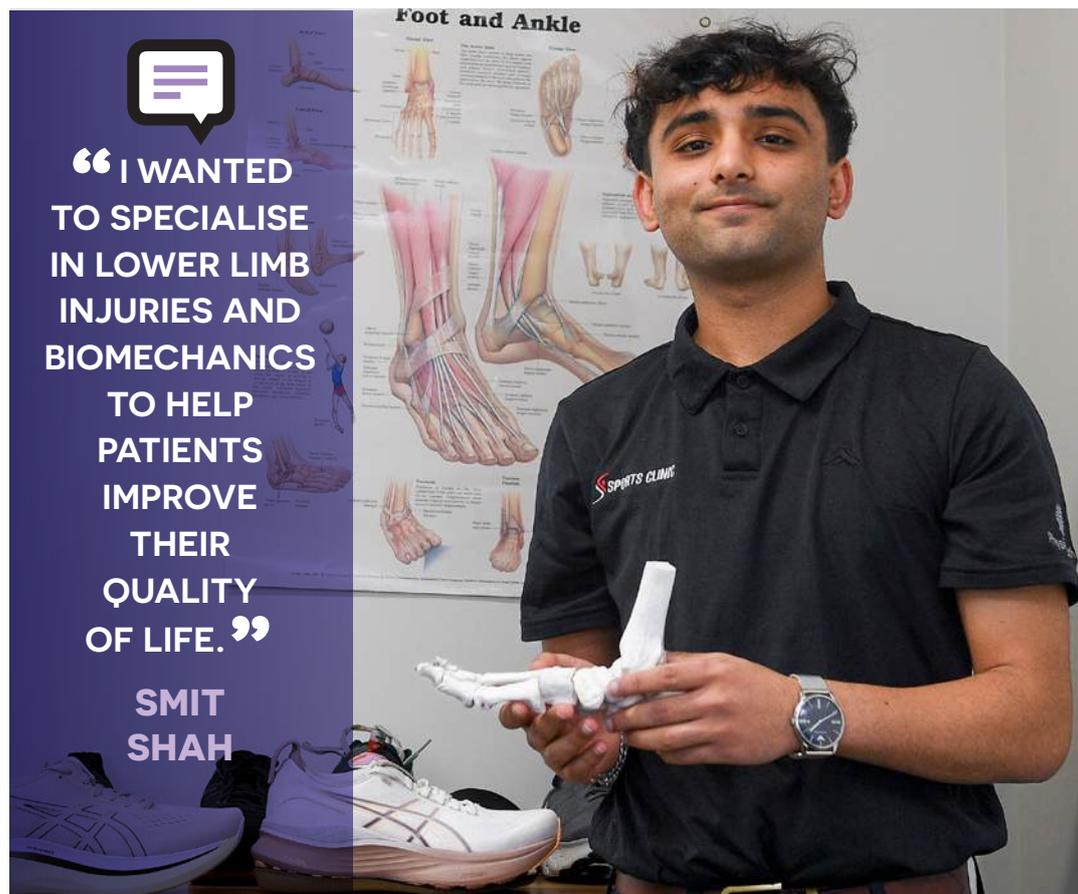
“I want to create more awareness about the profession. Not many people know what a podiatrist does. There is this misconception that we are only nail and skin specialists, however there are so

many more dimensions to podiatry. I just want to promote the musculoskeletal and sports side of the profession.”

Biology, PE and Statistics are the three main subjects Smit took in Year 13 at Pakūranga College that helped him the most to become a qualified podiatrist. He encourages school leavers who are studying health sciences at university to look at podiatry as a major.

“Get into the profession if you want a healthcare job that is hands-on, and patient-outcome focused. We have a shortage of podiatrists. We need more students to apply for the course and get qualified.”

