



Agribusiness in Schools
DELIVERING AGRIBUSINESS TO NZ SECONDARY SCHOOLS

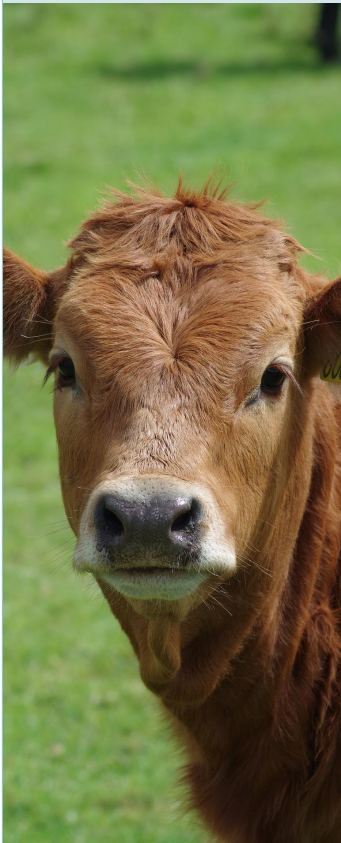
2014-2022

Impact Report



Agribusiness is delivering top results

THE AGRIBUSINESS IN SCHOOLS PROJECT BEGAN IN 2013 WHEN THE PROGRAMME WAS FIRST DEVELOPED AND TRIALLED AT ST PAUL'S - AND EIGHT YEARS ON IS BEING TAUGHT IN 107 SCHOOLS THROUGHOUT NZ.



In 2013, St Paul's designed and developed a pilot Agribusiness programme to encourage secondary school students, in their own school, to consider career pathways in the primary sector. The following year, the programme attracted 44 students across years 12 and 13.

In conjunction with developing the programme further, the School established an Agribusiness Advisory Group made up of key representatives from across the primary sector. This group continues to meet twice a year to advise the School on current industry trends to ensure the programme's content is relevant and sector driven. The School also formed relationships with a set of business partners to help fund the work they were undertaking.

As the numbers of students wanting to learn Agribusiness continued to grow at St Paul's, this led the School to successfully lobby Government and the Ministry of Education (MoE) to trial the Agribusiness pilot programme at 12 lead schools around the country before being accepted as achievement standards at NCEA levels 2 and 3. This was an incredible achievement,



Agribusiness is taught in 107 schools to more than 3000 students across New Zealand

given most achievement standards and NCEA course work is written by the MoE.

Along with business partners, DairyNZ, Beef+Lamb NZ, AGMARDT, Meat Industries Association, Gallagher, Rabobank, NZ National Fieldays, NZ Kiwifruit Growers Inc and Fairview Motors, St Paul's has made the Agribusiness programme available to 500 schools within New Zealand. These organisations continue to partner with the programme to reach their collective goal of having 100 schools and 3500 students enrolled in the programme by 2023, which has

been achieved.

Other sector partners including BNZ, Zoetis, Greenlea, Waikato Milking Systems, Waitomo Petroleum, AGrowQuip, Campbell Tyson and TetraPak were involved in the development of the agribusiness national curriculum.

As the Agribusiness programme completes its eighth year, the primary sector is starting to see young graduates from the programme entering the workforce and providing the rural sector with well-qualified and capable young people. ■



Pioneer students of Agribusiness enter the workforce

by New Zealand Kiwifruit Growers

AFTER GROWING UP ON A DAIRY FARM AND KIWIFRUIT ORCHARD IN THE BAY OF PLENTY, KATE WILKINS THOUGHT SHE WOULD NEVER PURSUE A CAREER IN HORTICULTURE. BUT AFTER STUDYING AGRIBUSINESS AT ST PAUL'S COLLEGIATE SCHOOL IN HAMILTON, SHE DISCOVERED THE WORLD OF OPPORTUNITY IN NEW ZEALAND'S PRIMARY SECTOR.



Kate Wilkins

TThe 25-year-old is now an Extension Delivery Specialist at Zespri, the world's largest fruit marketer. The company sells kiwifruit to more than 50 countries around the globe and has licensed growers in Italy, France, Japan, and South Korea.

"Having grown up around agriculture and horticulture I wasn't sure if I wanted a career in the sector. It was 'normal' and not exciting to me, and after working in the summer holidays in the kiwifruit orchard I didn't want to ever

work in an orchard again," laughs Kate.

