Tahatū FAQs

The pilot and rollout

When will Tahatū be available for schools and the general public?
Tahatū is currently in development. It is being piloted at a select number of secondary schools throughout the country from April 2024. The first phase of the pilot involves 11 schools. More schools will be gradually added throughout the rest of 2024. The plan is to launch Tahatū to the general public in 2025.

How is Tahatū being developed?
Development work is continuing on Tahatū throughout the pilot, with new features and enhancements being rolled out regularly. We are committed to a process of continual improvement, to make Tahatū relevant and useful for all New Zealanders.

Why are you running a pilot?
We are keen to continue testing Tahatū in a live environment so we can get feedback and make further enhancements before we go live to all schools in Aotearoa New Zealand.

Why are you running the pilot in secondary schools?
The pilot is running in secondary schools, focusing on 13–19-year-old secondary students, as research tells us that this is where we can have the most impact.
During the pilot, students, their parents and whānau, career advisors, practitioners and teachers will be able to use Tahatū while we continue to develop additional features.

How were schools selected for the first phase of the pilot?
For the first phase of the pilot, we wanted schools:
- from a diverse range of socio-economic communities
- of different sizes
- from a range of rural or urban areas and from both the North and South Islands
- with significant numbers of our priority audiences, which are Māori, Pacific peoples and disabled people.

How will schools be chosen for the future phases of the pilot?
If your school expressed an interest in taking part in the pilot and is not part of phase one, we will be in touch about your participation in future phases. The pilot will roll out to more schools that submitted expressions of interest throughout the rest of 2024.

Is it free to take part in the pilot and use Tahatū?
Yes.

What are the expectations of schools who take part in the pilot?
We expect pilot schools to:
- champion and use Tahatū with students as a tool to engage in conversations about careers, career paths and study and training options

- provide feedback about how they and their students use Tahatū and what they think about it.

Is the pilot version of Tahatū the final version of Tahatū?
Tahatū is still being developed and we will continue to work on refinements, enhancements and new features throughout the pilot.

Can I still access Tahatū if I'm not part of the pilot?
We have asked pilot schools not to share the link to Tahatū outside of their school communities. While we are still in the development phase we only want pilot schools to access Tahatū, so we can gather their feedback and offer any necessary support or help.

Using Tahatū

Do I need to log in or create an account to use Tahatū?
You do not need to create an account or log in to use Tahatū. If you choose to create an account and log in you will be able to access My Kete, which allows you to save information.

If you open a Tahatū account can you keep it for life?
Tahatū accounts are linked to an email address. You can keep your Tahatū account for as long as you keep the same email address.

What reading age is Tahatū aimed at and why?
Website information is pitched at the reading age of 12, because our primary audience is secondary students aged 13-19.

Who has been involved in the testing and development of Tahatū?
Over the last two years, we have conducted research with more than 300 rangatahi (13-to-19-year-olds) across the motu. Alongside these rangatahi, more than 60 support people (whānau members, teacher aides) were also involved in the research.
Alongside them, we have heard from more than 400 career advisers based in schools and 40 career practitioners in private practice or working in careers-related positions within different organisations.

User testing and research for Tahatū has often been conducted via workshops, one-on-one interviews, and surveys. That's where we can dive deep into a user's motivations and understanding of careers information, conduct testing on what we've designed and come up with, and learn what different users are looking for.

We've also involved subject matter experts in the development of our content.

For the career ideas featured on Tahatū:

- We asked Workforce Development Councils (WDCs) to review 326 career ideas linked to them by a relevant qualification.
- We asked 48 regulation/registration bodies to review 165 career ideas relevant to their field of expertise.
- All 10 Kaupapa Māori career ideas were developed with input from subject matter experts, such as practitioners who do the job and/or relevant associations or regulatory bodies.

For school subjects and qualifications:

- The Ministry of Education and NZQA provided support and expertise.

Will information about occupations/career ideas be regularly reviewed or updated?
Our immediate priority is to continue developing career ideas in response to feedback from
Workforce Development Councils (WDCs), peak bodies (such as regulatory organisations) and people
who are taking part in the Tahatū pilot.
After this, we expect to review and update career ideas on an ongoing and regular basis. As with
careers.govt.nz, we expect to hear from people who work in or represent the industry and will
respond promptly to their feedback.

How can I get an occupation/career idea added?
We welcome feedback on our career ideas, including recommendations to add, split, merge or
remove occupations.
Career ideas must:

- be shown to exist in Aotearoa New Zealand
- be recognised by industries
- make sense to users
- have identifiable and achievable pathways if appropriate
- be developed from reliable source information
- be validated and quality assured.

Anyone can send ideas to add or change occupations to customerservice@tec.govt.nz.

