Published by The Tertiary Education Commission Te Amorangi Mātuaranga Matua

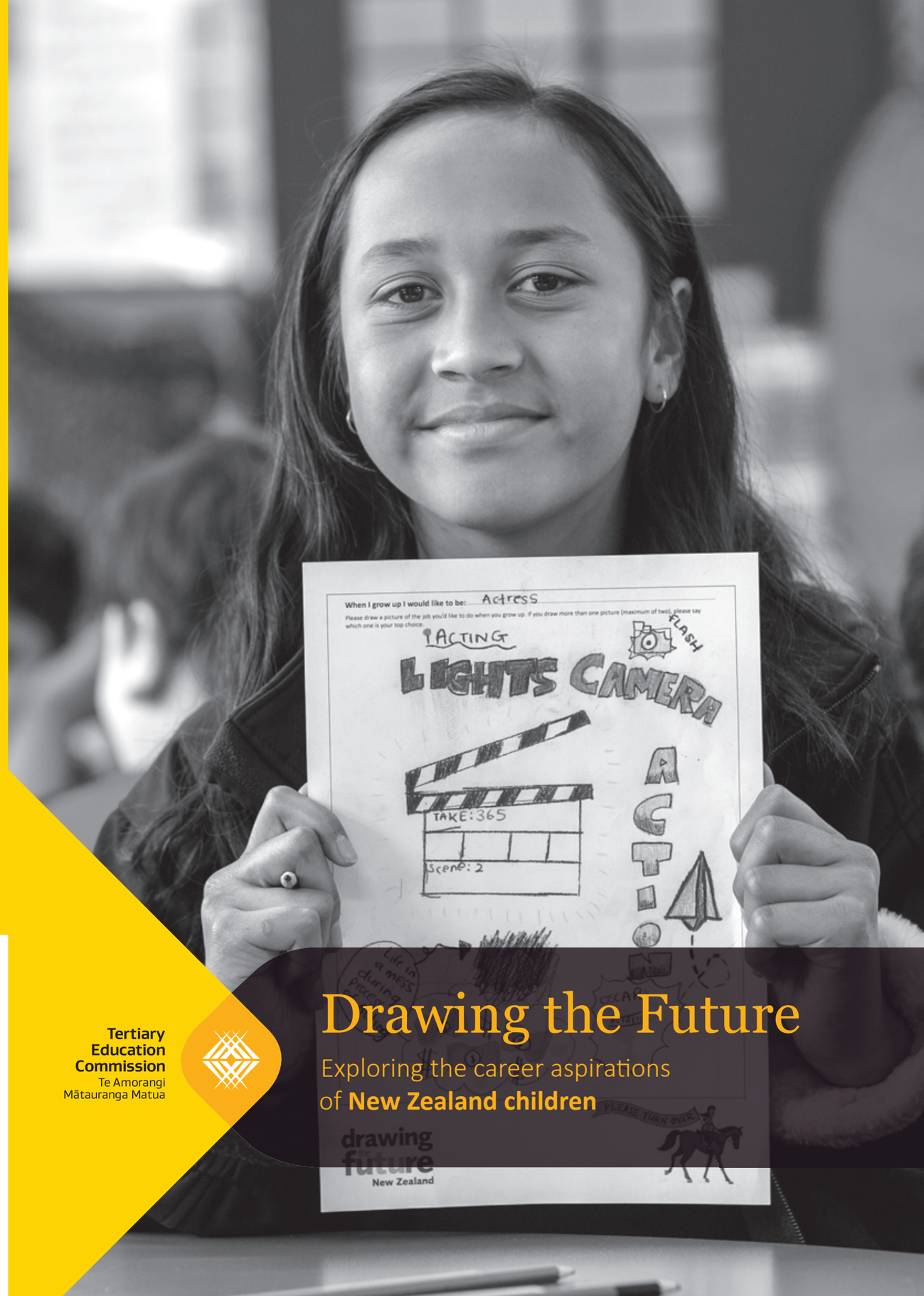
National Office
44 The Terrace
PO Box 27048
Wellington, New Zealand

Date: February 2020

ISBN 978-0-473-51386-3 (print)
ISBN 978-0-473-51387-0 (online)
Item number TEC0177

Author
The Tertiary Education Commission
Colmar Brunton

COLMAR BRUNTON
A Kantar Company



Tertiary Education Commission
Te Amorangi Mātauranga Matua

Drawing the Future

Exploring the career aspirations of **New Zealand children**

Contents

Foreword

This report may be one of the most important documents I read all year.

Why? Because it tells us, in their own words, what children want to be when they grow up.

This sort of research has never been done in New Zealand before. Yet, overseas studies show the jobs kids are interested in at age seven are reflected in the subjects they choose at secondary school, and again in the jobs they pursue when entering training, education or the workforce at 17.

For the first time we now have robust evidence of our children's future career aspirations. And we can draw some important conclusions on what these results tell us about future industry needs.

This research is a call to action to industry, government and communities to think about children's career aspirations and biases and what blocks them.

And, when it comes to something as important as the jobs our tamariki will be doing, we're all in this together – none of us can achieve the impact we need to on our own.

The research in these pages, and the drawings that it's based on, are the first steps along that journey.

The concept is simple: children in primary and intermediate schools around the country were asked to draw pictures of what they want to be when they grow up.

Our schools and tamariki responded with enthusiasm: in just a few weeks we received over 7,700 drawings. To put that into context, when this exercise was conducted in the UK, they received 13,000 drawings out of a population of about 70 million!

The results were a bit of an eye-opener. Children drew pictures of all sorts of possible careers, from astronaut to zoo keeper. But more than half of the drawings showed just nine jobs. They showed patterns of unconscious ethnic, gender, and socio-economic bias that often limit young people's career aspirations and choices.

This research will help us to identify gaps that are important to New Zealand, so that we can engage with children early to capture their imaginations with a wide range of possible careers that don't currently feature in their aspirations.

It will also help employers and industries themselves to know where to focus their efforts to attract the next generation of employees and leaders.

And it will be an invaluable guide for me and my colleagues at the Tertiary Education Commission. You might be wondering why an organisation focused on tertiary education is engaging with primary school children: it's because we're here to help New Zealanders keep learning all their lives, from 7 to 70 plus.

Every New Zealander should be able to achieve, and to gain skills that lead to sustainable employment and fulfilling lives.

The jobs children are interested in at age seven will influence their careers throughout their lives. So this research will help shape much of what we do: for instance, the current Review of Vocational Education, which will make the training on offer more closely match the needs of communities, employers, and learners.

This report highlights both gaps and opportunities. To fill these gaps, and make the most of the opportunities, we all need to work together.

I am reminded of the whakatauki “tuitui tangata, tuitui korowai” from my home in Masterton: “You should approach the task of bringing a group of people together with the same level of care you would employ in weaving a beautiful garment.”

I’d like to start that process with a call to action. If you represent a job that isn’t in the top nine, or a trade where there are shortages of skilled workers, or you’re a tertiary education organisation developing new courses or programmes – how are you going to help the next generation to have their best chance
to succeed?

The seeds of that success are in this research, and that’s why this is such an important document. I’d like to thank all those involved: Colmar Brunton, my TEC colleagues, and Employers and Educators in the UK, who created this programme, and supported us as we adapted it for Aotearoa New Zealand.

But most of all I’d like to thank the schools who took part, and the children who shared their aspirations for the future with us. They have truly put us all in the picture of what we need to do next.

I hope you enjoy reading this report, and find it as inspirational as I have.

Tim Fowler

Chief Executive, Tertiary Education Commission

Executive summary

This report presents findings from Drawing the Future, a research project that explores children's career aspirations and the influences that shape them.

Available literature and findings from Drawing the Future internationally show that children and young people's career aspirations form at a young age and can be predictive of study and employment-related choices they make as they grow up. Often, aspirations reflect a relatively small number of careers, with over half of children in different studies aspiring to one of ten or fewer specific occupations. This pattern reflects the exposure of children to a limited range of careers, often through the occupations of people they know, and visibility in different types of media. Aspirations can differ for different groups. For example, studies have found that even at young ages, girls and boys are both more likely to aspire to careers traditionally dominated by their gender (such as nursing and engineering respectively). Understandably, children's aspirations do not tend to map on to predicted areas of future labour market demand, suggesting an opportunity for awareness-raising activities to shape the future workforce.

Much of the existing literature is limited to international work and studies of older children and teenagers. Little is specifically known about the career aspirations of young children, and New Zealand children. Drawing the Future was undertaken in New Zealand to address this knowledge gap, and inform future initiatives for broadening children's aspirations. Children aged 7-13 in every primary and intermediate school in New Zealand were invited to draw 'what they wanted to be when they grow up' and answer some supplementary questions. Over 7,700 responses were received, resulting in a large sample broadly representative of the New Zealand population in this age range.

Like results from Drawing the Future in other countries, New Zealand children's aspirations include a broad range of occupations (over 100) but tend to cluster around a few most popular roles. The most popular aspiration for both girls and boys was to become a sportsperson. Other popular aspirations included vet, teacher or lecturer, and police officer. Certain occupations (such as trade workers and firefighters or defence force workers) were more popular amongst boys than girls, and others (such as teacher or lecturer, and occupations in the health, community and social services sector) were more popular amongst girls than boys. Results for other subgroups including ethnic groups, school deciles, and children from rural/non-rural schools are also presented.

Just over a third of New Zealand children knew someone in the role they aspired to, and this person was most commonly a family member. Children who did not know anyone in the role they aspired to were most likely to know about the role through media or seeing someone in person in that role. Consistent with international findings, less than 1% knew about their chosen role through an in-school volunteer from the world of work.

Children cited enjoyment as a primary reason for why they wanted to do their chosen role, with helping others and financial motivations also given.

To conclude the report, commentaries on the work from experts in the field provide a discussion of the potential implications of the findings.

Introduction

This report explores the career aspirations[1] of New Zealand children through **Drawing the Future**, a research project that attempts to understand childhood career aspirations, and the influences that shape them, through analysis of children's drawings of the jobs they would like to do as adults.

Drawing the Future research was first undertaken in the United Kingdom. In the UK, over 13,000 primary school children (aged 7 to 11 years) were invited to draw a picture of the job they would like to do when they were older. The study was subsequently repeated in 19 other countries around the world and the findings presented in a single international report [1].

Internationally, **Drawing the Future** has revealed the range of aspirations children have, what they look like for different groups, and what influences and motivations might underlie them. In the UK, the findings have been used to inform the development of **Inspiring the Future,** a programme aimed at introducing school children to volunteers from the world of work to broaden their career aspirations.

Until now, little was known about the career aspirations of young children in New Zealand. **Drawing the Future** was undertaken in New Zealand to fill this knowledge gap, identify unique aspects of children's career aspirations in a New Zealand context, and inform **Inspiring the Future** initiatives in New Zealand.

This report details **Drawing the Future** research in New Zealand and is divided into three main sections:

1. Literature review: a summary of the existing international and New Zealand research about children and young people's career aspirations.
2. Method: a description of how the **Drawing the Future** research was carried out in New Zealand.
3. Findings: a description of the key insights gained from **Drawing the Future** in New Zealand.
4. Commentaries: a selection of comments from experts representing stakeholders across the skills and employment sector which consider the potential implications of the findings.

1 In this report, we use the term 'career aspirations' to discuss children's ideas about what they want to be when they grow up. We use this term to remain consistent with previous Drawing the Future research internationally. However we recognise that in this field of research, 'career' means a lifelong journey of skill, knowledge and experience. Often what children cite as career aspirations are more accurately described by the term 'occupation' (a specific role or category of jobs) or 'job' (a specific step in someone's career), and these terms are also used throughout where appropriate.

Literature review

The content in this section was sourced from a literature review conducted by Colmar Brunton. The literature reviewed reflects what is known about career aspirations (and influences on them) of children and young people. Where available, the focus was on children aged 7 to 13 years (consistent with the target age range of **Drawing the Future** in New Zealand), international reviews, and New Zealand evidence. However, findings also reflect other evidence (eg for older age groups) where necessary. A full explanation of the literature review methodology is provided in Appendix 1. The reference list is provided in Appendix 2.

Understanding and broadening childhood career aspirations helps improve outcomes

Childhood career aspirations shape the careers pursued in adulthood

A range of international research points to a link between children's career aspirations and the jobs they end up doing as adults [2] [3] [4] [5] [6]. For example, around half of young people who aspire to a certain role during their teenage years end up working in a similar type of job around 10 to 15 years later [7]. Even earlier, childhood career aspirations influence students' study choices at tertiary level [2] [8].

A recent study of 15-year-olds' career ambitions across multiple countries in the OECD summarised research into the links between childhood career aspirations and actual future careers, noting that childhood career aspirations have a "high predictive quality" of future careers (p.6) [9].

The impact of career aspirations extends to particular sectors. For example, a longitudinal study identified that students who are not interested in science, technology, engineering and mathematics (STEM) careers at 10 years of age are unlikely to develop an interest by age 14. These students are less likely to take science subjects at school, in which success is associated with higher earnings in adulthood [10].

Broadening childhood career aspirations through in-school learning can help create opportunities for improved outcomes

One approach to shaping career aspirations from an early age is career-related learning in schools [11] [12]. This includes activities within the school setting designed to provide children with "a range of experiences of, and exposure to education, transitions and the world of work" (p.3) [12]. This can take a variety of forms, including role model schemes, tutoring programmes, visits to workplaces and universities, and employer engagement activities [13] [6] [12].

While career-related learning has mostly been offered to secondary school students [1] and there has been limited evaluation of its influence on aspirations [12], evidence suggests that introducing children (even at primary school age) to potential future occupations in this context can have a number of positive outcomes [14] [11] [15] [16] [17]: it broadens children's aspirations, increases the relevance of their school learning to the real world, improves attitudes towards schooling, and challenges gender stereotypes in learning and careers. "Young people who participate in career development activities through their schooling can mostly, but not always, expect positive changes in their educational success and later working lives" [9].

In-school role models are a promising avenue for broadening children's career aspirations

Role models may be introduced via school-based interventions aimed at increasing children's interest in a subject area that has links to a particular future career path [6]. One study found that in New Zealand, students' career choices are most strongly influenced by people employed in the types of roles students were interested in. Hearing employees' stories (both in person and online) also facilitated students' interest and engagement [18].

Engagement with role models can also be effective in challenging gender or ethnic stereotyping of engineering and science jobs [6]. In the United States, role models have been influential for children as young as eight years old [19].

What we know about children's career aspirations

Career aspirations form at a young age

Although most career-related learning in schools does not occur until secondary school [1], many studies have found that children form ideas about 'what they want to be when they grow up' from as young as four years old [13] [20] [21].

Influences on career aspirations are also evident early. For example, children as young as four years old have career preferences based on gender [22] and these differences between boys' and girls' aspirations only become more pronounced as they get older [14].

Most children aspire to a relatively small number of different careers

While children can identify jobs they would like to do from a young age, their aspirations tend to cluster around just a few very popular occupations. For example, across the OECD, over half of 15-year-olds aspired to one of the ten most commonly cited jobs [9]. Similarly, the UK Drawing the Future study with 7-11 year-olds found that half of children drew one of the six most popular occupations [1].

Consistently across different studies, the most popular career aspiration cited by children and young people is professional athlete/sportsperson [21] [23] [2] [1]. Other popular aspirations often include engineers, scientists, visual or performing artists, doctors, veterinarians, and teachers [20] [21] [2] [1].

Jobs within the media and technology fields are of growing interest to children. This includes jobs such as gaming [1], social-media related jobs [1] and occupations like singers/entertainers [13] [23].

Children's aspirations reflect their exposure to different types of careers

Particularly at younger ages, the primary influence on children's career aspirations is their awareness of and exposure to different careers, usually through someone they know [2] [1]. A lack of clarity about different sectors contributes to the absence of those sectors in young people's aspirations [24].

Importantly, exposure to careers that students are previously unaware of can increase their potential aspirations in that field. For example, a New Zealand study found that Year 12 and 13 secondary school students initially had low familiarity, awareness and knowledge of careers in the primary industries, and very low consideration of it as a career option [18]. However, they were more open to considering a career within this field when presented with further information on the variety of roles within the sector.

Children's aspirations do not reflect future labour market needs

Understandably, children are usually not aware of future labour market needs when thinking about career aspirations. However, understanding mismatches between their aspirations and the likelihood of future opportunities can be helpful for informing awareness and recruitment work of in-demand occupations.

The range of children's aspirations is often narrow in comparison to the real distribution of occupations in the market. For example, in the UK more than one in three children (37.8%) aspire to jobs that are held by fewer than one in fifteen adults (such as sportsperson, vet, pop star or spy) [23].

In New Zealand, secondary school students' views of the future workplace (in 2030) included awareness of the role of technology, and that entertainment, tourism, transport, construction and health would also be important sectors [25].

Career aspirations for different groups

Differences in aspirations between girls and boys often reflect traditional gender stereotypes

Many studies have found differences in the types of careers aspired to between boys and girls. For example, research in Australia found that there was no overlap in the top five occupational choices for boys and girls [20]. Across studies, common career aspirations of boys include engineers, pilots, police officers, athletes, firefighters and scientists; girls often aspire to be teachers, nurses, vets, hairdressers and have careers in the arts (such as singer/entertainer) [23] [2] [26] [27]. In particular, the most popular career choice overall of sportsperson can be even more popular among boys than it is among girls [20] [21] [1] [28] [29].

Many of the differences between girls' and boys' aspirations have been interpreted as indicative of traditional gender stereotypes [22] [30] [31]. For example, girls are much more likely than boys to cite aspirations of careers dominated by women (such as nursing), and boys more likely than girls to aspire to careers dominated by men (such as engineering and trades) [22] [5] [1] [32] [33].

Gender-based differences in aspirations are often evident from a very early age. For example, children as young as four to seven years old show disproportionate interest in gender-stereotyped roles [22].

Aspirations differ for children of different ethnicities

Internationally, children from minority ethnic groups are more likely to aspire to managerial-level roles and/or to work in medicine [22] [23] [2]. Some research has interpreted this as a potential effect of "academic ambition" among parents, such as supervising children's academic work and providing financial support for tertiary study [23].

In New Zealand, a study found that around half of Pākehā/NZ European and Asian teenagers but slightly fewer Māori and Pacific students were interested in professional[2] occupations [33].

2 According to the Australian and New Zealand Standard Classification of Occupations, "professionals perform analytical, conceptual and creative tasks through the application of theoretical knowledge and experience in the fields of the arts, media, business, design, engineering, the physical and life sciences, transport, education, health, information and communication technology, the law, social sciences and social welfare." See https://www.abs.gov.au/ausstats/abs@.nsf/Product+Lookup/1220.0~2013,+Version+1.2~Chapter~Major+Group+2+Professionals

Children's aspirations can differ depending on socio-economic variables

Some studies have found that differences in children's aspirations are related to socio-economic status [14]. For example, children from wealthier backgrounds can be more likely to aspire to higher earning jobs or professional careers in medicine and science [20] [2] [1], whilst less privileged children are more likely to set their sights on occupations including labouring, cleaning and security [22] [23]. However an Australian study has found that students from all socio-economic backgrounds expressed interest in professional or skilled occupations [20].

Children's aspirations change as they grow older

Five and six-year-olds' aspirations may include fantasy representations such as animals [20] [36]. However, several studies have found that children's aspirations evolve over time, becoming more realistic as they grow older [20] [23].

Children also become aware of an increasing range of different careers and sectors as they grow older – for example, careers in business can be popular for children aged 12 and 13 years old [2]. Older children also start to prefer more prestigious careers (such as physician or history teacher) than younger children, with those around the age of nine eliminating jobs they think lack social prestige (such as farmer or bus driver) [28] [37].