Kate studied Agribusiness in Year 12 and 13 at St Paul's, starting in 2014 when the course was still in its infancy.

St Paul's established the agribusiness programme to meet the primary industry's needs for engaged, well-qualified young people, enthusiastic about their career opportunities in the primary sector. The programme is now being taught in 107 schools nationally to 3217 students.

Kate had always enjoyed economics and accounting and with a farming background she says Agribusiness seemed like a natural progression for her.

"Studying Agribusiness at St Paul's really opened my eyes to the multitude of career opportunities within the primary industry, which didn't just include working out on an orchard or on farm," she says.

Kate found the course offered students access to industry leaders and she remembers guest speakers including Richard Burke, General Manager of LeaderBrand, which is New Zealand's most diverse horticulture business. She says their presentations and the curriculum provided insights across the entire value chain of the primary industry.

After finishing high school, Kate enrolled for a Bachelor of Commerce at Canterbury University, but by the second semester she decided to shift to Lincoln University to study



a Bachelor of Commerce Agriculture.

"I could see a clear career path. It was economics and accounting, but it also took in the supply chain, animal science, plant science and soil science. It gave me a sense of purpose around what I wanted to do," says Kate.

When she graduated in 2017, Kate returned to work on her family's farm. She set about establishing a new 12-hectare organic gold kiwifruit orchard to add to the six hectares of gold and green orchards they already had.

It was while establishing the new orchard Kate found her niche.



We had a lot of people through the orchard at that time, including people from Zespri, because what we were doing was new and fresh.



Kate was offered a role in Zespri's Extension team.

As an Extension Delivery Specialist Kate says she is now

focused on creating positive change in New Zealand's kiwifruit industry.

"We're supporting and inspiring growers to produce the world's best kiwifruit, whether that's through changes in sustainability practices, production practices or even health and safety. No two days are the same," says Kate.

She loves that it's not a typical office job and that she can get out in the field and see the impact her work is having on growers.

"I love the interaction with growers and using my knowledge to provide them with advice or solutions to problems. One day I can be running a field day and the next day I'm writing a newsletter or talking to growers about nutrient management and irrigation methods."

For anyone thinking about taking Agribusiness Kate encourages them to go and research the jobs on Seek.

"Search roles in Agribusiness and see the jobs that come up. You'll soon realise it's not all on a farm or in an orchard," says Kate. ■

New Zealand Thoroughbred Breeders' Association

by Geoff Lewis



STUDYING AGRIBUSINESS AT ST PAUL'S COLLEGIATE SCHOOL IN HAMILTON HELPED MADISON TIMS VISUALISE A CAREER BEYOND HER FAMILY'S DAIRY FARM.

Madison is New Zealand Thoroughbred Breeders' Marketing and Education Coordinator. Her family has milked cows for generations on a 60-hectare farm and 20-hectare lease block in Waharoa, near Matamata. The 21-year-old says she always thought she would go straight into dairy farming after she finished high school.

"I loved dairy farming but studying Agribusiness I was encouraged to extend my thinking beyond my ideas of leaving school and going straight into dairying," says Madison.

She studied Agribusiness in Year 12 and 13 at St Paul's where she received the award for the top Agribusiness student for both years, and the top practical science award.

While she knew how rewarding a career in dairy farming could be, her teachers saw the opportunity for her to get a tertiary qualification under her belt before making any decisions. So, she enrolled in Waikato University and completed a Bachelor of Business Management (BMS) majoring in Digital Business with a double minor in Agribusiness and Leadership Communication.

"I really didn't discover my passion for Agribusiness as a career until I studied the subject at St Paul's. The subject was so broad. I realised it wasn't just about dairying, but it explored the entire value and supply chain and how businesses create value within that," says Madison.

Agribusiness was pioneered as a subject in the secondary curriculum by St Paul's in 2014 after the school identified a growing need by the primary industry's for engaged, well-qualified and capable young people, enthusiastic about their career opportunities in the rural sector.

After developing the programme alongside teachers from eight schools around New Zealand and piloting the curriculum, Agribusiness is being taught in 107 schools nationally to 3217 students.

Madison's extended family are involved in the equine industry. Her grandfather was a jockey and Madison says she also dreamed of following in his footsteps, but height and genetics meant it wasn't her destiny.