PodiatryNZ



“ I WANTED TO SPECIALISE IN LOWER LIMB INJURIES AND BIOMECHANICS TO HELP PATIENTS IMPROVE THEIR QUALITY OF LIFE. ”

SMIT SHAH

KEY FACTS



- SMIT SHAH IS A PODIATRIST WORKING AT THE SPORTS CLINIC IN CHRISTCHURCH.
- HE HAS A BACHELOR OF HEALTH SCIENCE (PODIATRY) FROM AUT IN AUCKLAND – THE ONLY PODIATRY COURSE OFFERED IN NEW ZEALAND.
- BIOLOGY, PE AND STATISTICS ARE THE THREE MAIN SUBJECTS SMIT TOOK IN YEAR 13 AT PAKŪRANGA COLLEGE.

ONLINE



For more information about the Bachelor of Health Science (Podiatry) at AUT, visit www.aut.ac.nz/podiatry
For more information about careers in podiatry, visit www.podiatrynz.com

MONITORING WATER STANDARDS

writer **PETER WHITE**
photography **ALAN STEVENS**

WASTEWATER PROCESSING

Wastewater may not be the first thing you think of when considering career options at school – but MAVERICK FLACK has found his happy work place as a wastewater operator for Hamilton City Council.

The 19-year-old completed his two-year apprenticeship with Connexis, New Zealand's leading infrastructure training provider, in August. He loves the variety of work that is a combination of monitoring, data gathering, upgrades, and maintenance of tanks, pipes and pumps.

"Every day is different. I like the smart people I work with and I like learning from them. I have a bit of a mechanical aptitude and you get that in this role, some data gathering, plus the maths and science side of it," says Maverick.

"It genuinely comes down to that variety. There isn't just one little part in what you do. You do so much of everything and I like that."

Maverick had a brief stint working in a factory after leaving school but says he did not enjoy the lack of variety in the work. It did not captivate him and his liking for expanding his mind and learning new things.

When the role came up at Hamilton City Council, he applied not knowing much about how the

wastewater plant operated. The turning point was when he was taken for a walk around the plant – that was the moment he was hooked.

"I thought, wow this is a lot more interesting than I thought it would have been. How they treat dirty wastewater, and turn it into clean water that goes back into the Waikato River, was interesting to see. That is when I said I want to do this."

Maverick completed his Level 4 New Zealand Certificate in Wastewater Treatment through Connexis. He is currently working towards achieving his Level 5 Diploma.

Connexis arranges, delivers, supports and assesses work-based learning for the civil, energy, telecommunications and water infrastructure industries.

"Connexis have been very helpful and without them the training would be pretty minimal. They bring insight specific to the place that you work, and connect up with other areas, to give you a vast idea of what is out there," says Maverick.

"I really enjoyed the materials we used and the block courses. It was great meeting my peers, other people who are doing the courses. I am grateful Connexis had the qualification for me to achieve because I really enjoyed it.

"I enjoy study. I love learning. It is fun. It is either study and work or just work for me. I enjoy learning as I go."

Maverick attended John Paul College in Rotorua. In Year 12 he studied Maths, Science, English, Religious Studies, Mechanical Engineering and Digital Studies.

His first career option at that stage was to do engineering but he is happy with the path he has taken.

"I feel I have landed on my feet in a job that I do enjoy a lot."

Maverick's advice for students who are not sure what to do when they leave school – keep your options open and be broad-minded to what is available out there.

"As long as you are progressing towards something and trying something new, then you are on the right path going forwards. Pursuing your interests is important.

"At work, you meet all sorts of characters so keep a positive attitude and you will do well."

CONNEXIS
INFRASTRUCTURE TRAINING



“EVERY DAY IS DIFFERENT. I LIKE THE SMART PEOPLE I WORK WITH AND I LIKE LEARNING FROM THEM.”

MAVERICK FLACK

KEY FACTS

- **MAVERICK FLACK** IS A WASTEWATER OPERATOR AT **HAMILTON CITY COUNCIL**.
- **MAVERICK** STUDIED MATHS, SCIENCE, ENGLISH, RELIGIOUS STUDIES, MECHANICAL ENGINEERING AND DIGITAL STUDIES IN YEAR 12 AT **JOHN PAUL COLLEGE** IN ROTORUA.
- **MAVERICK** COMPLETED HIS **LEVEL 4 NEW ZEALAND CERTIFICATE IN WASTEWATER TREATMENT** THROUGH **CONNEXIS**.