Influences on children's career aspirations

Children exhibit a range of motivations for their career aspirations

NZ and international research have identified a range of motivations influencing older children and teenagers' career-related decision-making [18] [24]. These include:

- factors influencing enjoyment and job satisfaction, such as wanting to work alone or with other people, a variety of tasks, freedom, opportunities for international connections, intellectually stimulating and challenging work. By age 14, young people start to consider issues such as finding personal meaning within the workplace [19].
- the ability to help and support others through their work
- their own abilities, strengths and interests such as working with their hands or their mind, using technological skills, and doing something related to hobbies they enjoy [22] [2]. One study found that young people expected the skills they are strongest in to be the most valuable in the future work market [38].
- practical matters such as access to tertiary study options and cost of study
- probable employment opportunities and potential future income (as children get older)
- perceived prestige of different roles as noted in the paragraph above [28] [37].

Parents and family members have the largest influence on children's aspirations

Both international and NZ research has found that children's parents and family members have a large influence on children's career aspirations, more so than demographic variables such as socio-economic status [22] [20] [2] [8] [4] [1] [18] [39] [24]. One study found that a third of students aspired to the same job as a family member [2]. This influence is evident throughout school ages and peaks at around 12 years old [19].

As well as role modelling specific careers, family influences can affect children's aspirations through expectations of particular careers and practical and emotional support for specific aspirations [4] [40]. Further, parental and family influences may not always be explicit – for example, a study of Pacific secondary school students found that while parents were a key

source of career advice overall, one third of students had never or only occasionally discussed career options with their fathers [39]. Also, children are even more likely to follow in their parents' footsteps if they believe their parents are satisfied with their own career choices [14].

Schools, media sources and peers also have roles in influencing aspirations

Schools' role in shaping children's future career aspirations can be a result of interests or skills developed at school, positive experiences at school, or interactions with individual teachers [2] [12]. It may also be an outcome of career-related learning in school [1]. For example, some school-based initiatives have been created with an aim of developing pupils' interests in specific subjects or careers such as the STEM curriculum [21] [6] [41]. Students also commonly discuss their potential career choices with their teachers, sometimes more so than their parents [13].

Media sources also have a considerable influence on children's career aspirations and awareness of different roles [22] [14] [2] [12] [1]. The UK Drawing the Future study identified that when children did ***not*** know someone who did the job they drew, they had heard about it through television, film or radio [1]. Careers displayed prominently in media – including sportspeople, entertainers, and social media celebrities, as well as common roles in fiction such as doctor — often feature highly in children's career aspirations. [1] [2] [22] [14]. Media can also have a greater influence on aspirations for different population groups such as students from working class backgrounds [2].

Finally, the influence of peers on children's aspirations can begin as early as age seven and continues through secondary school [19]. Peers tend to have a stronger influence on children's aspirations than demographic variables (such as socioeconomic status), but they have less impact than family members [20] [8] [22] [4].

Research hasn't explored what career aspirations look like in New Zealand for younger children

It appears there has been limited research in New Zealand as to the jobs young children aspire to, with the studies identified and cited in this report mainly focused on secondary school students. In general, findings align with those of international studies but are limited to older children.

Given the early age at which career aspirations form and influences those aspirations become evident, it is important to understand the career aspirations of younger children in New Zealand. Internationally, Drawing the Future research has been conducted in twenty countries and uncovered insights about the early impact of stereotypes and other influences on children's aspirations. It has also looked at ways in which we can help children to build understanding about a broad range of careers and how they can explore them.

Method

TEC conducted Drawing the Future in New Zealand to address the knowledge gap about young New Zealand children's career aspirations identified in the literature review and validate the existing methodology in New Zealand. This section of the report provides an overview of the methods used and sample composition. More detailed notes on both the method and the sample composition are provided in Appendix 3.

Primary and intermediate school-level children in New Zealand were invited to draw what they wanted to be when they were older

TEC invited children aged 7 to 13[3] from every primary, intermediate and composite school in New Zealand to take part in Drawing the Future, which ran from October to November 2019.

On templates the TEC provided (see Appendix 4), children drew a picture of the job they want to do as an adult. They were also asked to write a description of the job next to their drawing, and whether they know anyone who does that job. If they answered 'yes', they were asked who that is. If they answered 'no', they were asked how they know about this job. They were also asked why they would like to do the job they drew.

Children also filled in some basic information about themselves:

- Gender
- Age
- Favourite school subject
- School name
- Class
- Whether they have siblings (older or younger)
- Ethnicity

Colmar Brunton subsequently matched information about each child's school with a database from Education Counts, which allowed deeper analysis of the data according to school decile and rurality.

The TEC received a total of 7,709 drawings, resulting in a final sample of eligible drawings from 7,241 children, representing 203 schools. Appendix 3 contains details about drawings not included in the sample for analysis.

The sample is broadly representative of all New Zealand children aged 7 to 13 years old

A detailed breakdown of the sample of New Zealand children who took part in Drawing the Future against population statistics is provided in Appendix 5. Below is a summary of the sample composition.

The sample of 7,241 includes a balance of boys and girls and is close to the population profile of 7 to 13-year-olds by ethnicity and region (Wellington is slightly over-represented, while Canterbury is slightly under-represented). The sample is broadly similar to the population of schools by decile.

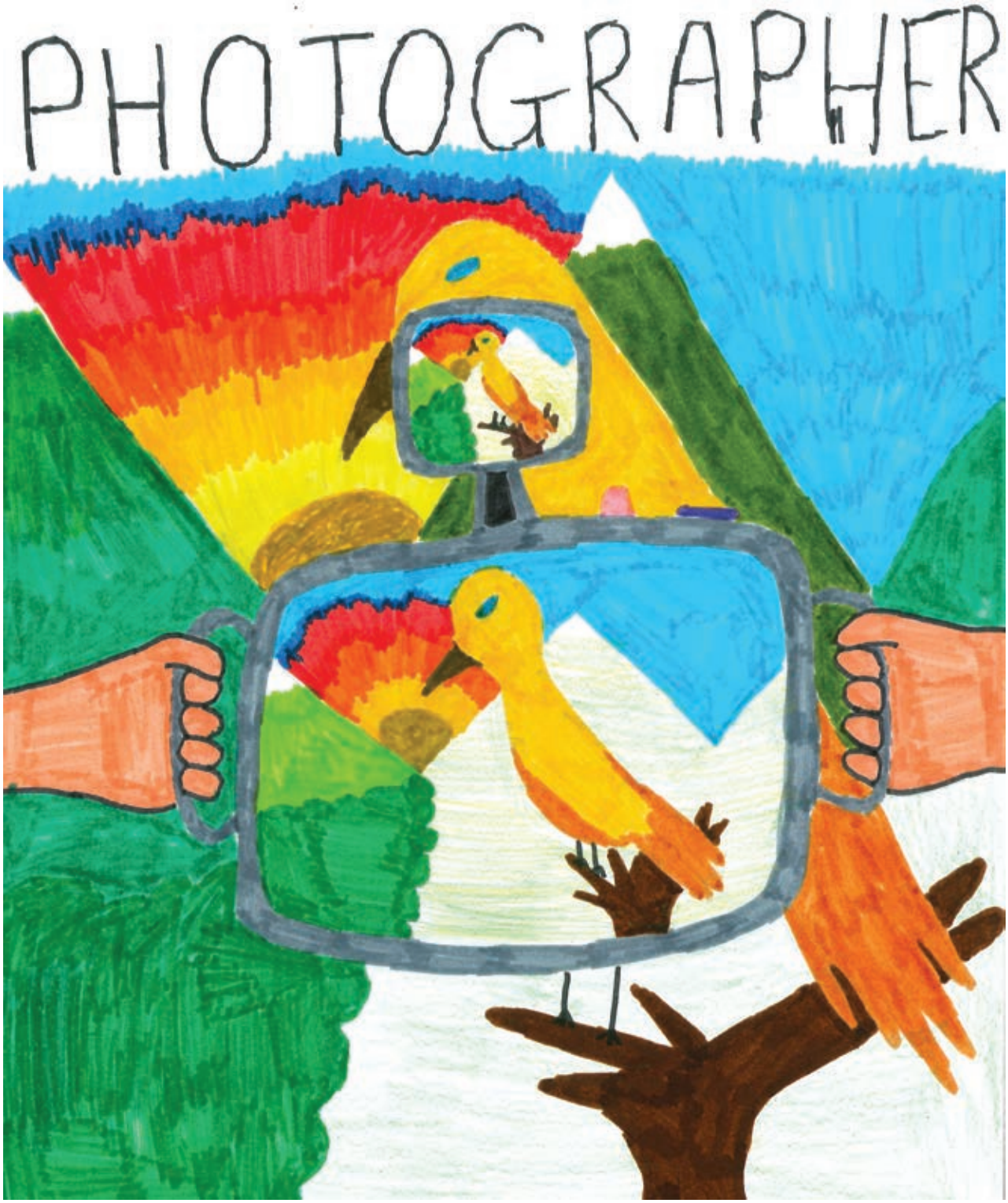
Thirteen year-olds are under-represented in the sample. This could be because many children of this age attend secondary school, rather than intermediate or composite schools (the TEC did not send the templates to secondary schools, although they were able to download templates via an online link).

3 Where previous Drawing the Future research has included children aged 7 to 11 years old, we included a wider age range of 7 to 13 years old so that research covered the full range of pre-secondary school children. As mentioned earlier, it appears most of the previous New Zealand research on this topic has focused on the aspirations of secondary school students.

Seven-year-olds are also slightly under-represented, possibly because many share classrooms with six-year-olds, who were not eligible to take part, thus teachers may not have given the templates to these classes.

The sample includes a mix of children attending schools in both urban and rural areas – the proportion of children from rural schools in the sample is slightly higher than the population proportion.

The overall size of the sample allows for rich analysis by demographics and sub-groups of interest.



Findings

This section of the report describes the findings of **Drawing the Future** in New Zealand. It begins by focusing on what types of career aspirations children drew, and how these differ according to a range of demographic factors. It then presents analyses of the influences on children's aspirations and motivations for their aspirations.

Throughout this section, differences between various demographic groups and the overall average are highlighted (as well as differences between the groups themselves). All differences highlighted are statistically significant at the 95% confidence level unless otherwise specified.

For ease of analysis, interpretation, and comparability with international research, some occupations have been combined. For example, 'rugby player', 'cricket player', 'netball player' and other sports professions have been combined into a 'sportsperson' category. Details of all combined categories mentioned in this section are provided in Appendix 6.

New Zealand children's career aspirations

Children's drawings include a wide variety of career aspirations

Over 100 different occupations were represented in the children's drawings. They range from traditional roles such as teacher or doctor to newer jobs in social media and gaming. This pattern is similar to children in the United Kingdom [1].

Table 1 below shows the most popular career aspirations among New Zealand children. A full list of aspirations is provided in Appendix 7.

Table 1: New Zealand children's top 50 jobs overall

RANK	JOB	PROPORTION THAT WANT THIS JOB
1	Sportsperson*	17.6%
2	Vet	6.3%
3	Police officer	5.3%
4	Teacher/Lecturer	4.9%
5	Social media/YouTuber/Influencer	4.7%
6	Artist/Illustrator	4.5%
7	Doctor	2.7%
8	Army/Navy/ Airforce/Firefighter	2.6%
9	Farmer	2.6%
10	Builder	2.5%
11	Actor/Actress	2.3%
12	Scientist	2.2%
13	Gamer/Professional gamer	2.1%
14	Singer	1.9%

RANK	JOB	PROPORTION THAT WANT THIS JOB
26	Fast food worker	1.0%
27	Biologist/Marine Biologist	1.0%
28	Dancer	1.0%
29	Photographer	0.9%
30	Fashion/Jewellery/Shoes/Handbags designers	0.9%
31	Mechanic	0.8%
32	Musician eg, Pianist, Guitarist	0.8%
33	Animal worker eg, trainer, groomer, breeder, keeper	0.8%
34	Baker	0.8%
35	Flight attendant	0.8%
36	Other trade workers eg, Electrician, Tiler, Butcher etc.	0.7%
37	Animator/Cartoonist	0.7%
38	Retail sales assistant	0.7%
39	Detective/Forensics	0.7%

15	Engineer (civil, mechanical, electrical)	1.8%
16	Architect	1.7%
17	Airline pilot	1.6%
18	Chef	1.6%
19	Zoo keeper	1.5%
20	Lawyer (barrister/solicitor)/Judge	1.3%
21	Author	1.3%
22	Businessman/woman	1.1%
23	Hairdresser/Barber	1.1%
24	Nurse/Health visitor	1.1%
25	NASA/Astronaut	1.0%

40	Game designer/Developer	0.6%
41	Inventor	0.6%
42	SPCA/Animal rescue	0.6%
43	Coach/Instructor/Trainer	0.6%
44	Interior designer	0.5%
45	IT eg, consultant, programmer, technician, designer	0.5%
46	Truck driver	0.5%
47	Beauty Therapist/Artist	0.4%
48	Fisher person	0.4%
49	Other drivers	0.4%
50	DOC worker/ Conservationist/Environmentalist	0.4%

* Net category that includes Cricket player, Football/soccer player, Gymnast, Hockey player, Horse rider/jockey/equestrian, Netball player, Basketball player, Rugby (or rugby league) player, Race car driver, Motor Bike riding/Motor cross, Bike rider/BMX/mountain biker, Other types of sportsperson.

Note that 'Sportsperson' is presented as a Net category to match a category used by Statistics New Zealand (Australian and New Zealand Standard Classification of OccupationsV1.3.0), and to allow for direct comparison with findings from similar international studies.

Base: All New Zealand children aged 7 to 13 years who submitted a drawing (n=7,241)

However the majority of children aspire to a narrow set of occupations

While the aspirations across all children are relatively broad, the majority aspire to a much narrower set of occupations. For example, more than half of New Zealand children want to do one of the nine most popular jobs (51.2%). This narrow focus is similar to that of children in the United Kingdom, where over half of children aspire to have one of the six most popular jobs [3].

The most popular career aspirations include sportsperson, vet, and police officer

Sportsperson is by far the most common occupation New Zealand children would like to have. They're around three times more likely to want to be a sportsperson than a vet or a police officer (which are the second and third most popular choices). Sportsperson is a popular occupation among children around the world [21] [23] [1] [2].

It's worth noting that children usually mentioned a particular type of sportsperson they aspire to be, such as 'rugby player' or 'netball player'. The analysis groups all these sports together into a single 'sportsperson' category to allow comparison with international **Drawing the Future** findings.

Children's aspirations do not closely align with the future needs of the labour market

To understand how closely children's aspirations align with the future needs of the job market, their preferred occupations were grouped into high-level categories. A detailed breakdown of how the occupations map to each category is provided in Appendix 6.

Chart 1 shows a clear difference between children's aspirations and the types of roles that will likely be available in the future. For example, over half of New Zealand children aspire to a professional career, but only a quarter of people in the workforce are expected to be employed in those roles in 2028. By contrast, fewer children aspire to careers in the clerical, sales, machinery operation and labouring sectors than are predicted to be employed in them. The trade sector is one area where aspirations do approximate the predicted availability of roles.

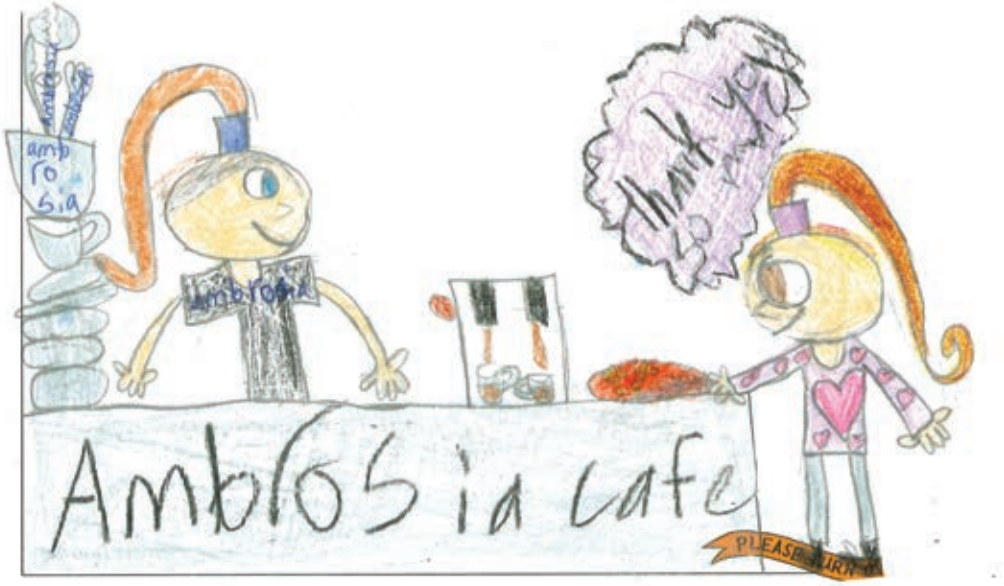
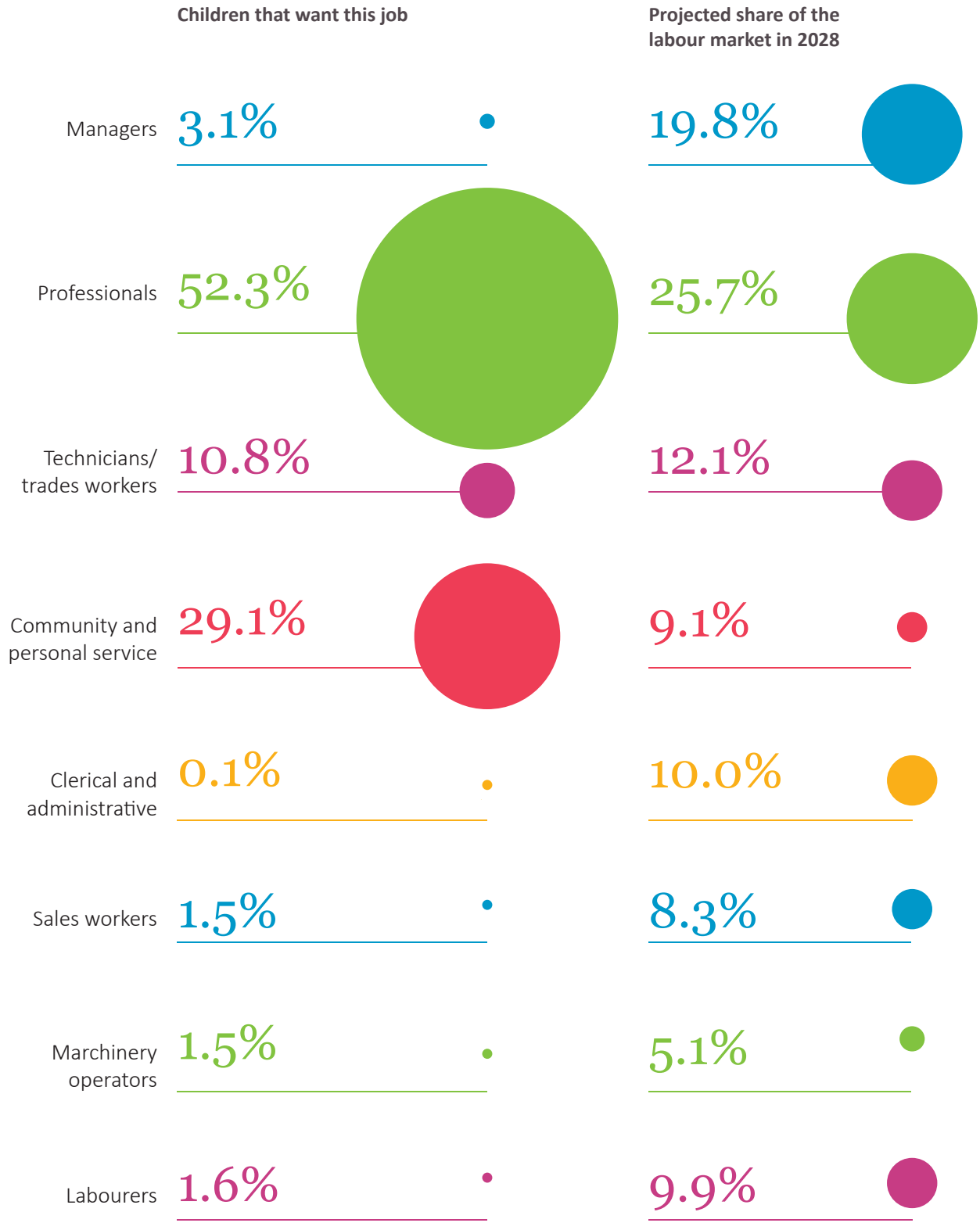


Chart 1: Children's occupational aspirations compared to projected labour market demand in 2028



* The occupations that come within each category are included in Appendix 6. Data for these projections was sourced from https://www.mbiegovt.nz/business-and-employment/employment-and-skills/labour-market-reports-data-and-analysis/labour-market-forecasting/medium-to-long-term-employment-outlook-looking-ahead-to-2028/

Base: All aspirations children drew. **Note:** Astronaut, Lego builder/designer, Explorer/Traveller, and Gamer/Professional gamer have been excluded from the analysis because they could not be sorted according to ANZSCO definitions.