Instead, she was approached by NZTBA towards the end of her degree to see if she would consider applying for the role with them.



I never imagined I'd end up in the equine industry, let alone the thoroughbred industry. But now I couldn't imagine not being involved with it, says Madison



Agribusiness covers all sectors of New Zealand's primary industry, dairying, agriculture, horticulture, forestry, equine, sports turf, aquaculture, and ocean fishing.

New Zealand Thoroughbred Breeders' Association (NZTBA) represents around 1,300 breeders across New Zealand, advocating for them and representing them on national and international issues. The organisation is split into eight regional branches around New Zealand.

"The thing I have learned is that even in the thoroughbred business, you are creating a product and selling that product to the world. The equine industry is a passport to the world, with endless opportunities that are available to you within it," says Madison.

Her role involves digital marketing and organising social media, to creating videos and promotions, driving membership, and

helping facilitate and promote educational breeding courses.

NZTBA offers a New Zealand certificate in equine breeding at level three and level four, which Madison helps promote.

Madison says the wider equine industry offers career opportunities ranging from the type of work she was doing, to bloodstock agents and breeding staff.

"I love the variety in my job. I can go from one day working on a stud farm filming a video, to attending yearling sales. The next day you're at the races for the Te Aroha Breeders' Stakes or at a school careers day. There's always something new coming up," says Madison.

She says New Zealand's thoroughbreds have multiple hands on them throughout their journey from when they are foals to competing at the racetrack, usually three years later, and then their life beyond racing.

"There have been so many people that have fed into the end product from breeders to the people training the horses, to people like me," says Madison.

"It's probably not something anyone thinks about, but there are many hands that support and care about that horse's success and journey. I couldn't be prouder to be a tiny part of that journey." ■



Agribusiness in Schools

DELIVERING AGRIBUSINESS TO NZ SECONDARY SCHOOLS

STATISTICS FOR 2021

IN 2014 WE RECOGNISED THE NEED TO ESTABLISH A FORMAL AGRIBUSINESS PROGRAMME, WITH A GREATER VISION; TO TAKE OUR PROGRAMME INTO SCHOOLS RIGHT THROUGHOUT NEW ZEALAND. THE SUCCESS OF THE PROGRAMME IS EVIDENT TODAY.



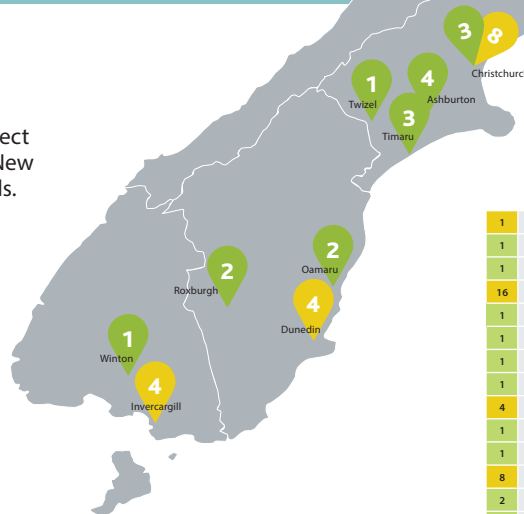
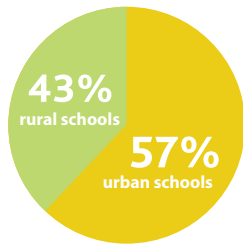
41 rural schools



66 urban schools

107 SCHOOLS

Agribusiness is now a key subject option in 107 New Zealand schools.



1	Whangarei	2	Rotorua	1	Wellington
1	Maungaturotu	1	Otorohanga	1	Blenheim
1	Helensville	1	Taumarunui	2	Nelson
16	Auckland	1	New Plymouth	3	Christchurch
1	Pukekohe	1	Hawera	8	Christchurch
1	Ngatea	1	Whanganui	4	Ashburton
1	Katikati	2	Marton	3	Timaru
1	Tauranga	1	Feilding	1	Twizel
4	Tauranga	4	Palmerston North	2	Oamaru
1	Te Puke	2	Gisborne	2	Roxburgh
1	Morrinsville	4	Napier	4	Dunedin
8	Hamilton	1	Napier	1	Winton
2	Cambridge	4	Masterton	4	Invercargill
1	Putaruru	4	Wellington		

*Unit standards and achievement standards are two types of assessments schools use to assess student knowledge. Both standards specify what a candidate needs to know, do, and understand.

