



CATE

Ngā Kaitohutohu Rapuara Aotearoa
Careers and Transition Education Association NZ

Steering Whole School Career Education into the Future.

TUESDAY 2ND DECEMBER 2025

What are we mandated to do?

The [Education and Training Act 2020](#) requires schools to provide career education and guidance to students in Year 7 and above. This is outlined in section 1(b) and ensures students are prepared for life after school, whether through entering the workforce or pursuing further education or training. The Act also requires principals to ensure students receive good guidance and counselling ([Section 103](#)).





Attendance and participation

- › Implement the Attendance Action Plan
- › Increase 3- and 4-year-old ECE participation
- › Improve services to identify barriers and lift attendance

Increased student attendance: **80%** of students are present for more than **90%** of the term by December 2030



Progress and achievement

- › Evidence-based learning in early years
- › National curricula updates
- › Consistent assessment and aromatawai and progress monitoring
- › Professional learning and support for evidence-based teaching
- › Strengthen NCEA

More students at expected curriculum levels: **80%** of Year 8 students at or above the expected curriculum level for their age in reading, writing and maths by December 2030



System stewardship

- › Provide quality policy, regulatory and implementation advice
- › Enable value-for-money focus of the Ministry
- › Strengthen the data and evidence system
- › Give effect to Te Tiriti and meet legislative requirements

Education Priorities

The current Government has proposed removing the requirement for a statement of NELP from the Education and Training Act, which means that a future NELP would not be issued. The existing NELP (issued in November 2020 by the previous government) will be allowed to expire rather than being withdrawn earlier.

Why Career Education Matters

Benefits of a Career Education Plan

- ❑ Ensure alignment with school goals and plans
- ❑ Identify and map career learning across curriculum
- ❑ Embed Te Tiriti o Waitangi, inclusion, and equity
- ❑ Strengthen community and whānau engagement
- ❑ Promote student agency, wellbeing, and success
- ❑ Use evidence to show progress and guide decisions

Evidence to support

Referencing OECD Career
Readiness research
(OECD, 2021; 2023)

OECD findings show that students make better adult transitions when schools:

- Expose students early and often to career learning
- Ensure career education is planned, systematic, and progressively builds competency
- Provide structured interactions with employers, tertiary providers, and the community
- Support students to develop self-awareness, realistic goal-setting, and exploration skills
- Use strong data and evidence to evaluate what actually improves outcomes
- Focus on priority groups, as students facing disadvantage benefit *most* from coordinated career development
- Build identity, confidence, and readiness through curriculum-integrated experiences, not one-off events