Career aspirations of different groups

New Zealand girls and boys aspire to a similar breadth of jobs, but there are certain occupations which are much more popular among girls than boys, and vice versa

Girls aspire to a total of 97 different occupations, while boys aspire to 100. The full list of jobs girls and boys aspire to can be found in Appendix 7.

Table 2 below shows the most common occupations drawn by boys and girls. There are commonalities and differences in the aspirations of boys and girls. For example, half of the top 20 most popular aspirations among girls also appear in the boys' top 20 list. This includes three jobs which are in the top 10 for both boys and girls: sportsperson, police officer, and farmer.

Table 2: New Zealand girls' and boys' top 20 jobs overall

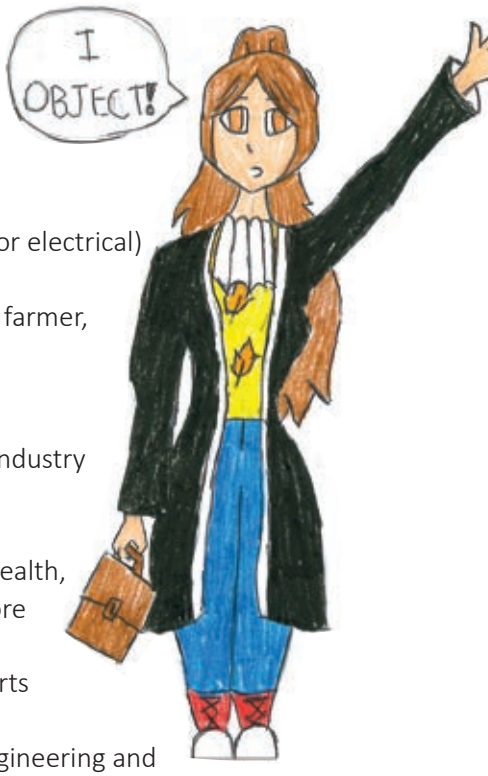
RANK	GIRLS' TOP JOBS	PROPORTION THAT WANT THIS JOB
1	Sportsperson*	11.7%
2	Vet	11.1%
3	Teacher/Lecturer	8.9%
4	Artist/Illustrator	6.5%
5	Police officer	4.1%
6	Doctor	4.0%
7	Singer	3.4%
8	Actor/Actress	3.0%
9	Chef	2.2%
10	Farmer	2.1%
11	Zoo keeper	2.1%
12	Nurse/Health visitor	2.1%
13	Hairdresser/Barber	2.0%
14	Social media/YouTuber/Influencer	1.9%
15	Author	1.9%
16	Scientist	1.8%
17	Architect	1.8%
18	Lawyer (barrister/solicitor)/Judge	1.8%
19	Photographer	1.7%
20	Fashion/Jewellery/Shoes/Handbags designers	1.7%

RANK	BOYS' TOP JOBS	PROPORTION THAT WANT THIS JOB
1	Sportsperson*	23.5%
2	Social media/YouTuber/Influencer	7.4%
3	Police officer	6.6%
4	Builder	4.6%
5	Army/Navy/Airforce/Firefighter	4.5%
6	Gamer/Professional gamer	3.7%
7	Farmer	3.2%
8	Engineer (civil, mechanical, electrical)	3.0%
9	Scientist	2.8%
10	Airline pilot	2.5%
11	Artist/Illustrator	2.4%
12	Actor/Actress	1.8%
13	Mechanic	1.7%
14	Architect	1.5%
15	NASA/Astronaut	1.5%
16	Businessman/woman	1.3%
17	Doctor	1.3%
18	Fast food worker	1.3%
19	Game designer/Developer	1.3%
20	Vet	1.3%

* Net category that includes Cricket player, Football/soccer player, Gymnast, Hockey player, Horse rider/jockey/equestrian, Netball player, Basketball player, Rugby (or rugby league) player, Race car driver, Motor Bike riding/Motor cross, Bike rider/BMX/mountain biker, Other types of sportsperson.

Base: All New Zealand girls aged 7 to 13 years who submitted a drawing (n=3,556), all New Zealand boys aged 7 to 13 years who submitted a drawing (n=3,515)

However, there are also some marked differences in the aspirations of girls and boys. Compared to girls, New Zealand boys are approximately:

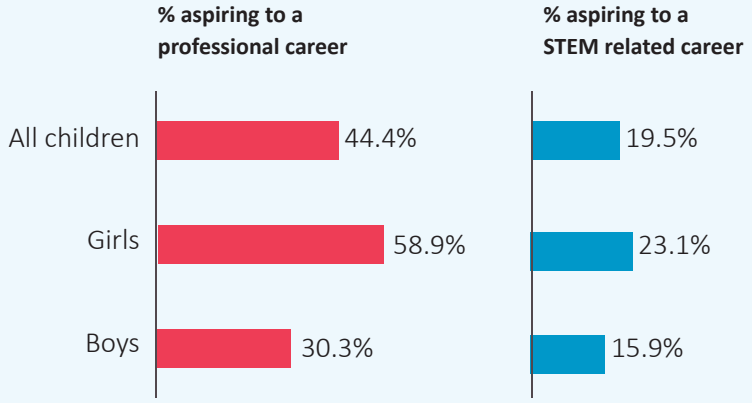


- nine times more likely to want to be a trade worker (eg, builder, plumber, welder)
- five times more likely to aspire to become a firefighter or defence force worker
- four times more likely to aspire to be an engineer (civil, mechanical or electrical)
- two times more likely to want to be a sportsperson, and
- two times more likely to aspire to a job in the primary industries (eg farmer, fisherperson, hunter, miner).

Similarly, compared to boys, New Zealand girls are approximately:

- fourteen times more likely than boys to aspire to become a beauty industry worker (eg, beauty therapist, make-up artist, hairdresser or barber)
- ten times more likely than boys to want to be a teacher or lecturer
- eight times more likely than boys to aspire to an occupation in the health, community and social services sector (including being two times more likely to want to be a nurse or health visitor)
- two and a half times more likely than boys to aspire to work in the arts (eg, actress, cartoonist, dancer, photographer, singer, musician)
- one and a half times more likely than boys to aspire to a science, engineering and mathematics (STEM)-related career[4] – as shown in Chart 2 below, and
- twice as likely as boys to aspire to a professional[5] career – as shown in Chart 2 below.

Chart 2: Career aspirations towards professional and STEM occupations by gender



Base: All New Zealand children aged 7-19 years who submitted a drawing (n=7241), girls (n=3556), boys (n=3515)

Aspirations vary for children from different ethnic groups

Table 3 below shows the top aspirations among Māori children. Of all occupations, Māori children are most likely to aspire to be sportspeople, and they are more likely to aspire to this occupation than New Zealand children on average. Māori children are also more likely than the sample as a whole to aspire to working in the defence force or as firefighters, and as professional gamers. Māori children are less likely than the full sample to aspire to a STEM-related job (14.4%, compared with 19.5% of all children) or a professional job (37.9% compared with 44.4% of all children).

4 This is largely explained by girls being around 11 times more likely than boys to want to be vets, which is a STEM career.

5 The list of occupations considered 'professional' is detailed in Appendix 6.

Table 3: Top 10 aspirations among Māori children

Note: Blue percentages are significantly higher than the average for all children, and red percentages are significantly lower than average.

RANK	JOB	PROPORTION OF MĀORI CHILDREN THAT WANT THIS JOB	PROPORTION OF ALL CHILDREN THAT WANT THIS JOB
1	Sportsperson*	**20.2%**	17.6%
2	Police officer	6.0%	5.3%
3	Vet	5.4%	6.3%
4	Social media/YouTuber/Influencer	5.2%	4.7%
5	Artist/Illustrator	5.0%	4.5%
6	Teacher/Lecturer	4.6%	4.9%
7	Army/Navy/Airforce/Firefighter	**4.2%**	2.6%
8	Gamer/Professional gamer	**3.7%**	2.1%
9	Builder	2.9%	2.5%
10	Actor/Actress	2.5%	2.3%

* Net category that includes Cricket player, Football/soccer player, Gymnast, Hockey player, Horse rider/jockey/equestrian, Netball player, Basketball player, Rugby (or rugby league) player, Race car driver, Motor Bike riding/Motor cross, Bike rider/BMX/mountain biker, Other types of sportsperson.

Base: All Māori children aged 7 to 13 years who submitted a drawing (n=1,535), all children who submitted a drawing (n=7,241).

Table 4 below shows the top aspirations among children of Pacific ethnicities. One in ten aspire to become police officers, making them nearly twice as likely as the full sample to aspire to this occupation. Children of Pacific ethnicities are also more likely to want to work in the health, community and social services sector (7.4% compared to 5.6%). This includes a greater inclination towards being a doctor than other children. Pacific children are also more likely to aspire to be singers.

Table 4: Top 10 aspirations among Pacific children

Note: Blue percentages are significantly higher than the average for all children, and red percentages are significantly lower than average.

RANK	JOB	PROPORTION OF PACIFIC CHILDREN THAT WANT THIS JOB	PROPORTION OF ALL CHILDREN THAT WANT THIS JOB
1	Sportsperson*	20.1%	17.6%
2	Police officer	**10.3%**	5.3%
3	Teacher/Lecturer	5.7%	4.9%
4	Doctor	**4.2%**	2.7%
5	Vet	**3.7%**	6.3%
6	Army/Navy/Airforce/Firefighter	3.5%	2.6%
7	Artist/Illustrator	3.4%	4.5%
8	Social media/YouTuber/Influencer	3.4%	4.7%
9	Singer	**3.1%**	1.9%
10	Builder	2.7%	2.5%

* Net category that includes Cricket player, Football/soccer player, Gymnast, Hockey player, Horse rider/jockey/equestrian, Netball player, Basketball player, Rugby (or rugby league) player, Race car driver, Motor Bike riding/Motor cross, Bike rider/BMX/mountain biker, Other types of sportsperson.

Base: All Pacific children aged 7 to 13 years who submitted a drawing (n=819), all children who submitted a drawing (n=7,241).

Table 5 below shows the top aspirations among Asian (including Indian[6]) children. More than one in four Asian children (27.8%) aspire to a STEM-related job, compared to approximately one in five on average (19.5%) of all children. Asian children are more likely than average to aspire to specific STEM occupations including doctor, scientist and engineer. Asian children are also more likely than the average to aspire to professional occupations (59.9%, compared with 44.4%) and they are twice as likely to aspire to occupations in the health, community and social services sector (11.8% compared to 5.6%). Asian children are less likely than average to aspire to a trade (2.7% compared to 4.2% of all children) or to be police officers or vets.

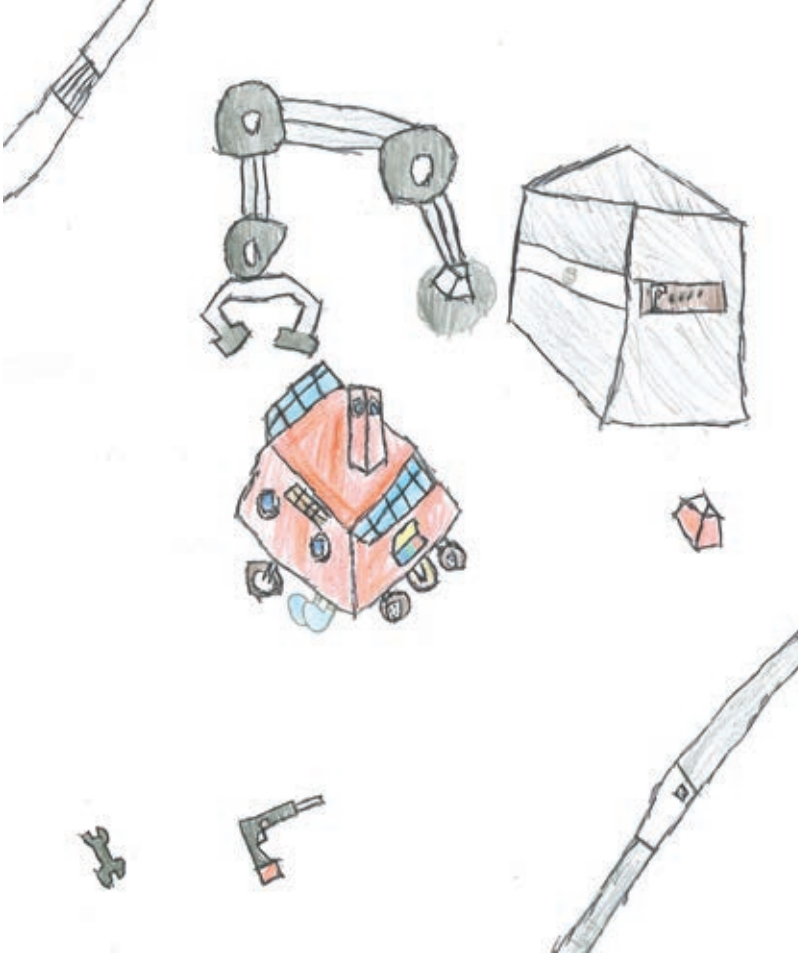


Table 5: Top 10 aspirations among Asian (including Indian)[7] children

Note: Blue percentages are significantly higher than the average for all children, and red percentages are significantly lower than average.

RANK	JOB	PROPORTION OF ASIAN CHILDREN THAT WANT THIS JOB	PROPORTION OF ALL CHILDREN THAT WANT THIS JOB
1	Sportsperson*	**11.4%**	17.6%
2	Doctor	**7.8%**	2.7%
3	Artist/Illustrator	**7.4%**	4.5%
4	Social media/YouTuber/Influencer	5.1%	4.7%
5	Scientist	**5.0%**	2.2%
6	Teacher/Lecturer	4.9%	4.9%
7	Police officer	**3.6%**	5.3%
8	Engineer (civil, mechanical, electrical)	**3.0%**	1.8%
9	Vet	**3.0%**	6.3%
10	Singer	2.6%	1.9%

* Net category that includes Cricket player, Football/soccer player, Gymnast, Hockey player, Horse rider/jockey/equestrian, Netball player, Basketball player, Rugby (or rugby league) player, Race car driver, Motor Bike riding/Motor cross, Bike rider/BMX/mountain biker, Other types of sportsperson.

Base: All Asian children (including Indian) aged 7 to 13 years who submitted a drawing (n=925), all children who submitted a drawing (n=7,241).

6 Indian ethnicities have been grouped into the larger category of Asian in line with Stats NZ standard procedures for ethnicity, see http://archive.stats.govt.nz/methods/classifications-and-standards/classification-related-stats-standards/ethnicity.aspx

7 This aligns with Stats NZ classification standards for ethnicity. See http://archive.stats.govt.nz/methods/classifications-and-standards/classification-related-stats-standards/ethnicity.aspx

Table 6 below shows the top aspirations among New Zealand European children. New Zealand European children's aspirations are largely similar to the average (mainly because they comprise 63.5% of the sample), but they are more likely to aspire to jobs in the primary industries (4.4%, compared to 3.4%). This is because they are more likely than average to aspire to become farmers. New Zealand European children are also more likely than the full sample to aspire to be vets.

Table 6: Top 10 aspirations among New Zealand European children

Note: Blue percentages are significantly higher than the average for all children, and red percentages are significantly lower than average.

RANK	JOB	PROPORTION OF NZ EUROPEAN CHILDREN THAT WANT THIS JOB	PROPORTION OF ALL CHILDREN THAT WANT THIS JOB
1	Sportsperson*	18.0%	17.6%
2	Vet	**7.6%**	6.3%
3	Police officer	4.9%	5.3%
4	Teacher/Lecturer	4.7%	4.9%
5	Social media/YouTuber/Influencer	4.5%	4.7%
6	Artist/Illustrator	4.0%	4.5%
7	Farmer	**3.6%**	2.6%
8	Actor/Actress	2.6%	2.3%
9	Builder	2.4%	2.5%
10	Army/Navy/Airforce/Firefighter	2.2%	2.6%

* Net category that includes Cricket player, Football/soccer player, Gymnast, Hockey player, Horse rider/jockey/equestrian, Netball player, Basketball player, Rugby (or rugby league) player, Race car driver, Motor Bike riding/Motor cross, Bike rider/BMX/mountain biker, Other types of sportsperson.

Base: All NZ European children aged 7 to 13 years who submitted a drawing (n=4,471), all children who submitted a drawing (n=7,241).

Children from different school deciles show a similar breadth of aspirations but different patterns of popular aspirations

Children at low decile schools (1-3) aspire to a total of 96 different occupations compared to 101 occupations for children at both medium decile (4-7) and high decile (8-10) schools.

Table 7 below outlines the most popular aspirations among children in low decile schools. These children are more likely than the full sample to aspire to be police officers, social media influencers, doctors, gamers, and defence force workers or firefighters. They are less likely than the full sample to aspire to be sportspeople or vets.

Children at low decile schools are also more likely to aspire to community and service occupations (eg, police officer, defence force/firefighter, or nurse) than all children (7.1% compared to 5.6%). In contrast, children at low decile schools are less likely than all children to aspire to professional (39.5% compared to 44.4%) and STEM-related occupations (15.4% compared to 19.5%).

Table 7: Top 10 aspirations among children at low decile schools

Note: Blue percentages are significantly higher than the average for all children, and red percentages are significantly lower than average.

RANK	JOB	LOW DECILE (1-3)	PROPORTION OF ALL CHILDREN THAT WANT THIS JOB
1	Sportsperson*	15.3%	17.6%
2	Police officer	7.7%	5.3%
3	Social media/YouTuber/Influencer	5.8%	4.7%
4	Teacher/Lecturer	5.4%	4.9%
5	Artist/Illustrator	4.3%	4.5%
6	Doctor	4.3%	2.7%
7	Vet	3.8%	6.3%
8	Army/Navy/ Airforce/Firefighter	3.7%	2.6%
9	Gamer/Professional gamer	3.2%	2.1%
10	Builder	2.6%	2.5%

* Net category that includes Cricket player, Football/soccer player, Gymnast, Hockey player, Horse rider/jockey/equestrian, Netball player, Basketball player, Rugby (or rugby league) player, Race car driver, Motor Bike riding/Motor cross, Bike rider/BMX/mountain biker, Other types of sportsperson.

Base: All children aged 7 to 13 years who submitted a drawing and attend a decile 1-3 school (n=1,513), all children who submitted a drawing (n=7,241).
Note: Green percentages are significantly higher than the average for all children, and red percentages are significantly lower than average.

Children at medium decile schools have a similar breadth and type of aspirations as all children, as shown in Table 8 below.

Table 8: Top 10 aspirations among children at medium decile schools

Note: Blue percentages are significantly higher than the average for all children, and red percentages are significantly lower than average.

RANK	JOB	MEDIUM DECILE (4-7)	PROPORTION OF ALL CHILDREN THAT WANT THIS JOB
1	Sportsperson*	16.8%	17.6%
2	Vet	6.8%	6.3%
3	Police officer	5.2%	5.3%
4	Teacher/Lecturer	4.6%	4.9%
5	Social media/YouTuber/Influencer	4.5%	4.7%
6	Artist/Illustrator	4.4%	4.5%
7	Farmer	2.9%	2.6%
8	Builder	2.8%	2.5%
9	Army/Navy/Airforce/Firefighter	2.4%	2.6%
10	Actor/Actress	2.2%	2.3%

* Net category that includes Cricket player, Football/soccer player, Gymnast, Hockey player, Horse rider/jockey/equestrian, Netball player, Basketball player, Rugby (or rugby league) player, Race car driver, Motor Bike riding/Motor cross, Bike rider/BMX/mountain biker, Other types of sportsperson.

