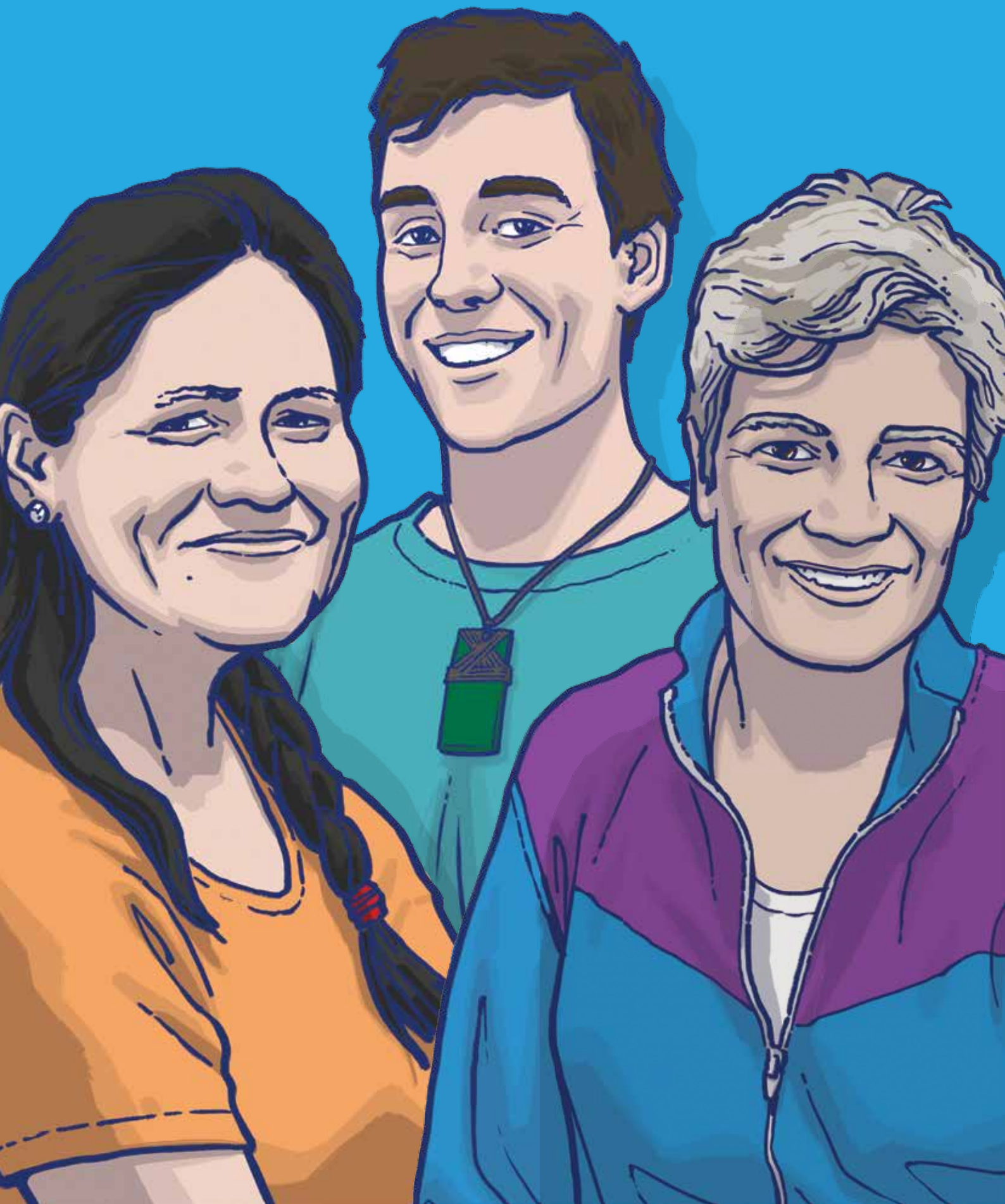


Project Kāmehameha

A summary of research to inform design and delivery of career resources for Māori



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Introduction

Careers New Zealand is the government's career expert. We help people to navigate their career journey.

We do this by:

- connecting educators and employers to improve career pathways at important transition points in people's learning and work lives
- delivering professional development services for those influencing other people's career choices to help them provide informed career support
- developing new and existing digital tools and resources to help people make informed learning and work choices.

Our strategy

Our strategy for 2015-2019 focuses on young people, Māori and Pasifika. We continue to build our ability to work with Māori and contribute to achieving the aims of Ka Hikitia (the Māori Education Strategy 2013-2017), Tau Mai Te Reo, the Pasifika Education Plan 2013-2017 and the Māori and Pasifika Trades Training initiative.

Project Kāmeheameha contributes to the 2015 Business Growth Agenda priority of lifting Māori and Pasifika participation in the workforce to the same level as the rest of New Zealand.

Project Kāmeheameha is a research programme that will be used to drive the development of digital tools and resources to respond to the changing career needs of rangatahi Māori. In particular the research will strengthen pathways for Māori learners through the improvement of digital tools and resources for rangatahi, whānau and teachers.

Designing for a Māori audience

Careers New Zealand recognises the need for the information and resources we provide to be appropriate and accessible for Māori. Project Kāmeheameha helps ensure we are designing and developing career resources that work for Māori. Through Project Kāmeheameha we are identifying the resources we need in the future, and integrating the research insights into ongoing resource development. The resources include material in English and te reo Māori and could be printed, digital or both.

Project Kāmeheameha is helping us:

- gather audience insights and suggestions for guiding the development of suitable resources
- to identify and implement improvements to our resources and development processes in the short and medium term
- establish Māori personas and mind-sets for key audiences to help focus the improvement and development of resources.

Project Kāmeheameha started in 2014/15 and is continuing in 2015/16 with the development of resources based on the evidence we have gathered.

This report summarises the three pieces of research undertaken by Project Kāmeheameha:

1. an in depth focus group research project undertaken with in-classroom kaiako/teachers (in both Māori medium and mainstream schools), rangatahi in Years 7 to 13 and whānau/family who influence young Māori
2. a review of our current resources
3. a survey of rangatahi attending the Ngā Manu Kōrero speech competition and the Te Matatini kapa haka competitions.



01

Extend their world view

Help rangatahi to define the personal meaning of success and career and provide opportunities for them to extend their world view beyond immediate connections/whānau.



02

Be relevant and personalised

It's important for rangatahi to see themselves reflected in the resources – not just their cultural identity but also their interests and passions (such as sports and creative pursuits).



03

Be authentic and genuine

It's not enough to add in a few Māori faces or translate resources. To truly engage and make a difference, the resources for Māori students need to integrate Māori perspectives or world view and feel genuinely in touch with the needs and challenges of rangatahi and whānau in the 21st century.



04

Celebrate Māori success

Counter the tall poppy syndrome by resourcing teachers to inspire Māori students to understand success on a personal level and to succeed academically despite peer pressure. Resources need to show rangatahi and successful adult Māori standing tall and sharing their success stories.

