



TĀMAKI PROJECT RISE COMMUNITY CO-DESIGN DAY PLAYBACK

12 APRIL 2021 | FINAL V1.0



INTRODUCTION



Kia ora,

In early 2020, an establishment committee which comprised of senior leadership and board members of Tāmaki College decided we needed to make a bold move towards supporting our students, their families and the wider local community in Tāmaki. This bold move is called Project RISE. To activate this bold move, Tāmaki College established the Tāmaki Connect Trust and brought in additional leadership and capability to drive Project RISE as it continues to collaborate with Tāmaki College.

Co-design

Project RISE is a community development program that helps Tāmaki College connect with the local community to create value for the Tāmaki Community. It does this by co-designing projects that support the needs of the community, establishes a community governance model that ensures it is for and by the community, that then drives education, community and social enterprise projects so that the community can take charge of their own economic and social development. Project RISE builds on Tāmaki College's existing RISE Values.

In the latter part of 2021, we decided to undertake a thorough co-design process (albeit during COVID-19) within and outside of the College. This included conducting surveys and a wide series of engagements which led to the penultimate activity, that being the Project RISE Community Co-design day. This was held on 12 April 2022 at Tāmaki College's Recreation Centre.

Playback and Next Steps

From the Co-design process and activities through to and on the Co-design Day, this has been synthesised into a PLAYBACK which was produced by the Kerry Topp Collective with support from our internal team of which Tash and Jannie were integral to. You can view this PLAYBACK by clicking on the red PLAYBACK button below.

We are now in the process of activating projects that have been validated through the co-design process. Starting this month (July 2022), we will be activating a major Literacy Project called the Tāmaki Ako Hub and are grateful for the partnership and sponsorship we have from Adult Literacy Tāmaki Auckland. We are fortunate to have Dr. Jannie van Hees and Natasha Audi who are stewarding this project. We also look forward to working with Literacy Aotearoa and other organisations together in lifting the literacy needs in the local Tāmaki community.

We are in the process of recruiting local Tāmaki people to get involved with the Tāmaki Ako Hub. If you would like to get involved or know of anyone who would be a good fit, check out www.tamakiconnect.com/vacancies

In addition to the Tāmaki Ako Hub, Tāmaki College will soon commence masterplanning of future facilities that will play host to and house an exciting range of new services and initiatives underpinned by Project RISE and Tāmaki College's Education Brief (where we were fortunate to have the support of Angela Clemens, Core Education via the Tarai Kura initiative). With Tāmaki College, we look forward to working with the Ministry of Education and other partners on a new era as Tāmaki College will soon be celebrating its 65th year on the 23rd September 2022.

Acknowledgements

I would like to acknowledge the contribution of students, families, community organisations, local library & schools/Manaiaikalani, churches, businesses and local/central government throughout the Co-design process and day.

I want to acknowledge the Co-design Kaitiaki Group that consisted of catalyst connections and partners. The co-design process and group was led by Kerry Topp with leadership support from Russel Dunn; Karl Bailey (ADHB / Akomanga Kaihanga Co-design Coach), ACC (Tux Cocker), Mental Health Foundation NZ (Ciaran Fox), Literacy Aotearoa (Kerry Harris, Diane Avent), Adult Literacy Tamaki Auckland (Heather Lees, Eric Wilson) and the Ministry of Education (Nicky Glasgow). This group also included members of Tāmaki Connect Trust, Tāmaki College, Tereora Academy and the Tāmaki Regeneration Company.

For the Co-design day, I want to acknowledge the Kerry Topp Collective and Kerry's team of John & Mikaela who with Laura from TRC, Katherine from Stonefields School, Kyle from ADHB and Jeremy Spruyt from Tamaki College's Akomanga Kaihanga (Social Lab) - did a wonderful job to facilitate the Co-design day. Massive thanks to our Akomanga Kaihanga students, this is by, for you and for the rest of our rangitahi. Thank you for leadership.

Also a big thank you to the Tereora Academy team who with the support and partnership of Pasifika Futures Limited, hosted and supported the delivery of the Co-design Day with great hospitality and more. To the Senior Leadership Team, teachers and staff of Tāmaki College, thank you for your feedback, input and ongoing leadership. Lastly, can I thank the Tāmaki Regeneration Company for your continued support of Project RISE from its origins and providing us the kind of capability and resourcing that has enabled us to get traction alongside other partners...

On behalf of the board and management, I'd like to thank you everyone again for your energy, passion and contribution.

He waka eke noa, we are in this together... through our connectedness, we can enhance 'access and equity to enable our rangitahi, families and local Tāmaki community to RISE.'

Ngā Mihi,

Soana Pamaka

Chairperson, Tāmaki Connect Trust

Principal, Tāmaki College

For any feedback on the PLAYBACK and better yet, if you would like get involved in supporting Project RISE even more, please get in touch with our team via our Executive Director, Ina Michael on ina@tamakiconnect.com. Otherwise visit our website www.tamakiconnect.com for news, updates and further information.



EXECUTIVE SUMMARY

He mihi tēnei ki ngā iwi o te rohe, Ngāti Paoa, Ngā Tai ki Tāmaki, Ngāti Whātua o Ōrakei, me Tanui.

Ki te marae o te kura, Te Poho o Tāmaki, tū mai rā.

E whakatau atu ana i a rātou kua whetūrangitia.

Tēnei tatou, ngā mahuetanga iho no rātou, kua hui mai ki te tautoko i te kaupapa o Project Rise, tēnā kōutou katoa.

We are grateful to the community, and to our Tāmaki College student co-pilots for gifting their time and energy in service of the Community Co-Design Day on 12 April 2022. Tēnā koutou katoa.

It has been our honour to work with Tāmaki College, Tāmaki Connect Trust and the Tereora Academy to progress the aspirations of the community, through Project RISE. Project Rise is a community development programme dedicated to creating value and impact for the wider Tāmaki community. To support this kaupapa, the Kerry Topp Collective were onboarded to work with the College's Akomanga Kaihanga students, internal groups connected to the College and a composite of early stage stakeholder/partner organisations to co-drive the co-design process and day. What we sought was to uncover how the kura, the government, and community services, could better deliver initiatives that are most valued by the community, that can more directly improve broader social outcomes.

The vision for the co-design day was for the community be able to air opportunities, challenges, validate any widely shared experiences, and then contribute to designing solutions that would move the dial for the whole community.

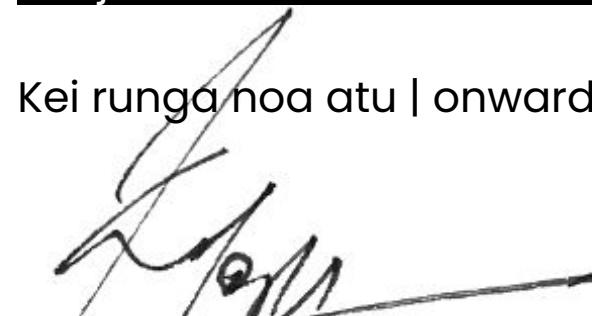
The experience we wanted to create was one that reflected Tāmaki College's values of respect, innovation, success, and excellence. It was important to us that we created an environment where the participants could be their authentic selves, felt safe to contribute freely, sharing hardships and aspirations, and ultimately be proud to showcase their solutions with the diversity of thought that shone through with each idea.

This detailed playback consolidates discussions from the day, distilling the key themes, feedback, insights and ideas from the community;

- Co-design playback across 3 areas; Literacy, Services, Places and Spaces

This Playback represents an opportunity to identify and act on those areas the Tāmaki community believe will accelerate outcomes for them. It is hoped this work will guide investment and partnership decisions by Tāmaki Connect Trust in conjunction with Tāmaki College going into the future.