How did you decide on the name and imagery for Tahatū?
Tahatū speaks of a journey across the seas toward the horizon. It's a metaphor to connect people's
lifelong career journeys to ideas about navigation and exploration. We tested the name and
imagery with careers advisers, who spoke positively about how the imagery would allow them
to open a discussion with our target audience of 13-to-19-year-olds about how to plan for their
next steps by using tools to explore, plan and take action.
User testing with our initial target audiences, as well as Māori and iwi groups, also confirmed that
the brand imagery, language and narrative is accessible to all, and is culturally affirming.

**On careers.govt.nz, students can see if there are good or poor job opportunities for a career idea.
Is there something similar on Tahatū?**
On Tahatū we link through to Trade Me to show current job opportunities available throughout New
Zealand. You can search a career idea and see what job vacancies there are for it in different regions.

What work has been done on accessibility?
Tahatū meets the New Zealand Government Web Standards. TEC also aims to meet international
Web Content Accessibility Guidelines (WCAG) 2.1 at level AA.
We're working to these standards because we want everyone in Aotearoa New Zealand to have an
equal experience of Tahatū.

Users can move around Tahatū in different ways:

- with or without a mouse
- using technology like screen readers or software that turns speech into text
- using any kind of smartphone, tablet, laptop or computer.

We make our information accessible by:

- using simple words, if possible
- explaining what our images show

- writing out what people say in videos (transcripts).

Is CV Builder on Tahatū?
Tahatū does not have CV Builder, or a tool like it, but it does help users create a personalised cover letter and CV by providing advice, templates and examples to suit different circumstances. For example, a school leaver looking for their first job, an experienced applicant looking for a career transition, and a job seeking finding out if an organisation has relevant opportunities available.

Where does the school subjects data come from?
Our school subjects data is based on NCEA achievement standards data supplied by the New Zealand Qualifications Authority (NZQA).
Schools might use different subject titles to the ones on Tahatū. Schools can group unit standards and achievement standards in ways that best suit them and their students.

We review our data regularly and update wherever necessary. However, changes to school subjects may not be reflected immediately.

Where does the qualifications data come from?
Our qualifications data is built from information belonging to the Tertiary Education Commission (TEC). TEC is the government agency that runs Tahatū. We routinely collect and store data submissions from New Zealand qualification providers. We add descriptive text to the qualifications data to make it easier to understand. We update qualification data on Tahatū regularly and continually review for accuracy. However, changes to qualifications may not be reflected immediately.

Where does data on career ideas come from?
Our career ideas are based on data and improved by research carried out by TEC.
We use the O*NET (Occupational Information Network) database as a comprehensive source of job information. O*NET is a free service that is funded by the US Department of Labor, Employment and Training Administration. We have changed some O*NET occupation titles, descriptions and tasks to reflect the New Zealand labour market and to use New Zealand spelling and grammar and plain language. We've excluded O*NET occupations that aren't found in New Zealand, like sheriff.

We have also carried out research to add career ideas that are unique and important to New Zealand, like Kaupapa Māori Occupations.

We carry out research to continuously improve the career ideas data.

Where does the pay data come from?
The salary and wage, or pay, data on Tahatū is an estimate and should be used as a guide only. Most of the pay information comes from Inland Revenue and Statistics New Zealand's population Census data and Integrated Data Infrastructure databases. All data from these sources is anonymous.
We may also use information from:

- collective employment agreements from different employers
- minimum wage rates
- employers, training providers and industry organisations.

Why do links not open in a new tab or window?
Most links on Tahatū open in the same tab because:
- user testing and research showed users were confused when they couldn't use the back button to navigate back to the page they had just come from
- the way modern pop-up blockers work pages often won't open in new tabs for a lot of users.

Links on Tahatū will only open in a new tab if they link to a PDF, or to show a supporting page while you're doing a task such as filling out a form.

Why do most links to external websites go to their homepages rather than to specific pages?
When we link out to an external website, we link out to their homepage as this lowers the risk of broken links. We can't control the content on external websites and won't know when or if they are updating or moving pages. If we linked to sub-pages, for example, individual course pages on a provider's website, we would increase the risk of broken links on Tahatū if they change or update their website.

Background and overview

What is Tahatū?
Tahatū is a new interactive careers website being developed by the Tertiary Education Commission (TEC).

It is the next generation of careers.govt.nz, refreshing the best of its content, tools and functions.

What's happening to careers.govt.nz?
Careers.govt.nz has been well used, with well over 5 million visits per year, but the technology it was built on is now old and it would have needed significant investment in the future.

Initially, careers.govt.nz will run alongside Tahatū. As Tahatū develops, careers.govt.nz will be decommissioned.

Who is Tahatū for?
Tahatū is for anyone who wants quality information and inspiration about possible future career choices.