05

Strengthen cultural identity

Rangatahi valued their Māori cultural identity and for some it was aspirational. Facilitating cultural connections and promoting the development of cultural competencies is likely to improve self-esteem and confidence. Promoting skills for specialist Māori career paths would also be useful.



06

Interactive and visual

Too much reading and writing turns rangatahi off. It is better to engage via their preferred media, such as video, games and cartoons. Other ideas include live streaming experiences and events, blogs, live chat, messenger, FaceTime conversations, Facebook and Instagram.

07

Be youthful and fun

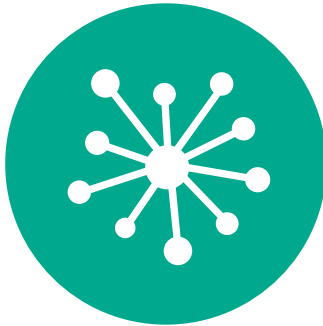
Resources should use local Māori humour and colloquial language to connect with rangatahi. More use of colour and images with less text will make resources more appealing and accessible to rangatahi.



09

Facilitate networking

Helping rangatahi form relationships with positive role models and mentors either online or face-to-face would be very beneficial. Many prefer to talk and experience things first-hand rather than doing lots of reading and writing.



11

Collective mind-set

Whānau and peers are very influential for rangatahi. Consider tools and resources that facilitate conversations with whānau and group-based activities and games to encourage exploration and decision-making with friends.



12

Easy to access

Rangatahi would value easy access to the resources via smartphone apps with no need to log in or identify themselves, such as QR codes on posters in sports centres or malls. This would give them the ability to spontaneously explore and play with different options and activities in the moment. They are seeking easy light-hearted interactions.



08

Lifestyle goals

Lifestyle aspirations could be an alternative starting point for careers exploration. The focus groups showed strong interest in the earning potential of different careers and what this means for wider lifestyle goals.



10

Grow skills for life

It's important to challenge the view that career success is just for those who go to university. Illustrating the wide variety of post school-pathways to success will help rangatahi keep options open and grow life skills. Asking them to decide what they're going to do for the rest of their life can be overwhelming.

13

Recognise dual worlds of Te Ao Māori and New Zealand society

It's important for Careers New Zealand to reflect the real life experience of living in a dual world. Many rangatahi do not want to visit a separate world of Māori but they do want to be culturally recognised and valued within wider New Zealand society.



01

Ease of use

Resources need to be easy to download and use – they should be in a format kaiako can edit, photocopy and circulate to students.



02

Easy to find

Kaiako are busy and need a website that is quick and easy to navigate. They need improved search engines and tools to tailor resources for different students.



03

Repackage rather than recreate

Kaiako are mostly satisfied with the resources available but need them to be repackaged in a way that will appeal to rangatahi. Being more youthful and interactive is key.



04

Cultural career champions

Kaiako need support to be cultural career champions for rangatahi. They also need practical advice for helping rangatahi navigate career options in dual worlds and easy access to resources to help rangatahi explore learning and career pathways.



01

Help whānau show leadership

Whānau would value leadership advice and tips on how to be a good role model. They recognise the need to lead by example, to walk the talk, and often struggle to motivate their rangatahi.



03

Growing self-awareness of rangatahi

Whānau want to help rangatahi get to know themselves better. Whānau are well placed to help rangatahi see their unique talents and strengths. They can work with rangatahi to explore their interests and aspirations and figure out the implications for study and career choices.

02

Overcoming conflict

There is a need for strategies to resolve conflict over career study aspirations. Whānau want to know how to find common ground and understand motivations behind differing aspirations.



04

Cultural identity

Whānau want help to grow the cultural identity of their rangatahi, primarily to raise self-esteem and confidence. However, some whānau don't have easy access to elders or a marae experience. They need technology that creates cultural experiences, and links to existing resources, programmes and people in their region.




05

Be a helping hand for whānau

When times get tough for whānau – we need to be there to answer questions, listen to their concerns about their rangatahi and point them in the right direction for resources and extra support. Case studies and advice from whānau experiencing similar challenges will also help.



Rangatahi mind-sets and personas



"I'm interested in business management, owning my own business, being my own boss. I don't know why, I just like it. No one else in my family does this, I just want to do it. My favourite store is Typo and I want to have one like it."

Maria

Maria is 16 years old, in Year 12, and attends Aotea College in South Auckland. Her iwi are Tūwharetoa, and Ngāi Tahu. She has a strong sense of whānau and loves to spend time with family, sharing home-cooked dinners, and going to the beach. Maria's family is loving, caring, reliable, and always there for her.

Maria is not immersed in her Māori culture and does not learn te reo Māori, do kapa haka, or visit her marae regularly. She doesn't feel any pressure from family to do so.

Interests

Maria's interests mostly include things that don't require big crowds or teams. She likes going for random drives on her own now she's got her restricted licence.

"It gets me out of the house. Sometimes I need space on my own to think."

She also spends time hanging out with her boyfriend at home.

Maria is good with computers and likes accounting. Unlike her whānau and boyfriend, she's not into sports.

Character/personality

Maria is her own person, independent but also shy. She avoids public speaking and can be socially awkward.

"I get anxious thinking about social situations, but I'm fine once I'm in them."

She doesn't see herself as a leader, just as someone who knows her own mind and is motivated to achieve her goals.

Study/career aspirations

Maria is very driven to be a successful business woman but is unclear who or what has influenced her aspirations. Her whānau have always been very supportive and encourage her to pursue her dreams.

Maria is organised, plans well and researches information within her grasp.

Decision-making

For Maria, making decisions about the future is imminent. She knows what she wants to do and wants to give it her best shot. She found the Careers New Zealand website useful and CareerQuest helped confirm the types of jobs that would suit her. But she is now seeking more in-depth information.

Her whānau support her decisions but can't really provide any useful information about her chosen career. Her school careers adviser was helpful with subject guidance.

What she really would like is to talk to someone with experience in retail. She has lots of questions to ask and is keen to get help to prepare for the future.

"I don't see the benefit of talking to some random teacher or my family as they don't know."

Challenges/concerns

Maria is concerned about how she is going to find the right people with the right experience in retail business management.

She doesn't yet know what it takes to be successful in business and she doesn't want to waste her time doing the wrong things. She would like guidance from someone with experience.


"Someone who has been there and done it all before."

Future solutions

Too many words are a turn-off for Maria. She liked the idea behind the Careers New Zealand Māori myths resource (learning from mistakes, leadership, goal-setting). She pointed out that the benefits of reading it need to be sign-posted up front, otherwise she wouldn't normally bother.

Maria wants a mentor. Whilst she has done some reading online she prefers to receive careers information from people with experience.

She would be more comfortable interacting online, such as posting questions via Facebook or Messenger. She can feel intimidated by face-to-face meetings.

