

APPENDIX A: Te Mahere 2040
(taken from National Māori Hui 2012 Minutes)

Notes from brainstorm session:

SHEET 1:

- More Māori participation in Playcentre!
- Non-Māori participation in Te Ao Māori
- Support for more Māori grandparents involved
- Not taken over by technology – Grassroots play
- More connection to Papatuanuku – Environments – e.g. where we hui
- Bi-lingual signage
- Whānau concept extended
- Self sufficient
- Support for young whānau
- WINZ to recognise Playcentre courses
- Strong connection with Kohanga Reo
- Relationships with local marae/iwi
- Basic te reo becomes the norm for Māori and non-Māori – comfort in using the language

SHEET 2:

A way forward. What is to happen for our tamariki? Equity? Bi-culture needs to be steered in the right direction. Plan for what can become a good strategic plan so that it can be a bi-culture movement.

- 6% in Playcentre are Māori
- User friendly
- Te reo/tikanga te Māori
- Values of bi-culture being in all centres
- Whānau atmosphere – going home
- Diplomatic in our practice
- There would still be Te Tiriti training available
- More Māori in Playcentre
- Total acceptance
- Knowledge of Te Ao Māori
- Links with Tangata Whenua/hapū

SHEET 3:

- Still functioning – continue as voluntary basis
- Our children will continue in our footsteps
- More children in the population
- Learning/teaching resource for parents/tamariki for the future of their living
- Visibility for Māori people
- Natural resources/sustainability

SHEET 4:

- Eco-friendly – moving towards zero waste
- Becoming proud of being Māori
- More training and learning and awareness of Māori
- Using Māori as everyday living
- Including whole whānau
- Adjust funding?
- Keeping traditions alive – handing down the knowledge
- Adult teaching – help adults to play – teach adults
- Develop Puriri Whakamaru to help with personal issues – young parents

SHEET 5:

- Naturally, biculturally welcoming
- Parents and tamariki learn together
- Bi-culturally supporting
- Close contact with iwi and marae
- Happy
- Bi-culturally accepting and understanding of Te Ao Māori – kupu Māori

SHEET 6:

- Visual myths and legends
- Seeing:
 - kowhaiwhai
 - whakairo
 - tukutuku
 - Māori arts and crafts
- Hearing:
 - te reo Māori spoken
 - waiata sung
 - regularly
 - immersed
 - as a natural part of the programme
- Natural materials – used with all activities
- Te Ao Māori – totally accepted by all and understood our world view
- Adult:
 - educational learning
 - Māori focus – i.e. Arts
 - provide the space
 - whānau room
- Celebrate:
 - All our Atua Māori
 - All Māori
 - Celebrations
 - Natural environment
- Passing on knowledge – taonga, carving, weaving
- Have whānau (wider) involved in teaching mahi toi, te reo, waiata, kapahaka
- Our whare is a Marae

SHEET 7:

- More Māori whānau
- Still playing (in trees, on grass) – not cyberspace/technology
- I want to be there with my mokopuna
- Te Ao Māori is the norm
- New Zealand Playcentre Federation commits to Declaration of Independence
- Conversational Māori is the norm
- Young Māori parents comfortable at Playcentre
- Still voluntary?
- Less administration
- Whānau raising their children
- Playcentre 0-13 or 0-18 years
- Living its philosophy, values, principles
- Strong political voice – lobbies for positive outflows for whānau

