

# Tahatū career map: Year 7-8

## 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.

### Developing awareness of self and opportunities

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 will develop a deeper awareness of their own identities.	<ul style="list-style-type: none"> <li>Students will understand and reflect on their own identities, including their culture, values and aspirations.</li> <li>Students will recognise the importance of participating and contributing to their community and beyond.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Get inspired</a></li> <li><a href="#">Tahatū activity guide 2 Get inspired</a> <ul style="list-style-type: none"> <li>Activity 1: Personal values</li> <li>Activity 3: Interests</li> </ul> </li> <li><a href="#">The Interest quiz</a></li> </ul>	<p><b>Event formats</b></p> <ul style="list-style-type: none"> <li>ItF event – Panel sessions where students try to guess panellists' jobs, followed by in-depth discussions in smaller groups</li> <li>Career chats – In-person or online Q&amp;A sessions with volunteers</li> </ul> <p><b>Recommended themes</b></p> <ul style="list-style-type: none"> <li>Broaden horizons and challenge stereotypes</li> <li>Using regional and local role models</li> <li>Topic themed, eg, the environment, jobs needed for a big sports event to happen</li> <li>Supports transition to secondary school</li> </ul>
Explore opportunities	Exploring the world of work and future opportunities.	<ul style="list-style-type: none"> <li>Students will identify and learn about different jobs, industries and roles in their local area.</li> <li>Students will make connections between personal interests and potential career pathways.</li> <li>Students will understand the concepts about the world of work and career development.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">School and NCEA Kura</a></li> <li><a href="#">Explore career ideas</a></li> <li><a href="#">Educators' guide to the Interest quiz</a> <ul style="list-style-type: none"> <li>Activity 1: Exploring my career interests</li> <li>Activity 2: Expanding my career ideas</li> </ul> </li> <li><a href="#">Kaupapa Māori career ideas</a></li> <li><a href="#">Tahatū activity guide 5 Work</a> <ul style="list-style-type: none"> <li>Activity 1: Exploring work</li> </ul> </li> <li><a href="#">Career idea videos</a></li> <li><a href="#">Career activities for the classroom – Year 7-10</a></li> </ul>	
Deciding	Students will understand the style and nature of secondary schooling and be prepared for this transition.	<ul style="list-style-type: none"> <li>Students will gather and process information about secondary school life.</li> <li>Students will understand what's involved in different secondary school subjects to choose subjects for Year 9.</li> </ul>		
Acting	Learning to engage with opportunities and transition effectively.	<ul style="list-style-type: none"> <li>Students will begin developing small, actionable plans to achieve their personal and academic goals.</li> </ul>		

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# Tahatū career map: Year 9-10