A stylized illustration of a young man with short brown hair, smiling broadly. He is wearing a teal t-shirt and a necklace with a green rectangular pendant. The background is white with a soft grey shadow behind him. A teal speech bubble is overlaid on the left side of the image.

"I took workshop -
hard metals. I even
stopped going to PE
so I could make the
workshop classes."

Morgan

Morgan is 15 years old, in Year 11, and is from Northland. He studies at Te Kura Hourua ki Whangaruru. His iwi is Ngāti Wai and he is very proud of his culture. He attended kōhanga reo as a child, and is bilingual. Te reo Māori was spoken all the time at home when he was growing up. Morgan spends a lot of time with family, playing sport, hanging out, and supporting the local marae.

Interests

Morgan loves sport, especially touch, and rugby league. He participates in kapa haka at school, and is diligent with his school work.

"I like the feeling of completing a test at school."

Morgan likes to do social things with friends and family, and to be creative when alone.

"When I'm alone I like to think of inventive things."

Character/personality

Morgan is intelligent and really good at connecting with people and making them feel part of things.

Morgan knows what he wants to do after he leaves school, and what grades he needs.

He is a good listener, is independent, takes instructions well, and is not afraid to take charge or lead.

There is a quiet, uncomplicated confidence about Morgan and he is well respected.

Study/career aspirations

Morgan wants to learn a trade after school, perhaps be a builder, a mechanic or some sort of engineer – something like his uncles have done.

As he's had this goal in mind, he's taken appropriate subjects at school.

Decision-making

For Morgan, making decisions about his career is part of life and being at school, and he is not afraid of doing this.

He always goes to his mum first as she gives good advice and knows him well.

"My mum is very knowledgeable and she knows how to manage her money."

Morgan also asks his kaiako for advice. They recommended the Careers New Zealand website, which he found helpful when deciding what subjects to take.

"The subject matcher was good, as it shows you the jobs you can do with that subject."

Challenges/concerns

Morgan is yet to select which trade he wants and is exploring whether he should enlist in the armed forces to complete his trade qualifications.

He doesn't yet know all his options, although he knows he would like to work in engineering or construction.

Future solutions


Hands-on or mentor experiences appeal to Morgan. He is good at forming relationships and would benefit from face-to-face interaction and/or FaceTime conversations.

He would appreciate tours of working environments which would help him figure out what he wants to do.

He needs personalised information about trades and being in the armed forces. He is unlikely to engage with general information.

"It needs to be relevant to get my attention."

There is potential for Morgan to use tools that help broaden his world view beyond the work experiences of his whānau.



"I talk with my parents about what to do when I grow up because they have always wanted me to be a doctor. At the same time I want to be something else like a performer."

Anna

Anna is 13 years old, in Year 9, and attends Mt Albert Grammar, Auckland. Her iwi are Ngāpuhi, and Ngāti Kahungunu. Anna is heavily involved in kapa haka and performing arts, and is extremely proud of her Māori heritage. Her whānau is very involved in kapa haka, and they also go to church. Anna is well known for her musical and performance abilities.

Interests

Anna loves to sing and perform.

"I don't know. It's just the feeling of being on stage with that adrenalin rush."

She enjoys spending time with friends and having a good laugh. As well as kapa haka, Anna likes teaching younger tamariki how to play the guitar. She doesn't play sport but doesn't dislike it either. Anna is a very good all-round student with strong academic potential.

Character/personality

Anna is very approachable, laughs a lot, is easy to be around and will give most things a try.

Her grandad considers Anna as being very spiritual. She is level-headed and mature for her age.

Anna has good self-esteem and knows that she can do pretty much anything she puts her mind to. She doesn't get stressed very often.

Study/career aspirations

Anna has thought about possible career options. She wants to be a performer and just loves the idea of being on stage. However, her whānau want Anna to become a doctor. When she was younger she thought this was a good idea, but in recent years her passion for performing has taken over.

Decision-making

Anna puts a lot of stock in whānau advice, although their desire for her to study medicine is causing her some conflict. She is unsure about whose expectations are most important, as she loves her whānau but she also feels strongly about her passion for performing.

She has asked her kaiako for advice about becoming a doctor and about performance careers.

"They gave me far more advice about becoming a doctor than for performing."

Challenges/concerns

Anna feels unsure about what subjects she should take given that she is conflicted about what career she wants.

"Ever since I was a little kid I've always talked about being a doctor and helping little kids. As I grew older I started to lose that interest."

She hasn't got enough information about careers in performing, so she can't provide her family with a good argument for it. They feel that performing is more of a hobby than a career.

Anna is worried that she might have to become a doctor if she can't persuade her whānau otherwise.

Future solutions

Anna would like specific information about the breadth of performance-based career options.

She would also like to read online stories from role models in the profession. She wants an insight into the lifestyle, challenges and opportunities they have faced.

Interactive decision-making tools and games to weigh up different career options and the lifestyle and income they offer would help Anna.

She has found tools on the Careers New Zealand website useful, especially when looking for salary information. She would like easier access to these via a smartphone app.

"Online, you could see the jobs that you could be interested in and how much you get paid."



*"None of us really
care about
that stuff."*

Kevin

Kevin is 16 years old, in Year 12, and attends Naenae College, in Lower Hutt, Wellington. His iwi are Te Arawa, and Tūwharetoa.

Kevin is extremely proud of his Māori culture and learns te reo Māori. For many he is a role model for being proud to be Māori. Most of his family live in Tūrangi so he travels there as many times as he can during the year and never misses the inter-marae challenges that are held there from time to time.

Interests

Kevin loves to go hunting and fishing with his mates and family. He is really into his leisure activities.

He doesn't yet have a girlfriend, but isn't bothered because he's enjoying fun with family and friends, and playing sport.

He is involved in waka ama and kapa haka.

Kevin is not much into school work or applying himself to academic success.

Character/personality

Kevin is very popular, friendly, positive, and honest, sometimes too honest and he often says things before thinking.

Despite appearances Kevin has low self-esteem. He knows that he's really good with people, and with his mates, and is really proud of his Māori heritage, but he struggles with academic achievement.

He uses humour to mask the fact that he is feeling bad about not doing well at school and to avoid serious conversations about his future.

Kevin tends to live in the now, and his whānau seems to think that he is doing okay.

Study/career aspirations

Kevin hasn't really thought about life beyond school and hasn't seriously considered any career options. He lives in the moment. He is fatalistic about his chances of career success.

"I dunno. I've not really thought about a career. Too much into my hunting and fishing. I can't do the school work anyway. I just don't seem to get it. I'll probably just grab whatever I get offered and hope it's not too bad."

Decision-making

Kevin tends to ask his kaiako about what subjects he should do, hoping they might have some ideas. Mostly he can't be bothered thinking about it.

Kevin hasn't seriously considered looking into career options and feels like he's just going through the motions at school. Similar attitudes amongst his closest friends means that any attempts to try and improve academically are quickly shot down.

