Whānau Decision-Making Case Study

He Hanga Kaupapa: hei mahi ā whānau

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New Zealand Government



Overview of WDMP

- The intention was to build knowledge of what works in supporting the career decision-making of Maori and their whānau
- WDMP a pilot run by CNZ in two phases

- Phase One – March to November 2009, working with 40 whānau from Manawatu and Nelson regions

- Phase Two 2011, working in kura kaupapa Maori and alternative educations schools
- WDM pre-dated the Framework



Overarching Principles

- State sector collaboration
- Collaborating with other agencies that have shared priorities for Maori
- What effective practice for Maori might look like

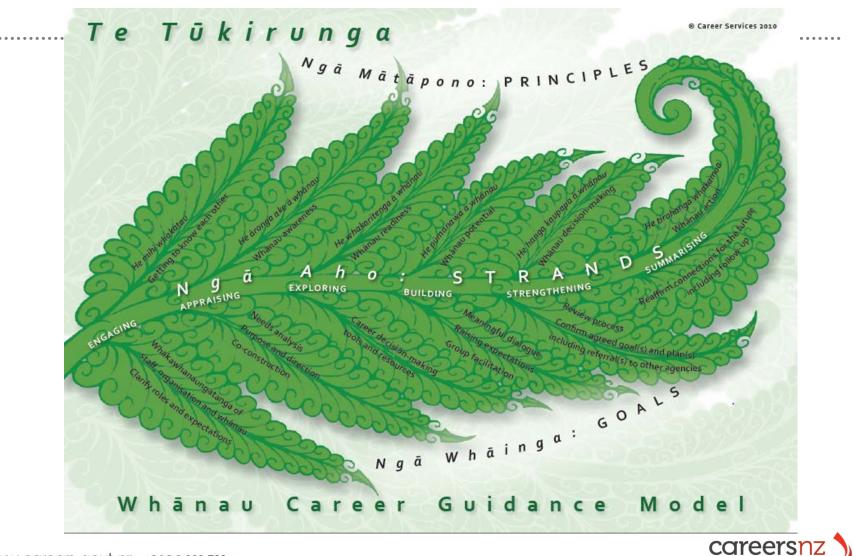


Findings from WDM I

- Māori whānau all have career aspirations for their children
- Whānau have differing needs and cultural expectations (included importance of Kura Kaupapa)
- Group guidance with rangatahi is best in smaller groups with similar backgrounds
- Provide follow up services to whanau and rangatahi
- Whānau utilise existing networks for career guidance and advice



Te Tūkirunga



mana rapuara aotearoa



WDM II has confirmed for us...

In Kura Kaupapa and Alternative Education contexts:

- Te Tūkirunga works as operational and engagement process.
- Capability building sessions increases staff awareness, knowledge and confidence of careers.
- There is a strong rationale for engaging whānau in group guidance in Kura but not in Alternative Education.
- Evidence of outcomes for whānau and rangatahi was constrained by project timelines.



Critical questions

- What is the most effective way to achieve the overall outcome of rangatahi making career decisions that lead to education, training and employment?
- Through a range of long, medium and short term strategy and actions:
- Inclusion of careers in policy and plans of Government funders.
- Improving capability of school leaders and staff through utilising career education benchmarks for self review and development plans.
- Continued support of whānau.
- Direct delivery to rangatahi (mainly via the self managing on web and career support).
- Supporting community networks and the links to wider agencies, e.g. health, social services.
- Development of specific resources to support the above.



Critical questions continued

- How important are whānau to achieving this outcome for Careers NZ? How can Careers NZ best engage and support whānau to be key influencers in rangatahi decision-making?
- Essential!
- Multi-pronged approach requiring ongoing ideas e.g.:
- directly engaging with whānau
- engaging with whānau through schools and other agency initiatives e.g., NCEA and the whānau.
- equipping schools to engage with whānau themselves



Post WDM II actions

- Embedded Te Tūkirunga
- Career education benchmarks suite Yr 7 tertiary
- My career portfolio
- Collaboration
- Development of CNZ programmes for whānau and Pasifika
- Programmes for schools



Challenges to tackle

- Appropriateness of benchmarks in Kura Kaupapa.
- Resource development.
- Cultural competency of Careers NZ staff (strategy).
- Models of practice.