Kei runga noa atu | onwards & upwards



Kerry Topp

Founder | MD

The Kerry Topp Collective

A PROVERB

**E kore au e ngaro, he kākano i ruia mai i Rangiātea
I shall never be lost, I am a seed sown from Rangiātea**

Rangiātea is a metaphysical place said to be the source of learning and knowledge handed down by ancestors. This proverb contains the idea that we are all connected to a common source - we are a community that can unite and share knowledge.

Students are our seeds of the future, we must nurture and grow both them and their families, in order to help them find their place in the world.

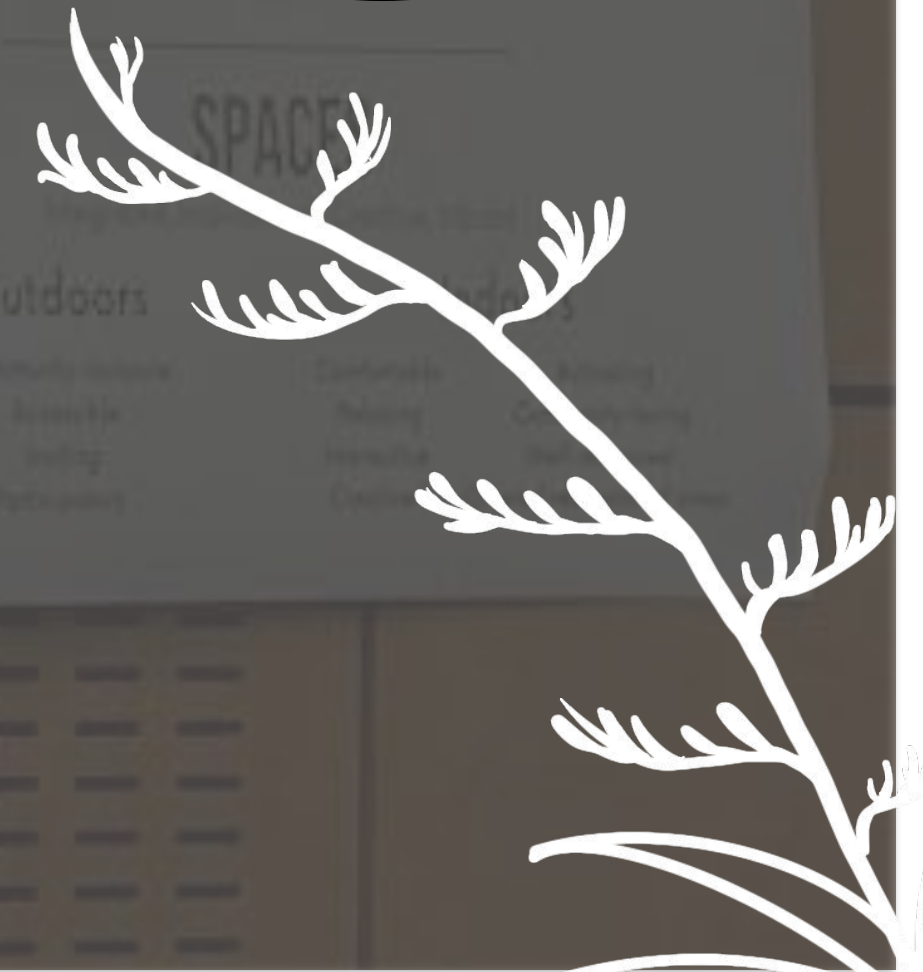
Tāmaki College has a powerful role to share kete mātauranga | baskets of knowledge, to bring the community together to connect, to learn, and to practice health and wellbeing.

To be a village that nurtures all generations of whānau.

“One of the great innovations that Tāmaki could be renowned for, would be the integration of indigenous models of wisdom, mātauranga māori and mātauranga pasifika, with western scientific knowledge...”

There is an opportunity to create innovative ways of teaching, learning and thinking that blends wisdom and knowledge”

CIARAN FOX | MENTAL HEALTH
FOUNDATION



CO-DESIGN DAY GOALS AND OBJECTIVES

The Tāmaki Project Rise Co-Design Day sought to uncover how Tāmaki College might create value for the community of Tāmaki. The focus of the Co-Design Day was across three areas; Literacy, Services and Facilities. Participants were invited to further discuss and co-create community-led solutions in these areas.

Co-design is important because it is essential that the community is empowered to be self-determining - any mahi must be *'led-by community, as community'*. Our community need to be involved through the process end-to-end and have influence in creating their reality, not have things done to them.

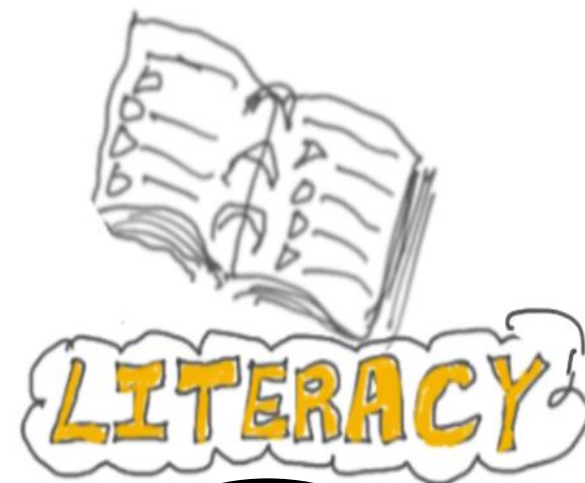
Participants on the day included students, parents, teachers, local entrepreneurs, and representatives from community services and interest groups.

Tāmaki College students played a key role in the co-design day; preparing and delivering case studies and capturing the key messages through the problem and solutioning parts of the day.



TĀMAKI PROJECT RISE

TO LEAD & DELIVER ON A COMMUNITY DEVELOPMENT PROGRAMME THAT CONNECTS TĀMAKI COLLEGE WITH COMMUNITY TO CREATE VALUE FOR THE COMMUNITY



GOAL:
TO LIFT COMMUNITY LITERACY IN TĀMAKI BY 50% BY NO LATER THAN 2030



GOAL:
TO BREATHE LIFE INTO NEEDED EXPERIENCES AND SERVICES THAT UPLIFT THE HEALTH, WELLBEING & MANA OF OUR COMMUNITY BY NO LATER THAN 2030