It's easier for him not to engage in his studies and with decisions about the future, which helps him fit in better with his mates.

He looked at the Careers New Zealand website with his kaiako when deciding on subjects. But it was easier just to pick subjects he and his friends liked.

Challenges/concerns

Kevin doesn't know what career options are available to him and therefore what subjects to take.

At the heart of it is that he doesn't think he can achieve much. None of his family were career minded as far as he is aware.

Kevin has low self-esteem, is indifferent to education, and believes that nothing good can happen for him academically. This perpetuates negativity about his opportunities.

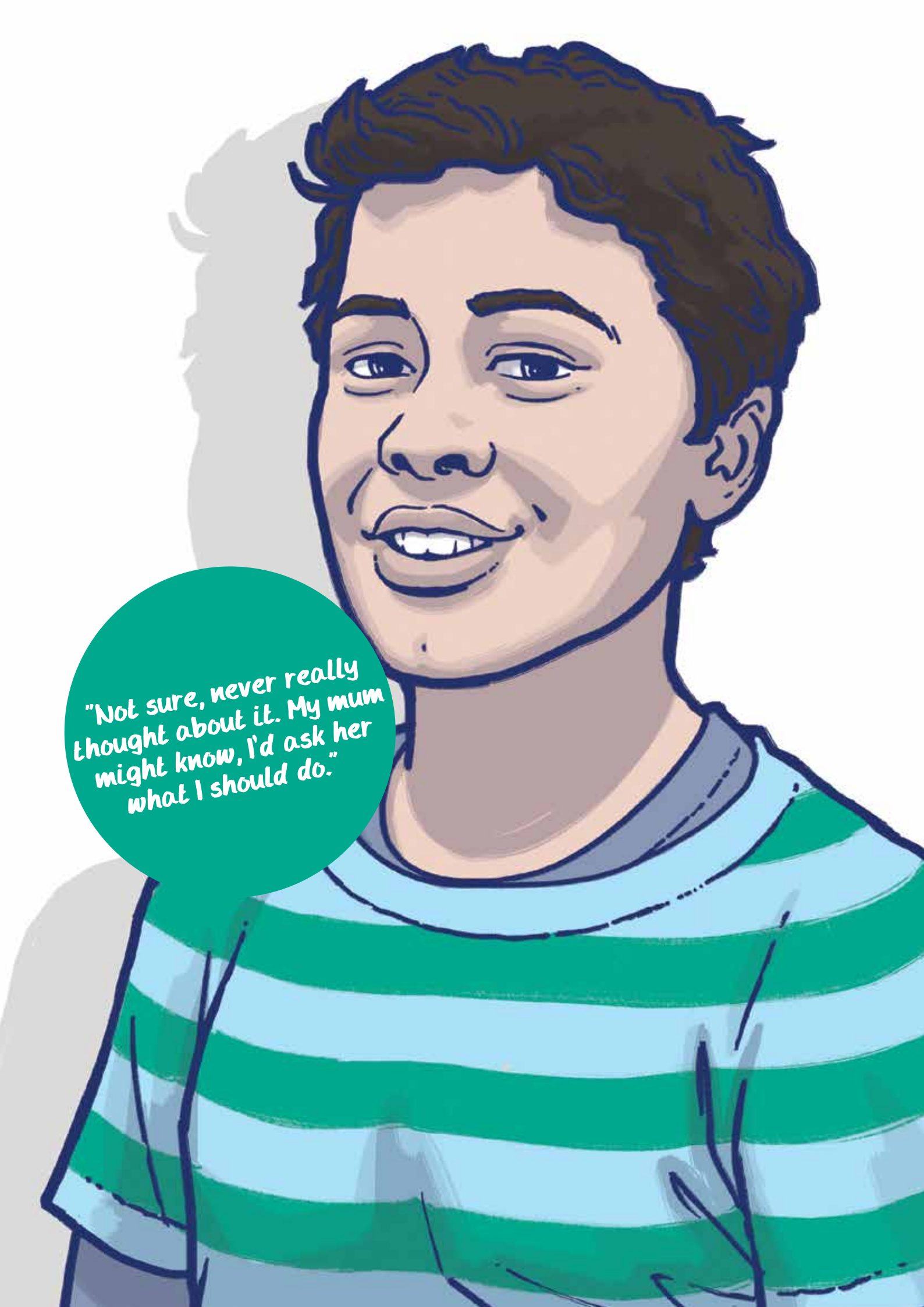
His teacher is worried Kevin will slip between the cracks. She says he can't engage with the idea of studying after school, and she can imagine him just taking the first job that pays money.

Future solutions

Kevin would benefit from peer group careers activities that turn a negative herd-mentality into a positive one.

He needs resources to lift and inspire him and to normalise Māori success. Videos of Māori role models who are proud of their success and have a story to tell would help. Resources that highlight non-academic career pathways to show that success comes in many different forms would also be useful. Kevin needs to hear stories from people who are just like him.

It will be hard work to engage Kevin and spark some interest in careers. Possibly an online video host or game to take rangatahi on a journey, perhaps with options to choose different pathways, subjects or qualifications would help his engagement.



"Not sure, never really thought about it. My mum might know, I'd ask her what I should do."

Eric

Eric is 11 years old, in Year 7, and attends Kedgely Intermediate, Auckland. He cannot remember his iwi.

"I'm 11 and I was born in Middlemore Hospital. I forgot my tribe."

Eric is not involved in anything culturally Māori at home or at school. No one spoke te reo Māori when he was growing up. He loves his whānau and they support him in whatever he does.

Interests

"My parents would be proud of me even if I came last, as long as I tried."

Eric plays rippa rugby, and he likes playing X-box and on the computer.

His favourite activities are to hang out with his mates at school and play sport.

Character/personality

Eric is a little shy at first, but warms up once he gets to know people.

The part he likes most about school is being around his mates and having fun during the breaks, and sometimes in class. He's more of a follower than a leader.

Kaiako find him easily distracted at times, and often see him asking his classmates to repeat the instructions the kaiako had given.

Eric isn't highly motivated to achieve academically.

Study/career aspirations

Eric hasn't thought about a career yet. He is too young and it feels too far away in the future. It's not on his radar.

"I like sleeping and eating. Does that count as a hobby?!"

Decision-making

Eric would ask his mum about career or subjects. But he can't remember ever having a conversation with her about this.

Eric remembers talking to a kaiako about going to college but can't remember what specifically was said. He has a tendency to zone out and not listen.

He wasn't aware of the Careers New Zealand website.

Challenges/concerns

Engaging Eric's interest will be a challenge. Careers and subject choices are not on his radar and may not be for a while.

Eric is relaxed about where he is at, and having no big decisions to make is fine with him.

Future solutions

Eric is young and may not be ready to engage in a careers conversation. There needs to be at least some motivation on Eric's part for engagement to occur.

Classroom tools to explore self-awareness might help Eric as he cannot easily describe his personality and values to others. He is still getting to know himself.