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### 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"> <li>Deepen understanding of their strengths, skills, interests, aspirations, languages, identities and cultures.</li> <li>Reflect on how personal characteristics shape their decisions and opportunities.</li> <li>Understand and challenge stereotypes about careers and roles.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Tahatū activity guide 1 Getting to know Tahatū</a> <ul style="list-style-type: none"> <li>Activity 1: Setting the scene</li> </ul> </li> <li><a href="#">What does success look like to you? Video</a></li> <li><a href="#">Tahatū activity guide 2 Get inspired</a> <ul style="list-style-type: none"> <li>Activity 4: Future Finder game</li> <li>Activity 5: Interest quiz</li> <li>Activity 6: Identifying your skills, worksheet A</li> </ul> </li> <li><a href="#">How to find your career path</a></li> <li><a href="#">Career Malaga, pages 2-7</a></li> <li>Rangatahi Futures Careers of my ancestors: Setting the scene, Career profiles</li> </ul>	<p><b>Event formats</b></p> <ul style="list-style-type: none"> <li>ItF event – Panel sessions where students try to guess panellists' jobs, followed by in-depth discussions in smaller groups</li> <li>Career chats – in-person or online Q&amp;A sessions with volunteers</li> </ul> <p><b>Recommended themes</b></p> <ul style="list-style-type: none"> <li>Broaden horizons and challenge stereotypes</li> <li>Subject-specific, eg, science careers</li> </ul>
Explore opportunities	Explore and compare options while connecting self to the world of work.	<ul style="list-style-type: none"> <li>Research and analyse a variety of career possibilities and understand a range of pathway options.</li> <li>Begin understanding how learning connects to career planning.</li> <li>Explore the role of influencers, support systems and networks in shaping career opportunities.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Tahatū Hunt</a></li> <li><a href="#">Tahatū activity guide 3 School and NCEA</a> <ul style="list-style-type: none"> <li>Activity 1: How to choose your subjects activity and video</li> </ul> </li> <li><a href="#">Tahatū activity guide 5 Work</a> <ul style="list-style-type: none"> <li>Activity 1: Exploring Work Mahi</li> <li>Activity 3: Guess my job</li> <li>Activity 5: World of work card sort                             <ul style="list-style-type: none"> <li>Option 1. I know what this job does</li> <li>Option 2. Yuck vs. yum</li> </ul> </li> </ul> </li> <li>Rangatahi Futures Careers of our ancestors: Guess my career, The world is mine, NCEA game</li> <li><a href="#">Career activities for the classroom – Year 7-10</a></li> <li><a href="#">Career Malaga, pages 7-11</a></li> </ul>	
Deciding	Developing decision-making strategies for learning career planning.	<ul style="list-style-type: none"> <li>Reflect and identify skills that are developed in subject areas, extracurricular activities, part-time and volunteer work.</li> <li>Identify subjects and extracurricular activities that line up with their interests and strengths.</li> <li>Use research to explore how different educational and career options match personal aspirations.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Choosing NCEA subjects</a></li> <li>Rangatahi Futures Careers of my ancestors: Challenges and choices</li> <li>Rangatahi Futures Careers of my ancestors: Launching my waka</li> <li><a href="#">Career Malaga, pages 12-15</a></li> </ul>	
Acting	Engage in activities that broaden horizons and challenge their career ideas.	<ul style="list-style-type: none"> <li>Participate in career events and activities.</li> <li>Begin setting medium-term goals that connect to both academic and career pathways.</li> </ul>		

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# Tahatū career map: Year 11

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### Further developing aspirations and motivators, applying research skills to explore the world of work

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	Build awareness of the connection between self-identity, learning and work.	<ul style="list-style-type: none"> <li>Reflect on how personal skills, values and aspirations influence career decisions.</li> <li>Identify personal motivators and explore how these align with potential career paths.</li> <li>Strengthen understanding of cultural and personal identities.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Discovering who you are</a></li> <li><a href="#">Tahatū activity guide 2 Get inspired</a> <ul style="list-style-type: none"> <li>Activity 2 Work values</li> <li>Activity 6 Identifying your skills, worksheet B</li> </ul> </li> <li><a href="#">The Interest quiz</a></li> <li>Rangatahi Futures Our place in the economy: Early enterprise</li> </ul>	<p><b>Event formats</b></p> <ul style="list-style-type: none"> <li>Discussion groups – students rotate through volunteers, they get to ask questions and hear about different jobs</li> <li>Career chats – in-person or online Q&amp;A sessions with volunteers</li> </ul> <p><b>Recommended themes</b></p> <ul style="list-style-type: none"> <li>Broaden horizons and challenge stereotypes</li> <li>Subject-specific</li> <li>Sector specific, eg, IT careers</li> <li>Pathway themed, eg, apprenticeship pathways</li> </ul>
Explore opportunities	Explore and compare career pathways and develop an understanding of influencers and networks.	<ul style="list-style-type: none"> <li>Investigate career options and opportunities within different industries.</li> <li>Understand tertiary training opportunities and NZQA qualification framework.</li> <li>Analyse the impact of influencers (eg, family, community) on career planning.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Tahatū activity guide 4 Study and training</a> <ul style="list-style-type: none"> <li>Activity 1: Exploring qualification levels</li> <li>Activity 2: Study and training options</li> </ul> </li> <li><a href="#">Tahatū activity guide 5 Work</a> <ul style="list-style-type: none"> <li>Activity 4: Career idea bingo</li> <li>Activity 5: World of work card sort I know what this job does</li> </ul> </li> <li>Rangatahi Futures Our place in the economy: Our economy, Māori business owners, Find someone who</li> <li><a href="#">Career activities for the classroom – Year 11-13</a></li> </ul>	
Deciding	Learn strategies to plan and make informed decisions.	<ul style="list-style-type: none"> <li>Use career research and self-reflection to choose appropriate NCEA subjects.</li> <li>Explore how subject choices align with tertiary education and career opportunities.</li> <li>Begin developing a flexible career plan.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">How to make a career decision</a></li> <li><a href="#">How to answer that career question</a></li> <li>Rangatahi Futures Our place in the economy: Climbing my mountain</li> </ul>	
Acting	Engage in activities that support career ideas and pathway options.	<ul style="list-style-type: none"> <li>Participate in career events and activities.</li> <li>Set goals that connect to both academic and career pathways.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">How to write a CV</a></li> <li><a href="#">Acting on your career decision</a></li> </ul>	
Level 1 Unit Standards	US 504: How to produce a CV. US 543: Work in a new workplace.		US 1293: Informal interviews	