GOAL:
TO GIVE OUR PEOPLE AND COMMUNITY A SAFE & UPLIFTING TURANGAWAEWAE TO 'BE' BY NO LATER THAN 2030



PLACES & SPACES

WHAT OUR WORK WITH
THE TĀMAKI COMMUNITY HAS FOUND



PROJECT RISE

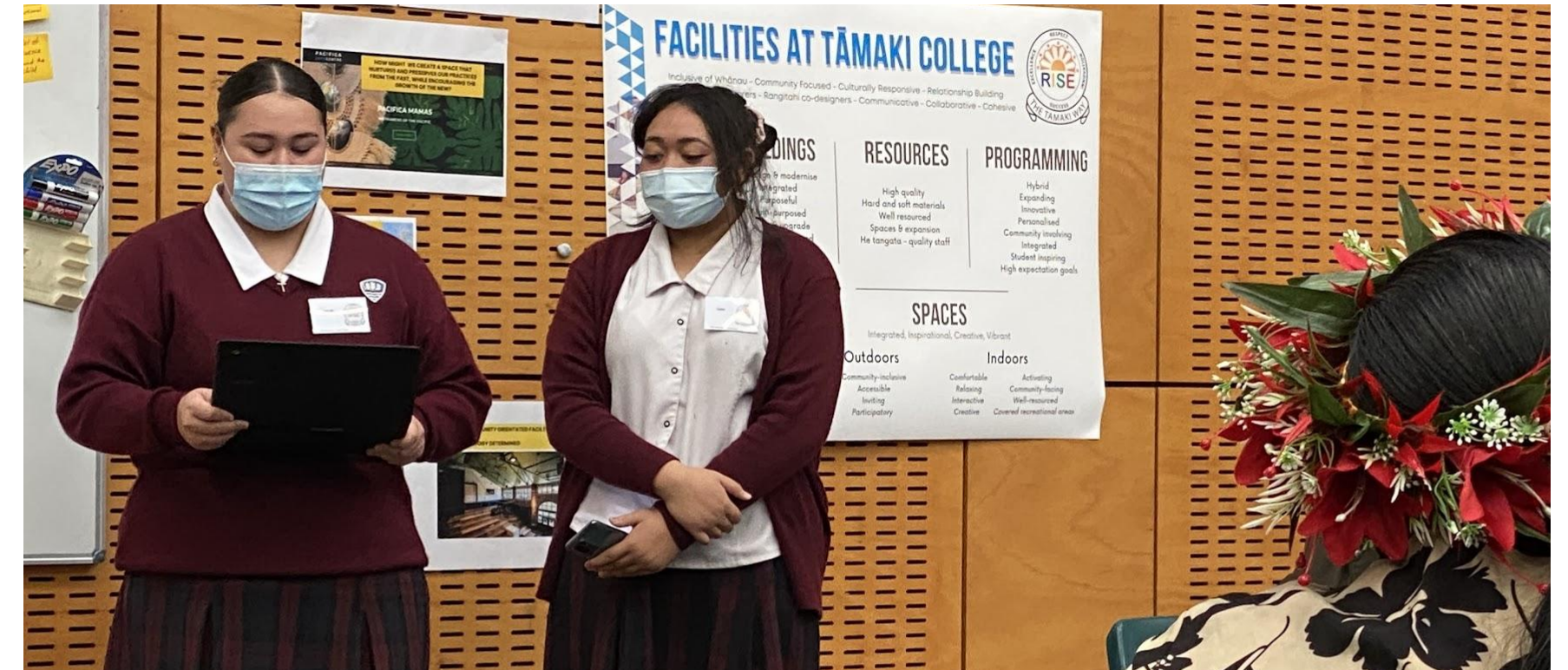
PLACES & SPACES: VALIDATING THROUGH CO-DESIGN

In the morning of the Community Co-Design Day, participants contributed in a 2-hour activity **reflecting on the themes that emerged from the survey, and validating whether those were the themes that were most important for the group to focus on.**

What we found was:

- We needed to revise the top 3 themes that emerged
- We reframed solving a 'problem' towards solving what would thriving look like
- The term 'facilities' felt depersonalised and lacked acknowledgement that Māori and Pasifika are ocean peoples – the team renamed to places and spaces to reflect this.

Original top 3 survey themes	Revised themes to workshop
Academic learning	Belonging, connection, a place of hope and aspiration
Arts & Culture	A holistically safe environment; addressing road and water safety
Community Centre	Reimagined spaces to foster an eco-system for community needs and services



PLACES AND SPACES ASPIRATION

To build the aspirations for a re-imagined college, the teams envisioned the school experience they wanted to create for the students;

- a place of belonging,
- the feeling of being inspired and any career is possible,
- addressing inequities so students are empowered to pursue opportunities, experience holistic wellbeing, and economic health

The team re-framed from talking about 'problems' to talking about what thriving looks like for students and whānau, past, present, and future.

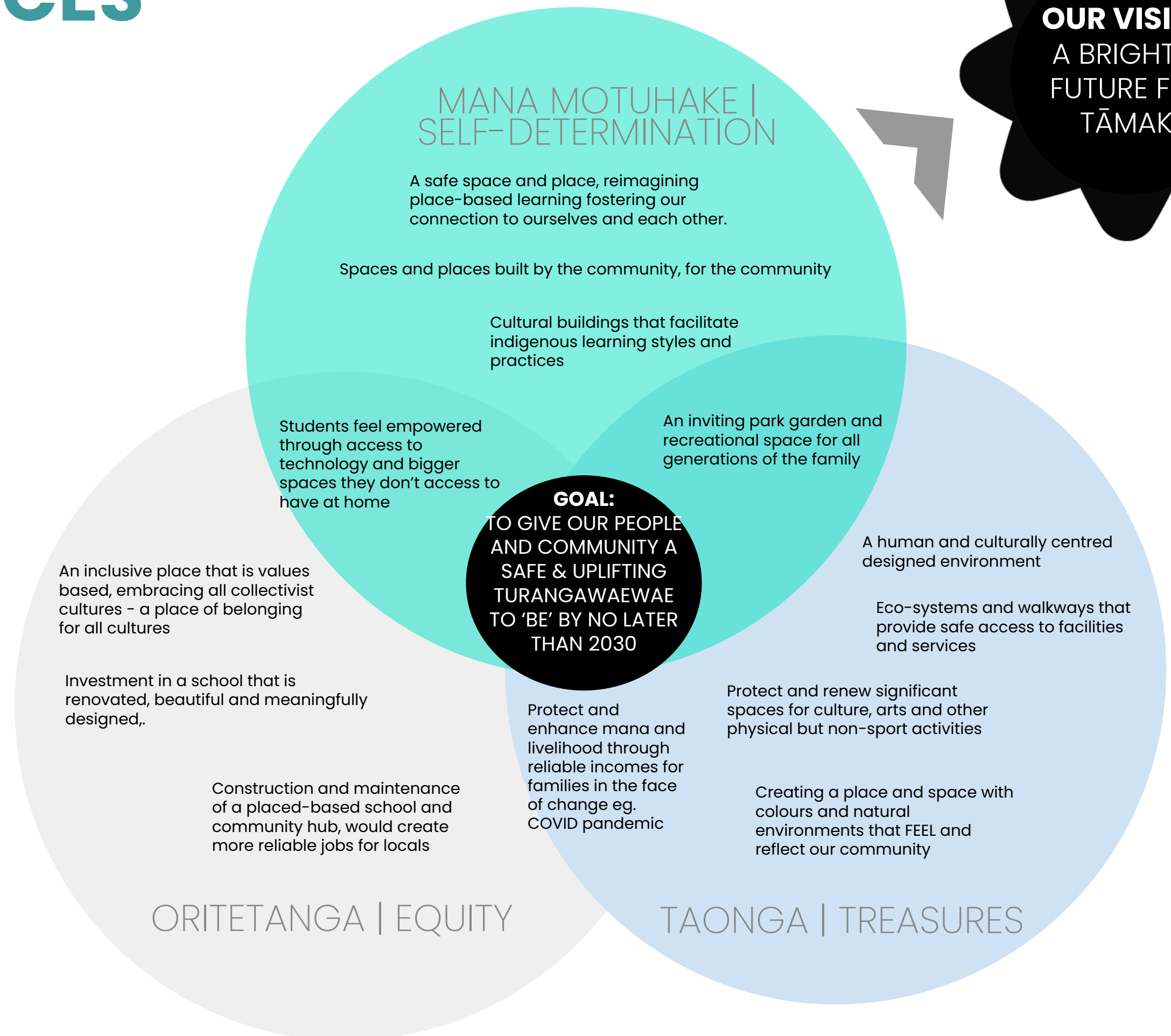
We sought to distil the essence of these aspirations through a lens inspired by Te Tiriti. The lens - right - seeks to apply a view of Mana Motuhake (Self-Determination), Oritetanga (Equity) and Taonga (Treasures) to the needs expressed by our community.

The land and people we serve:

- Students; present, future, alumni
- Staff
- Tāmaki community
- College buildings and grounds

Top 3 themes:

- Belonging and connection, a place for hope and aspirations
- Promotes holistic health and wellbeing; safe access to new and surrounding facilities
- Reimagined spaces to foster an eco-system for community needs and services, creating a 'one stop shop'



KEY VALIDATION INSIGHTS FROM SURVEYS & CO-DESIGN DAY

The term 'facilities' felt depersonalised and lacked acknowledgement that Māori and Pasifika are ocean peoples. The team renamed to 'Places and Spaces' to reflect this.

As we entered into the co-design process, the teams first validated the survey results.

