Upper Harbour Local Board Community Forum
OPEN AGENDA

MEMBERSHIP

Chairperson
Margaret Miles, QSM, JP
Deputy Chairperson
Lisa Whyte
Members
Uzra Casuri Balouch, JP
Nicholas Mayne
John McLean
Brian Neeson, JP

(Quorum 3 members)

Cindy Lynch
Democracy Advisor

30 May 2018

Contact Telephone: (09) 486 8593
Email: Cindy.Lynch@aucklandcouncil.govt.nz
Website: www.aucklandcouncil.govt.nz

Note: The reports contained within this agenda are for consideration and should not be construed as Council policy unless and until adopted. Should Members require further information relating to any reports, please contact the relevant manager, Chairperson or Deputy Chairperson.
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Welcome

Apologies

At the close of the agenda no apologies had been received.

Declaration of Interest

Members are reminded of the need to be vigilant to stand aside from decision making when a conflict arises between their role as a member and any private or other external interest they might have.

The Auckland Council Code of Conduct for Elected Members (the Code) requires elected members to fully acquaint themselves with, and strictly adhere to, the provisions of Auckland Council’s Conflicts of Interest Policy. The policy covers two classes of conflict of interest:

i) A financial conflict of interest, which is one where a decision or act of the local board could reasonably give rise to an expectation of financial gain or loss to an elected member; and

ii) A non-financial conflict interest, which does not have a direct personal financial component. It may arise, for example, from a personal relationship, or involvement with a non-profit organisation, or from conduct that indicates prejudice or predetermination.

The Office of the Auditor General has produced guidelines to help elected members understand the requirements of the Local Authority (Member’s Interest) Act 1968. The guidelines discuss both types of conflicts in more detail, and provide elected members with practical examples and advice around when they may (or may not) have a conflict of interest.

Copies of both the Auckland Council Code of Conduct for Elected Members and the Office of the Auditor General guidelines are available for inspection by members upon request.

Any questions relating to the Code or the guidelines may be directed to the Relationship Manager in the first instance.

Confirmation of Minutes

That the Upper Harbour Local Board Community Forum:

a) confirm the ordinary minutes of its meeting, held on Thursday, 3 May 2018, as a true and correct record.

Leave of Absence

At the close of the agenda no requests for leave of absence had been received.

Acknowledgements

At the close of the agenda no requests for acknowledgements had been received.

Petitions

At the close of the agenda no requests to present petitions had been received.
8 Deputations

Standing Order 7.7 provides for deputations. Those applying for deputations are required to give seven working days notice of subject matter and applications are approved by the Chairperson of the Upper Harbour Local Board Community Forum. This means that details relating to deputations can be included in the published agenda. Total speaking time per deputation is ten minutes or as resolved by the meeting.

8.1 Immigration NZ: Migrant skills retention

Te take mō te pūrongo / Purpose of the report
1. To provide an overview and update on the New Zealand Migrant and Integration Strategy, and to introduce the Welcoming Communities Programme.

Whakarāpopototanga matua / Executive summary
2. Mariella Trynes, Relationship Manager Migrant Skills Retention, from Immigration New Zealand, will be in attendance to provide local board members with an overview of the following:
   - the New Zealand Migrant and Integration Strategy
   - the Welcoming Communities Programme and where it fits with the New Zealand Migrant Settlement and Integration Strategy
   - a resource developed with partners that supports the development of welcoming plans (refer to Attachment A).
   - the Auckland Regional Partnership Agreement (refer to Attachment B).

Ngā tūtohunga / Recommendation/s
That the Upper Harbour Local Board Community Forum:

a) receive the deputation from Mariella Trynes, of Immigration New Zealand, and thank her for her attendance and presentation.

Attachments
A Putting out the Welcome Mat.................................................................31
B Auckland Regional Partnership Agreement.............................................107

8.2 Tauhinu Sea Scouts, Greenhithe

Te take mō te pūrongo / Purpose of the report
1. For the Tauhinu Sea Scouts in Greenhithe to engage with the local board and outline the range of activities currently undertaken by the group. They would also like to discuss their challenges as membership continues to expand.