Base: All children aged 7 to 13 years who submitted a drawing and attend a decile 4-7 school (n=3,105), all children who submitted a drawing (n=7,241).
Note: Green percentages are significantly higher than the average for all children, and red percentages are significantly lower than average.

Table 9 outlines the most popular aspirations among children in high decile schools. These children are more likely than the full sample to aspire to be sportspeople (20.1% compared to 17.6%). Children at high decile schools are also more likely than other children to aspire to be a sportsperson, professional (47.5% compared to 44.4%), and STEM-related occupations (21.9% compared to 19.55). Table 9 also outlines the most popular aspirations among children attending decile 8-10 schools.

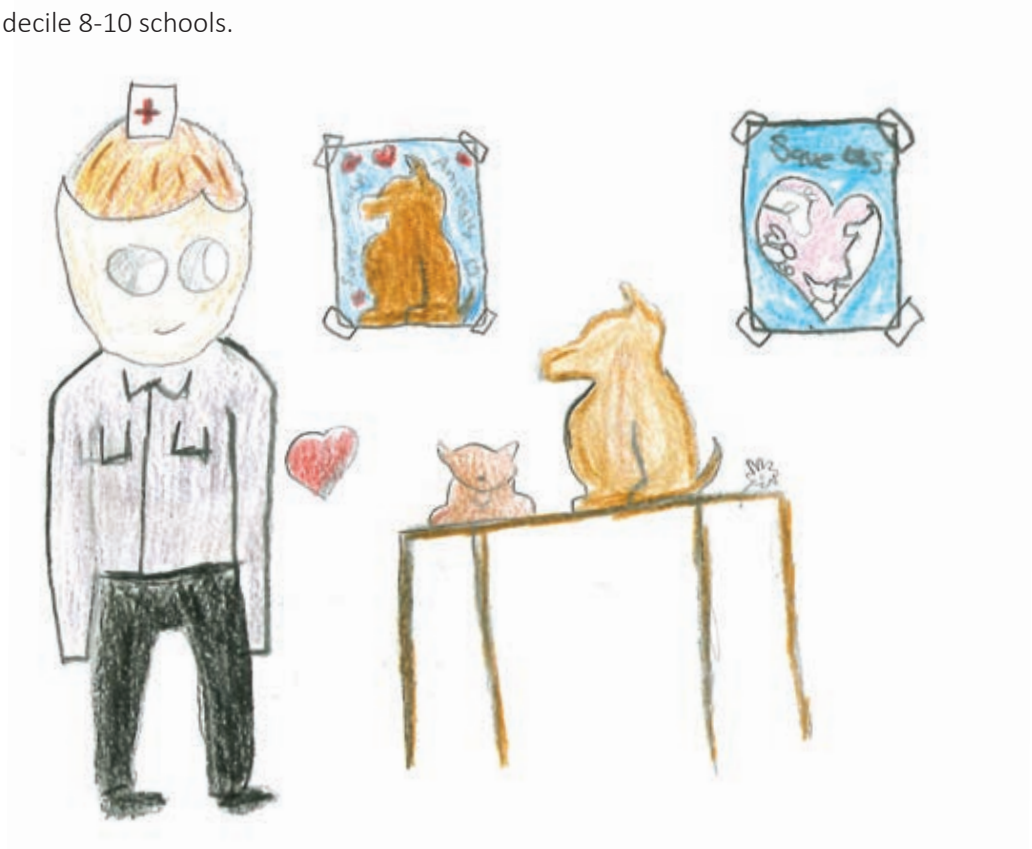


Table 9: Top 10 aspirations among children from high decile schools

Note: Blue percentages are significantly higher than the average for all children, and red percentages are significantly lower than average.

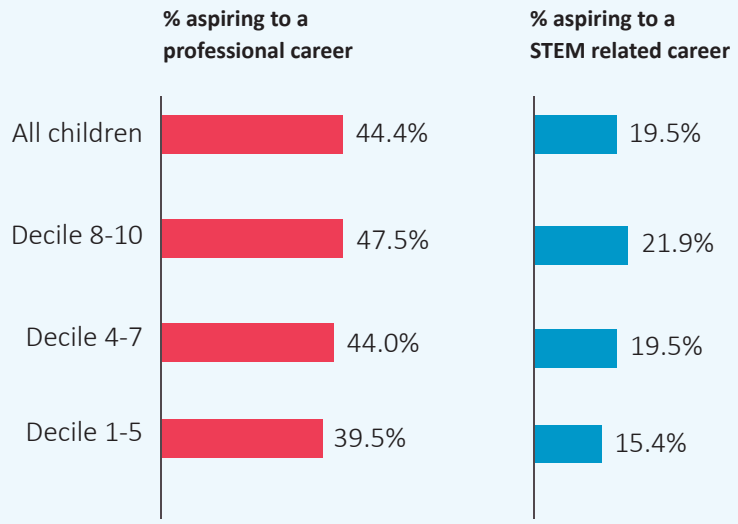
RANK	JOB	HIGH DECILE (8-10)	PROPORTION OF ALL CHILDREN THAT WANT THIS JOB
1	Sportsperson*	**20.1%**	17.6%
2	Vet	7.0%	6.3%
3	Teacher/Lecturer	4.8%	4.9%
4	Artist/Illustrator	4.7%	4.5%
5	Social media/YouTuber/Influencer	4.2%	4.7%
6	Police officer	4.1%	5.3%
7	Actor/Actress	2.8%	2.3%
8	Farmer	2.7%	2.6%
9	Scientist	2.7%	2.2%
10	Doctor	2.4%	2.7%

* Net category that includes Cricket player, Football/soccer player, Gymnast, Hockey player, Horse rider/jockey/equestrian, Netball player, Basketball player, Rugby (or rugby league) player, Race car driver, Motor Bike riding/Motor cross, Bike rider/BMX/mountain biker, Other types of sportsperson.

Base: All children aged 7 to 13 years who submitted a drawing and attend a decile 8-10 school (n=2,618), all children who submitted a drawing (n=7,241).
Note: Green percentages are significantly higher than the average for all children, and red percentages are significantly lower than average.

Chart 3 below shows children's aspirations towards professional and STEM occupational groupings, by school decile. The largest difference in aspirations by school decile is that children from higher decile schools are more likely than children from lower decile schools to aspire to professional and STEM-related occupations. This finding aligns with international research which found that children from higher socioeconomic backgrounds are more likely to aspire to higher earning and professional careers in medicine and science than those from lower socioeconomic backgrounds [1] [13] [20].

Chart 3: Aspirations towards professional and STEM occupations by school decile



Base:All New Zealand children aged 7-13 years who submitted a drawing (n=7241). Decile 8-10 schools (n=2618), Decile 4-7 schools (n=3105), Decile 1-3 schools (n=1513)

The aspirations of children aged 7 to 11 years are largely similar to those aged 12 to 13, but there are some differences

To understand the effect of including a wider age range in the sample of New Zealand children, we looked at differences between those in the younger (7-11 years old) and older (12 and 13 years old) age brackets. Table 10 below shows the most popular aspirations for children in these age groups. Both groups are just as likely to aspire to STEM-related jobs (19.7% compared to 18.6% of 12 to 13 year-olds).

However, older children are more likely than younger children to aspire to professional occupations (47.2% compared to 43.9%), and to occupations in the health, community and social services sector (7.2% compared to 5.4%). Table 10 below displays the most popular aspirations of children in these two age groups.

Table 10: Top 10 aspirations for children aged 7 to 11 years and 12 to 13 years

7 TO 11 YEAR-OLDS		
RANK	JOB	PROPORTION THAT WANT THIS JOB
1	Sportsperson*	17.4%
2	Vet	6.6%
3	Police officer	5.5%
4	Teacher/Lecturer	5.1%
5	Social media/YouTuber/Influencer	4.9%
6	Artist/ Illustrator	4.7%
7	Doctor	2.8%
8	Army/Navy/Airforce/Firefighter	2.7%
9	Builder	2.6%
10	Farmer	2.6%

12 TO 13 YEAR-OLDS		
RANK	JOB	PROPORTION THAT WANT THIS JOB
1	Sportsperson*	18.3%
2	Police officer	4.8%
3	Vet	4.4%
4	Teacher/Lecturer	3.8%
5	Architect	3.5%
6	Artist/ Illustrator	3.4%
7	Lawyer (barrister/solicitor)/Judge	3.3%
8	Social media/YouTuber/Influencer	3.3%
9	Actor/actress	3.2%
10	Farmer	2.9%

* Net category that includes Cricket player, Football/soccer player, Gymnast, Hockey player, Horse rider/jockey/equestrian, Netball player, Basketball player, Rugby (or rugby league) player, Race car driver, Motor Bike riding/Motor cross, Bike rider/BMX/mountain biker, Other types of sportsperson.

Base: All New Zealand children who submitted a drawing and provided their age, including 7 to 11 year-olds (n=5,995), and 12 to 13 year-olds (n=1,141)

Children from rural schools are more likely to have aspirations in primary industries, trades, or which involve working with animals

Children who attend rural[8] schools are approximately:

- four times more likely than other children (ie those attending non-rural schools) to aspire to a role in the primary industries, and
- one and a half times more likely than other children to aspire to a trade

8 As defined by Education Counts. See https://www.educationcounts.govt.nz/data-services/glossary

Children from rural schools are also more likely than other children to aspire to careers that can involve working with animals:

- vets (8.0% compared to 5.9% of other children)
- farmers (7.3% compared to 1.6% of other children), and
- jockeys or 'horse riders' (3.4%, compared to 1.8% of other children).

Compared to other children, those from rural schools are less likely to aspire to be teachers or lecturers (3.2% compared to 5.2%) and doctors (1.4% compared to 2.9%).

Table 11 below shows the most popular aspirations among children from rural and non-rural schools.

Table 11: Top 10 jobs for children living in rural and non-rural areas

RURAL		
RANK	JOB	PROPORTION THAT WANT THIS JOB
1	Sportsperson*	17.8%
2	Vet	8.0%
3	Farmer	7.3%
4	Artist/Illustrator	4.6%
5	Police officer	4.5%
6	Social media/YouTuber/Influencer	4.0%
7	Teacher/Lecturer	3.2%
8	Builder	2.8%
9	Army/Navy/ Airforce/Firefighter	2.5%
10	Gamer/Professional gamer	2.3%

NON-RURAL		
RANK	JOB	PROPORTION THAT WANT THIS JOB
1	Sportsperson*	17.6%
2	Vet	5.9%
3	Police officer	5.5%
4	Teacher/Lecturer	5.2%
5	Social media/YouTuber/Influencer	4.8%
6	Artist/Illustrator	4.5%
7	Doctor	2.9%
8	Army/Navy/Airforce/Firefighter	2.7%
9	Actor/Actress	2.5%
10	Builder	2.5%

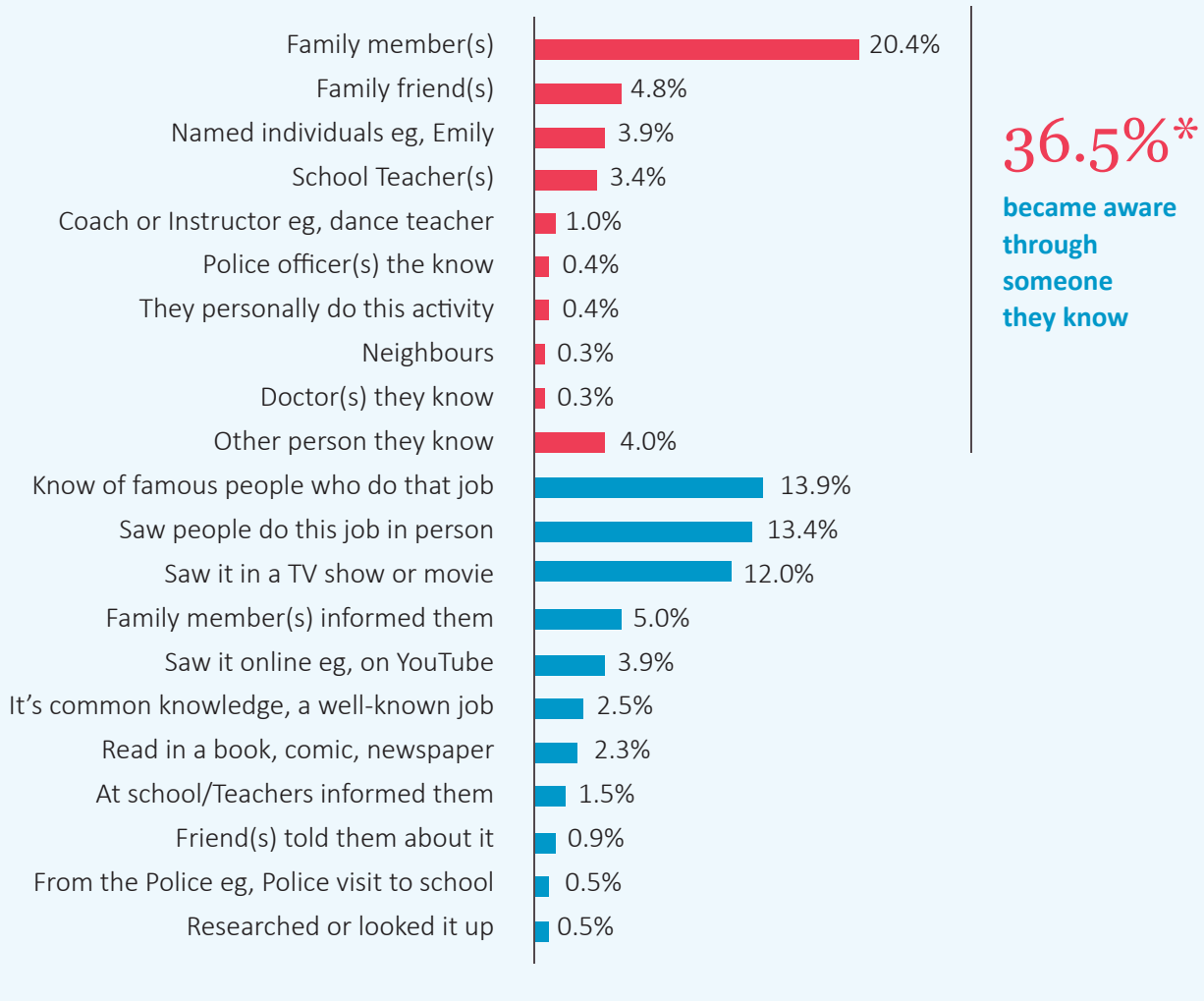
* Net category that includes Cricket player, Football/soccer player, Gymnast, Hockey player, Horse rider/jockey/equestrian, Netball player, Basketball player, Rugby (or rugby league) player, Race car driver, Motor Bike riding/Motor cross, Bike rider/BMX/mountain biker, Other types of sportsperson.

Base: All New Zealand children aged 7 to 13 years who submitted a drawing and live in a rural area (n=1,235), or a non-rural area (n=6,001)

Influences on children's career aspirations

Chart 4 below shows the types of influences children cited as how they knew about the career they aspired to.

Chart 4: How New Zealand children become informed about the occupation they aspire to



Base: All New Zealand children aged 7-13 years who submitted a drawing (n=7,241)

* Some children mentioned multiple people they know who have their preferred job, these children are only counted once in the percentage

Note that a further 6.6% of children said it's just what they're interested in, or the type of thing they want to do, ie, didn't provide a source

Children's aspirations are most commonly influenced by knowing someone who does the job they aspire to

Just over a third of children (36.5%) said that they personally know someone who does the job they aspire to. Girls (41.0%) and children from rural schools (44.0%) are more likely than boys (32.7%) and children from non-rural schools (35.0%) to know someone who does the job they aspire to.

The person children know is most likely to be one of their family members

Similar to the international findings, children who knew someone in their aspired career most commonly cited a family member (20.4%). Most commonly, this family member is a parent (10.3%) or aunt/uncle (5.6%). Family friends or other friends (4.8%) were also important.

Compared to the average (20.4%), Māori children (24.0%) and children of Pacific ethnicities (24.9%) are more likely to know a family member who does the job they aspire to, whereas Asian children are less likely to (17.4%).

There are also differences by school decile; children attending low decile schools (1-3) are more likely than average to know a family member doing their favoured job, whereas those in high decile schools (8-10) are less likely to (24.0% and 18.0% respectively, compared to 20.4%).

Children attending schools in rural areas are also more likely than other children to know a family member doing the job they aspire to (25.4%, compared to 19.4%).

If children don't personally know someone who does the job they aspire to, they are most likely to have learned about it through the media, or by witnessing someone doing that job

The media appears to be a strong influence on children; 13.9% of children report finding out about their aspired role through knowledge of a famous person in that role, whilst 12.0% say they found out about the job on TV or in a movie, 3.9% online, and 2.3% in a book or magazine.

The influence of the media appears to be even stronger on boys. Compared to girls, boys are more than twice as likely to report finding out about their favoured occupation via a famous person (19.1% compared to 8.9%), and they are more likely than girls to have learned about it online (4.8% compared to 3.2%).

Children also find out about different occupations by being exposed to them in their day-to-day lives; 13.4% of children report seeing someone do their favoured job in-person.

Children who aspire to work in the health sector or as a vet are more likely than average to report aspiring to these jobs because they have seen someone do this in their daily life (19.3% and 29.1% respectively, compared to 13.4% on average).

There is an opportunity to broaden children's aspirations by introducing them to people in a range of different careers

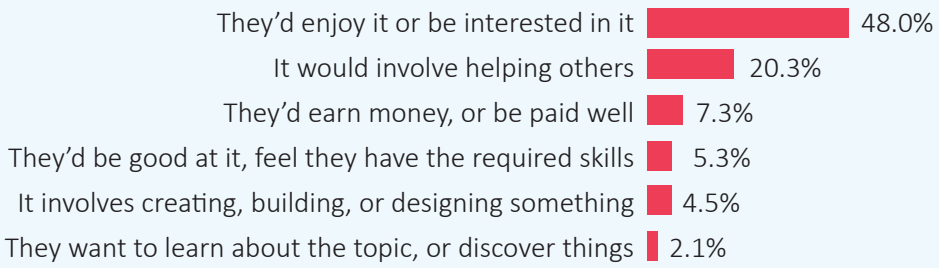
Chart 4 above shows that children most commonly become aware of the role they aspire to by knowing someone in that role (36.5% compared to 13.9% and below). This pattern suggests that there is an opportunity to broaden children's aspirations by introducing them to people in a range of different roles that they would not otherwise be aware of. Consistent with international findings, less than 1% of New Zealand children are informed about their preferred job from a visitor to their school from the world of work.

Children's motivations for their career aspirations

Children are most commonly motivated by having a career that they enjoy

Chart 5 below shows the reasons children gave when asked why they chose the careers they drew.

Chart 5: New Zealand children's reasons for aspiring to a particular occupation



Base: All New Zealand children aged 7-13 years who submitted a drawing (n=7,241)

Almost half of New Zealand children cited that they aspire to their chosen job because they think it will be fun (48.0%). Enjoyment is a key motivator for children from a range of groups, however those from high decile schools (50.8%) are more likely than those from low decile schools to want a job for the fun of it (41.2%).

Children's perceptions about whether they will enjoy a job seem to be linked to their school experiences. For example, those who aspire to become a sportsperson are more likely than average to say their favourite subject is physical education (35.2% compared to 17.6% of all children), and those who want to become a scientist are more likely to say science is their favourite subject (18.2% compared to 2.2% of all children).

The opportunity to assist others is also motivating for many children, more so for particular groups

One in five children (20.3%) wants a career that will allow them to help either people or animals. Girls are more than twice as likely as boys to want to help and care for others (29.1% compared to 12.0%). Children of Pacific ethnicities are also more likely to cite a desire for helping people (16.1% compared to 11.0% of all children).