ONLINE



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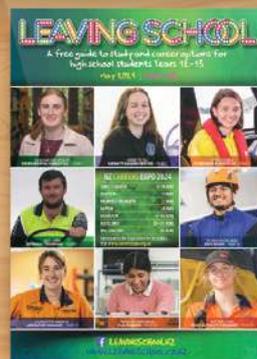
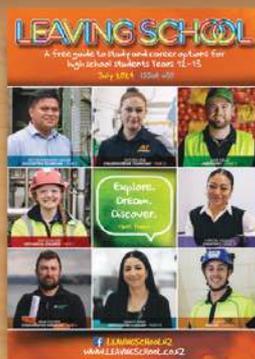
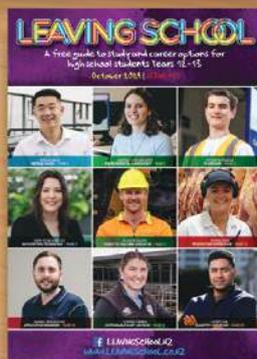
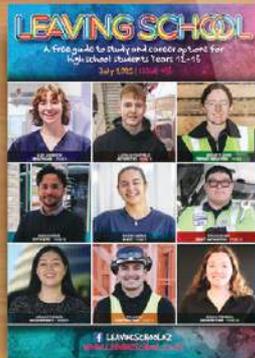
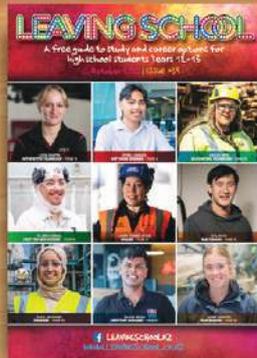
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YOUNG ENTREPRENEUR FLYING

STUDY AT THE UNIVERSITY OF OTAGO

writer **SARA CARBERY**
photo credit **AIMEE WEST**

ALEX LIVINGSTONE was only 17 and in Year 12 when he started his first business.

Like many teenagers, Alex was struggling with acne, and it was affecting his confidence. After learning about the wonders of barberry powder, and realising nobody in New Zealand was selling it, he began making and testing his own powder with positive results.

"When I stop taking it, I break out and when I start again, my skin clears," he says. "It still blows me away."

So, when he and his classmate Abby Green were looking for a business idea for the Young Enterprise Scheme (YES), a barberry supplement powder was the obvious choice.

With the support of their business teacher at Dunedin's Bayfield High School, Alex and Abby launched Abalro Health through YES and experienced overnight success. (They appeared on Seven Sharp and went from producing eight bags of powder a week – using Alex's dehydrator at the school canteen – to receiving 2000 orders in one night.)

It's no surprise then that Alex (and Abby) were drawn to the University of Otago's Bachelor of Entrepreneurship (BEntr), a self-directed degree designed to help students tailor their learning towards a business they want to create or grow.

"Abalro was the heartbeat of my degree," says Alex. "We applied what we were learning in real-time, whether it was customer validation, branding or operations."

"We made amazing connections through the program – like joining Startup Dunedin's Audacious program, which we actually won, and later entering their incubator."

The win came with 12 months of mentorship, which gave the duo great clarity and direction.

"It made the theory so much more tangible when we were experiencing it ourselves."

Another highlight of his time at uni was securing \$15,000.00 in funding and support for Abalro from the Kings Trust. "A huge shout out to them."

Alex says it's hard to pin down a single lesson from the degree but overall, it gave him confidence.

"It equipped me with the theory to back up my intuition and helped me take calculated risks."



“THE BACHELOR OF ENTREPRENEURSHIP IS A GREAT PLATFORM TO TEST, FAIL, AND GROW.” ALEX LIVINGSTONE

I learned how to communicate my ideas better, understand market dynamics, and think long-term about how to grow a brand like Abalro."