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# Tahatū career map: Year 12-13

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### Identifying and adapting to change, responding to emerging opportunities

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	Integrate self-identity into career planning and decision making, fostering lifelong learning and meaningful career engagement.	<ul style="list-style-type: none"> <li>Identify and communicate strengths, skills, values, support people, culture and identities to develop their capabilities to ensure effective transitions.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">The Interest quiz</a></li> <li><a href="#">Know your values</a></li> <li><a href="#">Know your skills</a></li> <li><a href="#">What do I value in my work</a> (worksheet)</li> <li><a href="#">Figure out your skills</a> (worksheet)</li> <li><a href="#">Tahatū activity guide 5 Work</a> <ul style="list-style-type: none"> <li>Activity 7: Employability skills</li> </ul> </li> </ul>	<p><b>Event formats</b></p> <ul style="list-style-type: none"> <li>Discussion groups – students rotate through volunteers, they get to ask questions and hear about different jobs</li> <li>Interview role models – Students conduct interviews to explore career journeys Interview role models – students conduct interviews to explore career journeys</li> <li>Career chats – in-person or online Q&amp;A sessions with volunteers</li> </ul>
Explore opportunities	Students will apply research skills in their specific context, critically evaluate career pathways and actively engage with networks to make informed and strategic career decisions.	<ul style="list-style-type: none"> <li>Increase research skills and knowledge of the labour market opportunities and the future of work. Learn how to apply within their own context.</li> <li>Understand what skills, qualifications and experiences are needed to achieve their goals and ability to evaluate their options and respond to change.</li> <li>Students connect with iwi, employers, community and industry to explore pathways.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Doing study or training</a></li> <li><a href="#">Tahatū activity guide 5 Work</a> <ul style="list-style-type: none"> <li>Activity 5: World of work card sort</li> </ul> </li> <li><a href="#">Study and training providers</a></li> <li><a href="#">Paying for study and training</a></li> <li><a href="#">Finding and applying for scholarships</a></li> <li><a href="#">How to talk to employers</a></li> <li><a href="#">Working in Aotearoa</a></li> </ul>	<p><b>Recommended themes</b></p> <ul style="list-style-type: none"> <li>Sector specific, eg, IT careers</li> <li>Pathway themed, eg, apprenticeship pathways</li> </ul>
Deciding	Students will use critical evaluation and decision making to identify and achieve goals and aspirations.	<ul style="list-style-type: none"> <li>Demonstrate how they have considered information on training, tertiary education options and the job market in their analysis and decision making to identify and implement next steps.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Job Hunters' Workbook</a></li> <li><a href="#">How to talk to study and training providers</a></li> <li><a href="#">How to choose study or training</a></li> <li><a href="#">Get help to make a career decision</a></li> <li><a href="#">Compare your career ideas</a> (worksheet)</li> <li><a href="#">Decide on your career</a> (worksheet)</li> </ul>	
Acting	Develop and implement a personalised action plan.	<ul style="list-style-type: none"> <li>Take action for the next step. Students review, reflect and amend their plan as a result of experiences, research and analysis of changing labour market trends.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Take action on your career decision</a></li> <li><a href="#">Plan your study and training</a> (worksheet)</li> <li><a href="#">How to get work experience</a></li> <li><a href="#">Applying for a job</a></li> <li><a href="#">Doing an interview</a></li> <li><a href="#">How to look for a job video</a></li> </ul>	
Level 2 and 3 Unit standards	<p><b>Level 2 Unit Standards</b></p> <p>US 10780: Complete a work experience placement.</p> <p>US 1294: Formal interviews.</p> <p>US 12383: Explore career options and their implications.</p> <p>US 4252: Targeted CV.</p> <p>US 4253: Demonstrate knowledge of job search skills.</p>		<p><b>Level 3 Unit Standards</b></p> <p>US 4251: Plan a career path.</p> <p>US 1296: Conduct an informal interview.</p>	

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