SURVEY RESULTS

From the survey conducted in November 2021, the responses produced the following priority focus areas:

1. Academic learning
2. Arts, sports, and culture
3. Community Centre

On the co-design day, however, participants felt the most important objective for Tāmaki College's places and spaces is to create belonging and connection as a foundation to academic learning.

Further to this, it was important to the participants that art, sports and culture is refocused to cater to holistic wellbeing as it is more inclusive to all students.

Participants felt there was an opportunity for Tāmaki College to facilitate an ecosystem, centralising community services and a way to more easily share learnings across whānau.

REPRIORITISED THEMES

A PLACE TO BELONG

Belonging, connection, a place of hope and aspiration.

As a foundation to learning, participants felt that having a place to belong; to connect to their culture and others is central to creating the safety needed to learn new ideas and concepts.

Noting that the majority of surrounding homes are townhouses and lower socio-economic households, the school being a place of hope and aspiration is equally important.

In approaching solutioning, the team focused on outline the principles and collectivist values they would like to see upheld throughout any solution re-design. The 5 guiding principles are:

1. Flexible / adaptable / responsive
2. Youth-led
3. Pan-cultural; collectivist values
4. Spaces not facilities; nature/eco-spaces
5. Re-thinking current spaces

There was a strong focus on how they want people to feel, and experience the school.

NURTURE HAUORA

An environment that nurtures holistic wellbeing; physical, spiritual, mental, and emotional health.

Parents expressed that in addition to the typical sport and arts offered, that there be specific attention to other activities that promote movement and physical health and wellbeing.

Other problem' statements that emerged through the day were the road dangers around the school because of narrow streets. There was also consideration for the role the college could play in reducing the number of locals who have drowned.

Upon solutioning, the team sought out to design pathways through the school connecting community services to address road safety. They would add a community garden to learn about nutrients, and an adult park to provide activities that promote nurturing holistic wellbeing for all generations of the family.

FOSTER AN ECOSYSTEM

Reimagined spaces to foster an ecosystem of community services.

When we heard about the challenges faced by the community accessing basic services. The opportunity emerged for Tāmaki College to support this by serving as a centralised location for key services such as healthcare. Tāmaki could also stand as the community hub for whānau to share learnings and experiences with each other.

This solution included a redesign of the school based on cultural, human-centred, place-based learning design principles. The design considered moving the community rooms to the front of the school. Changes the formation of classes to a U-shape with the ability to open the space right up making the school more inviting to students and community during and after hours.

OPPORTUNITIES | SOLUTION IDEAS

Below are the key pains and needs, the underlying motivations and opportunities and solutions distilled from the Community Co-Design Day for 'Places & Spaces'.

	THEMES	PAINS NEEDS	UNDERLYING MOTIVATION	OPPORTUNITIES SOLUTION IDEAS
MANA	1 Belonging, connection, a place of hope and aspiration	<ul style="list-style-type: none"> - Learning requires a solid foundation; a place of safety and belonging in order to explore - Cultural and historic buildings that serve as the symbols of the community; reflecting who we are, how the students see themselves in school - A place that supports indigenous learning practices - The buildings and paint colours are old, the technology could be more modern so the school reflects that the students are worthy - School is the only opportunity to learn new technology and have big enough spaces to explore; access students don't always have at home 	<ul style="list-style-type: none"> - A place to gather that reflects shared culture and experiences, - A place to belong, to be 'who I am' - The safety to be able to focus on learning 	<p>A school that inspires a ambition, and a healthy way of being achieved by embracing values from collectivist cultures.</p> <p>The five principles to follow in reimagining Tāmaki College;</p> <ol style="list-style-type: none"> 1. Reusing current spaces 2. Flexible, adaptable & responsive 3. Youth-led 4. Utilising the outdoor environment 5. Creation of a Pan-Pacific or Inter-cultural Foundation Value of BELONGING
EQUITY TAONGA	2 A holistically safe environment; addressing road and water safety	<ul style="list-style-type: none"> - Sports and arts already exists for those who participate in mainstream NZ sporting e.g. rugby. We need activities that encourage other forms of physical movement for students and the wider family - Many in the local community are drowning, the current school pool is too shallow for them to learn to swim - The roads around the school are narrow and dangerous; road safety is a big concern 	<ul style="list-style-type: none"> - A focus on holistic wellbeing of the student and the wider whānau - More opportunities to learn life skills like swimming - A safe environment to learn how to nurture body, mind, and spirit 	<p>Beyond focusing only on arts and sports - towards promoting holistic wellbeing for students and all generations of their whānau. Nurturing tinana, hinengaro, whānau, and wairua.</p> <p>Create an adult park, gardens near the cooking school to teach nurturing our bodies.</p> <p>Provide pathways/bridges to safely connect the school with nearby services and key locations.</p> <p>Partner with locals to share swimming pools / provide swimming lessons.</p>
	3 Reimagined spaces to foster an ecosystem for community needs and services	<ul style="list-style-type: none"> - Access to services is spread out across so many locations, it's expensive and time consuming when the school has spaces that could be utilised if whānau are already going to the school on a daily basis - The school is uninviting; locked gates, access to fields and facilities is restricted for the wider community outside of school hours. 	<ul style="list-style-type: none"> - A collective; where the group has each other's best interests at heart, people comfortably share new knowledge of services, how to access services, and support each other through it 	<p>Tāmaki College could become a hub to support a village/eco-system centralising access to the key community services such as churches, healthcare, libraries, churches, māori kaupapa, sports courts and clubs and opportunities for paid work experience.</p> <p>A reimagined school focused on place-based learning, human and cultural centred design. Acknowledging both Māori and Pasifika learning styles involving being connected to the natural environment -awa, food sources, and outdoors, as well as the transferable skills e.g. weaving teaches a lot of math!</p>