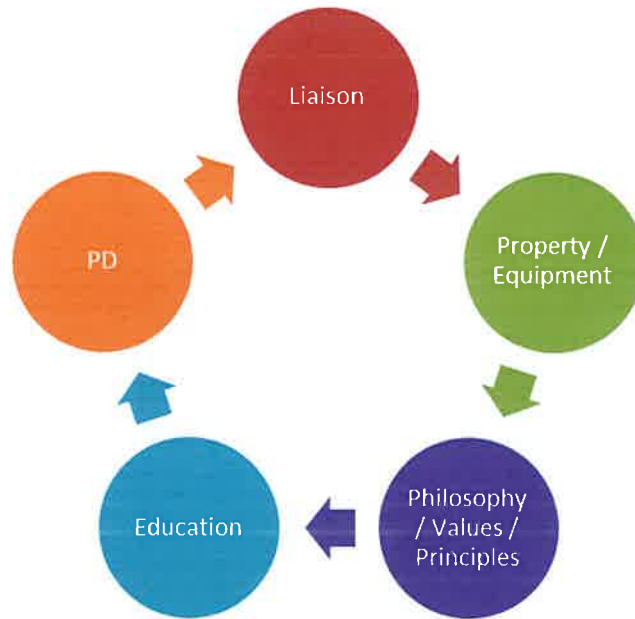
The End Result

- Who will lead working group?
- Who will support?
- Contact details shared
- Next steps
- Timeframes
- Start developing goals as identified in red circles
- Report back:
 - Conference 23-26 May 2012
 - National Executive 25-27 October 2012
- Until Conference:
 - Make contact
 - Who else will support → Kaihautū → Māori Caucus Administrator
 - Working Group Co-ordinator

APPENDIX B: Te Mahere 2040

Mā wai te Mahere e ārahi! Who is going to guide?

Who is going to communicate to ALL Māori in Playcentre?
Who will arrange timeframes?
Who will prepare Paper for Conference?



Considerations for each Group

1. 2040 Vision Statement
2. Timeframes
3. Promotions/PR
4. Finance
5. Recruitment
6. He Tangata
7. Mā wai?
8. Resources
9. Identify Research priorities/opportunities
10. Relationships:
 - Federation
 - Association
 - Centres
11. Strategic Steps: 2015 – 2020 – 2025 – 2030 – 2035 – 2040
12. Sustainability

Education
<p>Vision</p> <ul style="list-style-type: none"> • Use Māori pedagogies when facilitating workshops • Facilitators modelling – strong knowledge of Te Ao Māori • Māori content in curriculum determined by Māori, delivered by Māori, assessed by Māori, monitored/audited by Māori • Māori methodology needs to reflect a Māori centred approach • Cultural competency and appropriate behaviour need to be part of assessing educational delivery, assessment and review • Using Te Ao Māori/ • Te Reo Māori from course one – build on at each level
<p>Relationships</p> <ul style="list-style-type: none"> • Ā hapū • Ā iwi • Ā hāpori • Ā marae • Runanga • Te Puni Kokiri • Ministry of Education • Schools • Whānau whānui • Tuakana/teina • Information out to community • Reciprocal / akō • Positive attitude of Educator • Professional Development for facilitators (skilled/knowledgeable) • Relationships with Tangata Whenua

Education
<p>Resources</p> <ul style="list-style-type: none"> • Kaumatua / Kuia • Mareikura / Pātaka Mātauranga • Balance of mātauranga with respect • Capable people to deliver (as well as mark by competent people) content well • Te Puni Kokiri • Women’s Welfare League • Venues • Text resources • Appropriate reading materials • Learn all our Atua stories
<p>Other</p> <ul style="list-style-type: none"> • Te Tiriti training is still as important • Te Tiriti training noho

Education
<p>Vision</p> <ul style="list-style-type: none"> • Provide quality, relevant education throughout/with Te Ao Māori that has holistic overview and approach adhering to Te Tiriti o Waitangi • Include Māori pedagogies and methodologies – e.g. Te Ako, Tuakana-teina, use kaumatua/kuia, non-competitive – whānaungatanga • Include Māori values • Lead/inform kaupapa Māori research • Opportunities are given/pursued for workshops etc. • Facilitated/tutored by Māori (or a clear pathway) to encourage/support Māori to get there • Foster emergent tutors/leaders/commenters (leadership potential)
<p>Finance</p> <ul style="list-style-type: none"> • Budget – how are we using the \$\$\$ we get to advance/improve/extend what we have • Needs – workshops cover QMS requirements but also cater for whānau centre needs <ul style="list-style-type: none"> e.g. <ul style="list-style-type: none"> – how to run a centre – planning, evaluation – how do you ... notice, recognise, respond and document in centre – ERO – relicensing – how to ...
<p>He Tangata</p> <p>On-going educational opportunities within Te Ao Māori for our staff – e.g. wānanga with Greg Parata, Rose Pere, Mason Durie, Ranginui Walker</p>
<p>Promotions / PR</p> <ul style="list-style-type: none"> • Run workshops (e.g. area of play) outside of Playcentre and