When he looked at the Careers New Zealand site he thought it wasn't relevant to him.

"Too serious and adult."

Making tools and resources more youthful and fun, for example, making the career journey like league or rugby and teachers and role models like players and coaches, might resonate with him.



Kaiako mind-sets and personas



"It's not just about rangatahi per se, but about Māori culture, identity and mana: when rangatahi succeed, whānau and iwi succeed."

Nadia

Nadia is 48 years old, and is a te reo Māori kaiako at a college in Mangere, Auckland. She has been teaching for over 20 years and while it can be tiring, she still feels passionate about her roles as a kaiako.

Nadia's iwi are Rongowhakaata, and Ngāti-Pākehā.

She has two daughters, one in her last year of college and one at university.

Nadia is a connector in her whānau – she makes sure that everyone is up-to-date with what is happening. She is good at bringing everyone together.

Interests

Nadia's main interest is her whānau.

She actively encourages whānau katoa, young and old to learn te reo Māori and supports them with advice and information about courses.

Nadia loves kai Māori – she bakes rewena bread and gathers kina.

Character/personality

Nadia is determined, and strong-minded. For her, the importance of a thriving Māori culture is paramount. She sees her role within schools as not only teaching te reo Māori to students, but also building strong relationships with them.

Through the expression of tikanga like manaakitanga and whānaungatanga, she builds trust with rangatahi and is then better able to engage and advise them.

"It's for them to be leaders of our people, global citizens."

The students

Nadia sees so much potential in rangatahi. She sees their leadership qualities, their abilities at kapa haka and performance, but she also sees the lack of assertiveness, low self-esteem, and limited thinking about what's possible in their lives.

Helping to get rangatahi over the barriers is an ongoing effort for her.

Role of kaiako

For Nadia, kaiako are about opening up a world of possibility for rangatahi. The relationships she develops with rangatahi help her challenge them to be all they can be.

She is interested in helping rangatahi make decisions based on their interests, passion and grades, but also based on who they are – the whole person.

Her relationship skills enable her to speak to rangatahi and whānau directly, to support them to see a bigger picture.

"I'm looking for things that are easy to download, that we can print out and hand out to students in the classroom."

Key challenges

Nadia's main challenges are about building strong enough relationships to counter the limited perceptions of rangatahi about themselves, their low self-esteem, complacency and tendency to dumb down their intelligence.

She wants to encourage rangatahi to see their potential and understand that individual success strengthens iwi success.

Future solutions

Nadia wants resources that:

- show Māori success stories and journeys of transformation – both culturally and academically
- will complement the encouragement she gives to rangatahi and support walking the talk
- are more user friendly for kaiako.



"I want resources that
are quick to access -
boom, go there!"

Matt

Matt is 28 years old, and teaches maths and science to Year 10 and 11 rangatahi at Naenae College.

Matt worked for two years alongside a careers adviser at his previous school, which included helping rangatahi to learn life skills, CV writing, and planning pathways out of school, mainly to university.

Interests

Matt plays social soccer to keep fit, de-stress, and engage socially with his peers.

Matt is a self-confessed tech and IT nerd, and is quietly proud of this. This part of his life enables him to engage with tech-savvy rangatahi and share news about the latest gadgets, trends and resources.

"Being an IT nerd wasn't cool. It took me a long time to realise I was a nerd and to celebrate it."

Character/personality

Matt is progressive in his thinking, and will always encourage rangatahi to think outside the square about a range of things including career choices.

Matt is approachable and positive, and rangatahi find it easy to listen to him and take advice.

The students

Matt is always looking for opportunities that challenge rangatahi to look at things (including careers) in different ways.

"I think it's a horrible idea that our 14 and 15 year old kids think the decisions they make now are going to affect them for the rest of their lives. The jobs they're going to stumble into might not exist or will be automated by the time they get there. Goal setting is different to building a career path at 15."

Matt challenges the notion of career.

"The semantics of career paths needs to be redefined - what is a career?"

Role of kaiako

For Matt, being a kaiako is about opening up a world of possibility for rangatahi.

"I'm concerned about the ones who aren't going to university. That's where you've got the vagueness and the lack of direction. The idea that if you are not going to university, you're a failure, that's a load of cobblers. There are so many opportunities in the workforce for productive and socially contributing people."

Key challenges

Matt is keen to show rangatahi who aren't going to university different pathways.

He wants rangatahi to identify a range of possible career or employment opportunities before they leave school.

"We need to reveal what can be successful jobs. For example, if you leave school and work for Pak 'n' Save, then become a franchisee you're a millionaire. But you start that job pushing trolleys. It's an option but you try and tell that to a schoolboy. It feels like these jobs need to be revealed somehow. University is not the be all and end all of careers."

Future solutions

Matt would like to see more intuitive website design – less boring, more youthful and interactive.

"A lot of existing career resources are really good but need to be made funky, or put into video... There are too many words, that's not the way we work these days."

He feels online tools would help broaden the world view of rangatahi and help them explore a diverse range of pathways. He recommends turning resources into games and video.



"I can see how a strong cultural identity can help make our young people strong for the future."

Lorraine

Lorraine is 56 years old, and is an English and media studies teacher in a high school located in a rural community outside of Christchurch. She has been a teacher for 30 years.

Lorraine's iwi is Kāi Tahu and Ngāti-Pākehā. Lorraine doesn't know much about her hapu and iwi's history. Although she acknowledges she is Māori she identifies more strongly with being Pākehā.

Lorraine has three adult sons who all live overseas – in Dubai, the UK and France. She has two grandchildren.

Interests

Lorraine loves travelling. She goes overseas each year, fitting in visits to her sons and grandchildren.

Lorraine loves teaching, particularly helping young people to expand their ideas and their view of the world.

She loves books and is an avid reader. She believes that books were integral in expanding her view of what was possible for her life. She read about historical people, landmarks and events and wanted to visit some of these places when she got older. She thinks that book illiteracy amongst youth is a big barrier for young people having dreams and following through on them.

Character/personality

Lorraine is highly motivated and driven. She is organised and focused.

One of her teaching strengths is following through with her students.

"I constantly tell my students, don't sit there in class not getting it and then attempt to hand in an assignment when you don't even understand what's being asked of you. When you do that, we all lose. I tell them if you don't want to raise your hand in class to ask questions then put a note with your questions or query in my office cubby hole and we can cover it before class or during form time in a one-on-one situation."

The students

Lorraine has a lot of students who, like her, have Māori whakapapa but don't know much about their culture or heritage.

It can be challenging when her students approach her for advice about careers in Māori contexts. She explains that to be considered for employment they need at least an undergraduate degree. But she suspects that the bar is likely to move to Masters level as there is a lot of competition for employment and work opportunities from non-Māori too.

Role of kaiako

Lorraine is confident in providing academic advice but struggles with some of the cultural journeys her students need to go on. She doesn't have any personal experiences to draw upon so finds herself focusing on their academic needs. She knows in theory that a stronger cultural identity will boost their self-esteem and resilience.