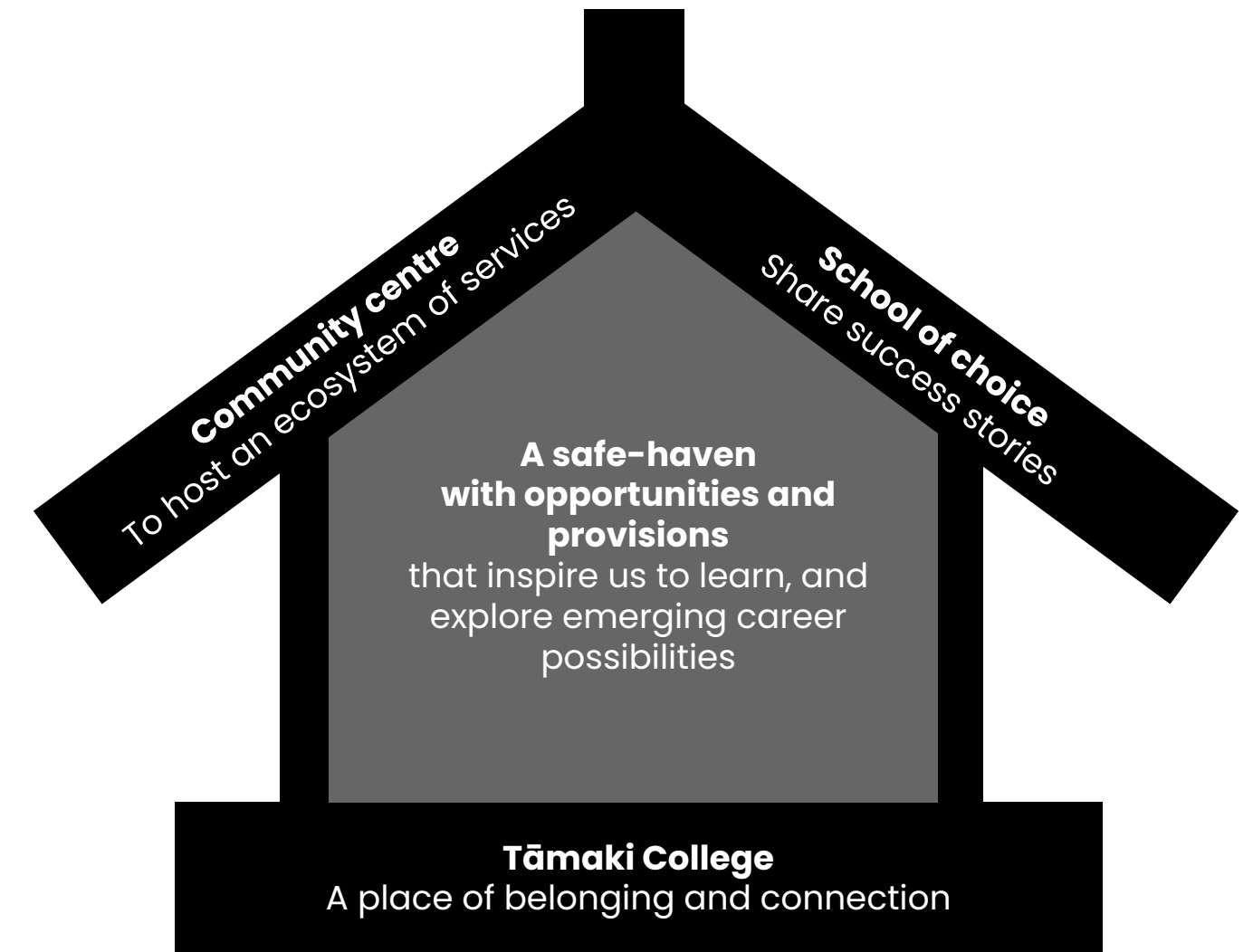
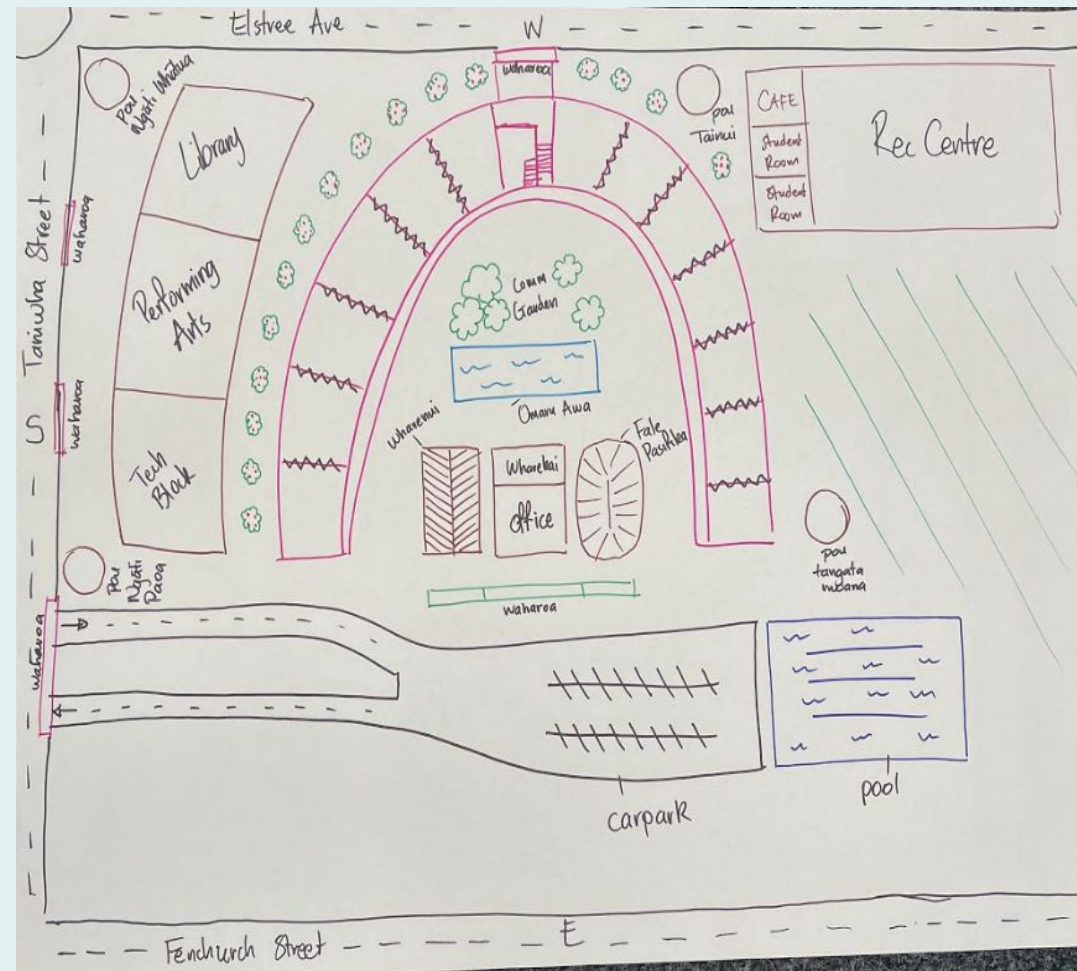
A COMMUNITY SOLUTION

This page is a high-level distillation of the solutions outlined by participants on the co-design day that are interpretations of reimagined Tāmaki College. The teams' presentations built upon each solution to deliver a group vision for an entirely reimagined learning experience.

WHO WE ARE DESIGNING FOR

This is the demographic we are designing for:

- All generations of the whānau
- Access to emerging technology
- A workforce inspired towards purpose-led mahi
- An understanding of healthy home - mahi balance
- Flexible / adaptable learning spaces
- Spaces for students who aspire to healthcare services, entrepreneurship, technology sector, music and creative industries, construction, and distributions.
- Designing in conjunction with mana whenua



Post-workshop we distilled the solution themes into the wharewahi diagram above. Wharewahi are symbolic of the body of an ancestor; they mimic the physiology and are metaphor of embrace and belonging - a place for connection.

This model brings together the metaphor with the objectives of the community survey and co-design day.

- Tāmaki College as a safe foundation for learning
- The 'body' of the school having the provisions and opportunities for connecting the community, connecting via arts and sports, and be exposed to emerging technologies that inspire us to new possibilities
- The amo or 'arms' opened out inviting all towards Tāmaki's community centre, connecting and sharing services and learnings as a whānau to uplift outcomes for all. This is especially important when we know services need to reflect the communities they serve so that people feel safe.

PROJECT RISE

PLACES & SPACES: SOLUTION 1 PRESENTATION

PILOT COMMENTARY

The Five Community Principles for Solutioning:

1. Reusing current spaces
2. Flexible, adaptable & responsive
3. Youth-led
4. Utilising the outdoor environment
5. Creation of a Pan-Pacific or Inter-cultural Foundation Value of BELONGING

Important: Click on the image (right) to play video

WERO: HOW DO WE ALLOW EVERYONE TO FEEL APPRECIATED & CONNECTED TO THIS SPACE?