A desire to help others is a particularly strong motivator for children who want to be vets (81.5%), work in the health sector (62.6%), be police officers (44.2%), or be teachers or lecturers (29.3%).

Financial motivation is also more common among some groups

Overall, 7.3% of children aspire to a job because they think it will pay well. Boys are three times more likely to have this motivation than girls (11.5% vs. 3.3% of girls). Additionally, this motivation is more common among children from lower decile schools (8.8% of students from low decile schools compared to 6.8% of students from high decile schools). Children aspiring to be a social media influencer/YouTuber (23.4%) or work in a trade (15.8%) are also more likely than average (7.3%) to cite money as the reason for aspiring to those occupations.

However looking at children's own comments about their motivations, it becomes clear that the desire to earn money is not always a selfish one: eight percent of children who cited a financial motivation also mentioned wanting to help others.

Expert commentaries

We provided an advance copy of the report and findings to a range of key stakeholders, representing business, education and career practitioners. They have each added their valued perspective on the value and impact of the research for New Zealand.

As next steps from this research, TEC will use Drawing the Future findings to inform the development and implementation of Inspiring the Future in New Zealand. Inspiring the Future is a programme aimed at broadening children's career aspirations by introducing them in schools to volunteers from the world of work.

Kirk Hope: Chief Executive, BusinessNZ

> This is an important and globally comparable piece of work that helps us understand the factors that condition the career aspirations of New Zealand children. For example, understanding that less than 1% of the children have had an in-school visitor from a career that they aspire to sends an important signal to the education and business sectors- there is a lot of work to be done.
>
> This analysis will make a major contribution to shaping policy that can broaden and strengthen career opportunities for New Zealand children.

Nick Chambers: Chief Executive, Education and Employers, United Kingdom

> Starting in primary school we need to ensure that children get to meet a range of people from different backgrounds and doing different jobs. People who can help bring learning to life, show them how the subjects they are studying are relevant to their futures – and in so doing help motivate them to achieve their potential. We need to stop children from ruling out options because they believe, implicitly or explicitly, that their future career choices are limited by their gender, ethnicity or socio-economic background. This is not about providing "careers advice" in primary schools but breaking down barriers, broadening horizons and raising aspirations, giving children a wide range of experiences of the world including the world of work. It is about opening doors, showing children the vast range of possibilities open to them and helping to keep their options open for as long as possible.

Robyn Bailey and Lynette Reid: Career Development Association of New Zealand

> No-one can choose what they don't know, adults included. Children are exposed to occupations via family and media. This limits the range they can choose from. It is no surprise that children often choose what a parent or family member does. The research highlights that first-hand knowledge through witnessing is hugely influential. From those occupations they know about, they are likely to choose based on their perceptions of glamour and prestige, or familiarity. The narrow range of occupations children aspire to most probably indicates those occupations that are most valued and have high visibility in the culture.
>
> Children under 11 do not need to be forced into premature decision-making. They have a long time before they need to make definitive choices. They do however need to make links between their hopes and dreams and the kinds of ways they could make these a reality.

Linking **why** they chose certain occupations is more valuable than the occupation itself. For example, if it is to "help family" then exploring other occupations that could help family still respects their aspiration but helps them think more broadly about how that could be achieved thus helping develop their skills in finding information, critical thinking, developing alternative plans in the event that Plan A proves unachievable for some reason, career management, future-proofing themselves in the face of technological change, etc. Exploring other occupations that, for example, help animals, also broadens their understanding. Linking their career ideas with their values (why they want something) could help to broaden their choices.

Schools need to be aware of the factors that might limit aspirations, or limit the range of perceived choices. There needs to be discussion about occupational gender roles, occupational alternatives and presentation of role models who are non-stereotypical. Couple non-stereotypical occupations with more stereotypical ones, such as introducing girls to the idea of engineering that helps disabled people. It is not feasible to show young people "all the pathways that exist" but it is valuable to help them understand that there are multiple ways to achieve their aspirations.

The children from wealthier areas could well have role models that support their choice of professional and STEM careers and/or encouragement from family to aspire to these kinds of occupations. It would be important to choose role models that challenge gender, ethnic and class stereotypes for all students.

Discussing the kind of world and the kind of work that we might have in the future is valuable. P.16 of the report refers to the sectors where jobs might be found by 2028. This could be discussed in a fun and creative way with the students.

Research that provides career professionals and policy makers with an understanding of what work/career means and why we work or want/need a career, is always very insightful. The focus on the perspective of children is very interesting and one that positively positions the value of career conversations at an early age.

Whetu Cormick, teacher, principal and former president of New Zealand Principals' Federation

This research supports the rationale for the implementation of ***Inspiring the Future*** in primary schools. It clarifies the influences of gender and the power of early perceptions on the later career choices of our young people. The research indicates that a balance is required between opening up children's experiences to many different careers, including those they may not hear about within their own familial networks, and being aware of the skill needs of the nation at large. We do not want a situation in which we create shortages in certain skill areas (such as STEM), when there is a demand for qualified scientists. Nor do we want to see an oversupply of sportsmen and women and entertainers, to the detriment of progressing new ideas to address glaring issues like climate change. Balance is necessary and therefore our young people need information on different career options.

We know that Year 7-8 programmes must include careers in their teaching and learning programmes. Intermediate Schools plan 'careers learning' that will include bringing a selection of people from different workplaces to share their experiences and working lives; students will also be taken on visits to industry workplaces, tertiary institutions and offices of professionals. If government is committed to a strong and sustainable economic future, the education system must have a strategic focus on careers at all levels of teaching and learning from Y0-13 and into tertiary.

It is important that the education system supports schools Y0-13 to facilitate careers programmes that inspire our young people. International research along with findings from Drawing the Future in New Zealand show that only 1.5% of students are informed about their preferences from teachers and less than 1% from visitors to schools. Because the NZ curriculum does not mandate the teaching of careers in Years 0-6, this is not a surprising outcome.

If, as a nation, we are committed to enabling young people to aspire to careers that will support their own personal wellbeing, the wellbeing of their whānau and community and a strong economy, then the system must respond accordingly.

All young people are deeply influenced by the world around them, including family values and attitudes, the opinions of relatives and friends and commentary on social media. They are heavily influenced by the celebrity culture that proliferates across all media.

Implementing Inspiring the Future is one tool that might assist us. It will at least expose our young people to a greater range of career options. If well-structured, it will also present options in a gender-neutral way and successful Māori and Pacific Island people might be used to show how ethnic minorities can be successful in all careers including high status ones.

Providing an event with a group of volunteers specifically chosen to break down bias and stereotypes will most certainly help young people to consider a range of career options. However, it could be argued that more will need to be done over and above "inspiring" young people. A systemic plan might be needed to help connect young people into tertiary studies or the world of work once they graduate from school.

Research has established that the influence of families is one of the most powerful when it comes to young peoples' career choices. Schools can have little influence over that. Peers, friends and other social connections can also have an impact on the provision of information and choices of career options of our young people, although their opinions are not nearly as persuasive as that of family. What is heartening is that research here shows that teachers can have a profound influence too.

Conclusion

International research has shown a link between the career aspirations of children and the jobs they do as adults. To improve wellbeing, equity and productivity through employment we must therefore focus on career aspirations in our young people.

Career aspirations form early in a child's life, with both positive and negative influences shaping those aspirations. Internationally this has meant that gender biases in career aspirations are observable at a young age. These biases become increasingly pronounced as children age.

New Zealand's children have spoken

This is the first time this research has been completed in New Zealand and we now know what the nation's children want to be when they grow up. Children's aspirations are driven by enjoyment, the ability to help others and financial security. However, as found internationally, the range of careers that children aspire to is narrow. Findings also show differences in the career aspirations of New Zealand's children by gender, ethnicity, location and decile. The limited breadth of children's aspirations and the biases that were revealed in the research may present challenges to the growth of a more equitable New Zealand.

There is an important role for influencers

Currently, children's career aspirations are shaped by people they know, the media and observing others. Less than 1% of children know about their chosen role through an in-school volunteer. Through the Inspiring the Future programme we are seeking to broaden horizons by inviting people from a wide range of careers to talk to school children about their work.

What will you do?

In the foreword from Tim Fowler he made a call to action: "If you represent a job that isn't in the top nine, or a trade where there are shortages of skilled workers, or you're a tertiary education organisation developing new courses or programmes – how are you going to help the next generation to have their best chance to succeed?" If you are able to help inspire New Zealand's children towards a brighter future, or would like further information on the research please email InspiringtheFuture@tec.govt.nz

Appendices

Appendix 1: Literature review methodology

The literature review was conducted as a rapid review (ie,, using meta-analyses where available rather than original source material). The rapid review approach is recognised as a streamlined approach to synthesising evidence on a selected topic when time or resources are limited [42].

Current knowledge in relation to children's career aspirations was scanned and summarised. More specifically, the key questions to be answered were as follows:

1. What are children's career aspirations?
2. Who and what are the influences on children's career aspirations?
3. What impact do career aspirations have on students' future career paths and other outcomes?
4. How do the above three questions differ for New Zealand children compared to other countries?

International literature from the previous 15 years formed the focus of this review, with children defined as those aged 7 to 13 years. Databases (Scopus, Google Scholar, and Web of Science) were searched using the following search terms: 'children' and 'career/occupational aspirations'. Additional sources were identified via Internet searches using the same search terms to locate grey literature and other relevant documents. Where possible, review articles were drawn on.

Publications were reviewed and those within the scope of the review were included. Following this, an analysis of the information was undertaken, which involved reading each publication and identifying and synthesising key concepts.

Appendix 2: Literature review reference list

[1]	N. Chambers, E. T. Kashefpakdel , J. Rehill and C. Percy, "Drawing the Future: Exploring the career aspirations of primary school children from around the world," Education and Employers, London, 2018.
[2]	L. Archer, J. DeWitt and B. Wong, "Spheres of influence: What shapes young people's aspirations at age 12/13 and what are the implications for education policy?," ***Journal of Education Policy,*** vol. 29, no. 1, pp. 58-85, 2014.
[3]	Cabinet Office Great Britain, Social Exclusion Task Force, Department for Children, Schools and Families (DCSF), & Communities and Local Government (CLG), "Aspiration and attainment amongst young people in deprived communities: Analysis and discussion paper," Cabinet Office, London, 2008.
[4]	J. Liu, M. McMahon and M. Watson, "Parental influence on mainland Chinese children's career aspirations: Child and parental perspectives," ***International Journal for Educational and Vocational Guidance,*** vol. 15, no. 2, pp. 131-143, 2015.
[5]	A. Milner, A. J. Scovelle, T. L. King, C. H. Marck, A. McAllister, A. M. Kavanagh, M. Shields, E. Török and A. O'Neil, "Gendered working environments as a determinant of mental health inequalities: A protocal for a systematic review," ***International Journal of Environmental Research and Public Health,*** vol. 16, no. 7, p. 1169, 2019.
[6]	Royal Society, "Taking a leading role: A good practice guide for all those invovled in role model schemes aiming to inspire young people about science, engineering and technology," Royal Society, London, 2004.
[7]	P. Croll, "Occupational choice, socio-economic status and educational attainment: a study of the occupational choices and destinations of young people in the British Household Panel Survey," ***Research Papers in Education,*** vol. 23, no. 3, pp. 243-269, 2008.
[8]	J. DeWitt, J. Osborne, L. Archer , J. Dillon , B. Willis and B. Wong, "Young children's aspirations in science: The unequivocal, the uncertain and the unthinkable," ***International Journal of Science Education,*** vol. 35, no. 6, pp. 1037-1063, 2013.
[9]	A. Mann, V. Denis, A. Schleider, H. Ekhtiari, T. Forsyth, E. Liu and N. Chambers, "Dream jobs? Teenagers' career aspirations and the future of work," OECD, 2020.
[10]	L. Archer, J. Osbourne, J. J. DeWitt, J. Dillon and B. Wong, "ASPIRES: Young people's science and career aspirations, age 10-14," King's College, London, 2013.
[11]	Education and Employers, "Teachers perception on the impact of the engagement with the world of work on students' academic achievement in primary education," Education and Employers, London, 2017.
[12]	E. Kashefpakdel, J. Rehill and D. Hughes, "What works? Career-related learning in primary schools," Careers Enterprise Company & Education and Employers, London, 2018.
[13]	F. Chambers, M. Machalepis and M. M. Martinez, "Using drawing to explore children's aspirations in a primary school," in ***Responding to Diversity in Schools: An Inquiry-Based Approach***, 2010, p. 127.
[14]	M. Watson and M. McMahon, "Children's career development: A research review from a learning perspective," ***Journal of Vocational Behaviour,*** vol. 67, no. 2, pp. 119-132, 2005.

[15]	N. Chambers, "Starting early- the importance of career-related learning in primary school-Education and Employers," 2018. [Online]. Available: https://www.educationandemployers.org/career-related-primary/. [Accessed 26 November 2019].
[16]	E. Kashefpakdel, "Introducing primary children to the world of work. Working paper," Education and Employers, London, 2018.
[17]	J. Rehill, E. T. Kashefpakdel and A. Mann, "Careers events: What works?," The Careers & Enterprise Company, London, 2017.
[18]	Colmar Brunton, "Understanding decision making that leads to careers in the Primary Industries," Colmar Brunton, Wellington, 2016.
[19]	K. A. S. Howard, S. Flanagan, E. Castine and M. E. Walsh, "Perceived influences on the career choices of children and youth: An exploratory study," ***International Journal for Educational and Vocational Guidance,*** vol. 15, no. 2, pp. 99-111, 2015.
[20]	J. Gore, K. Holmes, M. Smith, E. Southgate and J. Albright, "Socioeconomic status and the career aspirations of Australian school students: Testing enduring assumptions," ***The Australian Educational Researcher,*** vol. 42, no. 2, pp. 155-177, 2015.
[21]	K. Miel, M. D. Portsmore, E. Fuller, K. Paul, E. Sung and A. V. Maltese, ""Maybe if I put my mind to it": 5th graders' receptivity to pursuing engineering careers (fundamental)," in ***2019 ASEE Annual Conference & Exposition***, 2019.
[22]	P. J. Hartung, E. J. Porfeli and F. W. Vondracek, "Child vocational development: A review and reconsideration," ***Journal of Vocational Behavior,*** vol. 66, no. 3, pp. 385-419, 2006.
[23]	V. Moulton, E. Flouri, H. Joshi and A. Sullivan, "Individual-level predictors of young children's aspirations," ***Research Papers in Education,*** vol. 33, no. 1, pp. 24-41, 2018.
[24]	ATEED, "Tourism Youth Perceptions Research Report. Opportunities in research: What young New Zealanders think," ATEED, Auckland, 2018.
[25]	P. Cody, "Guest post: Secondary school students on work in 2030," 2019. [Online]. Available: https://www.productivity.govt.nz/futureworknzblog/guest-post-secondary-school-students-on-work-in-2030/. [Accessed 26 November 2019].
[26]	P. A. Raburu, "The self-who am I?: Children's identity and development through early childhood education," ***Journal of Educational and Social Research,*** vol. 5, no. 1, p. 95, 2015.
[27]	L. Renshaw, "A Positive Sense of Identity and Culture," ARACY, Canberra, 2019.
[28]	R. W. Auger, A. E. Blackhurst and K. H. Wahl, "The development of elementary-aged children's career aspirations and expectations," ***Professional School Counseling,*** pp. 322-329, 2005.
[29]	N. Eather, L. Fray and J. M. Gore, "Who wants to be a sportsperson? Student aspirations for sporting careers," ***Sport, Education and Society,*** pp. 1-14, 2019.
[30]	D. I. Miller, K. M. Nolla, A. H. Eagly and D. H. Uttal, "The devlopment of children's gender-science stereotypes: A meta-analysis of 5 decades of US draw-a-scientist studies," ***Child Development,*** vol. 89, no. 6, pp. 1943-1955, 2018.
[31]	J. Vinni-Laakso, J. Guo, K. Juuti, A. Loukomies, J. Lavonen and K. Salmela-Aro, "The relations of science task values, self-concept of ability, and STEM aspirations among Finnish students from first to second grade," ***Frontiers in Psychology,*** vol. 10, p. 1449, 2019.

[32]	J. Gore, K. Holmes, M. Smith, L. Fray, P. McElduff, N. Weaver and C. Wallington, "Unpacking the career aspirations of Australian school students: Towards an evidence base for university equity initiatives in school," ***Higher Education Research & Development,*** vol. 36, no. 7, pp. 1383-1400, 2017.
[33]	K. Vaughan, "Student perspectives on leaving school, pathways, and careers," Ministry of Education, Wellington, 2008.
[34]	M. E. D. Caroli and E. Sagone, "Black or White? Ethnic stereotypes and prejudicial attitudes in Italian children," ***Procedia - Social and Behavioural Sciences,*** vol. 93, pp. 574-580, 2013.
[35]	R. Sheldrake, "Changes in children's science-related career aspirations from age 11 to age 14," ***Research in Science Education,*** pp. 1-30, 2018.
[36]	E. Ginzberg, "Towards a theory of occupational choice," ***Occupations: The Vocational Guidance Journal,*** vol. 30, no. 7, pp. 491-494, 1952.
[37]	L. S. Gottfredson, "Circumscription and compromise: A developmental theory of occupational aspirations," ***Journal of Counseling Psychology,*** vol. 28, no. 6, p. 545, 1981.
[38]	A. Sharman, "The confidence of youth," 2019. [Online]. Available: https://www.productivity.govt.nz/futureworknzblog/the-confidence-of-youth/. [Accessed 26 November 2019].
[39]	Ministry of Pacific Island Affairs, "Pacific Adolescent Career Pathways: Final Report," 2014. [Online]. Available: http://www.mpia.govt.nz/assets/documents/research-documents/CareersFuturesFinalWEB.pdf.
[40]	S. Kewalramani and S. Phillipson, "Parental role in shaping immigrant children's subject choices and career pathway decisions in Australia," ***International Journal for Educational and Vocational Guidance,*** pp. 1-21, 2019.
[41]	B. M. Capobianco, J. H. Yu and B. F. French, "Effects of engineering design-based science on elementary school science students' engineering identity development across gender and grade," ***Research in Science Education,*** vol. 45, no. 2, pp. 275-292, 2015.
[42]	M. Haby, E. Chapman, R. Clark, J. Barreto, L. Reveiz and J. & Lavis, "What are the best methodologies for rapid reviews of the research evidence for evidence-informed decision making in health policy and practice: A rapid review," ***Health Research Policy and Systems,*** vol. 14, no. 1, p. 83, 2016.
[43]	L. Gottfredson, "Gottfredson's Theory of Circumscription, Compromise, and Self-Creation," in ***Career Choice and Development***, D. Brown, Ed., San Francisco, Jossey-Bass, 2002.
[44]	L. Archer, J. DeWitt, J. Osborne, J. Dillon, B. Willis and B. Wong, "'Doing' science versus 'being' a scientist: Examining 10/11 year-old schoolchildren's constructions of science through the lens of identity," ***Science Education,*** vol. 94, pp. 617-639, 2010.
[45]	C. Skelton, B. Francis and Y. Valkanova, "Breaking down the stereotypes: Gender and achievement in schools," Equal Opportunities Commission, Manchester, 2007.
[46]	R. Bolstad and R. Hipkins, "Seeing yourself in science. The importance of the middle school years," New Zealand Council for Educational Research, Wellington, 2008.

Appendix 3: Further methodological notes

Drawing is the optimal method for understanding children's career aspirations

Consistent with international Drawing the Future research [1], children were asked to primarily draw their career aspirations (as opposed to writing or speaking). This method allows children to express themselves while also being able to supplement it with written information (eg about influences on their aspirations).

Previous Drawing the Future work suggests that allowing children to draw their career aspirations makes it easier for them to 'tell a story about themselves' [1]. Drawings may be more effective in prompting children to remember who or what influenced their aspirations compared to writing or talking about them. Drawing is more inclusive and fun; children don't need to have strong written or verbal skills to be able to express themselves.