Lorraine is passionate about celebrating success.

"Young people are full of self-doubt. Mass media is a double-edged sword. In one breath it tells them anything is possible and in another it tells them if they're not a certain ideal they're flawed. A legacy of success experiences will help them counteract negativity and setbacks when they're pursuing their dreams."

Key challenges

Lorraine finds her Māori students can experience poor self-identity and that this can affect their confidence. She thinks building resilience with young people is vital for their success.

"A strong cultural identity is really valued and important amongst my students. There are so many of them that don't know their whakapapa, and entire branches of their family trees spanning generations have been missed out. Some are only learning their history now. This is a collective experience that many Māori in the south are facing. I can see how a strong cultural identity can help make our young people strong for the future. They would know who they are and the stories of where they are from could help them to stand strong in the world."

Future solutions

Lorraine wants career resources that simulate a Māori world view and educate students about career journeys using Māori culture and legends. The young people could see themselves through an ancestor and go on to succeed.

She believes young people are smart and need interactive and innovative resources, not ones that are dumbed down to something that's suitable for primary school age. She suggests the need for realism with facts and pitfalls because young people are stronger and more intuitive than we think.

Whānau mind-sets and personas



"It'd be good to know
there was somewhere
you could turn
for advice."

Huia

Huia is 36 years old, and lives in Te Atatu, Auckland.

She has two daughters, aged 14 and 12, and a son aged six. Huia works as a franchise manager for a New Zealand (and online) women's clothing store. Her iwi is Ngāti Raukawa. Huia has always been a hard worker.

Interests

Huia's time is spent mostly at work, now that her son has been at school for the last couple of years.

Looking after her whānau is important to Huia. She and her husband work well together. He is also in full-time work.

"We make a good team."

Huia likes to entertain, and regularly invites friends to dinner on the weekends.

She plays golf when she can fit it in, which isn't as often as she'd like.

Character/personality

Huia had a hard life growing up and that has made her determined and proactive. She is quietly spoken but commanding when she speaks.

Embracing her Māori identity in her 20s, she is now an advocate for all things Māori.

Her whānau

Huia's children have been asking about university. Although it is a few years away, her eldest daughter has already formed incorrect assumptions about herself and university.

"My 12 year old is talking about university now. My older girl has a harsher attitude to how she is perceived - only clever people go to university and the majority you see there are Pākehā."

Role of whānau

Huia and her husband agree on the need to counter negative stereotypes, especially cultural ones.

They have decided to actively address incorrect assumptions their daughters, and their friends, have about careers and their potential.

Huia has been in touch with the careers adviser at her eldest daughter's school for support. She is also talking with other Māori parents of children who attend the school.

She has checked out the Careers New Zealand website as well.

Challenges/concerns

Huia's main concern is about countering incorrect perceptions about university.

"They think that going to university is only for doctors and lawyers. My daughter said she doesn't want to be a doctor or lawyer but doesn't realise there are other subjects."

Another concern is challenging negative cultural and academic stereotypes.

Future solutions

Huia would like information, statistics and stories to counter the negative stereotypes.

Online videos of Māori doctors and lawyers telling their stories would be appreciated too.

Huia and her husband are looking for support for when the going gets tough – for example the "Ask Auntie" idea, tips on leadership and on how to be a good role model and help with dealing with conflict, lack of motivation and low self-esteem.



"Help our kids to recognise resilience and that they have the strength and willpower to overcome anything."

Anahera

Anahera is 42 years old and lives in Northland.

Anahera is a single mum to an adult son, a 19 year old daughter at university, a daughter in Year 11, a whangai son in Year 9 and a younger son.

Anahera works part time in accounts to fit with whānau commitments. Her iwi is Ngapuhi.

Interests

Anahera is bubbly and outgoing. A keen DIY interior designer, she loves sourcing bargains which she refurbishes into creative new pieces.

Whānau is important to Anahera. She lost both her parents unexpectedly and misses their guidance and influence in her life.

Anahera spends most weekends supporting her children's sports teams or watching her nieces and nephews in kapa haka.

Anahera loves shopping. Her dream job would be to get paid to shop.

Character/personality

Anahera has a supportive whānau and upbringing.

Anahera and her children are all bubbly and outgoing.

Her whānau

Anahera wants her children to do well in their lives and not have the financial strain she has experienced as a single parent. Education is highly valued in Anahera's home. Her children are expected to attend university.

When she was in Year 13 Anahera's eldest daughter didn't apply for university as she wasn't confident. Her aunt applied online on her behalf. Her NCEA results met the entry and grade requirements. She completed her first year successfully, but needed to take a semester off this year to work and save money, as she couldn't afford the living costs of studying away from home.

Role of whānau

Anahera and her children were well supported by her parents when they were alive.

"I want my kids to have successful careers and travel before having their own families."

Anahera's children have lofty dreams for their futures but lack the confidence to see themselves actually living out those dreams. Living and known role models are really important.

Anahera comes from a whānau of strong female personalities who are very supportive and encouraging to her children. They talk to them often about realising their full potential and being successful.

Challenges/ concerns

Anahera and her daughter wish that they had known how to prepare for university earlier on. Anahera's daughter is the first person in her wider whānau to study away from home so she didn't have role models who could help her.

Knowing that a career pathway that includes tertiary education is necessary. But not having the confidence or knowledge to navigate this journey successfully has been hard.

"Most of their friends are middle class and won't be worrying about living costs. Their parents have been there before them. They are familiar with uni and know what to expect"

Future solutions

Anahera feels it is important to normalise the tertiary experience for both whānau and rangatahi, perhaps through life coaching and peer group mentoring programmes during Years 10 to 13. Running a separate programme for whānau would also help Anahera and her whānau.

Anahera and her children would gain inspiration from online videos of successful Māori sharing their journeys, including setbacks and challenges.

Online forums and personas that rangatahi and whānau can use to answer questions and find support would be useful, especially if they were linked to specific community members who could offer individual help.

Financial planning advice for rangatahi studying away from home with limited whānau ability to support them would be useful.

The resource review looked at the current state of Careers New Zealand resources and tools, and provided an evidence base for question lines in focus group sessions.

It included considering how the resources are informed by a Māori audience, whether the content and design is suitable for a Māori audience, and whether the resources could be repurposed for a digital environment.

Project tasks

The project had five tasks:

- review principles and processes used by Careers New Zealand to develop resources
- research, develop and prepare draft review criteria with descriptions and examples for review
- facilitate a workshop with key Careers New Zealand personnel to establish review criteria and collate the criteria review information for discussion and approval by the contract manager
- review selected Careers New Zealand resources
- provide a final report including a SWOT analysis.

The key to Māori responsive resourcing lies in identifying the potential of Māori in each business area, making relevant and useful careers connections, raising expectations and understanding, and anticipating the opportunities in a digital environment.