LITERACY

WHAT OUR WORK WITH
THE TĀMAKI COMMUNITY HAS FOUND

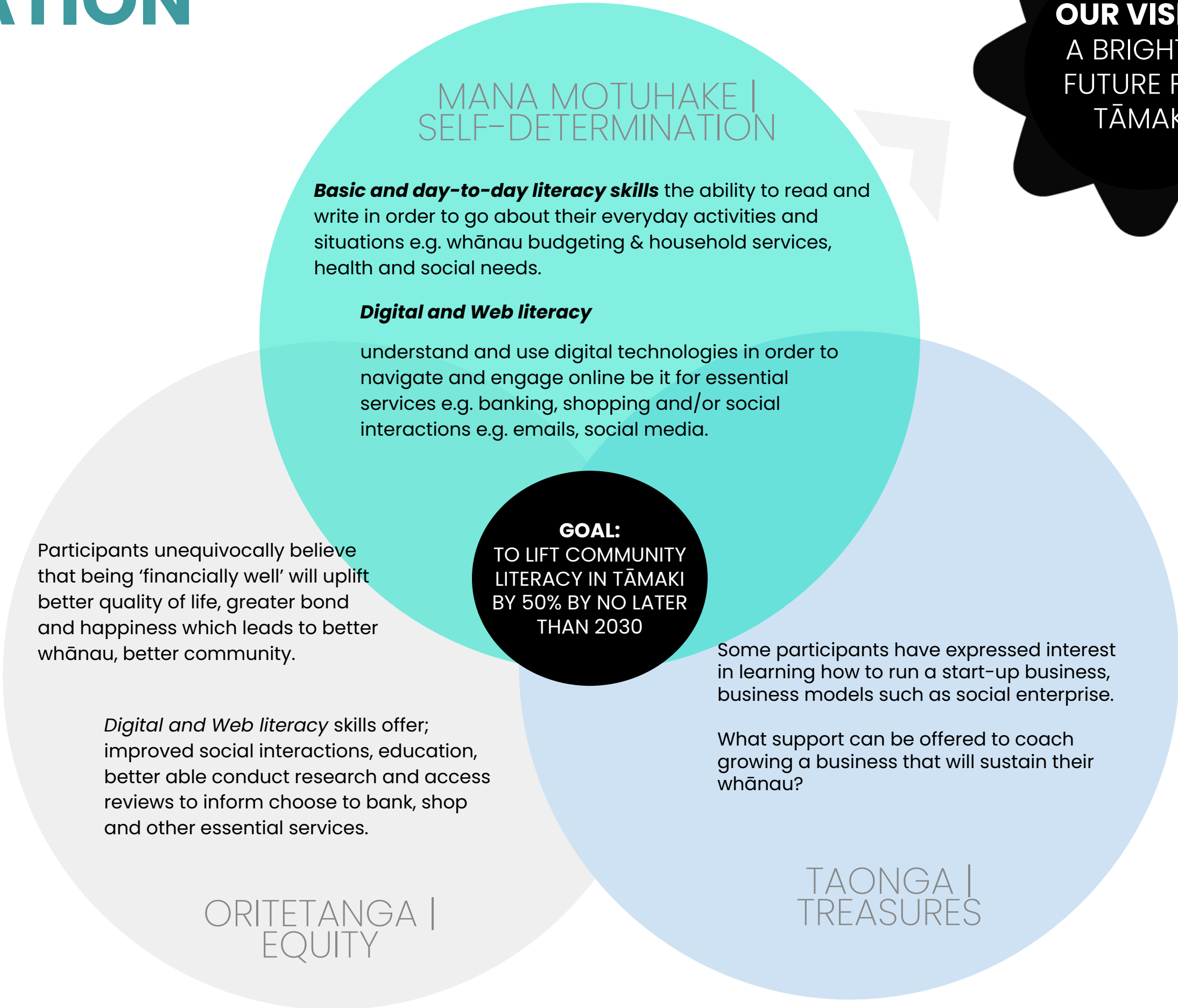
LITERACY ASPIRATION

Post the workshop we sought to distil the essence of the participants feedback into the following Te Tiriti lens. The lens - right - seeks to apply a view of Mana Motuhake (Self-Determination), Oritetanga (Equity) and Taonga (Treasures) to the literacy needs expressed by our community.

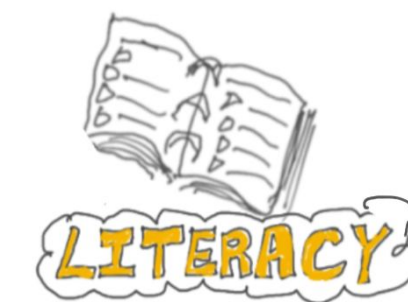
We recommend this lens be applied to any future work in this area. We believe it will help ensure that any solutions meet the goals of Te Tiriti and our community.

We welcome the community's feedback on this as a representation of a lens by which any solutioning of new or refreshed 'Literacy-focused initiative' at Tāmaki College be assessed.

- The land and people we serve:**
- Students; present, future, alumni
 - Staff
 - Tāmaki community
 - College buildings and grounds



KEY VALIDATION INSIGHTS FROM SURVEYS & CO-DESIGN DAY



On the co-design day, we presented learnings from the survey and sought validation with the participants to ensure that we were informed and aligned in order to move forward. Below are the key validation insights on the co-design day.

LITERACY RANKING

During the survey conducted in November 2021, we asked the community to rank from six types of literacies, in the order of importance of the various forms of literacy. The result was themed and ranked as

1. DIGITAL and WEB literacy
2. ACADEMIC literacy
3. BASIC and DAY-TO-DAY literacy
4. WORKPLACE literacy

On the co-design day, however, participants reordered the ranking to the following:

1. BASIC and DAY-TO-DAY literacy
2. DIGITAL and WEB literacy
3. FINANCIAL literacy
4. ACADEMIC literacy

It was collectively acknowledged and emphasised that, in amongst the communities, there are massive gaps in basic literacy especially when English isn't their first language. Participants in this group felt the top two literacies are 'interlinked', meaning basic literacy is needed in order to navigate the digital world. This impedes individuals to efficiently and effectively go about their daily lives, without language assistance. It is also the foundation to expand into other literacies, e.g. digital & web. Tāmaki College, could step in to play a role in uplifting basic and day-to-day literacy for those who need it.

THE TOP TWO LITERACIES

The **top two literacies were Basic and day-to-day followed by Digital and Web literacy**, are critically in need of being uplifted in order to meaningfully engage in everyday lives, physically (in person) and digitally (online).

Basic and day-to-day literacy describes the ability to read and write in order to go about their everyday activities and situations e.g. whānau budgeting & household services, health and social needs.

Digital and Web literacy describes the ability to understand and use digital technologies in order to navigate and engage online be it for essential services e.g. banking, shopping and/or social interactions e.g. emails, social media.

The big benefits in *Digital and Web literacy* uplift will not only enable a new way of building social interaction and connection amongst the communities and the greater world, it will also create a greater convenience and flexibility on how individuals or households could choose to bank, shop and other essential services.

AN ADDITIONAL ONE IDENTIFIED

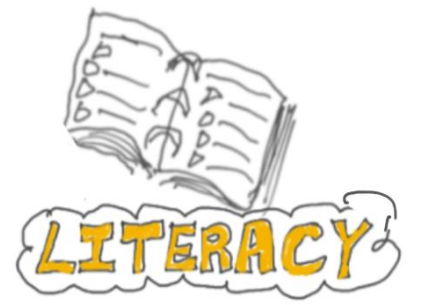
Another literacy, not initially listed, came through from those in the Services co-design group - **financial literacy**. Financial literacy is the knowledge necessary to make important financial decisions about budgets, debt, and investing. The group felt very strongly that it has direct impact to the physical, mental and emotional wellbeing to individuals and whānau.

Lack of good income source and budgeting skills often result in poor affordability which leads to a vicious cycle of dependencies and debt, thus affecting wellbeing. Not being able to afford basic necessities of life (e.g. food, power as examples) or even poverty are real challenges within the community.

This truly begins with individuals, to not only have access to learn about financial matters, but also be given tangible, structural support in their financial dealings that transition those in need from poor to greater affordability, in a manageable, equitable and fair way e.g. micro financing. This will lift the individuals to be financially more self dependent within a holistic financial system that provides sound education and support. Tāmaki College, could play a pivotal role in education and facilitating support.

Participants unequivocally believe that being 'financially well' will uplift better quality of life, greater bond and happiness which leads to better whānau, better community.

OPPORTUNITIES | SOLUTION IDEAS



Below are the key pains and needs, the underlying motivations and opportunities and solutions distilled from the Community Co-Design Day for Literacy.