Education
<p>for other Associations</p> <ul style="list-style-type: none"> • Skype, facebook • Have Association's available to help one another run workshops for one another – whānaungatanga • Internally promoting value of education • Show how “useful” / value of education / skills we've learnt are – e.g. marketability, CVs, references etc. – e.g. career services • Show education/career pathways in/beyond/after Playcentre
<p>Recruitment – Internal</p> <ul style="list-style-type: none"> • “Shoulder tap” Māori to run workshops • Recognising skills, qualifications, experience of whānau • Value whānau we have and their skills, qualifications, experience of whānau • Value our whānau cultural values
<p>Research Priorities and Opportunities</p> <p>Value of our education workshops – How it's changed me?</p>
<p>Resources</p> <p>Promote and use the resources, both living and non-living we have internally first then go broader ...</p>
<p>Timeframes</p> <ul style="list-style-type: none"> • 5 years – review annually
<p>Other</p> <ul style="list-style-type: none"> • Quality • Sustainability (Bachelor of ECE equivalency – where's that going?) • Te Ao Māori

Equipment
<p>Vision</p> <ul style="list-style-type: none"> • Sustainable equipment – no plastic, wood, stones etc. – using them in play and the tikanga to it • Sustainable practice • Can we fix it? • Can we make it? • Can do attitude
<p>Relationships</p> <ul style="list-style-type: none"> • Choose and maintain those relationships that work
<p>Resources</p> <ul style="list-style-type: none"> • Workshops on making equipment/toys • Sharing natural resources where areas are unable to collect them • Understand the metaphysical and esoteric view of Māori to whenua, wāhi tapu and iwi and hapū regional boundaries

Property
<p>Vision</p> <ul style="list-style-type: none"> • Create community hub – other services at Playcentre – e.g. parent education, health, maternity • Physical look of Playcentre should reflect Aotearoa/Pacifica – e.g. pou at front entrance, colour schemes etc. • Provide a safe learning environment (comfortable within their own environment) • Use marae as venue • Renewable resources • Work smarter – i.e. paint schedules etc. • Native plants – e.g. harakeke • Sustainable building practice • Playgrounds that feature the landmarks – i.e. awa, maunga..... • We don't need to be bright and shiny to provide great experiences for whānau
<p>Relationships</p> <ul style="list-style-type: none"> • Local builders, plumbers etc. • Whānau planning • Landscapers • Power companies • Marae
<p>Resources</p> <ul style="list-style-type: none"> • Papatūānuku • Access to builders, building supplies – NZ contract? • Alternative energy – solar or wind • Finding what are the best resources to reflect a Māori environment – are they cost effective, natural resources or man-made? • All centres throughout NZ have their own gardens, fruit trees – in time of crisis, kai is available
<p>Other</p> <ul style="list-style-type: none"> • Centres reflect Te Ao Māori in all areas • Feeling of comfort in marae-sort of surroundings

Equipment and Property
<p>Vision</p> <ul style="list-style-type: none"> • Playcentre properties and equipment will reflect the uniqueness of Aotearoa from conception to realisation • How: <ul style="list-style-type: none"> - Feature local landmarks as used in mihi - Pou, kowhaiwhai etc. - Sustainable practises such as zero waste, natural resources - Use of traditional Māori toys ... rakau, poi ... - Develop community - Child friendly spaces – no toxic substances, spaces that appeal to all of the senses - Array of Te Ao Māori equipment
<p>Relationships – Federation / Association / Centre</p> <ul style="list-style-type: none"> • District Councils – did you know you could get unwanted paint from some dumps? • Artisan makers of sustainable resources – support primary producers, locals, whānau • Make a buying sheet checklist: <ul style="list-style-type: none"> – Is it recycled? – Is it up-cycled? – How will it be disposed of? – Can we make it ourselves? – Can we fix what we have? • Playcentre Publications – need someone to write a book or journal articles with ideas, identify spiritual attachments to rakau etc for beginners • Sponsorship by hardware stores, garden centres etc • Grants for sustainability projects can be assessed

Equipment and Property
<ul style="list-style-type: none"> • Education – spirituality incorporated into curriculum, basic tikanga • PD at National meetings
<p>Research Priorities and Opportunities</p> <ul style="list-style-type: none"> • What (if any) benefits are there in taking a minimalist approach to equipment?
<p>Resources</p> <ul style="list-style-type: none"> • Local input – kaumatua, other organisations that have walked that path
<p>Strategic Steps – 2015 – 2020 – 2025 – 2030 – 2035 – 2040</p> <ul style="list-style-type: none"> • Agree to Canterbury sustainability paper at Conference 2012 and it shall be done!