Whakarāpopototanga matua / Executive summary
2. Ed Kidd, Chairperson of the Tauhinu Sea Scouts in Greenhithe, will be in attendance to introduce himself and their organisation. The group now has over 100 local children enrolled, aged 5-15 years, who are actively involved in community programmes.

Ngā tūtohunga / Recommendation/s
That the Upper Harbour Local Board Community Forum:
a) receive the deputation from Ed Kidd, Chairperson of the Tauhinu Sea Scouts, and thank him for his attendance and presentation.

Attachments
A Tauhinu Sea Scouts presentation .......................................................... 113

8.3 Age Concern North Shore update

Te take mō te pūrongo / Purpose of the report
1. To provide the local board with an update on Age Concern North Shore’s activities in the Upper Harbour area.

Whakarāpopototanga matua / Executive summary
2. Janferie Bryce-Chapman, Executive Officer of Age Concern North Shore, will be in attendance to outline their organisation’s activities undertaken in the Upper Harbour area for the past 12 months.

Ngā tūtohunga / Recommendation/s
That the Upper Harbour Local Board Community Forum:
a) receive the deputation from Janferie Bryce-Chapman from Age Concern North Shore, and thank her for her attendance and presentation.

8.4 Sanders House update

Te take mō te pūrongo / Purpose of the report
1. To provide board members with an overview of the activities undertaken at Sanders House.

Whakarāpopototanga matua / Executive summary
2. Kim Ward, Manager of Sanders House, will be in attendance to report back on the activities and programmes undertaken at Sanders House over the past 12 months.

Ngā tūtohunga / Recommendation/s
That the Upper Harbour Local Board Community Forum:
a) thank Kim Ward, Manager from Sanders House, for her attendance and presentation.

8.5 Kwikli: Electric scooter sharing service

Te take mō te pūrongo / Purpose of the report
1. To provide board members with information on a potential scooter sharing pilot project in the Upper Harbour Local Board area.

Whakarāpopototanga matua / Executive summary
2. Rushabh Trivedy, Founder of Kwikli, will be in attendance to discuss a potential small-scale pilot, which would give users the option of booking shared electric
scooters via a mobile app. The aim is to reduce the number of single-person vehicles on local roads.

**Ngā tūtohunga / Recommendation/s**

That the Upper Harbour Local Board Community Forum:

a) receive the deputation from Rushabh Trivedy, Founder of Kwikli, and thank him for his attendance and presentation.

**Attachments**

A Kwikli presentation ......................................................... 125

**9 Public Forum**

A period of time (approximately 30 minutes) is set aside for members of the public to address the meeting on matters within its delegated authority. A maximum of 3 minutes per item is allowed, following which there may be questions from members.

At the close of the agenda no requests for public forum had been received.

**10 Extraordinary Business**

Section 46A(7) of the Local Government Official Information and Meetings Act 1987 (as amended) states:

“An item that is not on the agenda for a meeting may be dealt with at that meeting if-

(a) The local authority by resolution so decides; and
(b) The presiding member explains at the meeting, at a time when it is open to the public,-

(i) The reason why the item is not on the agenda; and
(ii) The reason why the discussion of the item cannot be delayed until a subsequent meeting.”

Section 46A(7A) of the Local Government Official Information and Meetings Act 1987 (as amended) states:

"Where an item is not on the agenda for a meeting,-

(a) That item may be discussed at that meeting if-

(i) That item is a minor matter relating to the general business of the local authority; and
(ii) the presiding member explains at the beginning of the meeting, at a time when it is open to the public, that the item will be discussed at the meeting; but

(b) no resolution, decision or recommendation may be made in respect of that item except to refer that item to a subsequent meeting of the local authority for further discussion.”
11 Notices of Motion

There were no notices of motion.
Adoption of the Upper Harbour Local Board Agreement 2018/2019

File No.: CP2018/08457

Te take mō te pūrongo / Purpose of the report
1. To adopt a Local Board Agreement 2018/2019, a message from the chairperson, local board advocacy, and a local fees and charges schedule for 2018/2019.