	LITERACY AREAS	CHALLENGES PAINS / NEEDS	UNDERLYING MOTIVATION	OPPORTUNITIES / SOLUTION IDEAS	BLOCKERS
MANA	1 Day-to-Day Literacy	Challenge - Trust and rapport building; igniting initial engagement	<ul style="list-style-type: none"> - Reverse negative economic / social cycles - Build a sense of community 	<ul style="list-style-type: none"> - Ako learning hub - flexi times, whānau + kai + learning; - community led; collective approach - Led by Community Champions - builders of community capability 	<p>Across the board, the common challenges that could hinder progress are:</p> <ul style="list-style-type: none"> - Limited workforce and overworked providers who are burnt out; - Family life complexities; - Whakama (shame or embarrassment) due to engative or difficult family or individual circumstances); - Lack of digital capabilities
EQUITY	2 Digital & Web Literacy	Amplify existing community leaders; rapport & relationship building	<ul style="list-style-type: none"> - Have greater convenience and flexibility to access essential services - Save time to engage more with whānau or personal pursuits - Build new ways of social interaction and connections 	<ul style="list-style-type: none"> - EDUCATION HUB - customised, responsive, proactive; rebranding - for everyone; 'smart learning' - variety of spaces; survey and analysis to identify scope and need - Optimal conditions - family based - homely - safe / no judgement; learner-centred 	
TAONGA	3 Financial Literacy	Some participants have expressed interest in learning how to run a start-up business, business models such as social enterprise.	<ul style="list-style-type: none"> - Develop entrepreneurial mindset - Reduce Debts - Grow income and financial security - Break the cycle of poverty 	<ul style="list-style-type: none"> - Partner with a family budgeting service or banks to educate on budgeting, borrowing and lending, - Seek partners who could provide mentoring to genuine entrepreneurs - Create a hybrid (face-to-face and/ online) learning environment which are, culturally-safe and inclusive - Partnering with the governments & industry - Exploring collective or cooperative buying groups - harnessing the power of the collective to achieve better outcomes for individuals and whānau. 	

A COMMUNITY SOLUTION

This page is a high-level distillation and combination of the various solutions outlined by participants on the Co-Design Day. It also seeks to bring together existing relationships to arrive at a potential solution Tāmaki College might deliver for The Community.



BASIC & DAY-TO-DAY LITERACY UPLIFT

ENHANCING CONNECTION

CAPTURING CULTURAL NARRATIVES
 TRAIN ENABLERS IN BASIC LITERACY
 1:1 SUPPORT FOR EACH PERSON

FAMILY STORIES
 DIGITAL - POETRY - PROSE
 COMIC STRIPS - SONG

CHILDREN'S LITERACY
 LITERACY AS A FAMILY

INTERGENERATIONAL

PRIORITY 4 UPLIFT THROUGH OUTREACH TO ADULT LITERACY PARTNERS

MANA-ENABLING

OUTREACH TO EXISTING COMMUNITY PROVIDERS & FORUMS

CHURCH & CULTURAL GROUPS
 LITERACY AOTEAROA
 SOLOMON GROUP
 LIBRARY



COMMUNITY-DESIGNED & LED

PRIORITY 2 DIGITAL & WEB LITERACY UPLIFT

COMMUNITY-RESPONSIVE

APPLIED SKILLS & PROCESSES
 TRAIN ENABLERS TO SUPPORT EVERYDAY NAVIGATIONS
 TRADES - EVENTS - ARTS
 GEEK CAFE

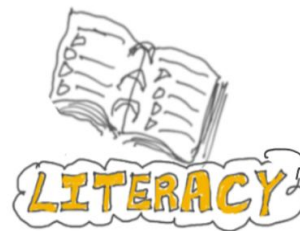
TĀMAKI COLLEGE-LED
 DIGITAL EXPERTS

PRIORITY 3 FINANCIAL LITERACY & WELLBEING UPLIFT

WELLBEING & CARE FOCUSED

APPLIED SKILLS AND CAPABILITY BUILD
 OFFERING HYBRID LEARNING COMBINING, CULTURALLY-SAFE; EDUCATION, AND DOING

PARTNERING WITH AGENCIES AND INDUSTRY
 EXPLORING COLLECTIVE OR COOPERATIVE BUYING GROUPS



GOAL:
 TO LIFT COMMUNITY LITERACY IN TĀMAKI BY 50% BY NO LATER THAN 2030



SERVICES

WHAT OUR WORK WITH
THE TĀMAKI COMMUNITY HAS FOUND

SERVICES ASPIRATION

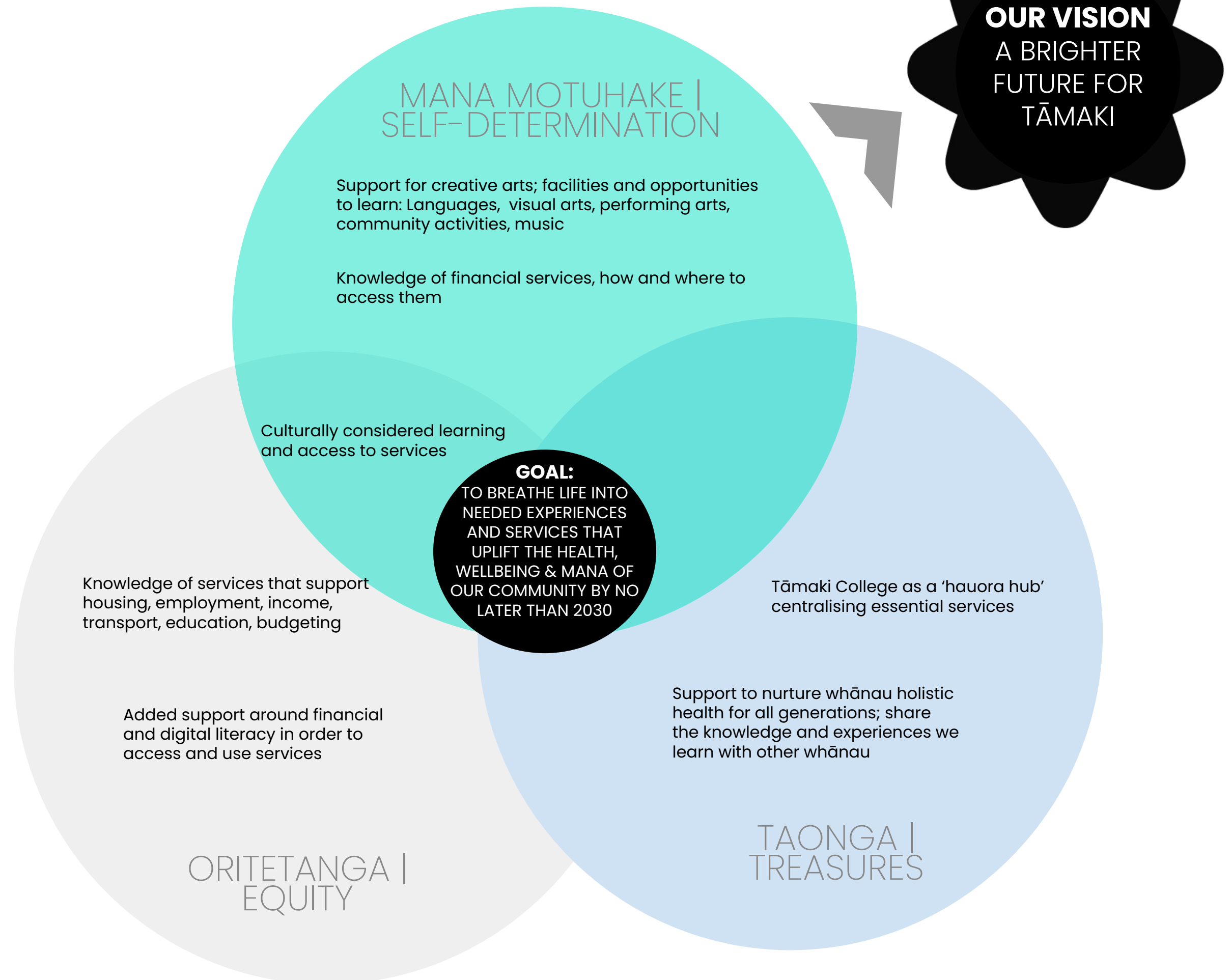
To aid in building the aspiration for their solutions, the teams envisioned the school experience they wanted to create for the students;

- a place of belonging,
- the feeling of being inspired and any career is possible
- the students knowing and feeling worthy of receiving a modern and beautiful schooling experience. Equally, feeling worthy of chasing the opportunities to experience holistic wellbeing and economic health in their lives

We sought to distil the essence of these aspirations through a lens inspired by Te Tiriti. The lens - right - seeks to apply a view of Mana Motuhake (Self-Determination), Oritetanga (Equity) and Taonga (Treasures) to the needs expressed by our community.

