

# Te Rautaki Pūnaha Aramahi ā-Motu National Careers System Strategy



**Te Kāwanatanga o Aotearoa**  
New Zealand Government

# What is a **career?**

We have defined the term “careers” broadly for the purpose of this work. The Strategy considers careers to include all paid and unpaid work, and time in study and training, a person may do throughout their life. This recognises that the concept of a career is not the same for all people and all cultures.

# He Kupu Takamua

## Foreword

The careers system of Aotearoa New Zealand provides careers education, information, advice and guidance that equips people with the skills, knowledge, tools, support and confidence they need to make careers decisions and transitions throughout their lives.

However, the concept of a career is not the same for all people and cultures. This National Careers System Strategy (the Strategy) defines “careers” broadly, recognising all paid and unpaid work, and time spent in study and training, throughout a person’s life.

In our early engagement with experts within the careers system it was clear that Aotearoa New Zealand’s careers system needs to have people at its centre – both individuals and their whānau – and must focus on supporting them to make good careers decisions.

On the journey to develop this Strategy, the Tertiary Education Commission (TEC) engaged with people from across the careers system. This included Māori, iwi, and rōpū, in order to understand Māori aspirations and specific needs from the careers system. TEC also held hui with specialist stakeholders who represent key areas of the careers system or perspectives of underserved groups, including Pacific and disabled people.

This collective development approach has been vital to achieving practical and sustainable recommendations to ensure the careers system works for everyone. The key focus areas of the Strategy build on the good work already happening within the careers system, and signal the Government’s commitment to addressing the barriers and challenges people currently face when making career decisions.

This Strategy has been developed for today and the future, ready to support new skills, new roles and the capability needed to achieve growth.

I thank everyone who participated in the development of this National Careers System Strategy.



**Hon Jan Tinetti**  
Minister of Education

# Te Rautaki Pūnaha Aramahi ā-Motu **National Careers System Strategy**



## Te Matawhānui **Vision**

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**People are empowered to understand themselves and their aspirations and can navigate careers opportunities that fit throughout their lives.**



## Te Pūtake **Purpose**

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**To provide careers education, information, advice and guidance to support people to make careers decisions and transitions.**

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## Ngā Mātāpono Principles

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- He Wātea ki te Tokomaha | **Accessible:**  
The careers system is available for everyone throughout their lives, regardless of age, gender, ethnicity or ability.
  - He Kauawhi | **Inclusive:**  
The careers system is culturally affirming, incorporating Māori knowledge, tikanga and te ao Māori, as well as Pacific and other world views.
  - Te Tiriti o Waitangi | **The Treaty of Waitangi:**  
The careers system honours the partnership with Māori under Te Tiriti o Waitangi.
  - He aro ki te tangata | **People-centred:**  
People are at the centre of the careers system, and their different pathways, and work and learning decisions, are respected.
  - Te Kounga | **Quality:**  
People accessing the careers system consistently receive quality careers education, information, advice and guidance.
  - He Urupare | **Responsive:**  
The careers system is responsive to changes in both the world of work and the wider environment.
  - He Tūhonohono | **Connected:**  
The careers system supports bringing people, iwi, communities, education institutions, employers and related systems together.
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# Te Wāhi Arotahi

## Te Whakapakari Hononga

Focus Area

## Strengthen Connections

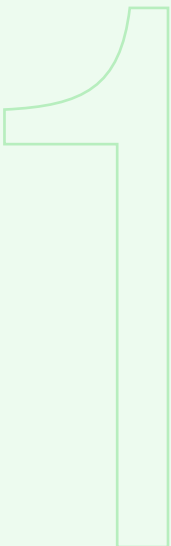
Establish a leadership function for the careers system to improve coordination and support stronger connections between the system's users, stakeholders, government agencies and related systems.

### Current state:

A disconnected system which is difficult for people to use and its stakeholders to engage with.

### Future state:

A connected careers system that people can easily navigate throughout their lives to access careers education, information, advice and guidance.



## What we recommend:

### 1. Establish a leadership function for the careers system, led by the Tertiary Education Commission (TEC), to:

- a. provide cross-agency system leadership and serve as kaitiaki of the system's strategy
- b. monitor the system's performance
- c. facilitate greater communication and collaboration
- d. provide advice to Government and agencies.