Having graduated at the end of last year, Alex (21) is taking a post-uni gap year on the Gold Coast, working part-time as a gymnastics coach, running social media accounts for small organisations, and working hard on his businesses.

Alongside Abalro, he is co-developing a new business with a former mentor – a functional sports recovery and sleep popsicle for active kids.

"We're currently in the development stage and we're super excited to be moving closer to a national launch in New Zealand and Australia."

After completing Level 3 Calculus and Statistics in Year 12, Alex took Business Studies, Photography, English and a science in Year 13 – "which

actually complemented each other really well" – while focusing on head student duties, gymnastics training and building Abalro.

He says Business Studies, especially the Young Enterprise Scheme, was by far the most useful subject he took.

"I was fortunate to have an incredible business teacher who encouraged me to focus on practical skills I could apply in the real world."

If you've got an entrepreneurial drive, Alex's advice is to lean into it.

"Don't wait for someone to tell you it's a good idea – just start. The Bachelor of Entrepreneurship is a great platform to test, fail, and grow."

"For school leavers in general, my advice would be to say yes to opportunities that scare you a bit. The best growth happens when you're slightly outside your comfort zone."

KEY FACTS



- **ALEX LIVINGSTONE LAUNCHED SUCCESSFUL COMPANY ABALRO HEALTH WHILE STILL AT DUNEDIN'S BAYFIELD HIGH SCHOOL.**
- **HE TOOK BUSINESS STUDIES, ENGLISH AND SCIENCE IN YEAR 13.**
- **ALEX ACHIEVED A BACHELOR OF ENTREPRENEURSHIP (BENTR) DEGREE FROM THE UNIVERSITY OF OTAGO.**

ONLINE



For more information on studying the **Bachelor of Entrepreneurship** at the **University of Otago**, visit www.otago.ac.nz/business/study/bentr

GIVING IT YOUR BEST SHOT

writer **KATY QUINN** // photo credit **ISTOCK**

HEADING INTO EXAM TIME

The stress and worry of exam times. I remember it well. My advice to you is simple – stop wasting precious time and energy worrying about results. Focus on the process of preparation. Put in an effort that you are proud of and your full potential will follow.

If you are to achieve your best, you must be feeling your best. Your health and wellbeing are the foundations for your success.

Proper preparations will have you feeling confident, healthy and well-rested on exam day. Cut down on stress – create your own roadmap to success.

This will allow you to manage your time and stress levels while getting exam fit. Follow this plan every day. It will give your best shot at success.

FORMULATE A PLAN

1. Decide what topics need to be covered.
2. Break each subject or project down into smaller, 30–60-minute tasks.
3. Divide the number of tasks that you need to do by the number of days that you have – this is how many tasks you need to complete each day to reach your goal.
3. Set tasks for each day and assign realistic time frames to them.

BEST PRACTICES

- Focus on doing the task well but also within the timeframe allocated for it. Remember, both are equally important.
- Do one thing at a time – this is how you will do your best and most productive work.

- Tick off your tasks as you complete them – this gives you a sense of accomplishment which helps motivation.
- Limit social media and forget what others are doing – everyone's best effort looks very different. Walk your own path.

EXERCISE AND BREAKS

- As odd as it sounds, breaks make study more effective. They refresh your ability to focus and learn. Set regular break times to work towards – 15 minutes for every hour of focusing.
- Move your body or go for a walk during breaks – it boosts energy levels and mood.
- If possible, exercise outdoors in nature. Natural spaces, like parks, beaches and lakes are more relaxing for our brains to be in. So make sure to set time aside to disconnect from your desk in nature. Give your brain a break – notice your surroundings. I promise you that you will return to your desk feeling more positive, calm and revived.
- A morning walk wakes you up and allows personal time to gather your thoughts for the day ahead. It sets a calm, happy tone for your day. Getting up early and out into daylight will also help you sleep that night.