Whakarāpopototanga matua / Executive summary
2. Each financial year, Auckland Council must have a local board agreement between the Governing Body and the local board, for each local board area.
3. From 28 February to 28 March 2018, council consulted on the 10-year Budget 2018-2028. Local boards considered this feedback and then held discussions with the Finance and Performance Committee on 16 and 17 May 2018 on regional issues, community feedback and key local board initiatives and advocacy areas.
4. Local boards are now considering local content for the 10-year Budget 2018-2028 which includes a local board agreement, a message from the chairperson, local board advocacy, and a local fees and charges schedule for 2018/2019.
5. On 28 June 2018, the Governing Body will meet to adopt Auckland Council’s 10-year Budget 2018-2028, including 21 local board agreements.

Ngā tūtohunga / Recommendation/s
That the Upper Harbour Local Board Community Forum:

a) adopt local content for the 10-year Budget 2018-2028 (refer to Attachment A to the agenda report) including:
   i. a Local Board Agreement 2018/2019
   ii. a message from the chairperson
   iii. local board advocacy.

b) adopt local fees and charges schedules for 2018/2019 (refer to Attachment B to the agenda report).

c) delegate authority to the chairperson to make any final minor changes to the Local Board Agreement 2018/2019, which forms part of the 10-year Budget 2018-2028.

d) note that:
   i. Local Board Agreement 2018/2019 local activity budgets will be updated to reflect final budget decisions made by the Governing Body on 31 May 2018
   ii. if there are outstanding (not yet agreed) matters in the Local Board Agreement 2018/2019, the local board should include an explanation of these matters in the chairperson’s message at the front of the agreement
   iii. the resolutions of this meeting will be reported back to the Governing Body when it meets, to adopt the 10-year Budget 2018-2028 on 28 June 2018.
Horopaki / Context

6. Local board plans are strategic documents that are developed every three years to set a direction for local boards. Local board plans influence and inform the 10-year Budget 2018-2028 (and associated local board agreements) which outlines priorities, budgets and intended levels of service over a 10-year period and for each financial year. Auckland Council must have a local board agreement between the Governing Body and the local board, for each local board area.

7. Local board nominees have had the opportunity to attend Finance and Performance Committee workshops on key topics and provide local board views on the 10-year Budget 2018-2028.

8. From 28 February to 28 March 2018, the council consulted with the public on the 10-year Budget 2018-2028. Three events were held in the Upper Harbour Local Board area to engage with the community and seek feedback on both regional and local proposals.

9. A report analysing the feedback on local board priorities, as well as feedback from those living in the local board area related to the regional issues, was included as an attachment on the 3 May 2018 community forum meeting agenda.

10. Local boards considered this feedback, and then held discussions with the Finance and Performance Committee on 16 and 17 May 2018 on regional issues, community feedback and key local board initiatives and advocacy areas.

Tātaritanga me ngā tohutohu / Analysis and advice

11. Both staff and the local board have reviewed the feedback received on the 10-year Budget 2018-2028 and local boards have received a report analysing the feedback. It is now recommended that local boards adopt local content for the 10-year Budget 2018-2028 (refer to Attachment A), including the Local Board Agreement 2018/2019, and a local fees and charges schedule for 2018/2019 (refer to Attachment B).

Ngā whakaaweawe ā-rohe me ngā tirohanga a te poari ā-rohe / Local impacts and local board views

12. This report seeks local board adoption of its content for the 10-year Budget 2018-2028 and other associated material, including the Local Board Agreement 2018/2019.

Tauākī whakaaweawe Māori / Māori impact statement

13. Many local board decisions are of importance to and impact on Māori. Local board agreements and the 10-year Budget are important tools that enable and can demonstrate council’s responsiveness to Māori.