Unit standards are competency based and usually vocational based assessment, developed by the relevant industry training organisations such as the Primary ITO. Schools need to be accredited to assess unit standards by the relevant industry training organisation. There are just two grades; Achieved (A) for meeting the criteria of the standard and Not achieved (N) if a student does not meet the criteria of the standard.

Achievement standards are based on assessing New Zealand curriculum developed by the Ministry of Education. Achievement standards are measured by four grades; Achieved (A) for a satisfactory performance, Merit (M) for very good performance, Excellence (E) for outstanding performance, and Not achieved (N) if students do not meet the criteria of the standard.

Partnering with secondary schools in New Zealand to teach Agribusiness



St Paul's COLLEGIATE SCHOOL



Profitability. Sustainability. Competitiveness.





LEVEL 2
79
SCHOOLS

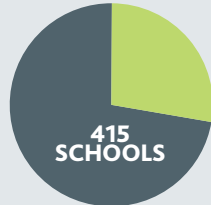
79 schools taught Level 2 Agribusiness achievement standards* (as at 2021)



LEVEL 3
74
SCHOOLS

74 schools taught Level 3 Agribusiness achievement standards* (as at 2021)

415
SCHOOLS



415 schools are teaching some form of primary sector education (Agricultural and Horticultural Science or Agribusiness either unit standards* or achievement standards*).



57% URBAN



43% RURAL

57% of secondary schools teaching Agribusiness are urban and **43%** are rural.

8577

8577 students have studied Agribusiness over the last five years



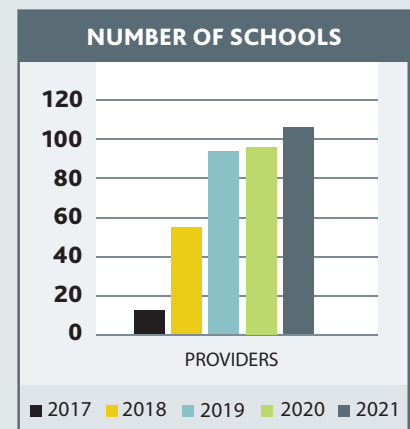
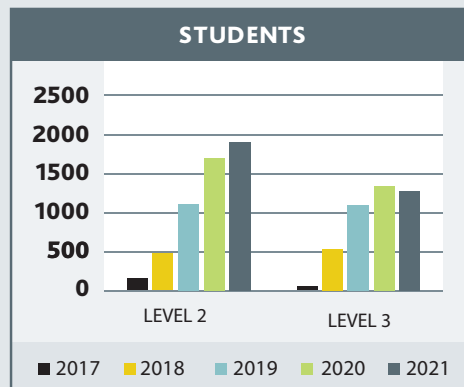
535
TEACHERS

535 teachers have attended Agribusiness conferences, professional development sessions, pre-service training or training placements.

YEAR	LEVEL 2 STUDENTS (YEAR 12)	LEVEL 3 STUDENTS (YEAR 13)
2017	173	87
2018	529	570
2019	1121	1120
2020	1728	1329
2021	1923	1293

YEAR	NO. OF SCHOOLS
2017	13
2018	56
2019	93
2020	97
2021	107

The numbers of students learning and schools teaching Agribusiness have consistently increased over the last five years.





Impacts of Agribusiness Programme over the last 8 years

EXAMPLES OF THE AGRIBUSINESS IN SCHOOLS PROGRAMME AND ITS IMPACT OVER THE LAST 8 YEARS INCLUDE:



- The growth in the leadership capabilities of Agribusiness in Schools Teacher Association as leadership opportunities have been provided in the running of the Agribusiness Regional Hubs and the enabling Agribusiness in their schools. Opportunities have also been provided in the form of mentor/mentee programmes for NCEA moderation buddying.

- Evidence systematically collected from members to enable improvement and to highlight areas where more resourcing is needed such as post professional learning and development feedback, enabling growth in the membership, and enhanced visibility of the Agribusiness in Schools programme.

- The numerous feedback from teachers with thanks and appreciation for the support that they have received, such as making connections,

how the Agribusiness in Schools Advisor and their support has enhanced their teaching practice and made them more confident in their classrooms (information, resources, expertise).