Drawings not included in the final sample

A total of 7,709 drawing templates were received from 205 schools. Some templates were removed from the sample for analysis for the following reasons:

- School unable to be identified or ineligible (40)
- Template did not include drawing or description of a potential job/career (4)
- Template included drawing but did not include answers to supplementary questions (58)
- Child was aged either younger than seven or older than thirteen years (258)

Other templates removed from the sample were either returned blank, returned outside the timeframe of the research, or were duplicates of templates already received.

Removal of ineligible templates resulted in a final sample of 7,241 templates from 203 schools.

Many children (920) drew more than one job on their template, meaning the final sample represented 8,206 potential aspirations.

Coding the drawings

Colmar Brunton research staff analysed the drawings and coded them to a list of jobs based on that used in previous Drawing the Future [1] research, with further codes added where necessary to capture greater detail in the data (such as biologist/marine biologist or palaeontologist rather than simply scientist) or to encapsulate jobs that were not represented in the original list (such as dog handler/trainer and hunter). Appendix 7 shows the complete list of codes.

Researchers coded jobs based on the child's written description of their drawing, and if the child had not written one, then they would attempt to interpret what the child had drawn. In some cases, researchers looked to the follow-up questions to aid in interpreting the drawings. The researchers were unable to code 2.1% (150 in total) of the drawings to a job.

Where children indicated more than one potential career aspiration, researchers coded a single template to multiple jobs to ensure the full range of children's drawings were captured.

Researchers coded the two follow-up questions asking children whether they know anyone who does the job they aspire to and how they found out about the job using the categories reported in previous Drawing the Future research [1]. Where necessary, codeframes were again expanded.

For the question asking about children's reasons for aspiring to the job they drew, there was no existing codeframe to use as a basis (this question was not included in previous **Drawing the Future** research). Therefore a new codeframe was developed based on the grouping of children's responses into common themes.

Following data entry, coding of all templates was verified by another researcher. This verification process ensured a consistent approach to coding across all drawings and that any errors made in the initial round of data entry and coding were identified and corrected.

The data presented in the report is unweighted

The TEC and Colmar Brunton agreed that the sample collected was sufficiently close to the population of children in the target age range that weighting was not necessary. However, it should be noted that children from rural schools are slightly over-represented and it is possible that this had some influence on the final results (such as the popularity of farmer among children's aspirations).

Differences reported are statistically significant at the 95% confidence level

Colmar Brunton analysed the dataset using IBM Reports for Surveys analysis software. The software includes in-built significance testing. All differences reported are significant at the 95% confidence level based on a Column Proportions Test[9]. The procedure the software used to determine statistical significance can be found here: http://127.0.0.1:49698/help/index.jsp?topic=/com.spss.reportsforsurveys/statisticalformulae_colprops.htm

Appendix 4: Drawing the Future templates provided to children

drawing the future New Zealand

When I grow up I would like to be:

Please draw a picture of the job you think you might like to do when you grow up. If you draw more than one picture (maximum of two), please say which one is your top choice.

Do you know anyone who does this job? ☐ Ye ☐ No

If **yes**, who are they? .....

.....

If **no**, how do you know about this job? .....

.....

Why would you like to do this job? .....

.....

Gender: .....

Age: .....

Favourite school subject: .....

School name: .....

Class: .....

Do you have: ☐ older brothers/sisters?

☐ younger brothers/sisters?

☐ no brothers/sisters?

Ethnicity:

☐ Māori

☐ New Zealand European

☐ Pacific

☐ Asian

☐ Indian

☐ Other ethnicity (please state): .....

.....

Appendix 5: Sample breakdown

Census 2018 counted 442,776 children aged between seven and 13 years in the population, which means approximately 1.6% of New Zealand children in the target age range have been included in the research.

Table 12: Breakdown of **Drawing the Future** New Zealand sample against population figures

GENDER	% OF CHILDREN IN SAMPLE	% OF POPULATION (CENSUS 2018)
Male	49.7%	51.3%
Female	50.3%	48.7%
Other	0.03%	N/A
AGE	**% OF CHILDREN IN SAMPLE[10]**	**% OF POPULATION (CENSUS 2018)**
Seven	8.8%	14.7%
Eight	16.7%	14.8%
Nine	21.2%	14.6%
Ten	21.0%	14.7%
Eleven	16.4%	14.0%
Twelve	11.6%	13.6%
Thirteen	4.4%	13.5%
ETHNICITY	**% OF CHILDREN IN SAMPLE**	**% OF POPULATION (CENSUS 2018)**
New Zealand European	63.5%	68.4%
Māori	21.7%	26.7%
Pacific	10.5%	13.6%
Asian	12.0%	13.8%
Other	11.9%	3.0%
REGION OF SCHOOL	**% OF CHILDREN IN SAMPLE**	**% OF CHILDREN IN ELIGIBLE SCHOOLS (EDUCATION COUNTS)**
Auckland	34.2%	34.2%
Bay of Plenty	10.4%	7.0%
Canterbury	6.4%	12.2%
Gisborne	1.1%	1.2%
Hawke's Bay	2.5%	3.8%
Manawatu-Wanganui	5.4%	4.7%
Marlborough	0.3%	0.8%
Nelson	1.3%	0.9%
Northland	4.3%	4.2%
Otago	5.3%	4.3%
Southland	2.4%	2.6%
Taranaki	2.0%	2.6%
Tasman	1.7%	1.0%
Waikato	8.3%	10.0%
Wellington	12.6%	9.7%
West Coast	1.9%	0.6%

10 Based on those who specified their age (105 children did not specify their age).

SCHOOL URBAN AREA	% OF CHILDREN IN SAMPLE	% OF CHILDREN IN ELIGIBLE SCHOOLS (EDUCATION COUNTS)
Main urban area	67.7%	73%
Secondary urban area	4.7%	6%
Minor urban area	10.5%	10%
Rural area	17.1%	11%
SCHOOL DECILE	**% OF CHILDREN IN SAMPLE**	**% OF CHILDREN IN ELIGIBLE SCHOOLS (EDUCATION COUNTS)**
1	9.3%	8.7%
2	7.2%	7.5%
3	4.4%	7.8%
4	7.4%	8.1%
5	10.2%	9.2%
6	9.9%	7.7%
7	15.4%	10.2%
8	8.9%	11.2%
9	14.2%	12.6%
10	13.1%	16.1%
Unknown	0.8%	0.1%

Appendix 6: Combined categories

The lists below set out the components of the combined categories created during the analysis.

SPORTSPERSON
Cricket player
Football/Soccer player
Gymnast
Horse rider/Jockey/Equestrian
Netball player
Basketball player
Rugby (or Rugby League) player
Hockey player
Bike rider/BMX/Mountain biker
Motor Bike riding/ Motor cross
Race car driver
Other types of Sportsperson

PROFESSIONAL
Accountant
Actor/Actress
Advertising
Airline pilot
Animator/Cartoonist
Archaeologist
Architect
Artist/Illustrator
Astronomer
Author
Banker
Biologist/Marine Biologist
Businessman/woman
Coder
Dance teacher
Dancer
Dentist
Detective/Forensics
Doctor
Engineer (civil, mechanical, electrical)
Fashion/jewellery/shoes/handbags designers
Financial services eg, advisor
Game designer/Developer
Gamer/Professional gamer
Graphic designer
Interior Designer
Inventor
IT eg, consultant, programmer, technician, designer
Journalist
Lawyer (barrister/solicitor)/Judge
Marketing
Musician eg, pianist, guitarist
NASA/Astronaut
Nurse/Health visitor
Optician
Other designers
Other medical professionals eg anaesthetist, oncologist, therapist etc.
Palaeontologist
Performer eg, comedian
Pharmacist
Photographer
Physiotherapist
Psychiatrist/Psychologist
Scientist
Singer
Surgeon
Teacher/Lecturer
TV/Radio presenter/DJ
Vet
Writer
Zoologist

STEM
Architect
Astronomer
Biologist /Marine Biologist
Coder
Dentist
Doctor
Engineer (civil, mechanical, electrical)
Game designer/developer
IT eg, consultant, programmer, technician, designer
NASA /Astronaut
Optician
Other medical professionals eg Anaesthetist, Oncologist, Therapist etc.
Paleontonlogist
Psychiatrist/Psychologist
Scientist
Surgeon
Vet
Zoologist

TRADES
Builder
Carpenter/Joiner
Glazier
Mechanic
Plumber
Welder
Locksmith
Other trades not previously mentioned

NON-RURAL
Main urban area
Minor urban area
Secondary urban area

Appendix 7: Complete lists of jobs children aspire to

Table 11: All jobs that New Zealand children aspire to

RANK	JOB	PROPORTION THAT WANT THIS JOB
1	Sportsperson*	17.6%
2	Vet	6.3%
3	Police officer	5.3%
4	Teacher/Lecturer	4.9%
5	Social media/YouTuber/Influencer	4.7%
6	Artist/Illustrator	4.5%
7	Doctor	2.7%
8	Army/Navy/ Airforce/Firefighter	2.6%
9	Farmer	2.6%
10	Builder	2.5%
11	Actor/Actress	2.3%
12	Scientist	2.2%
13	Gamer/Professional gamer	2.1%
14	Singer	1.9%
15	Engineer (civil, mechanical, electrical)	1.8%
16	Architect	1.7%
17	Airline pilot	1.6%
18	Chef	1.6%
19	Zoo keeper	1.5%
20	Lawyer (barrister/solicitor)/Judge	1.3%
21	Author	1.3%
22	Businessman/woman	1.1%
23	Hairdresser/Barber	1.1%
24	Nurse/Health visitor	1.1%
25	NASA/Astronaut	1.0%
26	Fast food worker	1.0%
27	Biologist/Marine Biologist	1.0%
28	Dancer	1.0%
29	Photographer	0.9%
30	Fashion/jewellery/shoes/handbags designers	0.9%
31	Mechanic	0.8%
32	Musician eg, pianist, guitarist	0.8%
33	Animal worker eg, trainer, groomer, breeder, keeper	0.8%
34	Baker	0.8%

RANK	JOB	PROPORTION THAT WANT THIS JOB
49	Other drivers	0.4%
50	DOC worker / Conservationist/Environmentalist	0.4%
51	Explorer/Traveller	0.4%
52	TV/Radio presenter/DJ	0.4%
53	Other medical professionals eg, anaesthetist, oncologist, therapist etc.	0.4%
54	Dance teacher	0.3%
55	Palaeontologist	0.3%
56	Other designers	0.3%
57	Sales consultant	0.3%
58	Archaeologist	0.3%
59	Dog handler/trainer	0.3%
60	Manager (eg, in an office, factory, shop, hotel)	0.3%
61	Surgeon	0.3%
62	Dentist	0.3%
63	Model	0.2%
64	Psychiatrist/Psychologist	0.2%
65	Miner	0.2%
66	Coder	0.2%
67	Lego builder/Designer	0.2%
68	Rapper	0.2%
69	Banker	0.2%
70	Hunter	0.2%
71	Train driver/Conductor	0.2%
72	Accountant	0.2%
73	Paramedic	0.2%
74	Politician	0.2%
75	Sailor/Maritime	0.2%
76	Astronomer	0.2%
77	Cafe worker/Barista	0.2%
78	Performer eg, comedian	0.2%
79	Physiotherapist	0.2%
80	Supermarket worker	0.2%
81	Work with children eg, day care, babysitter, early childhood	0.2%
82	Writer	0.2%

35	Flight attendant	0.8%
36	Other trade workers eg, electrician, tiler, butcher etc.	0.7%
37	Animator/Cartoonist	0.7%
38	Retail sales assistant	0.7%
39	Detective/Forensics	0.7%
40	Game designer/Developer	0.6%
41	Inventor	0.6%
42	SPCA/Animal rescue	0.6%
43	Coach/instructor/trainer	0.6%
44	Interior Designer	0.5%
45	IT eg, consultant, programmer, technician, designer	0.5%
46	Truck driver	0.5%
47	Beauty therapist/Artist	0.4%
48	Fisher person	0.4%

83	Zoologist	0.2%
84	Social worker	0.1%
85	Waiter	0.1%
86	Midwife	0.1%
87	Plumber	0.1%
88	Ambulance worker	0.1%
89	Bus driver	0.1%
90	Factory worker	0.1%
91	Financial services eg, advisor	0.1%
92	Graphic designer	0.1%
93	Journalist	0.1%
94	Office admin/Receptionist	0.1%
95	Pharmacist	0.1%
96	TV work (nor presenter)	0.1%
97	Carpenter/joiner	<0.1%
98	Glazier	<0.1%
99	Hotel worker	<0.1%
100	Locksmith	<0.1%
101	Care worker	<0.1%
102	Cleaner/Window cleaner	<0.1%
103	Optician	<0.1%
104	Marketing	<0.1%
105	Welder	<0.1%
106	Other job	6.5%
	Unable to be interpreted	2.1%
	Missing information	0.1%

* Net category that includes Cricket player, Football/soccer player, Gymnast, Hockey player, Horse rider/jockey/equestrian, Netball player, Basketball player, Rugby (or rugby league) player, Race car driver, Motor Bike riding/Motor cross, Bike rider/BMX/mountain biker, Other types of sportsperson.

Note that 'Sportsperson' is presented as a Net category to match a category used by Statistics New Zealand (Australian and New Zealand Standard Classification of OccupationsV1.3.0), and to allow for direct comparison with findings from similar international studies.

Base: All New Zealand children aged 7 to 13 years who submitted a drawing (n=7,241)Base: All New Zealand children aged 7 to 13 years who submitted a drawing (n=7,241)

Table 12: All jobs that New Zealand girls and boys aspire to

RANK	GIRLS' JOBS	PROPORTION THAT WANT THIS JOB
1	Sportsperson*	11.7%
2	Vet	11.1%
3	Teacher/Lecturer	8.9%
4	Artist/Illustrator	6.5%
5	Police officer	4.1%
6	Doctor	4.0%
7	Singer	3.4%
8	Actor/Actress	3.0%
9	Chef	2.2%
10	Farmer	2.1%
11	Zoo keeper	2.1%
12	Nurse/Health visitor	2.1%
13	Hairdresser/Barber	2.0%
14	Social media/YouTuber/Influencer	1.9%
15	Author	1.9%
16	Scientist	1.8%
17	Architect	1.8%
18	Lawyer (barrister/solicitor)/Judge	1.8%
19	Photographer	1.7%
20	Fashion/jewellery/shoes/handbags designers	1.7%
21	Dancer	1.6%
22	Flight attendant	1.5%
23	Animal worker eg, trainer, groomer, breeder, keeper	1.3%
24	Baker	1.3%
25	Biologist/Marine Biologist	1.1%
26	Detective/Forensics	1.0%
27	SPCA/animal rescue	1.0%
28	Coach/instructor/trainer	1.0%
29	Interior Designer	0.9%
30	Army/Navy/ Airforce/Firefighter	0.9%
31	Businessman/woman	0.9%
32	Beauty therapist/artist	0.8%
33	Retail sales assistant	0.8%
34	Engineer (civil, mechanical, electrical)	0.7%
35	Airline pilot	0.7%

RANK	BOYS' JOBS	PROPORTION THAT WANT THIS JOB
1	Sportsperson*	23.5%
2	Social media/YouTuber/Influencer	7.4%
3	Police officer	6.6%
4	Builder	4.6%
5	Army/Navy/Airforce/Firefighter	4.5%
6	Gamer/Professional gamer	3.7%
7	Farmer	3.2%
8	Engineer (civil, mechanical, electrical)	3.0%
9	Scientist	2.8%
10	Airline pilot	2.5%
11	Artist/Illustrator	2.4%
12	Actor/actress	1.8%
13	Mechanic	1.7%
14	Architect	1.5%
15	NASA/Astronaut	1.5%
16	Businessman/Woman	1.3%
17	Doctor	1.3%
18	Fast food worker	1.3%
19	Game designer/developer	1.3%
20	Vet	1.3%
21	Other trade workers eg, electrician, tiler, butcher etc.	1.1%
22	Animator/Cartoonist	1.0%
23	Chef	1.0%
24	Inventor	0.9%
25	IT eg, consultant, programmer, technician, designer	0.9%
26	Musician eg, pianist, guitarist	0.9%
27	Teacher/Lecturer	0.9%
28	Biologist/Marine Biologist	0.8%
29	Lawyer (barrister/solicitor)/Judge	0.8%
30	Truck driver	0.8%
31	Zoo keeper	0.8%
32	Author	0.7%
33	Fisher person	0.6%
34	Other drivers	0.6%
35	Palaeontologist	0.6%

36	Musician eg, pianist, guitarist	0.7%
37	Dance teacher	0.6%
38	Builder	0.6%
39	Fast food worker	0.6%
40	Explorer/Traveller	0.6%
41	Other medical professionals eg, anaesthetist, oncologist, therapist etc.	0.6%
42	Gamer/Professional gamer	0.5%
43	NASA/Astronaut	0.5%
44	Animator/Cartoonist	0.5%
45	Dentist	0.5%
46	Model	0.4%
47	DOC worker/Conservationist/ Environmentalist	0.4%
48	Surgeon	0.4%
49	TV/Radio presenter/DJ	0.4%
50	Cafe worker/Barista	0.4%
51	Performer eg, comedian	0.4%
52	Work with children eg, day care, babysitter, early childhood	0.4%
53	Writer	0.4%
54	Psychiatrist/Psychologist	0.3%
55	Other trade workers eg, electrician, tiler, butcher etc.	0.3%
56	Dog handler/Trainer	0.3%
57	Manager (eg, in an office, factory, shop, hotel)	0.3%
58	Accountant	0.3%
59	Paramedic	0.3%
60	Physiotherapist	0.3%
61	Supermarket worker	0.3%
62	Zoologist	0.3%
63	Waiter	0.2%
64	Inventor	0.2%
65	Truck driver	0.2%
66	Other designers	0.2%
67	Sales consultant	0.2%
68	Archaeologist	0.2%
69	Politician	0.2%
70	Astronomer	0.2%
71	Graphic designer	0.2%

36	Retail sales assistant	0.6%
37	Detective/Forensics	0.5%
38	Miner	0.5%
39	Other designers	0.5%
40	Sales consultant	0.5%
41	Archaeologist	0.4%
42	Coder	0.4%
43	Lego builder/Designer	0.4%
44	Rapper	0.4%
45	Singer	0.4%
46	Banker	0.3%
47	Dancer	0.3%
48	DOC worker/Conservationist/ Environmentalist	0.3%
49	Dog handler/trainer	0.3%
50	Explorer/traveller	0.3%
51	Hunter	0.3%
52	Manager (eg, in an office, factory, shop, hotel)	0.3%
53	Surgeon	0.3%
54	Train driver/Conductor	0.3%
55	TV/Radio presenter/DJ	0.3%
56	Accountant	0.2%
57	Animal worker eg, trainer, groomer, breeder, keeper	0.2%
58	Baker	0.2%
59	Hairdresser/Barber	0.2%
60	Other medical professionals eg, anaesthetist, oncologist, therapist etc.	0.2%
61	Paramedic	0.2%
62	Photographer	0.2%
63	Plumber	0.2%
64	Politician	0.2%
65	Sailor/Maritime	0.2%
66	SPCA/Animal rescue	0.2%
67	Ambulance worker	0.1%
68	Astronomer	0.1%
69	Bus driver	0.1%
70	Cafe worker/Barista	0.1%
71	Coach/ Instructor/ Trainer	0.1%

72	Journalist	0.2%
73	Office admin/Receptionist	0.2%
74	Social worker	0.1%
75	Care worker	0.1%
76	Cleaner/ Window cleaner	0.1%
77	Midwife	0.1%
78	Mechanic	0.1%
79	Game designer/Developer	0.1%
80	IT eg, consultant, programmer, technician, designer	0.1%
81	Fisher person	0.1%
82	Other drivers	0.1%
83	Palaeontologist	0.1%
84	Coder	0.1%
85	Lego builder/Designer	0.1%
86	Rapper	0.1%
87	Banker	0.1%
88	Hunter	0.1%
89	Sailor/Maritime	0.1%
90	Ambulance worker	0.1%
91	Bus driver	0.1%
92	Financial services eg, advisor	0.1%
93	Pharmacist	0.1%
94	TV work (nor presenter)	0.1%
95	Optician	<0.1%
96	Factory worker	<0.1%
97	Other job	5.8%
	Unable to be interpreted	1.3%
	Missing information	0.1%