International Best Practice in Career Education

1. Whole-School Approach

2. Progressive, Curriculum-Integrated Career Learning

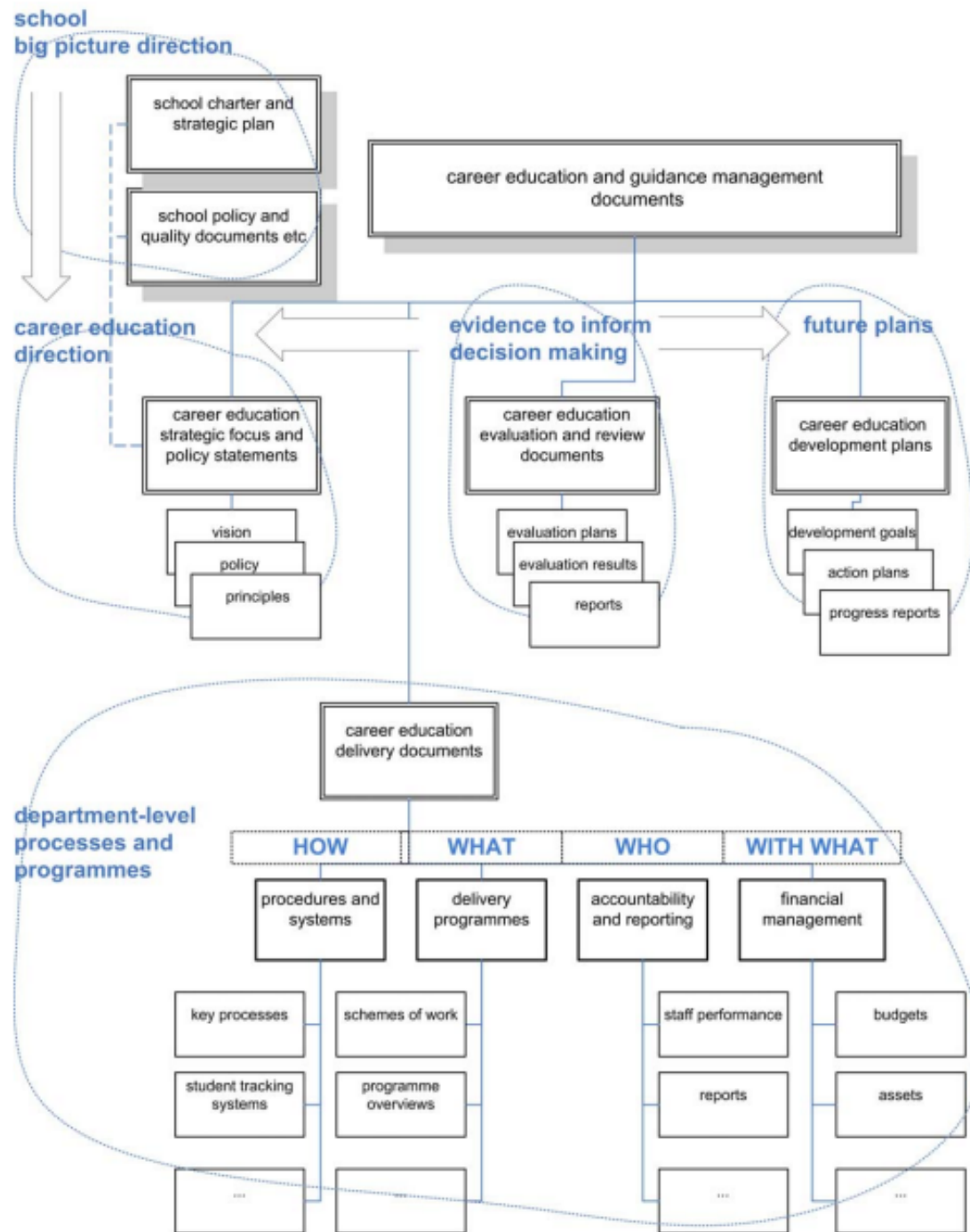
3. Employer & Community Engagement

4. Personalised Guidance & Student Agency

5. Data, Tracking & Evidence

6. Equity, Inclusion & Priority Groups

7. Career Management Competencies



Career Education Plan

Creating a Career Education Vision

A vision statement summarises the long-term impact that you want your career programme to achieve. It is both aspirational and practical, where you want to go.

- What is the school's strategic vision for careers,
- What is the context, resources and opportunities?
- What milestones or outcomes do I want for the students?
- What is relevant to my local context?
- Will it guide action in my plan?

Example:



The school's strategic vision "Kaiteriteri High School's strategic vision is to **educate, empower, and nurture** each student so they can **confidently succeed in their world**."

Career Education Vision Ideas: -

"To empower every Kaiteriteri High School student to confidently navigate their future by providing meaningful, equitable, and locally connected career learning that nurtures their strengths, identity, and aspirations."

"Every learner at Kaiteriteri High School will develop the confidence, skills, and insight to shape their own career pathway, supported through purposeful learning and strong whānau and community connections."



How it aligns with government priorities and school's strategic vision?

Ministry priorities, Ka Hikitia, Pasifika Action Plan etc

Describe school wide career Learning

Describe where and how career learning currently happens in formal and informal contexts.

Provide examples, both big and small, and note any gaps.

Consider:

- career education activities in the school
- Dedicated career lessons – curriculum time, homeroom/ako time, or is it part of a learning area – health, social studies etc.
- extra-curricular activities, events and transition programmes
- links between secondary and tertiary pathways
- links between employers, work experience or industry engagement opportunities.