- The support for geographically isolated teachers who now feel more connected with other teachers, more confident in teaching the content and the assessment of the Agribusiness Achievement Standards to the required standard.

- Specific feedback from kaiako and teachers on the Agribusiness in Schools professional learning and development and how they will use what they learned from it in the classroom.

- The enhancement of regional representation with the utilisation of the regional Agribusiness hubs to meet the local needs of kaiako and teachers.

- The strengthening of relationships with the primary sector, and agribusinesses, to enable teachers and students to experience real life contexts and career opportunities.

- The strengthening of relationships with pre-training teacher institutions and enabling student teachers to be a part of the Agribusiness in Schools subject community from the start of their teacher education.

- The provision of online professional learning and development which has enabled participation and inclusion of those outside of main centres (i.e., geographically isolated teachers).

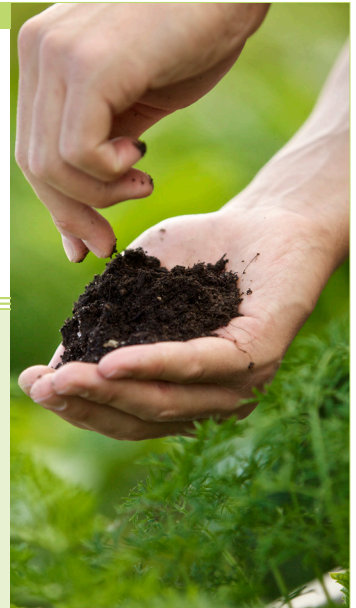
- The ability of teachers to be able to co-design resources with their ākonga in contexts that are relevant to them and their community, enabling student's voices to be heard.

- The collection of individualised data on members has meant that Agribusiness in Schools have a better picture of who they are supporting. Members are giving positive feedback about the level of individualised and targeted support because of this.

- The positive impacts from engagement with Mana Whenua and the prioritisation of Mātauranga Māori in curriculum strategic planning.



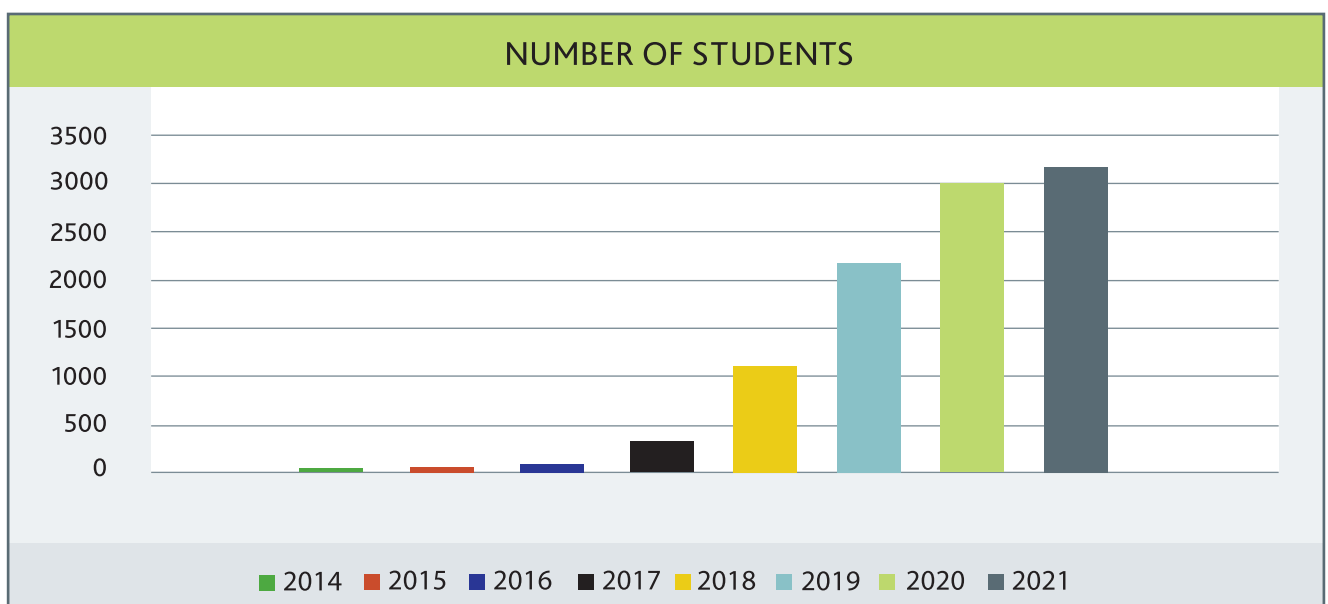
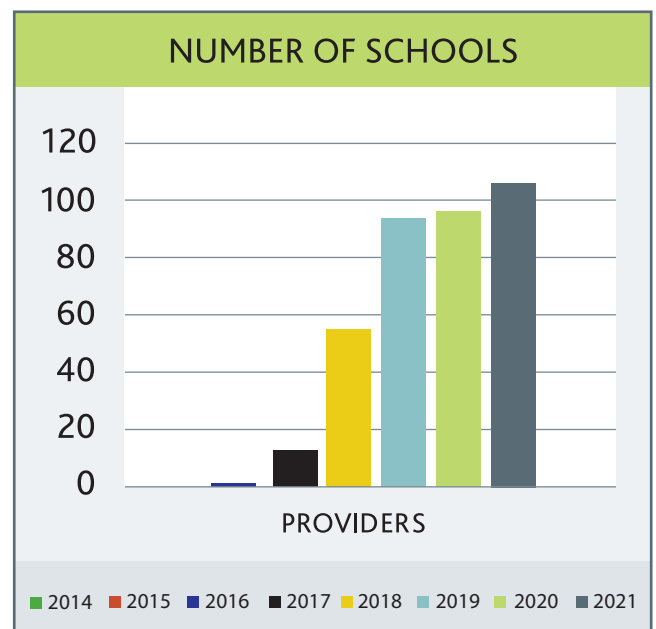
Agribusiness in Schools 8 years of Statistics