72	Dentist	0.1%
73	Factory worker	0.1%
74	Fashion/jewellery/shoes/handbags designers	0.1%
75	Financial services eg, advisor	0.1%
76	Flight attendant	0.1%
77	Graphic designer	0.1%
78	Journalist	0.1%
79	Marketing	0.1%
80	Nurse/Health visitor	0.1%
81	Office admin/Receptionist	0.1%
82	Performer eg, comedian	0.1%
83	Pharmacist	0.1%
84	Physiotherapist	0.1%
85	Supermarket worker	0.1%
86	TV work (nor presenter)	0.1%
87	Welder	0.1%
88	Work with children eg, day care, babysitter, early childhood	0.1%
89	Writer	0.1%
90	Zoologist	0.1%
91	Beauty therapist/Artist	<0.1%
92	Carpenter/ Joiner	<0.1%
93	Glazier	<0.1%
94	Hotel worker	<0.1%
95	Interior Designer	<0.1%
96	Locksmith	<0.1%
97	Model	<0.1%
98	Social worker	<0.1%
99	Waiter	<0.1%
100	Other job	7.0%
	Unable to be interpreted	2.4%
	Missing information	0.1%

Base: All New Zealand girls aged 7 to 13 years who submitted a drawing (n=3,556), All New Zealand boys aged 7 to 13 years who submitted a drawing (n=3,515)

Table 13: All jobs that Māori and Pacific children aspire to

RANK	MĀORI CHILDREN'S JOBS	PROPORTION THAT WANT THIS JOB
1	Sportsperson*	20.2%
2	Police officer	6.0%
3	Vet	5.4%
4	Social media/YouTuber/Influencer	5.2%
5	Artist/Illustrator	5.0%
6	Teacher/Lecturer	4.6%
7	Army/Navy/Airforce/Firefighter	4.2%
8	Gamer/Professional gamer	3.7%
9	Builder	2.9%
10	Actor/Actress	2.5%
11	Farmer	2.5%
12	Singer	2.4%
13	Chef	1.8%
14	Doctor	1.8%
15	Fast food worker	1.6%
16	Scientist	1.6%
17	Lawyer (barrister/solicitor)/Judge	1.5%
18	Hairdresser/Barber	1.4%
19	Dancer	1.2%
20	Flight attendant	1.1%
21	Architect	1.0%
22	Author	1.0%
23	Businessman/woman	1.0%
24	Mechanic	1.0%
25	Zoo keeper	1.0%
26	NASA/Astronaut	0.9%
27	Airline pilot	0.8%
28	Engineer (civil, mechanical, electrical)	0.8%
29	Nurse/Health visitor	0.8%
30	Photographer	0.8%
31	Retail sales assistant	0.8%
32	Beauty therapist/Artist	0.7%
33	Biologist/Marine Biologist	0.7%
34	Detective/Forensics	0.7%
35	Fashion/jewellery/shoes/handbags designers	0.7%
36	Fisher person	0.7%
37	Game designer/Developer	0.7%

RANK	PACIFIC CHILDREN'S JOBS	
1	Sportsperson*	20.1%
2	Police officer	10.3%
3	Teacher/Lecturer	5.7%
4	Doctor	4.2%
5	Vet	3.7%
6	Army/Navy/Airforce/Firefighter	3.5%
7	Artist/Illustrator	3.4%
8	Social media/YouTuber/Influencer	3.4%
9	Singer	3.1%
10	Builder	2.7%
11	Gamer/Professional gamer	2.3%
12	Actor/actress	2.2%
13	Airline pilot	2.1%
14	Chef	1.8%
15	Lawyer (barrister/solicitor)/Judge	1.8%
16	Nurse/Health visitor	1.7%
17	Flight attendant	1.6%
18	Fast food worker	1.5%
19	Author	1.3%
20	Architect	1.2%
21	Zoo keeper	1.2%
22	Businessman/woman	1.1%
23	Hairdresser/Barber	1.1%
24	Retail sales assistant	1.1%
25	Scientist	1.1%
26	Engineer (civil, mechanical, electrical)	1.0%
27	NASA/Astronaut	1.0%
28	Photographer	1.0%
29	Dancer	0.9%
30	Detective/Forensics	0.7%
31	Farmer	0.7%
32	Accountant	0.6%
33	Biologist/Marine Biologist	0.6%
34	Explorer/Traveller	0.6%
35	Fashion/jewellery/shoes/handbags designers	0.6%
36	Mechanic	0.6%
37	Musician eg, pianist, guitarist	0.6%

38	Other trade workers eg, electrician, tiler, butcher etc.	0.7%
39	Truck driver	0.7%
40	Animator/Cartoonist	0.6%
41	Baker	0.6%
42	Animal worker eg, trainer, groomer, breeder, keeper	0.5%
43	Archaeologist	0.5%
44	Coach/Instructor/Trainer	0.5%
45	Musician eg, pianist, guitarist	0.5%
46	SPCA/Animal rescue	0.5%
47	TV/Radio presenter/DJ	0.5%
48	Interior Designer	0.4%
49	Other drivers	0.4%
50	Rapper	0.4%
51	Sales consultant	0.4%
52	Banker	0.3%
53	Cafe worker/barista	0.3%
54	Dog handler/trainer	0.3%
55	Explorer/traveller	0.3%
56	Hunter	0.3%
57	Inventor	0.3%
58	Manager (eg, in an office, factory, shop, hotel)	0.3%
59	Miner	0.3%
60	Other designers	0.3%
61	Other medical professionals eg, anaesthetist, oncologist, therapist etc.	0.3%
62	Performer eg, comedian	0.3%
63	Surgeon	0.3%
64	Coder	0.2%
65	Dance teacher	0.2%
66	Financial services eg, advisor	0.2%
67	Graphic designer	0.2%
68	IT eg, consultant, programmer, technician, designer	0.2%
69	Model	0.2%
70	Palaeontologist	0.2%
71	Plumber	0.2%
72	Work with children eg, day care, babysitter, early childhood	0.2%

38	Rapper	0.6%
39	Coach/Instructor/Trainer	0.5%
40	Other medical professionals eg, anaesthetist, oncologist, therapist etc.	0.5%
41	Supermarket worker	0.5%
42	Surgeon	0.5%
43	TV/Radio presenter/DJ	0.5%
44	Animator/Cartoonist	0.4%
45	Banker	0.4%
46	Beauty therapist/Artist	0.4%
47	Dance teacher	0.4%
48	Financial services eg, advisor	0.4%
49	Model	0.4%
50	Other trade workers eg, electrician, tiler, butcher etc.	0.4%
51	Archaeologist	0.2%
52	Game designer/Developer	0.2%
53	Graphic designer	0.2%
54	Inventor	0.2%
55	Performer eg, comedian	0.2%
56	Politician	0.2%
57	Psychiatrist/Psychologist	0.2%
58	Sailor/Maritime	0.2%
59	Sales consultant	0.2%
60	Train driver/Conductor	0.2%
61	Truck driver	0.2%
62	Waiter	0.2%
63	Zoologist	0.2%
64	Ambulance worker	0.1%
65	Animal worker eg, trainer, groomer, breeder, keeper	0.1%
66	Astronomer	0.1%
67	Bus driver	0.1%
68	Cafe worker/Barista	0.1%
69	Care worker	0.1%
70	Coder	0.1%
71	Dentist	0.1%
72	DOC worker/Conservationist/ Environmentalist	0.1%

73	Writer	0.2%
74	Accountant	0.1%
75	Astronomer	0.1%
76	Bus driver	0.1%
77	Cleaner/Window cleaner	0.1%
78	Dentist	0.1%
79	DOC worker/Conservationist/ Environmentalist	0.1%
80	Journalist	0.1%
81	Office admin/receptionist	0.1%
82	Paramedic	0.1%
83	Physiotherapist	0.1%
84	Sailor/Maritime	0.1%
85	Social worker	0.1%
86	Supermarket worker	0.1%
87	Train driver/conductor	0.1%
88	TV work (nor presenter)	0.1%
89	Waiter	0.1%
90	Zoologist	0.1%
91	Other job	6.3%
	Unable to be interpreted	2.3%
	Missing information	0.1%

73	Factory worker	0.1%
74	Fisher person	0.1%
75	Glazier	0.1%
76	Interior Designer	0.1%
77	Journalist	0.1%
78	Manager (eg, in an office, factory, shop, hotel)	0.1%
79	Miner	0.1%
80	Office admin/receptionist	0.1%
81	Other designers	0.1%
82	Other drivers	0.1%
83	Paramedic	0.1%
84	Social worker	0.1%
85	Work with children eg, day care, babysitter, early childhood	0.1%
86	Writer	0.1%
87	Other job	6.1%
	Unable to be interpreted	2.2%
	Missing information	0.1%

Base: All New Zealand children aged 7 to 13 years who submitted a drawing and are Māori (n=1,535), or Pacific peoples (n=819))

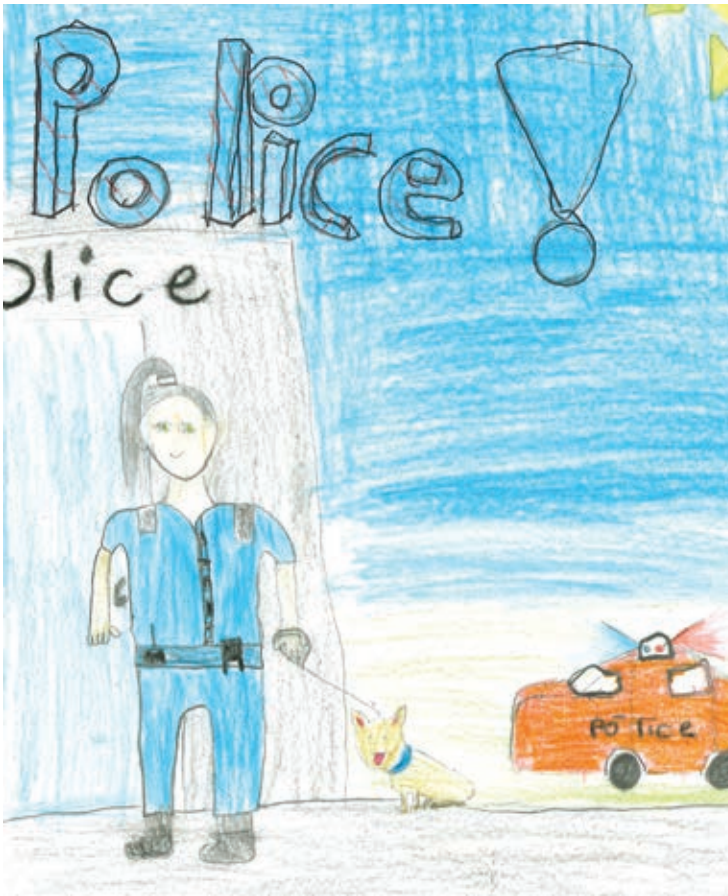


Table 14: All jobs that Asian and New Zealand European children aspire to

RANK	ASIAN CHILDREN'S JOBS	PROPORTION THAT WANT THIS JOB		NZ EUROPEAN CHILDREN'S JOBS	PROPORTION THAT WANT THIS JOB
1	Sportsperson*	11.4%	1	Sportsperson*	18.0%
2	Doctor	7.8%	2	Vet	7.6%
3	Artist/Illustrator	7.4%	3	Police officer	4.9%
4	Social media/YouTuber/Influencer	5.1%	4	Teacher/Lecturer	4.7%
5	Scientist	5.0%	5	Social media/YouTuber/Influencer	4.5%
6	Teacher/Lecturer	4.9%	6	Artist/Illustrator	4.0%
7	Police officer	3.6%	7	Farmer	3.6%
8	Engineer (civil, mechanical, electrical)	3.0%	8	Actor/Actress	2.6%
9	Vet	3.0%	9	Builder	2.4%
10	Singer	2.6%	10	Army/Navy/Airforce/Firefighter	2.2%
11	Builder	2.4%	11	Scientist	2.1%
12	Architect	2.3%	12	Architect	1.8%
13	Actor/Actress	2.2%	13	Gamer/Professional gamer	1.8%
14	Chef	2.2%	14	Singer	1.8%
15	Airline pilot	2.1%	15	Engineer (civil, mechanical, electrical)	1.7%
16	Fashion/jewellery/shoes/handbags designers	1.9%	16	Doctor	1.6%
17	Gamer/Professional gamer	1.9%	17	Zoo keeper	1.6%
18	Author	1.7%	18	Airline pilot	1.4%
19	Nurse/Health visitor	1.6%	19	Author	1.4%
20	Lawyer (barrister/solicitor)/Judge	1.5%	20	Chef	1.4%
21	Musician eg, pianist, guitarist	1.5%	21	Lawyer (barrister/solicitor)/Judge	1.4%
22	Dancer	1.4%	22	Businessman/woman	1.1%
23	Biologist/Marine Biologist	1.3%	23	Dancer	1.1%
24	NASA/Astronaut	1.3%	24	Hairdresser/Barber	1.1%
25	Animator/Cartoonist	1.2%	25	Animal worker eg, trainer, groomer, breeder, keeper	1.0%
26	Army/Navy/ Airforce/Firefighter	1.2%	26	Baker	1.0%
27	IT eg, consultant, programmer, technician, designer	1.2%	27	Biologist/Marine Biologist	1.0%
28	Businessman/woman	1.0%	28	Mechanic	1.0%
29	Dentist	1.0%	29	Fashion/jewellery/shoes/handbags designers	0.9%
30	Flight attendant	1.0%	30	NASA/Astronaut	0.9%
31	Inventor	1.0%	31	Nurse/Health visitor	0.9%
32	Archaeologist	0.8%	32	Fast food worker	0.8%
33	Fast food worker	0.8%	33	Flight attendant	0.8%
34	Photographer	0.8%	34	Game designer/Developer	0.8%
35	Astronomer	0.6%	35	Other trade workers eg, electrician, tiler, butcher etc.	0.8%

36	Baker	0.6%
37	Cafe worker/barista	0.6%
38	Other designers	0.6%
39	Retail sales assistant	0.6%
40	Coach/Instructor/Trainer	0.5%
41	Detective/forensics	0.5%
42	Explorer/Traveller	0.5%
43	Game designer/Developer	0.5%
44	Hairdresser/Barber	0.5%
45	Accountant	0.4%
46	Miner	0.4%
47	Other medical professionals eg, anaesthetist, oncologist, therapist etc.	0.4%
48	Writer	0.4%
49	Zoo keeper	0.4%
50	Beauty therapist/Artist	0.3%
51	Coder	0.3%
52	Interior Designer	0.3%
53	Pharmacist	0.3%
54	Surgeon	0.3%
55	Animal worker eg, trainer, groomer, breeder, keeper	0.2%
56	Banker	0.2%
57	DOC worker/Conservationist/ Environmentalist	0.2%
58	Farmer	0.2%
59	Fisher person	0.2%
60	Mechanic	0.2%
61	Other drivers	0.2%
62	Palaeontologist	0.2%
63	Sales consultant	0.2%
64	Supermarket worker	0.2%
65	TV/ Radio presenter/DJ	0.2%
66	Care worker	0.1%
67	Dance teacher	0.1%
68	Dog handler/Trainer	0.1%
69	Financial services eg, advisor	0.1%
70	Graphic designer	0.1%
71	Hunter	0.1%
72	Journalist	0.1%

36	Photographer	0.8%
37	SPCA/Animal rescue	0.8%
38	Animator/cartoonist	0.7%
39	Detective/Forensics	0.7%
40	Inventor	0.7%
41	Musician eg, pianist, guitarist	0.7%
42	Retail sales assistant	0.7%
43	Coach/Instructor/Trainer	0.6%
44	Interior Designer	0.6%
45	Truck driver	0.6%
46	DOC worker/Conservationist/ Environmentalist	0.5%
47	IT eg, consultant, programmer, technician, designer	0.5%
48	Beauty therapist/Artist	0.4%
49	Dog handler/Trainer	0.4%
50	Explorer/Traveller	0.4%
51	Fisher person	0.4%
52	Lego builder/Designer	0.4%
53	Other designers	0.4%
54	Other medical professionals eg, anaesthetist, oncologist, therapist etc.	0.4%
55	Palaeontologist	0.4%
56	Sales consultant	0.4%
57	TV/Radio presenter/DJ	0.4%
58	Archaeologist	0.3%
59	Dance teacher	0.3%
60	Manager (eg, in an office, factory, shop, hotel)	0.3%
61	Other drivers	0.3%
62	Paramedic	0.3%
63	Physiotherapist	0.3%
64	Politician	0.3%
65	Surgeon	0.3%
66	Work with children eg, day care, babysitter, early childhood	0.3%
67	Writer	0.3%
68	Zoologist	0.3%
69	Accountant	0.2%
70	Banker	0.2%
71	Cafe worker/Barista	0.2%
72	Coder	0.2%

73	Lego builder/Designer	0.1%
74	Manager (eg, in an office, factory, shop, hotel)	0.1%
75	Midwife	0.1%
76	Model	0.1%
77	Office admin/Receptionist	0.1%
78	Optician	0.1%
79	Other trade workers eg, electrician, tiler, butcher etc.	0.1%
80	Paramedic	0.1%
81	Politician	0.1%
82	Psychiatrist/Psychologist	0.1%
83	Sailor/Maritime	0.1%
84	Social worker	0.1%
85	SPCA/Animal rescue	0.1%
86	Truck driver	0.1%
87	TV work (nor presenter)	0.1%
88	Waiter	0.1%
89	Work with children eg, day care, babysitter, early childhood	0.1%
90	Zoologist	0.1%
91	Other job	5.3%
	Unable to be interpreted	2.3%
	Missing information	0.1%

73	Dentist	0.2%
74	Hunter	0.2%
75	Miner	0.2%
76	Model	0.2%
77	Office admin/Receptionist	0.2%
78	Performer eg, comedian	0.2%
79	Psychiatrist/Psychologist	0.2%
80	Rapper	0.2%
81	Sailor/Maritime	0.2%
82	Supermarket worker	0.2%
83	Train driver/Conductor	0.2%
84	Ambulance worker	0.1%
85	Astronomer	0.1%
86	Bus driver	0.1%
87	Factory worker	0.1%
88	Financial services eg, advisor	0.1%
89	Graphic designer	0.1%
90	Journalist	0.1%
91	Midwife	0.1%
92	Pharmacist	0.1%
93	Plumber	0.1%
94	Social worker	0.1%
95	TV work (nor presenter)	0.1%
96	Waiter	0.1%
97	Care worker	<0.1%
98	Carpenter/Joiner	<0.1%
99	Cleaner/Window cleaner	<0.1%
100	Hotel worker	<0.1%
101	Locksmith	<0.1%
102	Marketing	<0.1%
103	Welder	<0.1%
104	Other job	6.8%
	Unable to be interpreted	1.7%
	Missing information	0.1%

Base: All New Zealand children aged 7 to 13 years who submitted a drawing and are Asian peoples, including Indian (n=925), or NZ European (n=4,471)

Table 15: All jobs that children from Decile 1-3 and Decile 8-10 schools aspire to

RANK	DECILE 1-3 CHILDREN'S JOBS	PROPORTION THAT WANT THIS JOB
1	Sportsperson*	15.3%
2	Police officer	7.7%
3	Social media/YouTuber/Influencer	5.8%
4	Teacher/Lecturer	5.4%
5	Artist/Illustrator	4.3%
6	Doctor	4.3%
7	Vet	3.8%
8	Army/Navy/ Airforce/Firefighter	3.7%
9	Gamer/Professional gamer	3.2%
10	Builder	2.6%
11	Chef	2.4%
12	Actor/actress	1.9%
13	Farmer	1.9%
14	Singer	1.7%
15	NASA/Astronaut	1.7%
16	Scientist	1.7%
17	Hairdresser/barber	1.6%
18	Lawyer (barrister/solicitor)/Judge	1.6%
19	Airline pilot	1.5%
20	Fast food worker	1.5%
21	Nurse/Health visitor	1.5%
22	Businessman/woman	1.3%
23	Zoo keeper	1.3%
24	Detective/Forensics	1.1%
25	Mechanic	1.1%
26	Musician eg, pianist, guitarist	1.1%
27	Photographer	1.1%
28	Engineer (civil, mechanical, electrical)	1.1%
29	Author	1.0%
30	Flight attendant	1.0%
31	Retail sales assistant	1.0%
32	Dancer	0.8%
33	Animator/Cartoonist	0.7%
34	Beauty therapist/Artist	0.7%
35	Architect	0.7%
36	Accountant	0.5%
37	Baker	0.5%