NUTRITION

- Food is fuel. Do not skip meals – it is not productive. Eat regular healthy, balanced meals throughout the day. Set meal, snack and water reminders in your plan. Your brain and body will thank you.

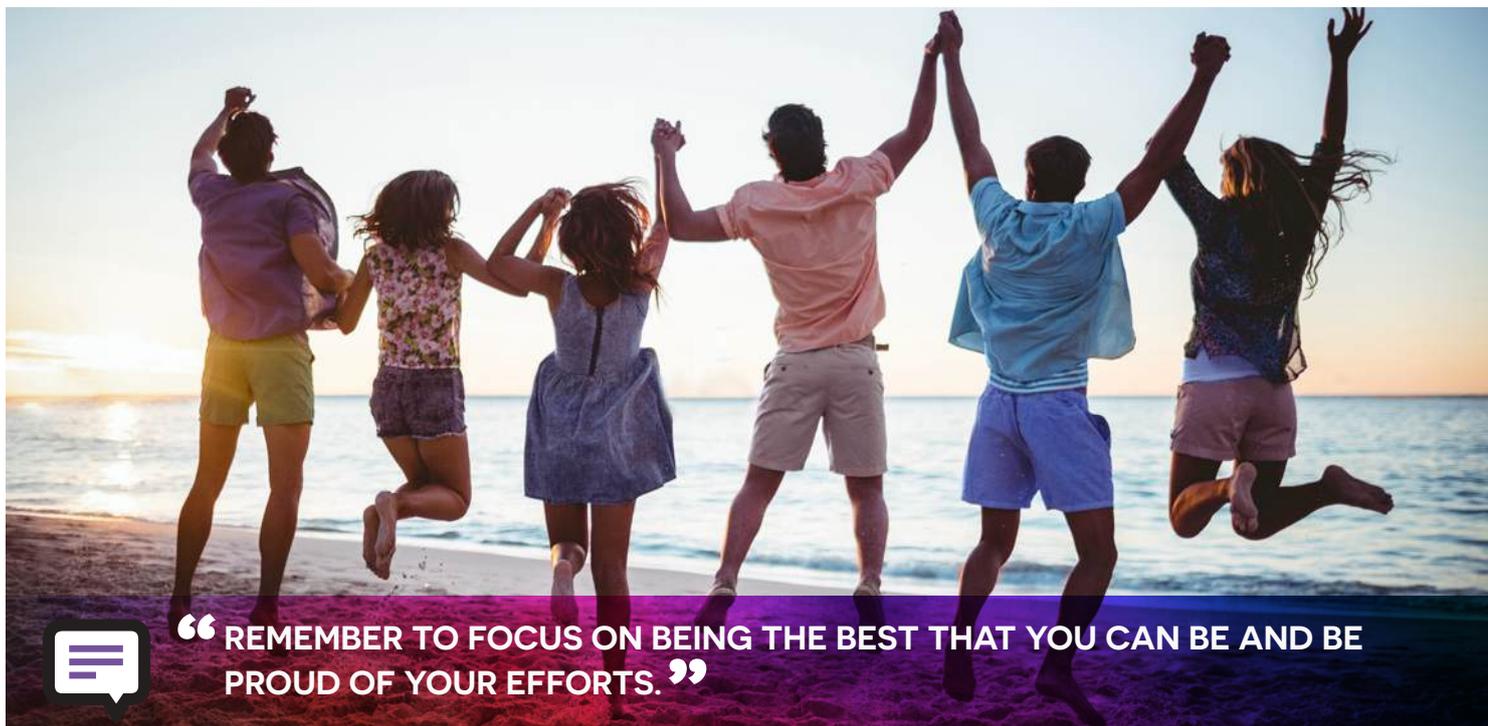
- Some foods are more energising than others. Prioritise complex carbohydrates (whole grain bread, brown rice and pasta, oatmeal, potatoes and bananas) that provide a slow release of energy that help your brain stay focussed during long study sessions.
- Snack on brain foods that enhance memory and concentration – nuts, seeds, yoghurt and berries.
- Don't over-complicate things – a great rule of thumb is to "eat the rainbow". A colourful plate has a variety of fruits and vegetables that provide different nutritional values.
- 73 per cent of the brain is water so dehydration and studying don't make for a recipe of success. Drink between 8–11 glasses (roughly 2–2.5 litres) of water each day.

