

# Whānau **Decision**-Making Case Study

He Hanga Kaupapa: hei mahi ā whānau

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# Overview of WDMP

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- 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

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- 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

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- 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 whānau and rangatahi
- Whānau utilise existing networks for career guidance and advice

# Te Tūkirunga



# WDM II has confirmed for us...

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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

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- 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

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- 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

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- 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

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