The final report identified two main approaches for the further development of Māori-focused careers resources. In the short term, there are repurposing opportunities, and in the long term a comprehensive Māori responsiveness plan would ensure a focused and cohesive approach to this priority area.

Key insights

Opportunities to lead and innovate

As New Zealand's key supplier of career information to New Zealanders, Careers New Zealand has the opportunity to be at the leading edge of innovative resource development for Māori.

Get to know our audience better

The Māori audience is diverse and future resources will need to reflect this. Current Careers New Zealand resources identify Māori as one group, which neglects the breadth of Māori careers, education needs and aspirations. A deeper audience knowledge base will ensure there is no 'one size fits all' approach to developing resources, tools, content and careers messaging, both digitally and in print.

Improve staff capability, knowledge and networks

Relationships with key audience groups and sector agencies will be vital to the success of Careers New Zealand resources in reaching Māori. Key staff will therefore require support to establish knowledge and networks in the following areas: Māori sector knowledge and networks; Māori language capability; a thorough understanding of Māori education curriculum and priorities; and relationships with education to employment government agencies.

Alignment with current education documents needs improvement

Career Education Benchmarks need to be better aligned with key Māori medium curriculum documents Te Marautanga o Aotearoa and Te Aho Matua. They also need to more clearly reflect the key understandings of Ka Hikitia regarding education for Māori in mainstream settings. This will enhance the Benchmarks and Careers New Zealand's contribution to government priorities, particularly within the Skilled and Safe Workplaces work stream.

Improve our vision and careers messaging for Māori

To leverage the opportunity to be at the leading edge, Careers New Zealand needs to develop a clear vision and key messages for Māori careers education and development across all channels and resources. This will ensure a consistent approach that is measurable against government priorities and targets.

Capturing and systematising great ideas

There is already some useful resource development happening with Māori career consultants, for example Rangatahi Futures. Developing a system or framework to efficiently capture and develop ideas will be critical to ensure we can explore future opportunities.

Harness opportunities for collaboration and connection

We haven't yet fully used the potential of the digital platform to engage, inspire and inform Māori youth. Further development is needed to create a relevant social environment and enhance opportunities for collaboration and connection. Many of the self-directed tools are individually focused and could benefit from the ability to connect to peers, experts or employers.

Test underlying assumptions of careers readiness

The resources reflect an assumption of 'careers readiness' and an individual journey across the website. These assumptions need to be tested for Māori. We also need to explore the careers readiness of those who do not see employment as an option (such as youth from long-term welfare-dependent families). This audience may require more personal development and successful experiences to have the confidence and ability to look at their futures in this way.

Conclusion

Careers New Zealand has the opportunity to be at the leading edge in developing innovative digital resources for Māori. This will require a sharper focus and investment of time, effort and resources to ensure we make a difference for Māori and measurably contribute towards government goals and priorities.

Key recommendations

- That each business area urgently defines their Māori audience and identifies their needs in order to develop a cohesive and responsive resourcing plan for Māori.
- That Careers New Zealand builds on the existing resource development process to develop a robust framework to ensure future resources meet the needs of Māori and are aligned to government priorities.
- That Careers New Zealand develops a vision and key career messages for this audience which are future focused and reflect the importance of recognising potential, raising expectations, supporting Māori career success and allowing self-determination.
- That career education resources for Māori consider audience readiness, and are progressive (across year levels) and linked to existing programme priorities.

- That Careers New Zealand becomes more agile and proactive in regards to digital capability and ongoing resource development and delivery for Māori, and ensures that resources are delivered through relevant and effective channels. This should include the development of digital resources to support successful Māori programmes such as Rangatahi Futures.
- That Careers New Zealand continues to develop innovative Māori delivery programmes such as Rangatahi Futures in collaboration with professional development staff and Māori stakeholders, and identifies future digital resource opportunities.
- That Careers New Zealand builds the internal capability of staff responsible for developing resources, content and messaging that meet the needs of Māori.
- That Careers New Zealand urgently develops partnerships with key education organisations such as the Ministry of Education and NZQA to develop Career Education Benchmarks that are aligned with Māori medium curriculum pedagogy and reflect the current priorities in relation to Māori education.
- That Careers New Zealand develops relationships with a range of stakeholders to improve resource focus and delivery for Māori, including aligned government agencies, iwi organisations, regional industries, Youth Guarantee programmes, wānanga, polytechnics and trade training organisations.

Success indicators

Careers New Zealand needs to develop indicators that measure the effectiveness of Māori focused tools, so we can report on how useful they are to this priority group.