REST

- Sleep deprivation has the same effect as drinking alcohol on brain functioning. It slows it down considerably so get plenty of sleep! Aim for eight hours minimum of sleep a night.
- In your plan, have consistent bed and wake times and a strict switch-off time to finish the day.
- Reward yourself for your hard work. Wind down each day with a short routine. This tells your body that it is time for sleep. Shut off all devices and dim the lights. Do something you enjoy – watch TV, do yoga, meditate or read a book.

Wishing you lots of luck.

Remember to focus on being the best that you can be and be proud of your efforts.



“REMEMBER TO FOCUS ON BEING THE BEST THAT YOU CAN BE AND BE PROUD OF YOUR EFFORTS.”

DECISIONS AHEAD

CHOOSE YOUR PATH WISELY



“LEARNING DOESN'T STOP ONCE YOU LEAVE SCHOOL. EMPLOYERS WANT TO KNOW THAT YOU CAN LEARN NEW TECHNOLOGIES OR NEW SKILLS. BEING KEEN TO LEARN IS A GOOD BET FOR GETTING A JOB.”

PRESENT YOURSELF IN YOUR BEST LIGHT photo credit iSTOCK

SEVEN SKILLS EMPLOYERS WANT

Have you ever wondered, 'What is that magical power some people have that gets them a job?' The answer isn't magical – the key is that these job seekers demonstrate they have the employability skills employers are looking for.

The world of work is rapidly changing. While new jobs will be created in the future, others will disappear or become automated.

Employers seek workers who have the skills, confidence and the ability to adapt to new technologies and other market opportunities. The good news is that you will have many of these skills already. These skills can be learned in daily life by doing work experience or volunteer work, playing sport, helping your whānau, taking up a hobby or taking part in school and community activities.

WHAT ARE EMPLOYABILITY SKILLS

Employability skills, or soft skills, are the personal qualities and attitudes you have that make you ready for work, such as getting to work on time or following instructions. Employers tell us they need young people to be work-ready – if you have the right attitude, the technical skills can be taught.

SEVEN EMPLOYABILITY SKILLS EMPLOYERS WANT

Employability skills include:

- 1. POSITIVE ATTITUDE:** A positive attitude is not just about being bubbly. It means showing that you'll happily do the work asked of you, and you'll stay upbeat when the work gets hard.
- 2. COMMUNICATION:** Good communication skills are when you follow instructions well and ask questions when you're confused. Being able to explain things clearly is a bonus for employers.
- 3. TEAMWORK:** Playing or working well with others is not just a bonus on the rugby ground or during that science project, it's something employers value.
- 4. SELF-MANAGEMENT:** Getting to work on time and dressed appropriately is just one part of self-management. Not getting angry at others when you're frustrated and managing stress are top skills that will get you a job.

5. WILLINGNESS TO LEARN: Learning doesn't stop once you leave school. Employers want to know that you can learn new technologies or new skills. Being keen to learn is a good bet for getting a job.

6. THINKING SKILLS: Employers rate thinking skills the highest when looking at your CV. Do you like to solve problems? Can you make a good decision? Do you think before you act?

7. RESILIENCE: Have you got grit? When something knocks you down, do you get back up again? This is resilience. Employers need you to have this skill to cope when things go wrong at work.

SHOW OFF YOUR EMPLOYABILITY SKILLS ON YOUR CV

Include employability skills in the skills list, work history, interests and achievement sections of your CV to wow employers.

- **SKILLS LIST:** Bullet point up to five employability skills on your CV, with an example of how you got them.
- **WORK HISTORY:** List volunteer work or paid work experience in your work history in a way that showcases your skills.
- **INTERESTS AND ACHIEVEMENTS SECTIONS:** What you do in your spare time is a powerful indicator to employers of your range of skills.