The function should also support greater connection with the careers system. To achieve this, it should first:

### 2. Work with industry, employers, education providers and other agencies to develop and share quality careers-related information.

Build on existing and new channels, such as the Workforce Development Councils, to develop careers-related information and share it via platforms such as Tahatū. Information should include insights into skills needs, employment and education opportunities, the future of work and entrepreneurial pathways.

### 3. Increase awareness and usage of the careers system and careers services. Support people to connect with the careers system throughout their lives, by:

- a. undertaking a marketing and communications programme, and
- b. working with the system's stakeholders to make access points clearer to users.



# Te Wāhi Arotahi

## **Te Whakatupu i te Tautoko Aramahi Kounga**

Focus Area

## **Grow Quality Careers Support**

**Improve the quality and availability of careers support, and the diversity of those who deliver it.**

### **Current state:**

Careers support is limited and its quality is highly variable.

### **Future state:**

Quality careers support is readily available and delivered in different ways by a diverse careers workforce.





## What we recommend:

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4. **Develop options to increase effective careers support for secondary students.** Work collaboratively with stakeholders to develop options for the delivery of careers services in secondary schools, for Ministerial consideration. This would include exploring a broad range of options including enhancing the current system, using external providers, and providing flexibility to schools to meet their specific needs.
  5. **Explore ways to increase access to kanohi ki te kanohi (face-to-face) careers support.** These could include an expansion of the current Direct Careers Service and developing a dedicated network of careers centres, such as those seen internationally.
  6. **Deliver learning opportunities, frameworks and resources to grow the capability of frontline careers service providers – prioritising those supporting Māori, Pacific peoples, disabled people, youth and other priority groups.**
    - a. Develop learning opportunities, such as training courses and micro-credentials, to help grow the capability of the careers workforce.
    - b. Expand the Network of Expertise funding for careers, to support schools to use available guidelines and frameworks to design and deliver high-quality career development programmes.
    - c. Build and share frameworks and resources that reflect an Aotearoa New Zealand perspective, careers theory and research, Māori and Pacific peoples' insights and world views, with frontline agencies, education providers, employers and other careers support providers.
    - d. Support researchers to develop careers knowledge specific to Aotearoa New Zealand, including mātauranga Māori, and use Tahatū to communicate it along with relevant international research findings.
  7. **Continue the ongoing development of Tahatū to support people and their whānau to make careers decisions.** Continue developing Tahatū to help people understand themselves and their transferable skills, gain experiences of the world of work, identify opportunities, develop aspirations, and make short- and long-term plans.
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Te Wāhi Arotahi

# Te Whakarite Kia Mana Ōrite Te Whai Wāhi

Focus Area

## Ensure Equitable Access

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Work collaboratively with Māori, other communities, and stakeholders to understand and remove barriers preventing people and their whānau from accessing and using the careers system.

### Current state:

Not all people are able to access the careers system, and some feel it's not designed for them.

### Future state:

All people feel connected to, and supported by, the careers system.