OVER THE 8 YEARS, THE AGRIBUSINESS IN SCHOOLS PROGRAMME HAS ACHIEVED:

- The total number of students that have done Agribusiness over the last 8 years is 10,060
- The total number of teachers that have been reached over the last 8 years is 675
- The total number of schools that have taught Agribusiness over the last 8 years is 153.
- The Agribusiness in Schools Teachers Association was set up and has a current membership of 87

YEAR	NO. OF SCHOOLS	NO. OF STUDENTS
2014	1	44
2015	1	84
2016	2	122
2017	13	260
2018	56	1092
2019	93	2239
2020	97	3055
2021	107	3216





Return on Investment for the Agribusiness in Schools programme regarding talent attraction

IN THIS SECTION, WE DISCUSS THE RETURN ON INVESTMENT FOR THE AGRIBUSINESS IN SCHOOLS PROGRAMME, CONSIDERING THE BENEFITS FROM ATTRACTING PEOPLE TO THE SECTOR. THIS SECTION HAS USED INFORMATION AND THE RETURN-ON-INVESTMENT METHOD OUTLINED BY SCARLATTI.

A	B	C	D	E	F	G	H	I	J
Programme	Attraction Investment as % of total	Amount invested in attraction	Number of students reached	Impact (students as % of reach)	Total recruits	Industry value per recruit	Total industry value	Return on investment	Level of evidence
	Input	Input \$	Input	Calculated value	D x E	Model	F x G	H/C	Assessment
Agribusiness in Schools	90%	2,852,000	48,960	1.230%	602	\$183,431	\$110,425,462	38.7	High

EXPLANATION OF THE RETURN-ON-INVESTMENT CALCULATION

THE POINTS BELOW PROVIDE A DESCRIPTION OF EACH OF THE COLUMNS IN TABLE ONE ABOVE.

- Attraction investment as % of total (column B) – For the Agribusiness in Schools programme, the total amount invested is split between talent attraction and public perception based on an assumption about that programme’s objectives. As the Agribusiness in Schools programme is predominantly a secondary student recruitment programme, so 90% of its total investment is allocated to talent attraction.
- Amount invested in attraction (column C) – The amount reflects both the allocation between attraction and perception for the Agribusiness in Schools programme for all the funding received from

- multiple primary sector industries.
- Number reached (column D) – The number of individuals (i.e., students) that the programme reaches directly or indirectly. There are about 48,960 students in the 153 schools that have been exposed to or been offered Agribusiness in the senior years of secondary school over the last 5 years.
- Impact (column E) – An estimate of how successful the programme is at attracting talent, expressed in terms of new recruits generated for the industry as a percentage of individuals reached. This value is arrived at through a series of assumptions

about the intensity, type, and duration of each intervention, as well as the length of time until the individual interacted with is expected to enter the workforce. This figure has been generated by Scarlatti (who has the detail about the assumptions and logic used to derive this impact figure). One important factor in the impact calculation is the size of the workforce that the investment relates to, in this case the whole of the primary industry, therefore having a higher impact score.