Remember: If you can show these skills on your CV, you are on the right track to getting an employer interested in hiring you.



For more information on employability skills and creating your CV, visit careers.govt.nz

A LITTLE GOES A LONG WAY



“ IF YOU START SAVING THAT SMALL PERCENTAGE FROM YOUR VERY FIRST PAY PACKET, YOU’LL THANK YOURSELF BIG TIME IN A DECADE WHEN, BELIEVE IT OR NOT, YOU MIGHT START TO THINK ABOUT BUYING A HOUSE. ”



Students may feel too poor for **KIWISAVER**. However, a few dollars a week drip-fed into **KIWISAVER** now will add up to many thousands of dollars far quicker than you think thanks to investment growth and free top-ups from employers and the Government

The thing about KiwiSaver is you only have to put away a minimum of 3 per cent of what you’re earning.

So, if you earn \$100 in the week it’s just \$3 which is less than the cost of one single energy drink or coffee.

You won’t even notice that if it’s transferred to KiwiSaver automatically by your employer before you receive your pay in the bank.

You probably don’t think about yourself in 10- or 20-years’ time.

If you start saving that small percentage from your very first pay packet, you’ll thank yourself big time in a decade when, believe it or not, you might start to think about buying a house. It happens.

By then you’ll have a good chunk of money saved without much effort.

The other reason to start early is that you get into a good habit. If you learn to put money aside BEFORE spending, you will find saving easier.

What makes KiwiSaver a really good deal is the free money that comes with it. From the age of 18 your employer has to match your 3% contribution.

But do be careful as some employers don’t always play by the rules.

If you’re on minimum wage in particular they must pay their 3% over and above your hourly rate.

Another good reason to save into KiwiSaver that there is a government contribution of 25c for every

dollar you save, with a maximum of \$260.72.

To receive the full \$260.72, you need to contribute at least \$1,042.86 personally by June 30 each year, which is roughly \$20 a week.

Even if you can’t contribute the full amount, you’ll still get 25c for each dollar you do put in. Consider saving 10% of your Christmas and birthday money to boost your KiwiSaver balance. It doesn’t matter if you drip feed your savings into KiwiSaver or pay a lump sum once a year.

Contact your KiwiSaver provider to find out how to make one-off or extra regular payments.

Or you can make direct payments to KiwiSaver via online banking by

choosing the IRD payment option and then “KiwiSaver member account” as your payee type. The money will be forwarded to your KiwiSaver account.

If you get to the stage where you want to buy a home, which thousands of New Zealanders in their 20s do, you can withdraw your savings, employer and government contributions, and investment growth for a house deposit.

Every extra bit of your wages or salary you save equals more to spend on your first home, or tens of thousands of dollars later in retirement. Your future self will be grateful in the not-too-distant future.

The very best advice is instead of saying “I can’t”, look for excuses to invest that tiny 3% into KiwiSaver each week.

KEY FACTS



- IF YOU ARE **18 OR OLDER** AND **START A NEW JOB**, YOU’LL AUTOMATICALLY BE ENROLLED IN **KIWISAVER** (WITH SOME EXCEPTIONS).
- YOU CAN CONTRIBUTE **3%, 4%, 6%, 8% OR 10%** OF YOUR BEFORE-TAX PAY CURRENTLY DIRECTLY TO A **KIWISAVER FUND**, AND YOU CAN ALSO MAKE VOLUNTARY CONTRIBUTIONS.
- AS WELL AS **RECEIVING A RETURN ON YOUR INVESTMENT** OVER TIME, YOU WILL **RECEIVE FREE TOP-UPS** FROM YOUR EMPLOYER AND THE GOVERNMENT. THE GOVERNMENT WILL CONTRIBUTE UP TO **\$260.72** EACH YEAR.

ONLINE



For more information on **KiwiSaver** and how it works, visit www.sorted.org.nz/guides/kiwisaver



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