The focus for our work now, which includes the pilots currently running in secondary schools, are 13-19-year-olds, as we know this age group is where Tahatū can make a big difference.

We have also identified Māori, Pacific people, disabled people and women as priority audiences, as they have tended to have higher rates of unemployment, underutilisation and lower wages than the general population.

When will Tahatū be available for schools and the general public?
Tahatū is currently in development. It is being piloted at a select number of secondary schools throughout the country from April 2024. The first phase of the pilot involves 11 schools. More schools will be gradually added throughout the rest of 2024.

The plan is to launch Tahatū to the general public in 2025.

What's the value in Tahatū – what does it offer?

Tahatū connects NCEA school subjects, study and training, and career ideas and shows the most common ways others have taken to get into a career or work. Tahatū brings this information together for the first time in one place. It profiles nearly 100 school subjects, 4,000 qualifications and 800 career ideas.

It will help people make informed decisions about what subjects to take at school, or what study or training options will get them into the careers or work they want.

What is the background to this project?

TEC's statutory function within the Education and Training Act 2020 requires us to collect and provide information about study and work options and provide information and services to help career seekers prepare to move to work or further study. The careers.govt.nz website has been well used by New Zealanders, with over 5 million visits per year, however it is built on old technology and needed significant investment to take us into the future.

In 2020, Cabinet approved the budget bid for a new online career planning solution, a core part of the National Careers System Strategy.

Why is Tahatū being developed?

Tahatū has been designed to:

- give all New Zealanders access to high quality, culturally affirming career information and support in the way they need it.
- make it easier to identify learning and employment pathways, and what you need to study to get into the work or career you're interested in. Taking the wrong subjects at school might mean students cut down their options, for example not getting university entrance or a particular qualification.
- help people prepare for, and adjust to the changing world of work, such as identifying transferable skills and what alternative work or jobs they could lead to.

How is Tahatū being developed?

Development work is continuing on Tahatū throughout the pilot, with new features and enhancements being rolled out regularly. We are committed to a process of continual improvement, to make Tahatū relevant and useful for all New Zealanders.

What are Kaupapa Māori Occupations?

Kaupapa Māori Occupations are career opportunities that embrace the importance of te reo Māori, tikanga Māori and mātauranga Māori and apply those skills and knowledge in a job.

How were Kaupapa Māori Occupations developed?

We held a group wānanga as well as one-on-one interviews to understand how people entered their occupation, their experiences, the different tasks they do in their job and where those pathways have led to.

Once we created a KMO, it was sent back to practitioners for review. We also engaged with industry representatives like Toi Māori Aotearoa, Workforce Development Councils (WDCs) and registration regulators.

How did you decide on the name and imagery for Tahatū?

The name Tahatū speaks of a journey across the seas toward the horizon. It's a metaphor to connect people's lifelong career journeys to ideas about navigation and exploration. This is also reflected in the Tahatū logo, which depicts Ngā hau e whā, or the four winds. The changing winds were one of the tohu (signs) our ancestors read to guide them, and Tahatū will help users read the signs around them as they navigate their career journey.

The narrative and imagery were co-developed with Māori designers and in collaboration with Indigenous Design Innovation Aotearoa (IDIA). It was a design priority to ensure users are able to see their worldview reflected in the experience, content and data. Leading principles and values were developed both through internal wānanga with IDIA and through workshops with rangatahi and their whānau.

We tested the name and imagery with careers advisors, who spoke positively about how the imagery would allow them to open a discussion with our target audience of 13-19 year olds about how to plan for their next steps by using tools to explore, plan and take action.

User testing with our initial target audiences, as well as Māori and iwi groups, also validated that the imagery, language and narrative is accessible to all and culturally affirming.

What's the strategy behind the use of te reo Māori on Tahatū?

A Māori language application guide was developed for Tahatū, based on a review of the TEC website and other TEC documents. This found that TEC was already consistently using bilingual headings, with Māori as the lead language. Guidelines from the All of Government Māori language plan and the Māori Language Commission were also considered, leading to three principles for Tahatū:

- te reo Māori, everywhere, every way, for everyone, every day
- increasing the status of the Māori language
- supporting the quality and appropriate use of the Māori language.

As a result of this language application guide, all Tahatū content is written in English, except for subjects in the Te Marautanga o Aotearoa curriculum (TMoA), which is full immersion te reo Māori and Kaupapa Māori Occupations, written in te reo Māori, with a toggle to an English translation.

The TMoA subject pages have been designed fully in te reo Māori acknowledging that those who have chosen this pathway are committed to their te reo Māori journey. Learners may often be more fluent in te reo Māori than te reo Pākehā.

Throughout the rest of the website, all top tier headings are bilingual, with te reo Māori first.