- Total recruits (column F) – The reach (column D) multiplied by the impact (column E).
- Industry value per recruit (column G) – Derived from the recruits that the intervention is assumed to generate multiplied by the value to the industry of these recruit. This figure has been generated by Scarlatti (who has

the detail about the assumptions and logic used to derive this impact figure).

- Total industry value (column H) – The average value per recruit (column G) multiplied by the total number of recruits generated (column F).
- Return on investment (column I) – The ratio of this total industry value (column H) to the amount of the investment allocated to attraction (column C).
- Level of evidence (column J) – An assessment of the extent to which the assumptions used in the return-on-investment calculation are supported by empirical data or analyses. These levels (high, medium, or low) are not used in the return-on-investment calculation but are provided as a guide for interpreting the results.

Students flock to Agricultural courses

by Jo Bailey

Throughout its long history, St Andrew's College has been closely aligned to the rural sector, with many past and current students coming from farming backgrounds. Under the leadership of Head of Agriculture, Natasha Cloughley, there has been an unprecedented surge of interest in Agriculture subjects, with numbers leaping from five classes in 2015, to 12.5 classes in 2021.

Surprisingly, the diverse mix of students studying the three Agriculture courses this year, are from an even split of rural and urban backgrounds, she says. "Many students in Agriscience and Agribusiness are looking at potential off-farm careers in agriculture-related or support sectors, which could be anything from food science, research, and environmental studies to rural banking, finance, and supply chain management. This year we only have a small cohort of students who intend to return home to farm. Whatever their area of interest, all students can benefit from developing a good understanding of the business and science behind the rapidly evolving and multi-faceted agricultural sector."

A key driver of the growth in Agriculture at St Andrew's has been support for the introduction of the Agribusiness and Agriscience academic courses, alongside the highly practical Agristudies

course, with its strong vocational pathway.

In the past, students were taught most of their practical skills at the College farm at Cave, which has an important place in St Andrew's history, and is fondly remembered by many Old Collegians, says Rector Christine Leighton. "Unfortunately, transporting large numbers of students to the farm, accommodating them, and meeting stringent health and safety requirements has become too difficult, so the tough decision was made to lease out the farm."

Natasha says students in the Year 12 and Year 13 Agristudies programme learn practical skills and unit standards at the National Trade Academy in Christchurch instead.

As well as studying traditional sheep, beef, and dairy farming, Agriculture students are given a taste of other primary industry sectors, including viticulture, salmon farming, craft beer, and hemp production to name a few.

A range of exciting field trips are offered each year.

Natasha now has two full-time teachers in her team, Flora Brons, and Liam Smith, who are both Lincoln University graduates. "Flora has a strong horticultural background, which has led to the introduction of some new practical horticultural elements into the programme. We were fortunate to gain approval for



Students in a Year 10 Agriculture class during a visit to the Thomas farm on Banks Peninsula in Term 1

a new 12-metre-long tunnel house with two garden beds, and compost bins this year, which the maintenance team did a great job of building."

Recent leavers of St Andrew's College are forging interesting career paths in the sector and providing inspiration for the current cohort of students. Amy Wells (OC 2018) won the prestigious DairyNZ Scholarship, and is at Lincoln University, where she is studying Environmental Science relating to the dairy industry. Chase Jordan (OC

2018), who took Agriculture throughout each of his five years in the Secondary School, has been accepted into the School of Veterinary Science at Massey University, while farming remains the passion of Tom Shipley (OC 2019), who won a New Zealand Scholarship for Agriculture/Horticulture last year, and is looking to go back on the farm.