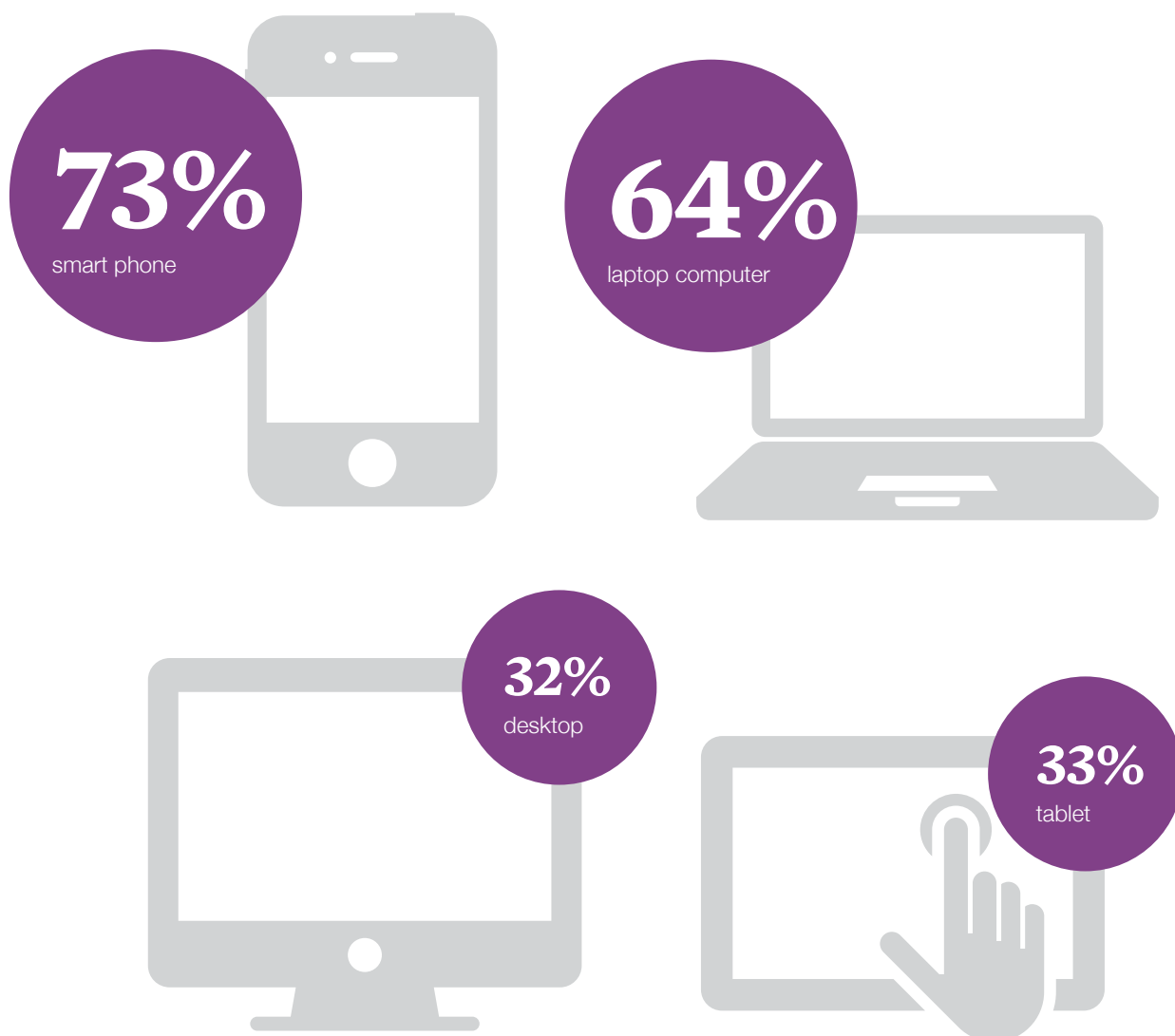
Rangatahi and digital channels survey

The Rangatahi and digital channels survey investigated how Māori use digital channels. There were approximately 1300 responses, mostly gathered at the 2014 Ngā Manu Kōrero speech competition and the Te Matatini kapa haka competition.

Key insights and implications from the survey

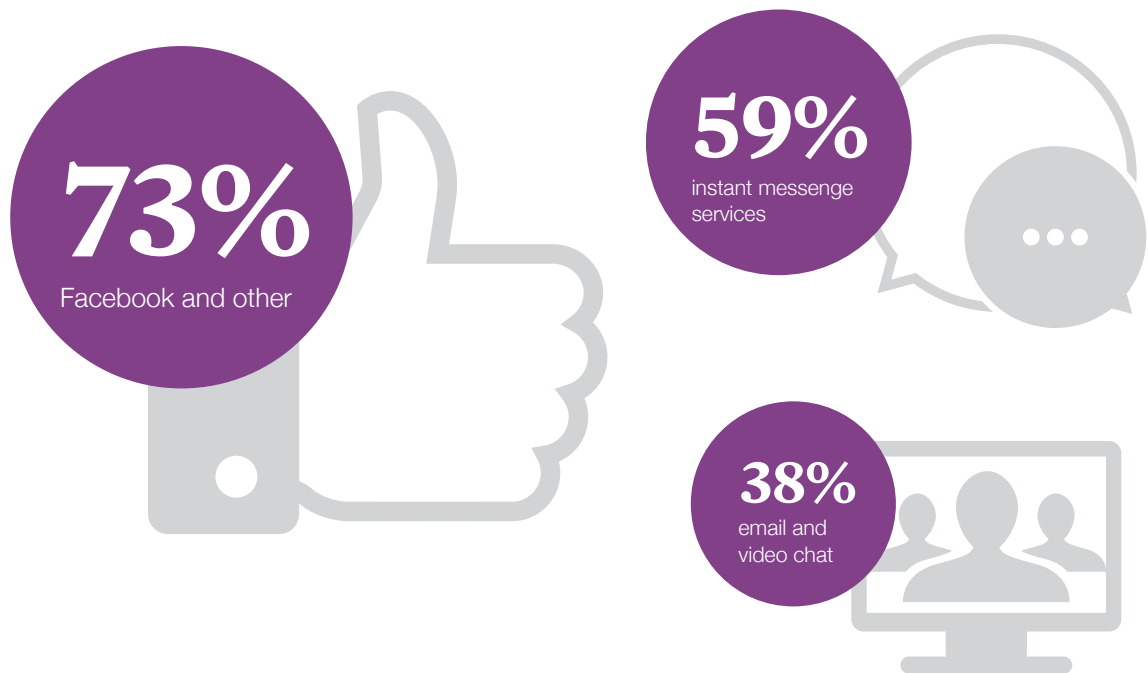
Type of technology used to access the internet

Responsive website design is essential for smart phone and tablet users



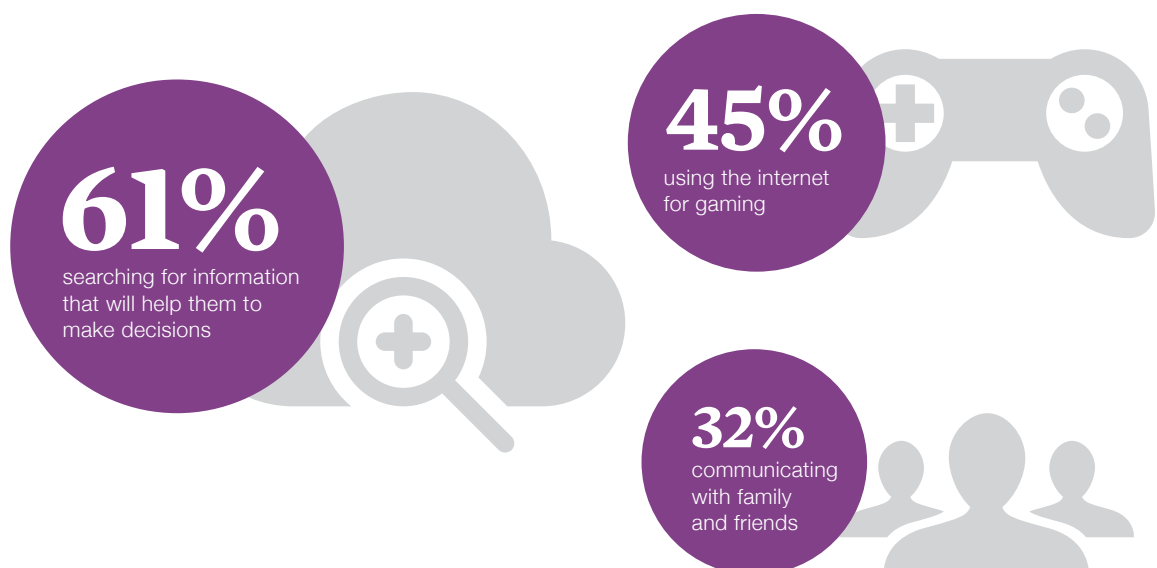
Social media used to communicate with family and friends

Future digital engagement strategies need to include social media. We need to provide stories that young people can view, interact with and share through popular social media sites.



Use of the internet

Quality information is critical, and service design that emphasises supporting social connections will be an important way to engage people with information shared by their family and friends. Presenting information in game form will be significant in engaging many young people.



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