14. Local board plans, which were developed in 2017 through engagement with the community including Māori, form the basis of local priorities. There is a need to continue to build relationships between local boards and iwi and, where relevant, the wider Māori community.

15. Of those who submitted to the 10-year Budget 2018-2028 from the Upper Harbour Local Board area, 25 identified as Māori. Four iwi entities from the Upper Harbour Local Board rohe also made a submission to the 10-year Budget 2018-2028. These submissions were provided to the local board for consideration when finalising their local board agreement.

16. Ongoing conversations will assist local boards and Māori to understand each other’s priorities and issues. This in turn can influence and encourage Māori participation in council’s decision-making processes.
**Ngā ritenga ā-pūtea / Financial implications**

17. The local board agreement includes the allocation of locally driven initiatives (LDI) funding and asset-based services (ABS) funding to projects and services for the 2018/2019 financial year.

18. Funding for locally driven initiatives (LDI) is discretionary funding local boards can spend on local priorities that are important to their communities.

19. Funding for ABS is required to run and maintain our local assets including parks, pools and recreation facilities, community facilities, and libraries.


**Ngā raru tūpono / Risks**

21. Decisions on local content of the 10-year Budget 2018-2028, including the Local Board Agreement 2018/2019 and a local fees and charges schedule for 2018/2019, are required by 7 June 2018 to ensure the Governing Body can adopt the 10-year Budget 2018-2028 at its 28 June 2018 meeting.

**Ngā koringa ā-muri / Next steps**

22. The resolutions of this meeting will be reported to the Governing Body on 28 June 2018 when it meets to adopt the 10-year Budget 2018-2028, including 21 local board agreements.

23. It is possible that minor changes may need to be made to the attachments before the 10-year Budget 2018-2028 is adopted, such as correction of any errors identified and minor wording changes. Staff therefore recommend that the local board delegates authority to the chairperson to make final changes, if necessary.

24. Local board agreements set the priorities and budget envelopes for each financial year. Work programmes then detail the activities that will be delivered within those budget envelopes. Work programmes will be agreed between local boards and operational departments at business meetings in June 2018.

**Ngā tāpirihanga / Attachments**

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<td>B</td>
<td>Upper Harbour Local Board fees and charges schedule 2018/2019</td>
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**Ngā kaihaina / Signatories**

<table>
<thead>
<tr>
<th>Authors</th>
<th>Christie McFadyen - Strategic Project Advisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authorisers</td>
<td>Louise Mason - GM Local Board Services</td>
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<tr>
<td></td>
<td>Eric Perry - Relationship Manager</td>
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</tbody>
</table>
Upper Harbour Local Board

Message from the Chair

The 2018/2019 year will see major roading projects and parks modifications in our area.

The Northern Corridor Improvement (NCI) Project construction will commence, which on completion in 2020, will provide significant improvements to travel times on the northern motorway. As part of this project, the extension of the busway from Constellation Drive to Albany will be a bonus for bus users.

The long awaited construction of the link from Gills Road to Otėha Valley Road is scheduled to commence mid-2019. This will provide improved travel options for local residents to the Albany Centre.

An upgrade to Dairy Flat Highway, to two lanes in each direction between Gills Road and Stevenson Crescent, with signalisation at The Avenue intersection, and the replacement of the current bridge over Lucas Creek to a 4 lane bridge, has been a project the Upper Harbour Local Board has advocated for since the inception of Auckland Council. Construction is planned to commence in 2019.

The development of the Wainoni Equestrian Centre, will be completed during 2018-2019. This will provide long term security of tenure for the current Rosedale, Greenhithe and Whenuapai Pony Clubs, together with Riding for the Disabled. This has been necessitated by North Harbour Hockey’s move to the site historically used by Rosedale Pony Club, due to the NCI project. North Harbour BMX’s new facility adjacent to the Albany Tennis Centre, will provide a world class facility, in what is becoming the sporting precinct in Upper Harbour.