RANK	DECILE 8-10 CHILDREN'S JOBS	PROPORTION THAT WANT THIS JOB
1	Sportsperson*	20.1%
2	Vet	7.0%
3	Teacher/Lecturer	4.8%
4	Artist/Illustrator	4.7%
5	Social media/YouTuber/Influencer	4.2%
6	Police officer	4.1%
7	Actor/Actress	2.8%
8	Farmer	2.7%
9	Scientist	2.7%
10	Doctor	2.4%
11	Army/Navy/ Airforce/Firefighter	2.3%
12	Architect	2.3%
13	Builder	2.2%
14	Singer	2.0%
15	Engineer (civil, mechanical, electrical)	2.0%
16	Zoo keeper	1.8%
17	Dancer	1.5%
18	Airline pilot	1.3%
19	Chef	1.3%
20	Gamer/Professional gamer	1.3%
21	Lawyer (barrister/solicitor)/Judge	1.3%
22	Author	1.2%
23	Fashion/jewellery/shoes/handbags designers	1.1%
24	Biologist/Marine Biologist	1.1%
25	Animal worker eg, trainer, groomer, breeder, keeper	1.0%
26	NASA/Astronaut	1.0%
27	Baker	0.9%
28	Businessman/woman	0.9%
29	Musician eg, pianist, guitarist	0.9%
30	Photographer	0.9%
31	Animator/Cartoonist	0.8%
32	Flight attendant	0.8%
33	Inventor	0.8%
34	Nurse/Health visitor	0.8%
35	Other trade workers eg, electrician, tiler, butcher etc.	0.8%
36	Hairdresser/Barber	0.7%
37	SPCA/Animal rescue	0.7%

38	Coach/Instructor/Trainer	0.5%
39	Fashion/jewellery/shoes/handbags designers	0.5%
40	Other trade workers eg, electrician, tiler, butcher etc.	0.5%
41	Sales consultant	0.5%
42	Truck driver	0.5%
43	Work with children eg, day care, babysitter, early childhood	0.5%
44	Biologist/Marine Biologist	0.5%
45	Animal worker eg, trainer, groomer, breeder, keeper	0.4%
46	Supermarket worker	0.4%
47	Coder	0.4%
48	Banker	0.3%
49	Bus driver	0.3%
50	Dance teacher	0.3%
51	DOC worker/Conservationist/ Environmentalist	0.3%
52	Explorer/Traveller	0.3%
53	Fisher person	0.3%
54	Manager (eg, in an office, factory, shop, hotel)	0.3%
55	Miner	0.3%
56	Other drivers	0.3%
57	Performer eg, comedian	0.3%
58	SPCA/ Animal rescue	0.3%
59	TV/Radio presenter/DJ	0.3%
60	Game designer/Developer	0.3%
61	Surgeon	0.3%
62	Hunter	0.2%
63	Lego builder/Designer	0.2%
64	Model	0.2%
65	Office admin/Receptionist	0.2%
66	Other designers	0.2%
67	Paramedic	0.2%
68	Rapper	0.2%
69	IT eg, consultant, programmer, technician, designer	0.2%
70	Archaeologist	0.1%
71	Cafe worker/Barista	0.1%
72	Care worker	0.1%

38	Game designer/Developer	0.7%
39	Coach/Instructor/Trainer	0.6%
40	Detective/Forensics	0.6%
41	Fast food worker	0.6%
42	Mechanic	0.6%
43	Interior Designer	0.5%
44	Retail sales assistant	0.5%
45	Dentist	0.5%
46	IT eg, consultant, programmer, technician, designer	0.5%
47	Palaeontologist	0.5%
48	Archaeologist	0.4%
49	DOC worker/Conservationist/ Environmentalist	0.4%
50	Explorer/Traveller	0.4%
51	Other designers	0.4%
52	Truck driver	0.4%
53	Other medical professionals eg, anaesthetist, oncologist, therapist etc.	0.4%
54	Surgeon	0.4%
55	Zoologist	0.4%
56	Accountant	0.3%
57	Beauty therapist/Artist	0.3%
58	Cafe worker/Barista	0.3%
59	Dance teacher	0.3%
60	Dog handler/trainer	0.3%
61	Miner	0.3%
62	Paramedic	0.3%
63	Sales consultant	0.3%
64	Train driver/Conductor	0.3%
65	TV/Radio presenter/DJ	0.3%
66	Writer	0.3%
67	Psychiatrist/Psychologist	0.3%
68	Ambulance worker	0.2%
69	Banker	0.2%
70	Fisher person	0.2%
71	Journalist	0.2%
72	Lego builder/Designer	0.2%

73	Cleaner/Window cleaner	0.1%
74	Dog handler/Trainer	0.1%
75	Factory worker	0.1%
76	Financial services eg, advisor	0.1%
77	Glazier	0.1%
78	Graphic designer	0.1%
79	Interior Designer	0.1%
80	Inventor	0.1%
81	Journalist	0.1%
82	Midwife	0.1%
83	Pharmacist	0.1%
84	Physiotherapist	0.1%
85	Sailor/Maritime	0.1%
86	Social worker	0.1%
87	Waiter	0.1%
88	Welder	0.1%
89	Writer	0.1%
90	Astronomer	0.1%
91	Dentist	0.1%
92	Optician	0.1%
93	Other medical professionals eg, anaesthetist, oncologist, therapist etc.	0.1%
94	Palaeontologist	0.1%
95	Psychiatrist/Psychologist	0.1%
96	Other job	5.8%
	Unable to be interpreted	3.0%
	Missing information	0.1%

73	Manager (eg, in an office, factory, shop, hotel)	0.2%
74	Model	0.2%
75	Office admin/Receptionist	0.2%
76	Other drivers	0.2%
77	Performer eg, comedian	0.2%
78	Physiotherapist	0.2%
79	Politician	0.2%
80	Rapper	0.2%
81	Sailor/Maritime	0.2%
82	Astronomer	0.2%
83	Coder	0.2%
84	Cleaner/Window cleaner	0.1%
85	Factory worker	0.1%
86	Financial services eg, advisor	0.1%
87	Graphic designer	0.1%
88	Hunter	0.1%
89	Pharmacist	0.1%
90	Plumber	0.1%
91	TV work (nor presenter)	0.1%
92	Work with children eg, day care, babysitter, early childhood	0.1%
93	Bus driver	<0.1%
94	Carpenter/Joiner	<0.1%
95	Hotel worker	<0.1%
96	Marketing	<0.1%
97	Midwife	<0.1%
98	Social worker	<0.1%
99	Supermarket worker	<0.1%
100	Waiter	<0.1%
101	Other job	6.8%
	Unable to be interpreted	1.7%
	Missing information	0.1%

Base: All New Zealand children aged 7 to 13 years who submitted a drawing and attend either a Decile 1-3 school (n=1,513), or Decile 8-10 school (n=2,618)

Table 16: All jobs that children from Decile 4-7 schools aspire to

RANK	DECILE 4-7 CHILDREN'S JOBS	PROPORTION THAT WANT THIS JOB
1	Sportsperson*	16.8%
2	Vet	6.8%
3	Police officer	5.2%
4	Teacher/Lecturer	4.6%
5	Social media/YouTuber/Influencer	4.5%
6	Artist/Illustrator	4.4%
7	Farmer	2.9%
8	Builder	2.8%
9	Army/Navy/Airforce/Firefighter	2.4%
10	Actor/Actress	2.2%
11	Gamer/Professional gamer	2.2%
12	Doctor	2.1%
13	Scientist	2.1%
14	Singer	2.0%
15	Engineer (civil, mechanical, electrical)	1.9%
16	Airline pilot	1.8%
17	Architect	1.6%
18	Author	1.5%
19	Chef	1.4%
20	Zoo keeper	1.3%
21	Hairdresser/Barber	1.2%
22	Businessman/woman	1.1%
23	Lawyer (barrister/solicitor)/Judge	1.1%
24	Nurse/Health visitor	1.1%
25	Biologist/Marine Biologist	1.1%
26	Fast food worker	1.0%
27	Baker	0.9%
28	Mechanic	0.9%
29	Animal worker eg, trainer, groomer, breeder, keeper	0.8%
30	Animator/Cartoonist	0.8%
31	Fashion/jewellery/shoes/handbags designers	0.8%
32	Photographer	0.8%
33	NASA/Astronaut	0.8%

RANK	DECILE 4-7 CHILDREN'S JOBS	PROPORTION THAT WANT THIS JOB
51	TV/Radio presenter/DJ	0.5%
52	Other medical professionals eg, anaesthetist, oncologist, therapist etc.	0.5%
53	Beauty therapist/Artist	0.4%
54	DOC worker/Conservationist/ Environmentalist	0.4%
55	Other designers	0.4%
56	Palaeontologist	0.4%
57	Archaeologist	0.3%
58	Cafe worker/Barista	0.3%
59	Lego builder/Designer	0.3%
60	Manager (eg, in an office, factory, shop, hotel)	0.3%
61	Performer eg, comedian	0.3%
62	Physiotherapist	0.3%
63	Politician	0.3%
64	Sales consultant	0.3%
65	Supermarket worker	0.3%
66	Waiter	0.3%
67	Writer	0.3%
68	Dentist	0.3%
69	Surgeon	0.3%
70	Banker	0.2%
71	Dance teacher	0.2%
72	Graphic designer	0.2%
73	Hunter	0.2%
74	Journalist	0.2%
75	Model	0.2%
76	Paramedic	0.2%
77	Plumber	0.2%
78	Rapper	0.2%
79	Sailor/Maritime	0.2%
80	Work with children eg, day care, babysitter, early childhood	0.2%
81	Astronomer	0.2%
82	Coder	0.2%
83	Zoologist	0.2%

34	Dancer	0.7%
35	Other trade workers eg, electrician, tiler, butcher etc.	0.7%
36	Retail sales assistant	0.7%
37	SPCA/Animal rescue	0.7%
38	Game designer/developer	0.7%
39	Coach/Instructor/Trainer	0.6%
40	Detective/Forensics	0.6%
41	Flight attendant	0.6%
42	Interior Designer	0.6%
43	Musician eg, pianist, guitarist	0.6%
44	IT eg, consultant, programmer, technician, designer	0.6%
45	Dog handler/Trainer	0.5%
46	Explorer/Traveller	0.5%
47	Fisher person	0.5%
48	Inventor	0.5%
49	Other drivers	0.5%
50	Truck driver	0.5%

84	Accountant	0.1%
85	Ambulance worker	0.1%
86	Bus driver	0.1%
87	Factory worker	0.1%
88	Financial services eg, advisor	0.1%
89	Miner	0.1%
90	Office admin/receptionist	0.1%
91	Pharmacist	0.1%
92	Social worker	0.1%
93	Train driver/Conductor	0.1%
94	TV work (nor presenter)	0.1%
95	Psychiatrist/Psychologist	0.1%
96	Care worker	<0.1%
97	Locksmith	<0.1%
98	Marketing	<0.1%
99	Midwife	<0.1%
100	Welder	<0.1%
101	Other job	6.5%
	Unable to be interpreted	1.9%
	Missing information	0.1%

Base: All New Zealand children aged 7 to 13 years who submitted a drawing and attend a Decile 4-7 school (n=3,105)

Table 17: All jobs that children from rural and non-rural areas aspire to

RANK	RURAL CHILDREN'S JOBS	PROPORTION THAT WANT THIS JOB
1	Sportsperson*	17.8%
2	Vet	8.0%
3	Farmer	7.3%
4	Artist/Illustrator	4.6%
5	Police officer	4.5%
6	Social media/YouTuber/ Influencer	4.0%
7	Teacher/Lecturer	3.2%
8	Builder	2.8%
9	Army/Navy/ Airforce/Firefighter	2.5%
10	Gamer/Professional gamer	2.3%
11	Singer	2.2%
12	Chef	1.7%
13	Actor/Actress	1.5%
14	Airline pilot	1.5%
15	Baker	1.5%
16	Scientist	1.5%
17	Doctor	1.4%
18	Other trade workers eg, electrician, tiler, butcher etc.	1.4%
19	Engineer (civil, mechanical, electrical)	1.3%
20	Mechanic	1.3%
21	Photographer	1.3%
22	Author	1.2%
23	Hairdresser/Barber	1.2%
24	Zoo keeper	1.2%
25	Architect	1.1%
26	Biologist/Marine Biologist	1.1%
27	Coach/Instructor/Trainer	1.1%
28	Animal worker eg, trainer, groomer, breeder, keeper	1.0%
29	Businessman/woman	1.0%
30	Fashion/jewellery/shoes/ handbags designers	1.0%
31	Fast food worker	1.0%
32	Lawyer (barrister/solicitor)/ Judge	0.8%
33	NASA/Astronaut	0.8%
34	Nurse/Health visitor	0.8%

RANK	NON-RURAL CHILDREN'S JOBS	PROPORTION THAT WANT THIS JOB
1	Sportsperson*	17.6%
2	Vet	5.9%
3	Police officer	5.5%
4	Teacher/Lecturer	5.2%
5	Social media/YouTuber/Influencer	4.8%
6	Artist/Illustrator	4.5%
7	Doctor	2.9%
8	Army/Navy/Airforce/Firefighter	2.7%
9	Actor/Actress	2.5%
10	Builder	2.5%
11	Scientist	2.4%
12	Gamer/Professional gamer	2.1%
13	Engineer (civil, mechanical, electrical)	1.9%
14	Singer	1.9%
15	Architect	1.8%
16	Airline pilot	1.6%
17	Farmer	1.6%
18	Chef	1.5%
19	Zoo keeper	1.5%
20	Lawyer (barrister/solicitor)/Judge	1.4%
21	Author	1.3%
22	Businessman/woman	1.1%
23	Dancer	1.1%
24	Hairdresser/Barber	1.1%
25	NASA/Astronaut	1.1%
26	Nurse/Health visitor	1.1%
27	Fast food worker	1.0%
28	Biologist/Marine Biologist	0.9%
29	Animator/Cartoonist	0.8%
30	Detective/Forensics	0.8%
31	Fashion/jewellery/shoes/handbags designers	0.8%
32	Flight attendant	0.8%
33	Musician eg, pianist, guitarist	0.8%
34	Photographer	0.8%

35	Animator/Cartoonist	0.6%
36	Detective/Forensics	0.6%
37	Dog handler/Trainer	0.6%
38	Fisher person	0.6%
39	Flight attendant	0.6%
40	Game designer/Developer	0.6%
41	Musician eg, pianist, guitarist	0.6%
42	Other drivers	0.6%
43	Retail sales assistant	0.6%
44	SPCA/Animal rescue	0.6%
45	Truck driver	0.6%
46	Beauty therapist/Artist	0.5%
47	Explorer/Traveller	0.5%
48	IT eg, consultant, programmer, technician, designer	0.5%
49	Work with children eg, day care, babysitter, early childhood	0.5%
50	Hunter	0.4%
51	Plumber	0.4%
52	Writer	0.4%
53	Dancer	0.3%
54	DOC worker/Conservationist/ Environmentalist	0.3%
55	Interior Designer	0.3%
56	Miner	0.3%
57	Other designers	0.3%
58	Other medical professionals eg, anaesthetist, oncologist, therapist etc.	0.3%
59	Palaeontologist	0.3%
60	Sales consultant	0.3%
61	Accountant	0.2%
62	Archaeologist	0.2%
63	Astronomer	0.2%
64	Banker	0.2%
65	Bus driver	0.2%
66	Coder	0.2%
67	Financial services eg, advisor	0.2%
68	Graphic designer	0.2%
69	Journalist	0.2%

35	Animal worker eg, trainer, groomer, breeder, keeper	0.7%
36	Baker	0.7%
37	Mechanic	0.7%
38	Retail sales assistant	0.7%
39	Game designer/Developer	0.6%
40	Inventor	0.6%
41	SPCA/Animal rescue	0.6%
42	Coach/Instructor/Trainer	0.5%
43	Interior Designer	0.5%
44	IT eg, consultant, programmer, technician, designer	0.5%
45	Other trade workers eg, electrician, tiler, butcher etc.	0.5%
46	Beauty therapist/Artist	0.4%
47	Dentist	0.4%
48	DOC worker/Conservationist/ Environmentalist	0.4%
49	Explorer/Traveller	0.4%
50	Other medical professionals eg, anaesthetist, oncologist, therapist etc.	0.4%
51	Truck driver	0.4%
52	TV/Radio presenter/DJ	0.4%
53	Accountant	0.3%
54	Archaeologist	0.3%
55	Cafe worker/Barista	0.3%
56	Coder	0.3%
57	Dance teacher	0.3%
58	Dog handler/Trainer	0.3%
59	Fisher person	0.3%
60	Manager (eg, in an office, factory, shop, hotel)	0.3%
61	Other designers	0.3%
62	Other drivers	0.3%
63	Palaeontologist	0.3%
64	Performer eg, comedian	0.3%
65	Sales consultant	0.3%
66	Surgeon	0.3%
67	Zoologist	0.3%
68	Banker	0.2%
69	Lego builder/designer	0.2%

70	Lego builder/Designer	0.2%
71	Manager (eg, in an office, factory, shop, hotel)	0.2%
72	Midwife	0.2%
73	Paramedic	0.2%
74	Pharmacist	0.2%
75	Physiotherapist	0.2%
76	Surgeon	0.2%
77	TV/Radio presenter/DJ	0.2%
78	Waiter	0.2%
79	Cleaner/Window cleaner	0.1%
80	Dance teacher	0.1%
81	Dentist	0.1%
82	Factory worker	0.1%
83	Hotel worker	0.1%
84	Inventor	0.1%
85	Performer eg, comedian	0.1%
86	Politician	0.1%
87	Rapper	0.1%
88	Social worker	0.1%
89	Train driver/Conductor	0.1%
90	TV work (nor presenter)	0.1%
91	Zoologist	0.1%
92	Other job	6.3%
	Unable to be interpreted	2.5%
	Missing information	0.3%

70	Miner	0.2%
71	Model	0.2%
72	Office admin/Receptionist	0.2%
73	Paramedic	0.2%
74	Physiotherapist	0.2%
75	Politician	0.2%
76	Psychiatrist/Psychologist	0.2%
77	Rapper	0.2%
78	Sailor/Maritime	0.2%
79	Supermarket worker	0.2%
80	Train driver/conductor	0.2%
81	Work with children eg, day care, babysitter, early childhood	0.2%
82	Writer	0.2%
83	Ambulance worker	0.1%
84	Astronomer	0.1%
85	Bus driver	0.1%
86	Factory worker	0.1%
87	Financial services eg, advisor	0.1%
88	Graphic designer	0.1%
89	Hunter	0.1%
90	Journalist	0.1%
91	Pharmacist	0.1%
92	Social worker	0.1%
93	TV work (nor presenter)	0.1%
94	Waiter	0.1%
95	Care worker	<0.1%
96	Carpenter/Joiner	<0.1%
97	Cleaner/Window cleaner	<0.1%
98	Glazier	<0.1%
99	Locksmith	<0.1%
100	Marketing	<0.1%
101	Midwife	<0.1%
102	Optician	<0.1%
103	Plumber	<0.1%
104	Welder	<0.1%
105	Other job	6.5%
	Missing information	<0.1%
	Unable to be interpreted	2.0%

Base: All New Zealand children aged 7 to 13 years who submitted a drawing and live in a rural area (n=1,235), or an urban area (n=6,001)