Liaison / Centre Support / Centre Supervisors
<p>Vision</p> <ul style="list-style-type: none"> • That kanohi ki te kanohi is the preferred way to liaise • Worked by Centres, not arrangement only, in times of Government changes – e.g. licensing • Continuity • Self-review every 2 years – keeping information (historical and current)
<p>Relationships</p> <ul style="list-style-type: none"> • Kohanga Reo • Kaumatua / kuia • Local marae / iwi • Other community roopu
<p>Resources</p> <ul style="list-style-type: none"> • Transport • Funding to cover meeting kanohi ki te kanohi • Māori Support Officers to work with centres • Recording information for future use
<p>Other</p> <ul style="list-style-type: none"> • Kanohi ki te kanohi

Liaison / Centre Support / Centre Supervisors
<p>Vision</p> <ul style="list-style-type: none"> • Immediate communication between Liaison and centres to support and build the foundation of our Te Ao Māori vision so that it upholds Te Tiriti o Waitangi • Face to face – kanohi ki te kanohi • To ensure continuity of the information so it is not lost • On-going regular meeting to coincide with other Teams strategic goals
<p>Mā wai?</p> <ul style="list-style-type: none"> • Amanda Wilkinson (Tamaki) – [REDACTED] • Kim Armstrong (Taranaki) – [REDACTED] • Karen Thomas (Tamaki) – [REDACTED]
<p>Relationships – Federation / Association / Centre</p> <ul style="list-style-type: none"> • On-going regular meeting to coincide with other Teams strategic goals • All teams – i.e. PD, Education, Te Tiriti o Waitangi, Property and Equipment • Local iwi • Other communities
<p>Resources</p> <ul style="list-style-type: none"> • Transportation • Funding to allow kanohi ki te kanohi • Maori Support Officers to work with/beside centres • Recording information (Self Review) to maintain history (say every 2-3 years) • On-going regular meeting to coincide with other Teams strategic goals
<p>Other</p> <ul style="list-style-type: none"> • Next Step – creating a central point for the holding of history/information (from Self Reviews)

Philosophy / Values / Principles
<p>Vision</p> <ul style="list-style-type: none"> • By 2040 Playcentre will be the preferred choice of ECE provision as it reflects a bicultural/bilingual environment because it reflects or upholds Te Tiriti o Waitangi in everything it does • By 2040 Playcentre has upheld its responsibilities implicit in Te Tiriti o Waitangi • Living/enacting • By 2040 Playcentre organisation will be a bi-cultural/bilingual organisation in order to reduce the inequality (5% to ...) to equality (50/50%) through on-going Te Ao Māori teaching and <u>all</u> 'kaimahi' in Associations are all on board rowing forward to strive for the same thing • Centre level first • Making sure other ECE supervisor are better informed of our Playcentre philosophy
<p>Relationships</p> <ul style="list-style-type: none"> • Once you start a relationship you have to enhance it
<p>Resources</p> <ul style="list-style-type: none"> • He tangata, he tangata, he tangata • Philosophy workshop early in Playcentre training
<p>Other</p> <ul style="list-style-type: none"> • Values: manaakitanga - kotahitanga - kaitiakitanga - mana motuhake - wairuatanga - Māori centred - whānauangatanga - mauri

Philosophy / Values / Principles
<p>Vision</p> <ul style="list-style-type: none"> • Te Ao Māori interwoven throughout Playcentre – current philosophy
<p>Promotions / PR</p> <ul style="list-style-type: none"> • Through “Introductions” and on-going Adult learning • Visual posters in Centres and Associations • Agenda item in meetings – discussing and defining a ‘value’
<p>Relationships – Federation / Association / Centre</p> <ul style="list-style-type: none"> • Working in partnership • Working together • Community • Ex-whānau (Playcentre) • Kohanga Reo • Local iwi • SKIP
<p>Recruitment</p> <ul style="list-style-type: none"> • Working in partnership • Working together • Community • Ex-whānau (Playcentre)
<p>Research Priorities and Opportunities</p> <ul style="list-style-type: none"> • Māori way of knowing and learning • Māori pedagogy
<p>Resources</p> <ul style="list-style-type: none"> • Wānanga to tautoko