## What we recommend:

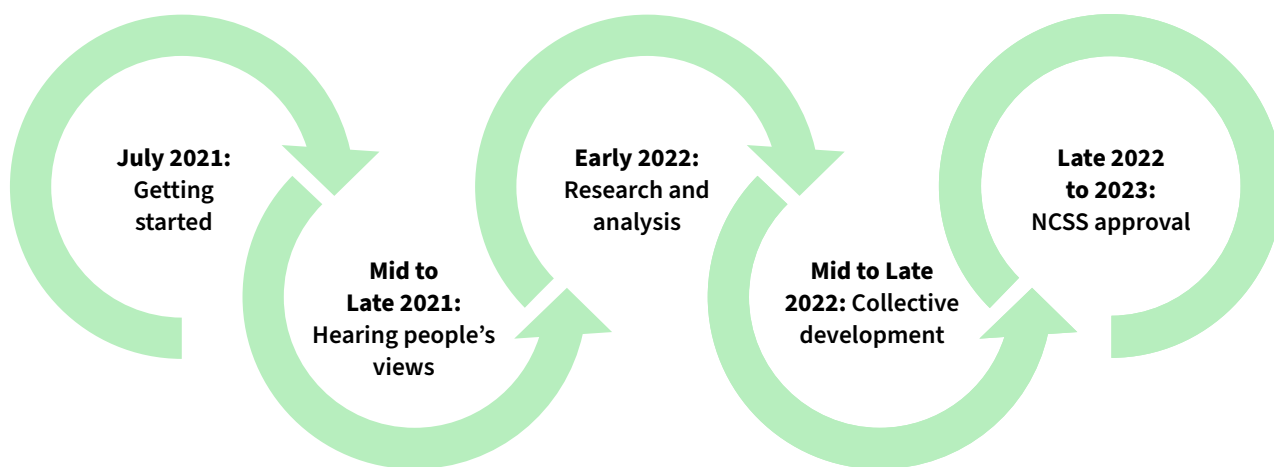
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- 8. Support Māori and Pacific peoples to develop and deliver community-led careers programmes.** Work with government agencies to ensure funding channels and other support are available for the development and delivery of community-led careers services programmes for Māori and Pacific tamariki, rangatahi and adults considering careers transitions.
- 9. Provide schools with the support and resources to deliver careers guidance to Māori, Pacific peoples, and disabled learners/ākonga.** Work with Māori, Pacific peoples, disability advocates, and agencies and groups successfully providing careers services to priority groups, to gather and share their knowledge on how best to deliver careers services to priority groups. After resources are made available to the school workforce, additional support options should be considered.
- 10. Ensure ongoing alignment of the careers system's work and the work of other government agencies supporting employment outcomes for Māori and priority groups.** This includes continuing work currently under way to support the Employment Strategy action plans.
- 11. Develop a monitoring programme to ensure access is always equitable and longer-term outcomes for priority groups are improving.** Leverage data, reporting and relationships built during the implementation of this strategy to monitor access and outcomes.



# Te whakawhanake i te Rautaki Pūnaha Aramahi ā-Motu

## How the NCSS was developed



### July 2021: Getting started

- The Tertiary Education Commission (TEC) committed to leading the development of the National Careers System Strategy (NCSS) in collaboration with partners and system stakeholders. The NCSS encompasses the entire careers system for all people in Aotearoa New Zealand and responds to:
  - > the economic and structural changes from COVID-19
  - > the maturing of the existing careers strategy
  - > calls for the government-led development of a strategy to improve the efficiency and effectiveness of the careers system.

### Mid to Late 2021: Hearing people's views

- TEC spoke with expert stakeholders from across the careers system to understand their perceptions of the system's purpose, what they need from the system, and their thoughts on how the current system was performing. These stakeholders included Māori, government agencies, business peak bodies, education providers, and the careers workforce.

**Early 2022:  
Research and  
analysis**

- TEC completed additional stakeholder engagement, causal loop mapping, research and analysis to develop a complete picture of the careers system in Aotearoa New Zealand.
- The analysis showed the careers system provides careers education, information, advice and guidance which equips people with the skills, knowledge, tools, support and confidence they need to make:
  - > careers decisions (pathway, education and employment decisions)
  - > transitions (eg. from secondary to tertiary education, or from unemployment to retraining).
- The careers education, information, advice, and guidance is delivered through a complex mix of stakeholders and other influencers which have interconnected, but at times unaligned, needs. This includes a significant number of programmes funded by government.

**Mid to  
Late 2022:  
Collective  
development**

- TEC worked with stakeholders to determine a future-state vision, guiding principles and focus areas for the NCSS.
- TEC's collective approach meant engaging widely across the careers system, including:
  - > discussions with Māori, iwi, and rūpū to understand Māori aspirations and specific needs from the careers system.
  - > establishing a cross-agency advisory panel and hosting a series of workshops to support NCSS content development.
  - > meeting with specialist stakeholders who represent specific areas of the careers system or perspectives of underserved groups, including Pacific and disabled people.
  - > hosting seven online hui to reach a wide range of careers system stakeholders and community representatives, including sessions dedicated to Māori and Pacific peoples' perspectives. The hui were attended by 500 people, representing 300 organisations.

**Late 2022 to  
2023: NCSS  
approval**

- The NCSS was reviewed and supported by cross-agency senior officials and Ministers, whose agencies will be responsible for delivering the recommendations in the NCSS, before being approved by Cabinet.



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