

National Careers System Strategy – Action Plan



Te Kāwanatanga o Aotearoa
New Zealand Government

Collaborative Implementation Approach: The Action Plan will be implemented collaboratively with careers system stakeholders including Māori, government agencies, Workforce Development Councils, Regional Skills Leadership Groups, careers practitioners and their peak bodies, representatives of priority groups (Pacific peoples, disabled people, youth, seniors, women, and ethnic communities), industry, business, unions, the education sector and learner representatives.

Priority Workstreams	Lead Agencies	Timeframes		
		0 – 6 Months	6 – 12 Months	12 – 24 Months
1. Establish leadership function	TEC	<p>1.1 Establish a governance framework, advisory groups, and key roles and responsibilities to support the delivery of the strategy. <i>(Outcome 1)</i></p> <p>1.2 Develop a monitoring framework and implement regular, targeted insights and reporting. <i>(Outcome 1)</i></p> <p>1.3 Lead a whole of government approach to ensure alignment with agencies' strategies and policies. <i>(Outcome 1)</i></p>	<p>1.4 Determine criteria for quality Career Education Information Advice Guidance (CEIAG). <i>(Outcome 2)</i></p> <p>1.5 Identify and establish communication platforms to enable resource and knowledge sharing. <i>(Outcome 3)</i></p>	1.6 Review and develop the Action Plan. <i>(Outcome 3)</i>
2. Develop and share quality careers information	TEC, MBIE		<p>2.1 Complete a gap analysis against existing careers information, including a quality assessment. <i>(Outcome 2)</i></p> <p>2.2 Identify career information needed by system users, including gaps and opportunities. <i>(Outcome 2)</i></p>	2.3 Improve the quality and accessibility of careers information. <i>(Outcome 3)</i>
3. Support awareness and usage of the careers system	TEC, MSD	3.1 Conduct a map and gap analysis of current careers support and access points. <i>(Outcome 1)</i>	3.2 Develop and share best practice approaches to connect priority groups and other stakeholders to careers support. <i>(Outcome 2)</i>	3.3 Develop a marketing and communications programme to support people to connect with careers support. <i>(Outcome 1)</i>
4. Support Māori and Pacific peoples to develop and deliver community-led careers programmes	MSD, MPP, TPK, MoE, TEC		<p>4.1 Explore and support community-led careers programmes by building-on and maintaining relationships with Māori and Pacific peoples. <i>(Outcome 1)</i></p> <p>4.2 Identify initiatives and programmes that are accessible to community and whānau, and successfully delivering CEIAG, to highlight growth opportunities. <i>(Outcome 2)</i></p>	4.3 Identify critical success factors and key learnings of community-led careers programmes. <i>(Outcome 3)</i>
5. Explore ways to increase access to kanohi ki te kanohi (face-to-face) careers support	MSD, MBIE, TEC		5.1 Understand the availability, effectiveness of local and international models, and technology used in the delivery of kanohi ki te kanohi services. <i>(Outcome 1)</i>	5.2 Develop options for kanohi-ki-te-kanohi services to be increased and more accessible. <i>(Outcome 3)</i>
6. Support the capability building of the careers workforce	TEC, MoE, MBIE, TPK, MPP	6.1 Develop and agree a research and insights programme of work to inform the development of the careers system. <i>(Outcome 1)</i>	<p>6.2 Build Māori knowledge, tikanga and te ao Māori, and Pacific world views, into capability building programmes. <i>(Outcome 3)</i></p> <p>6.3 Ensure existing resources and frameworks meet quality criteria, and support the delivery of CEIAG to Māori, Pacific, disabled people, and other priority groups. <i>(Outcome 2)</i></p> <p>6.4 Identify capability gaps across the careers workforce and roles which support others to make careers decision and transitions. <i>(Outcome 2)</i></p> <p>6.5 Work with industry groups, unions and employers to improve access to existing frameworks, resources, learning opportunities and qualification pathways. <i>(Outcome 1)</i></p>	<p>6.6 Develop additional resources to deliver quality careers programmes in a variety of settings. <i>(Outcome 3)</i></p> <p>6.7 Identify initiatives which support the delivery of careers support in schools and improve careers education for Māori, Pacific, and disabled rangatahi. For example, regional and national programmes, kura kaupapa and alternative education. <i>(Outcome 3)</i></p> <p>6.8 Explore options for professional development opportunities for the careers and teaching workforce in schools to support the design and delivery of high-quality careers education and guidance programmes. <i>(Outcome 2)</i></p>
7. Develop options for careers support in secondary schools	MoE, TEC			7.1 Scope and develop options that support the delivery of careers services in schools. <i>(Outcome 1)</i>
8. Build on the Tahatū platform	TEC	8.1 Complete customer journey mapping to inform future development of Tahatū. <i>(Outcome 2)</i>	<p>8.2 Inform the Tahatū work programme and shape future iterations by working with industry, employers, agencies, education providers, and other stakeholders. <i>(Outcome 2)</i></p> <p>8.3 Provide information to Iwi, Māori, Pacific and disabled communities to support user access to Tahatū. <i>(Outcome 3)</i></p> <p>8.4 Grow Kaupapa Māori Occupation information to enable Māori communities to have more access to, and help grow, cultural career pathways. <i>(Outcome 3)</i></p>	8.5 Ensure workers have access to career resources, information, knowledge, and pathways to succeed in work, and people are supported to explore entrepreneurial pathways. <i>(Outcome 1)</i>

Outcome 1:

Strengthened and improved leadership, collaboration, visibility and accountability

Outcome 2:

A quality, future focused and responsive system

Outcome 3:

An equitable system that works for all