The land and people we serve:

- Students; present, future, alumni
- Staff
- Tāmaki community
- College buildings and grounds



KEY VALIDATION INSIGHTS FROM SURVEYS & CO-DESIGN DAY

“People appreciate being able to access flexible, holistic services that are whānau-centred, strength based and culturally-anchored and meet them where they are.”

[A Review of Joined Up Social Services Summary](#)

As we entered into the co-design process, the teams first validated the survey results.

SURVEY RESULTS

From the survey conducted in November 2021, the responses produced the following priority focus areas:

1. Mental health
2. Physical health
3. Health services
4. Financial services
5. The arts

With specific focus on mental health, physical wellbeing, broader health and financial services.

Participants in the surveys and on the Co-Design Day expressed that cultural expression and practice helps lift wellbeing. People felt the found refuge and solace in expressing themselves through Arts, whether it be music, dance, and crafts.



Reprioritised themes

HEALTH SERVICES

Health Services includes both **Mental and Physical Health**. These three priorities are inherently integrated with one another and difficult to prioritise one over another. Health and Wellbeing needs to be considered holistically – holistically such as via indigenous wellbeing models. The challenge is hugely complex and there is still work to do to understand the community priorities.

The biggest challenge might be understanding the vast and varied needs of people across the community. Biggest challenges:

- Awareness and understanding of which services are available, and where to go to access them
- Services are decentralised; traveling to many places is expensive and time consuming
- Can a collective come together to create joint responsibility?
- Responsibility (influence and impact) needs to be considered at all levels. How do we better understand the **role and responsibilities of the individual, whānau, community, leadership, government?**
- How can whānau be supported to have rangatiratanga over their hauora; building together to share and learn from each other's experiences accessing services. We know services are better received when we engage with someone who looks like us.

In solutioning, the team saw an opportunity for Tāmaki College to be a “one stop shop” or “Health hub” for services. This would empower the individual, build a network of support, align leadership, and create an environment meeting people's needs. Tackling one area in isolation will have limited impact.

Ongoing challenges:

- to deliver, relevant, culturally appropriate equitable services that meets the needs of all
- Still up to individual capacity and their ability to engage

FINANCIAL SERVICES

This theme emerged due to strong feelings within the group that financial wellbeing was important to physical, mental and emotional wellbeing. Not being able to afford basic necessities of life (e.g. food, power as examples) or even poverty are real challenges within our GI community.

With financial literacy or wellbeing services, the collective challenge participants solved for was;

“As a Tāmaki community member, I may not feel ‘financially well’, who do I turn to? Where might I turn to help me with my financial health and wellbeing?”

Having strong financial literacy is important as it has direct impact to not just individual wellbeing, but also to the family and community as a whole. They strongly felt and believed that being ‘financially well’ led to a better quality of life, greater bond and happiness which in turn leads to better whānau, better community.

Proposed solutions included ideas to:

1. Offer hybrid learning opportunities that are culturally-safe to learn and execute
 2. Partner with industry providers
 3. Explore collective or cooperative buying groups – harness the power of the collective to achieve better outcomes for individuals and whānau.
- Solution is for rangitahi to teach financial literacy classes (with kai)
 - Partnering with Manaiaikalini Education Trust and other organisations that can offer tangible help

ARTS SERVICES

While basic needs (Health and Wellness) are front of mind our people felt strongly about not letting the Arts go. It's an important part of expressing ourselves and connecting to our cultures. More broadly, the arts should be accessible for everyone.

The arts are not separate to Health and Wellbeing and it was expressed many times that – creative expression and events and the connection it creates is an important part of mental health, it provides:

- A source of identity, pride and self belief.
- A common theme for the day was improving the awareness and connection of what was going on around the community and a desire and curiosity to explore and get involved in other cultures not just your own. Building cross cultural bonds.
- Lack of information (about) and access (to) facilities
- Peer judgement, pressure & gender stereotypes can be a challenge
- The challenge is also the value or lack of, that people place on the Arts
- Tāmaki College needs to place more emphasis on The Arts through providing a wider range of courses in all disciplines of the Arts
- Use current community resource like Te Oro, Maungarei, Mokoia Art Gallery

OPPORTUNITIES | SOLUTION IDEAS

Below are the key pains and needs, the underlying motivations and opportunities and solutions distilled from the Community Co-Design Day for Services.

	SERVICES AREAS	PAINS NEEDS	UNDERLYING MOTIVATION	OPPORTUNITIES SOLUTION IDEAS
TAONGA	1 Arts services	<ul style="list-style-type: none"> Peer judgement, pressure & gender stereotypes can be a challenge The challenge is also the value or lack of, that people place on the Arts Tāmaki College needs to place more emphasis on The Arts through providing a wider range of courses in all disciplines of the Arts Lack of information (about) and access (to) facilities 	<ul style="list-style-type: none"> A need for belonging The space for freedom of expression 	Use current community resource like Te Oro, Maungarei, Mokoia Art Gallery
EQUITY	2 Health services	<ul style="list-style-type: none"> Awareness and understanding of which services are available, and where to go to access them Services are decentralised; traveling to many places is expensive and time consuming Can a collective come together to create joint responsibility, Responsibility (influence and impact) needs to be considered at all levels. How do we better understand the role and responsibilities of the individual, whānau, community, leadership, government? How can whānau be supported to have rangatiratanga over their hauora; building together to share and learn from each other's experiences accessing services. We know services are better received when we engage with someone who looks like us. 	<ul style="list-style-type: none"> Cost of living increases; priorities on food first, then healthcare Don't know what we don't know - some dependence on the wider collective; uplifting each other 	Tāmaki College to be a "one stop shop" or "Health hub" for services. This would empower the individual, build a network of support, align leadership, and create an environment meeting people's needs. Tackling one area in isolation will have limited impact.
MANA	3 Financial services	<ul style="list-style-type: none"> Break the "tapu of shame" on poverty understand "What are needs, and "What are wants" Communities have had fallen prey to high interest rates (more than 40%) loans borrowing thus leading to sustained financial debts for a long period of time. This greatly constrained the household financial capability to spend on other genuine needs and wants. 	<ul style="list-style-type: none"> Reduce debt Increase savings Harness buying or purchasing power of the collective 	<ul style="list-style-type: none"> Offer hybrid learning opportunities that are culturally-safe to learn and execute Is there an opportunity to partner with a family budgeting service related organisation as part of budget management curriculum? Is there an opportunity to work with certain providers to harness the buying or purchasing power across whānau? At the fundamental level, communities who are thinking of borrowing would need knowledge on <ul style="list-style-type: none"> - borrowing and lending, - interest rates and repayments <p>Is there an opportunity to partner this with banks who are SME in this space? Is there an opportunity to harness buying or purchasing power across whānau?</p>



BREATHING LIFE INTO COLLABORATIVE VENTURING.

EHARA TAKU TOA I TE TOA TAKITAHI
ENGARI HE TOA TAKITINI
MY STRENGTH IS NOT MINE ALONE BUT
COMES FROM MANY.

NEXT STEPS

For any feedback or if you would like to connect and work with us on Project RISE, please contact:

Ina Michael, Executive Director

Tāmaki Connect Trust

Reception (09) 521 1104

Mobile (021) 418 301

ina@tamakiconnect.com

www.tamakiconnect.com