Tahatū career map: Year 9-10 Integrating Tahatū Career Navigator and Inspiring the Future

This resource is a guide to support the integration of *Tahatū Career Navigator* and *Inspiring the Future* into your career education plan. We've grouped relevant resources and Inspiring the Future events and themes that could be useful for each year group. The resources can also be used across other years. Included are unit standards relevant for each year and that connect to careers education.

| Broadening horizons and challenging stereotypes through activities | | | | |
|--|--|---|--|---|
| Career competencies | Objectives | Students will develop the following skills | Click on the links for Tahatū resources | Suggested Inspiring the Future events and supporting themes |
| Self-awareness | Students to build on their self-awareness. | <ul style="list-style-type: none">• Deepen understanding of their strengths, skills, interests, aspirations, languages, identities and cultures.• Reflect on how personal characteristics shape their decisions and opportunities.• Understand and challenge stereotypes about careers and roles. | <ul style="list-style-type: none">• Tahatū activity guide 1: Getting to know Tahatū• Activity 1: Setting the scene• What does success look like to you? Video• Tahatū activity guide 2: Get inspired• Activity 4: Future Fitter game• Activity 5: Interest quiz• Activity 6: Identifying your skills, worksheet A• How to find your career path• Career Mālagā pages 2-7• Rangatahi Futures: Careers of my ancestors• Setting the scene, Career profiles | Event formats <ul style="list-style-type: none">• 1st career – Panel sessions where students try to guess panelist's jobs, followed by in-depth discussions in smaller groups• Career chats – in-person or online Q&A sessions with volunteers Recommended themes <ul style="list-style-type: none">• Broaden horizons and challenge stereotypes• Subject specific, eg. science careers |
| Explore opportunities | Explore and compare options while connecting self to the world of work. | <ul style="list-style-type: none">• Research and analyse a variety of career possibilities and understand a range of pathway options.• Begin understanding how learning connects to career planning.• Explore the role of influencers, support systems and networks in shaping career opportunities. | <ul style="list-style-type: none">• Tahatū chart• Tahatū activity guide 3: School and NCEA• Activity 1: How to choose your subject activity and video• Tahatū activity guide 4: Work• Activity 1: Exploring Work: Match• Activity 2: Guess my job• Activity 5: World of work card sort<ul style="list-style-type: none">• Option 1: Know what this job does• Option 2: Talk via cam• Rangatahi Futures: Careers of our ancestors• Guess my career: The world is mine, NCEA game• Career practice hub: Classroom activities - Year 9-10• Career Mālagā pages 12-15 | |
| Deciding | Developing decision-making strategies for learning career planning. | <ul style="list-style-type: none">• Reflect and identify skills that are developed in subject areas, extracurricular activities, part time and volunteer work.• Identify subjects and extracurricular activities that line up with their interests and strengths.• Use research to explore how different educational and career options match personal aspirations. | <ul style="list-style-type: none">• Choosing NCEA subjects• Rangatahi Futures: Careers of my ancestors• Challenge and choose• Rangatahi Futures: Careers of my ancestors• Use research to explore how different educational and career options match personal aspirations.• Career Mālagā pages 12-15 | |
| Acting | Engage in activities that broaden horizons and challenge their career ideas. | <ul style="list-style-type: none">• Participate in career events and activities.• Begin setting medium term goals that connect to both academic and career pathways. | | |

tahatu.govt.nz/career-map

Mapping Career Management Competencies

Building on what you have, map out how students can progressively build their career management competencies across year levels. This can happen through:

- one-to-one engagement with the career adviser
- integration of careers into curriculum and subject areas
- pastoral care and co-curricular activities
- vocational pathways like Gateway, STAR, and Trades Academies
- work-based learning and industry or employer engagement opportunities.



Gather and Evaluate Feedback

Gather information to check what's working and to strengthen your approach using a variety of evidence sources, such as:

- student feedback and surveys
- whānau and iwi perspectives
- employer input
- transition and destination data, and self-review tools.

Tell the success stories, what is working well.