Natasha completed her Master of Science in Agricultural Science this year and believes there could be positive spin-offs for the agricultural sector in the post-COVID-19 environment. "During the lockdown, we noticed what a vital industry agriculture is, and with the international supply chain remaining consistent, it will be interesting to see if more people consider agriculture a stable industry to get into." ■



Agriculture teacher, Flora Brons, in the new tunnel house at St Andrew's, with Year 11 students, Jerome Clark (obscured) and Isaac Smith



Passion for Agribusiness Education

by Kate Taylor

The introduction of agribusiness to New Zealand's secondary school curriculum was a team effort but continues to be driven by the enthusiasm of Waikato teacher Kerry Allen.

Kerry grew up near Rotorua on a dry-stock farm that has been in her family for more than 100 years. She worked in a plant nursery at weekends, did a horticulture degree at Lincoln University and then teacher training in Christchurch. After teaching Horticulture and then Science at Hillcrest High School for 18 years, Kerry took a new curriculum and resource writing position with St Paul's Collegiate in 2014.

The idea of an agribusiness curriculum grew from parent feedback that general education wasn't meeting the needs of the primary sector. St Paul's introduced agricultural and horticultural science classes, then expanded into agribusiness by using standards from other subjects, re-contextualised in a primary sector context. That worked, but they wanted to take it further as its own subject. They started getting other schools on board and began the process of asking the Ministry of Education to introduce it as a new subject.

"Usually, the Ministry tells industry what it wants," she says. "They didn't really have any rules for how it should be done the other way round. We needed some schools to help trial it; it was ground-breaking in many ways because the rules got made up as we went along. We had lots of extra hoops to jump through. Psychology

has done this too now, but they were already a subject with unit standards and not achievement standards. We weren't a subject at all; we started from scratch."

Now called Agribusiness in Schools, the programme is based at St Paul's under the governance umbrella of the Waikato Anglican College Trust and employs a full-time agribusiness advisor to roll it out across the country.

"It started with us in 2014, had 10 lead schools helping to trial the programme in 2018, and last year we had 107 schools doing some form of agribusiness assessment. We have some big Auckland schools on board right through to small rural schools; some are offering one or two standards within other courses, and some are offering the whole course at Level 2 and 3. Here, we're the biggest non-compulsory subject in the school; about a third of the senior students are doing agribusiness."

Many schools have agricultural and horticultural science classes, but Kerry says agribusiness is focused on the primary industry beyond the farm gate.

"It focuses on the rest of the value chain. We don't overlap with Agricultural and Horticultural Science, which is on-farm, on-orchard, or on-boat. Agribusiness is a multi-disciplinary subject, so you're looking at some business studies, accounting, economics, the science behind what's happening and why, adding value to our products, problem solving and innovation, governance

structures and why you'd have them; overall human and resource management."

It is improving the overall bucket of primary industry workforce by educating students about the primary sector who have a focus on accounting or marketing, for example.

"It's hard to be an accountant if you don't understand cash flow forecasting; we're the only industry that really does that. We're growing a product two years prior to being paid for it, so you have to be able to understand those little industry nuances and know how many opportunities are out there.

"I've just had two students who have gone to work for Zespri in marketing, and that's solely because of this programme. They were urban students and didn't know anything about the primary industry. It's trying to get students who have an interest in all those other fields, not necessarily on-farm, on-orchard, or on-boat, but who might be able to see a future in the primary industry."

As a part-owner of a dairy farm and consultancy firm AgFirst - a national agricultural consulting company that provides business solutions to the rural sector, with husband James, she has witnessed the primary industry skills shortage first-hand.

"Even if they don't go straight into the industry they have a better understanding of the industry, breaking down those stereotypes and understanding that dairying isn't just milking cows at certain times of the day; but also broadening their horizons so they know more



Kerry Allen

about kiwifruit or equine or aquaculture... but also understanding all the issues because we're a complex industry."

It's also always changing.

"Twenty years ago, we didn't know or care about methane. Now we do. You'll never be bored in the primary sector. There's always something different; always some new challenge, usually external influences, creating change."

Kerry was a finalist in the industry champion award of the Primary Industries New Zealand Awards in Christchurch earlier this year for her work with the agribusiness curriculum. Under her guidance, St Paul's agribusiness students have won the Young Innovator of the Year award at the National Fieldays for six of the past seven years.

"I love the primary industry, and primary industry education is my thing. I really enjoy it and the education industry is in a huge state of flux with five reviews happening at the moment, including for achievement standards, and the ITOs (industry training organisations) are all changing too. But I'm passionate about it, and I'm here for the long haul." ■



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