

Te Whānau Tupu Ngātahi o Aotearoa

Kaitiaki | Trustee Board nomination form

The successful nominee will need to complete a form for 'fit and proper person' and 'conflicts of interest' statutory declarations, which are required from governing members of a private training establishment (PTE) under the Education Act 1989 ("the Act")

Policy (Pre-requisites-Remits from NZPF Conference 1993):

- All Playcentre Aotearoa Officers and nominees (elected and/or appointed) to have completed Treaty of Waitangi workshops and participate in ongoing training in Treaty and Bi-Cultural related issues.
- Representatives reflect their commitment to Playcentre by choosing Playcentre as the main early childhood education for their children.

Name:	Gill Morgan
Playcentre:	Waikanae
Rōpū Māori:	
Region:	Lower North Island

EDUCATION AND SKILLS THAT WOULD ADD VALUE TO THE TRUSTEE BOARD

What have you bi-culturally contributed to your Playcentre | Rōpū Māori?

I am aware I have a great deal to learn about Te Ao Māori. Whilst at Playcentre I took as many opportunities as possible to learn and understand our Māori culture. Some of the ways I engaged were to join the local bi-cultural Playcentre session in my daughters last year, so we could learn together. It is a thrill to see her using more Te Reo in her everyday language and her excitement in learning Te Reo has continued. While at centre I -

- Supported the role of bi-cultural officer within our centre.
- Facilitated an environment that is respectful and endeavours to enhance its understanding of tikanga Māori i.e. the manner in which Hui is conducted.
- Supported an environment that is rich in Te Reo and where te ao Māori is represented, i.e, on our walls and in the resources provided.
- Undertook and supported/facilitated others in our centre to attend bi-cultural training offered regionally. • Supported the regional decision for a noho marae.
- Maintained relationships and communication with the local Te Whare Tikanga Māori delegates.

I had studied Te Tiriti previously but had the opportunity to revisit during my Playcentre Course 4 study. With time and maturity came a different deeper perspective and this is learning I will take forward into working in partnership. I have attended two national Annual General Meeting's now and have found seeing the two house model working humbling and invigorating, and the respect that is afforded to all parties and the positive buy-in when decisions are made.

What will you contribute to Te Whānau Tupu Ngātahi o Aotearoa?

My time with my own children in centre ended in August 2019 after 9 ½ years, as my youngest child started school. I have a deep passion and enthusiasm for Playcentre being a valid way to educate our tamariki, focusing on learning through play, parents as first teachers and a supportive nurturing environment for whanau. I hope that I have been instrumental in creating a membership that has become more informed and more aware of what is happening nationally so they are better placed to make decisions for our children, centre and organisation. Whilst at centre I worked hard to build relationships with our local primary schools, and I see it as a credit to our training that teachers specifically asked our parents to be involved in class, due to their knowledge of Te Whāriki and play-based learning. We also become actively involved in NE/ECE clusters as well as some local CORE Since my children have moved on from centre I have continued to support my centre and my cluster, attending whare Hui and AGM to maintain a voice at national level. My cluster is made up of small town centres and I believe it is important that these voices and those of our rural areas are not lost. I have also had the privilege of delivering the new PIA education program, facilitating the SPACE program and I support one session a week at Waikanae Playcentre. Should I become a Trustee, I do not intend to continue in paid roles.

What will you contribute to the Trustee Board?

On a board, I can contribute as being a proactive and intelligent listener. I am able to take on other people's views and process opinions and experiences that are different to my own. I take my time to read documents and will ask questions beyond what is initially provided if I feel there are gaps. I have spent most of my professional and voluntary life focused on the welfare of children, woman and families and continue to have a focus on what is in children's best interests. I have worked in an information sensitive environment and believe that maintaining confidences would also be important to this role.

Provide a brief non-Playcentre work, volunteer, education and life history prior to and/or during Playcentre

I spent my first 15 years in the Horowhenua town of Levin before going to boarding school in Fielding for the last two years of high school. I attended Massey University, Palmerston North completing a Bachelor of Social Work. After working for several years in Wellington and Auckland, I moved to the UK with my now husband. I returned to Aotearoa in 2007, setting up home in Waikanae, where we have remained. Prior to becoming a mum, my career as a qualified Social Worker included Maternal Mental Health, youth justice, fostering and adoption, child protection and working with former refugees. I worked as both a Senior Social Worker and an Independent Social Worker while in the UK. Whilst studying Social Work I also trained and worked as a personal trainer, and have returned to teaching in this industry. My voluntary roles since returning to Aotearoa have been in Girl Guiding NZ as a Brownie leader for 6 years and at times, a Guide and Ranger leader and briefly filling the role of District Commissioner. In 2012 after observing a need, I started and facilitated a local Maternal Mental Health support group. The group continued after I left to have our third child, facilitated first by one Playcentre friend and then another, before it was eventually taken over by an Occupational Therapist. I continue to be parent help at school at various times in my children's classes. I am currently a Cubs leader, co-president of our school Home and School committee and am starting a Pippins group in term 4.

Time Commitment – please comment on your ability to meet the time commitment for the Trustee Board Member role:

It is difficult to answer fully regarding time commitments as it appears this is changeable depending on the needs of the organisation at the time. However with my youngest at a school, a change in my commitment to paid Playcentre work and my determination to do a job well - should I become a Trustee, I believe I will be able to accommodate this role in my life.