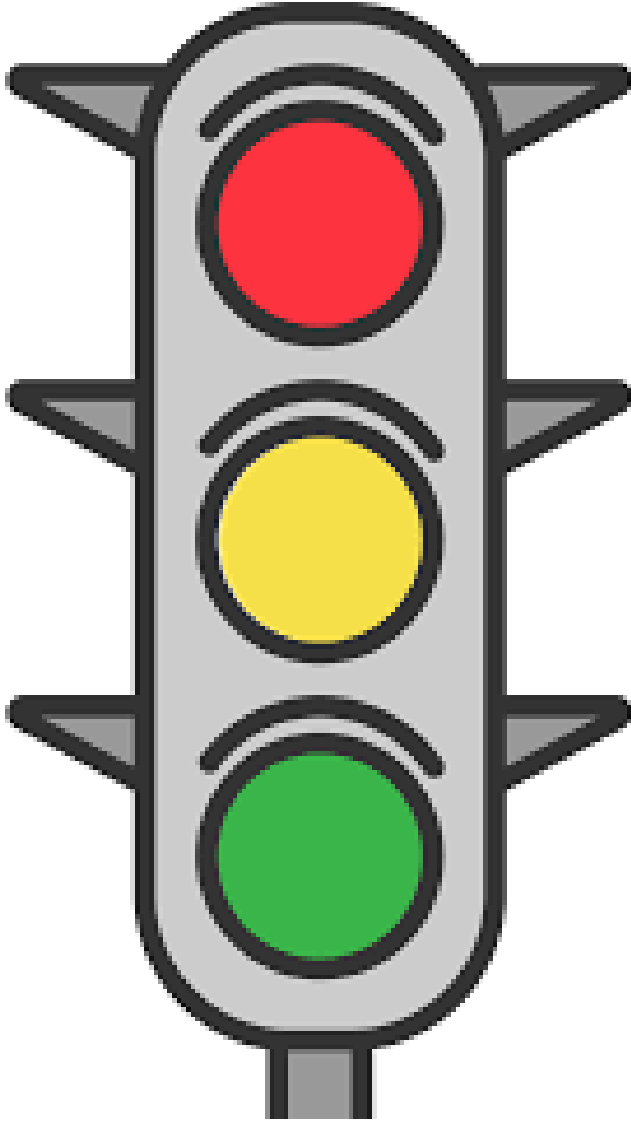


Gap Analysis



www.expertprogrammanagement.com

Identify the
GAPS



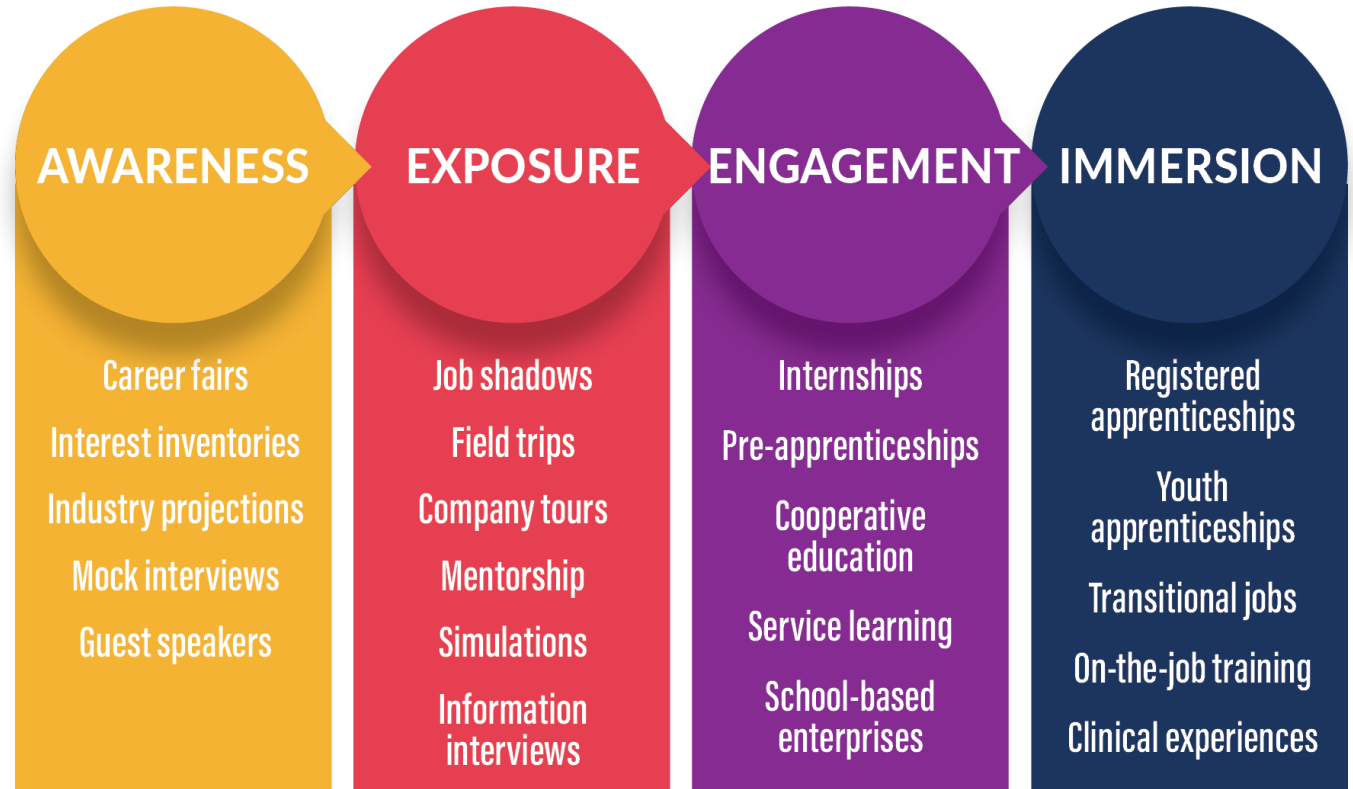
Priority Students

- Māori
- Pasifika
- Neurodiverse
- Learning Needs
- Refugee Students
- Students at Risk of Leaving School early without a qualification
- Who else?

Stakeholder Engagement – Employers/ Tertiary providers

Who are our key partners?
What method suits each partner?
Where are the gaps?
What new partnerships should we pursue?

Continuum of Work-Based Learning Models Across Phases

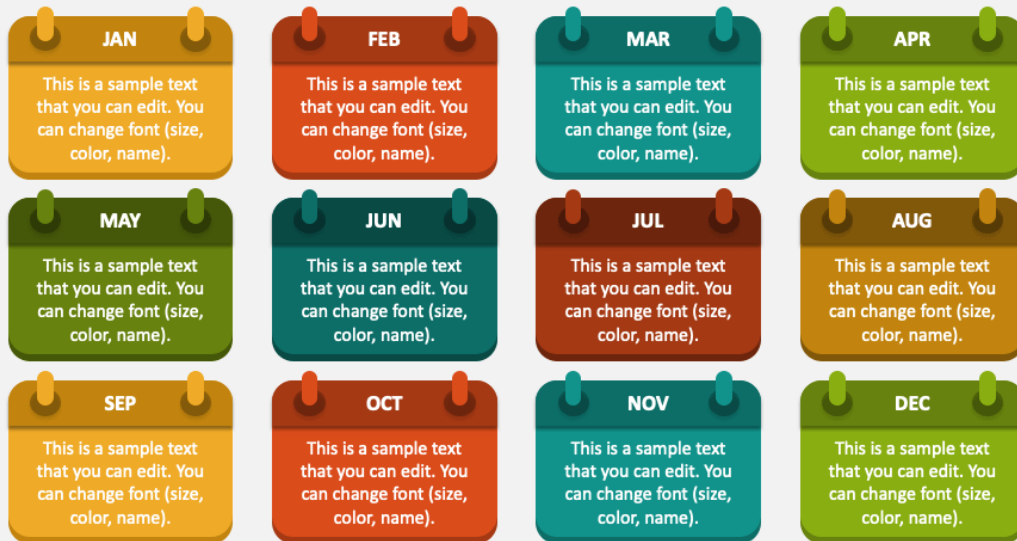




Stakeholder Engagement - Whānau

CALENDAR OF EVENTS

**Note: Above numbers are just for representation.
You may change them accordingly.*



What else to include in your plan:

1. Define career team roles and responsibilities
2. Student transitions processes – how track data
3. Calendar of events and programme delivery
4. Access to resources, spaces, and technologies
5. Budget and resourcing
6. Review processes



Turn your vision into action

Ensure it remains a dynamic document that adapts to evolving circumstances and the changing needs of your students.

An effective plan:-

- clear and easy to share
- consistently evaluated and refined
- communicated with staff, students, whānau, iwi, and local industry
- based on data and reflective practice.

ACTION Plan 2026

1. Confirm Our Priorities for 2026

Using our Career Education Plan, we identify **three high-impact priorities**:

Priority 1: _____

(e.g., Increase employer engagement across Y9–11)

Priority 2: _____

(e.g., Design one integrated curriculum programme with one subject area)

Priority 3: _____

(e.g., Improve equity outcomes for Māori and Pasifika learners)

These priorities are selected because they:

- ✓ Align with our vision
- ✓ Respond to data/evidence
- ✓ Support priority learners
- ✓ Strengthen whole-school systems





Effective Plans are:

1. Ensure accessibility and clear communication
2. Review and improve regularly
3. Share with staff, students, whānau, iwi, and industry
4. Base plan on data and reflection
5. Treat plan as Taonga; share, revisit, and focus on students