Professional Development
<p>Vision</p> <ul style="list-style-type: none"> • PD on Māoritanga rolled out nationally, Association-wide and Centres • PD tailored for Associations to fit them • Noho marae • All Māori in Playcentre get opportunity to extend and develop their knowledge in Māoritanga – theory and practical workshops/noho marae • Wananga • Staff need to be on board with Te Tiriti too – PD for them • What is meant by “professional” • What is being developed
<p>Relationships</p> <ul style="list-style-type: none"> • With Māori Education Institutes • With Marae people, hapū, iwi and whānau • With neighbouring Associations
<p>Resources</p> <ul style="list-style-type: none"> • Appropriate venue – marae • Text books, readings, technology if needed • People capable to deliver well on content for Māoritanga (tautoko) • Take it to homes, where we are comfortable (comfort zone, environment)

Professional Development
<p>Vision</p> <ul style="list-style-type: none"> • To ensure all Playcentres have access to Professional Development on Māoritanga – ON A MARAE <ul style="list-style-type: none"> - <u>Topics:</u> Te Tiriti o Waitangi, pohiri, te reo, mahi toi (arts – e.g. tukutuku, carving, weaving, taniko), kapahaka, Atua Māori (mythology stories) • Provide nationwide Professional Development on Māoritanga – nationally, regionally, Associations, Centres – noho marae with staff of Associations, workshops etc
<p>Mā wai?</p> <ul style="list-style-type: none"> • Karen Thomas – Tamaki – [REDACTED] • Rachelle Hautapu – Trustee – Wellington – [REDACTED] • Piri Galbraith – Central Hawkes Bay – [REDACTED]
<p>Recruitment</p> <ul style="list-style-type: none"> • Professional – i.e. expert in Māoritanga and willing to empower others
<p>Research Priorities and Opportunities</p> <ul style="list-style-type: none"> • Collate stories for all Centres • Māori histories – stories of iwi and hapū for centre resources • Association based
<p>Resources</p> <ul style="list-style-type: none"> • Resource Database – create the ‘pool’ of people, what skills do you have? • Transfer of current skills • Database of ‘skilled’ people across the country
<p>Timeframes</p> <ul style="list-style-type: none"> • All national meetings – workshops learning for attendees • Noho – nationally 4 x term opportunity to showcase
<p>Other</p> <ul style="list-style-type: none"> • Noho marae – x1 line of communication through Association – then nationally. Register response <u>to one person only</u>

Recruitment of Māori into Playcentre – Critical Mass

Vision

- Playcentre population of Māori mirrors Māori population size of Aotearoa
 - i.e. 50% Māori in Aotearoa reflects 50% Māori in Playcentre
- Understand how our population are accessing media and using it
- Playcentre presence at all events Māori – e.g. Te Rā o Raukura
- Make it safe for those going into roles so that they don't fear sharing knowledge they have to give to Playcentre

Relationships

- Nearby schools, play groups, other ECE groups
- Kohanga Reo
- Local iwi
- Midwives
- Health providers
- WINZ
- CSW
- Schools
- Radio/TV stations

Resources

- Awesome welcome packs – inclusive of all cultures with Māori in the main
- Māori in Associations who were in management positions mentor that understand our young whānau
- Establish Playcentres on marae
- Create a marae at Playcentre

Recruitment of Māori into Playcentre – Critical Mass

- Do Playcentre at a marae
- Provide other services in our centres
- Connect with our teenage Parents and Fathers
- Inspiration
- Models/structures
- Advertising budget
- People to spread the word

Finance
<p>Vision</p> <ul style="list-style-type: none"> • Financially literate Māori • Financially numerate Māori too • What are the accountability mechanisms to affect the above • Ensure less barriers – ensuring mana over finances at ALL levels – allocate funds for Māori-only resources, etc • Equal opportunities
<p>Relationships</p> <ul style="list-style-type: none"> • Iwi • Ministry of Social Development • Te Puni Kokiri
<p>Resources</p> <ul style="list-style-type: none"> • Build relationships and develop funding resource • Bookkeeper • Te Puni Kokiri • Many funders provide for Māori initiatives – let’s get a schedule of applying for these funds – Would that alienate Government funding?
<p>Other</p> <ul style="list-style-type: none"> • Is it an issue about money or use of resources? • Amount of levies Associations/Federation take

Promotions
<p>Vision</p> <ul style="list-style-type: none"> • Te rununga rawa a ngāwhatu • Put the fun back into Playcentre • Celebrate more Māori days
<p>Relationships</p> <ul style="list-style-type: none"> • With other ECE in area • Internal – starts at Centre..... must be fun to get word of mouth – best advertising
<p>Resources</p> <ul style="list-style-type: none"> • Recruitment strategy • Pro-Māori media strategy • Māori waiata for all Playcentre • Promote Playcentre at ALL Māori events – not just mainstream • Open days • More song/waiata • Brochures and flyers don’t work – people do • Haere ā kanohi
<p>Other</p> <ul style="list-style-type: none"> • Māori Television • Radio Waatea • Ngāti Hine • Tautoko FM • Mai FM • Te Reo

Research
<p>Vision</p> <ul style="list-style-type: none"> • Māori for Māori research • Rangahau Māori using Māori specific lenses of inquiry • Wholistic or holistic methods of inquiry • Models of excellence • How to get Māori to participate
<p>Relationships</p> <ul style="list-style-type: none"> • Researchers
<p>Resources</p> <ul style="list-style-type: none"> • People • What information do we need
<p>Other</p> <ul style="list-style-type: none"> • Mātauranga Māori has validation • Mātauranga Māori is both science and art

Appendix C: Te Mahere 2040 Working Groups

Philosophy / Values / Principles / Mission / Vision

Convenor – Faith Tupou
 Rachelle Hautapu, Rose Manning, Marion Pilkington
 Avis Stewart, Piri Galbraith

Education

Convenor – Rose Manning
 Rachelle Hautapu, Desi Walker, Michelle Lavender, Cilla Hogg,
 Te Roopu Kotahi / Northland Association

Liaison

Convenor – Kim Armstrong
 Marion Pilkington, Te Roopu Kotahi / Northland Association

Property / Equipment

Convenor – Michelle Lavender
 Liaan Amner, Karen Thomas

Professional Development

Convenor – Piri Galbraith
 Rachelle Hautapu, Kim Armstrong

The following is the Vision update of Te Mahere, designed today by roopu delegates who attended, 28th Whiringa-a-Nuku 2016 - Hui-a-Tau.

Philosophy / Values / Principles get to our Vision.
<p>Vision</p> <ul style="list-style-type: none"> • By 2040 we will provide a bicultural and bilingual environment. • By 2040 all employees and Centre members will participate in Te Ao Māori training.
<p>How will we (<i>Centre members</i>) get to this vision?</p> <ul style="list-style-type: none"> • Include Te Ao Māori teaching in Courses One, Two and Three. • Centre members to develop a relationship with their local marae, e.g. visits, noho marae, invitations to local kaumatua for celebrations, invitations, donation / Koha to your local marae, initiate working bee at marae, Koro raa (Elders day). • Provide venue for local Te Reo courses / Māori Art / Maori Crafts. • Review Equipment for Playcentre Manual and purchase any missing items from the Te Ao Māori Section. • Start the centre meetings with a karakia. • End the centre meeting with a waiata. • Have a māori phrase of the week and USE it.
Education
<p>Vision</p> <ul style="list-style-type: none"> • For our (Centre members) Pakeke / Tamariki to be empowered to be comfortable and confident in a māori setting / environment e ngā wā katoa.
<p>How will we (<i>Centre members</i>) get to this vision?</p> <ul style="list-style-type: none"> • Awhi mai awhi atu / supporting each other te Ao Māori. • Offering opportunities for learning to all (not just trainees), Noho marae, P.D., On session, Adult education. • Centres to actively seek opportunities for members to engage in maori settings/ activities e.g. Puanga/Mataariki, Regional events of importance.

- Ensure maori resources are utilised without fear / judgement on every session, e.g. Natural, Te Ao Māori Equipment (used and available) Te Reo.

Property & Equipment

Vision

- Playcentre to move towards a sustainable environment.

How will we (*Centre members*) get to this vision?

- Returning leftover to our whenua.
- No man made products,
 - Seasonal products
 - Natural treasure hunts. MOANA / BEACH, NGAHERE / FOREST, – Driftwood, Shells, Bark, Pinecones, leaves, stones, harakeke, feathers, wool, seeds, insects/
 - Use tree trunks as canvas to build against, climb trees.
- Waste,
 - Horticulturalist (Advise in a playcentre garden)
 - Waste advisor from local Council.
 - Recycling, Paper, Glass, Tin.
 - Composting / Bokashi.
 - Cycle – organic,
 - Worm farms
 - Specific plantings, Sensory gardens.
5 sensory senses, Lavender, Herbs, Vegetables, Beetroot, Onions.
 - + member conex