The Hobsonville area continues to develop rapidly. The board has prioritised the meeting of the residents’ community and recreation needs.

The board welcomes residents’ input to local board matters and projects, and invite you to present to the board at our meetings or to contact local board members at any time.
Introduction

Auckland Council’s shared governance model means local boards are responsible for decision-making on local issues, activities and services and providing input into regional strategies, policies and plans. The local board agreement sets out the local board’s budget, funding for activities, levels of service, performance measures and targets for the financial year 2018/2019 which has been agreed with Auckland Council’s governing body.

The Upper Harbour Local Board Plan 2017 is a three year strategic document that guides local board activity, funding and investment decisions. A key role of the local board plan is to provide a basis for development of the annual local board agreement for each financial year, this is set out below. Each local board also develops annual work programmes alongside adoption of their local board agreement.

Local boards also provide input to the governing body on larger scale investments, regional programmes and policy issues such as rates proposals, which are outside local board decision-making responsibilities. A list of key advocacy areas is set out as appendix A.

About this area

Upper Harbour’s population is one of the fastest growing in Auckland, because of the extensive and exciting developments now underway at Hobsonville, Whenuapai and Scott Point. Based on the most recent census data, 53,670 people call Upper Harbour home, about a 25 per cent increase from the 2006 census.

Upper Harbour is a vibrant area with a sports precinct that is home to OBE Stadium, the Tennis Centre and Albany Stadium Pool. We are fortunate to have world-class sports training opportunities at the AUT Millennium Institute of Sport and Health, as well as international standard softball and hockey facilities in Rosedale Park.

Students come from all over the world for the excellent tertiary education on offer at Massey University and AUT, all features that make Upper Harbour one of the best places in Auckland to live and work.

Local Board Plan outcomes

The Upper Harbour Local Board Plan 2017 sets out the aspirations the local board has for the area. The outcomes in the Upper Harbour Local Board Plan are:

- **Outcome 1: Empowered, engaged and connected Upper Harbour communities**
  People living in Upper Harbour are able to influence what happens in their neighbourhoods

- **Outcome 2: Efficient and effective transport links**
  A well-connected and accessible network that provides a variety of transport options

- **Outcome 3: Healthy and active communities**
  Our residents have access to open space and a wide variety of sports and recreation opportunities
Outcome 4: A thriving local economy A prosperous and innovative local economy, with job opportunities for local residents to work close to home

Outcome 5: Our environment is valued, protected and enhanced Communities are actively engaged in enjoying, preserving and restoring our natural areas

The local board agreement outlined in this document reflects how we plan to support these outcomes through agreed activities in the 2018/2019 financial year. In addition, each local board carries out responsibilities delegated by the Governing Body in accordance with the delegated power, and with the general priorities and preferences in the local board plan.

Working with Māori

Delivering on Auckland Council’s commitment to Māori at a local level is a priority for local boards. The council is committed to meeting its responsibilities under Te Tiriti o Waitangi / the Treaty of Waitangi and its broader statutory obligations to Māori.

Auckland Council is committed to meeting its responsibilities under Te Tiriti o Waitangi/ the Treaty of Waitangi and its broader statutory obligations to Māori. As part of this commitment, our local board will continue to build and formalise its relationship with mana whenua. Engaging rangatira ki te rangatira or ‘chief to chief’ is the mechanism by which we will work and share information.

In particular, we will work in partnership with mana whenua with interests in the area to deliver on treaty settlement outcomes.
Upper Harbour Local Board Agreement 2018/2019

Priorities by activity area

Auckland Council’s 2018/2019 funding priorities for local activities which contribute to key community outcomes in the Upper Harbour Local Board area are set out below under each local activity.

Levels of service, performance measures and targets are also set out below under each local activity. Note that some of the descriptions of our levels of service, performance measure and targets have changed from how they are described in the 2017/2018 local board agreements. This is to better explain our local activities and to align the descriptions to those used in other strategic plans. Our actual levels of service (the activities that we as a Council perform in each local board area) have not changed.

Local Community Services

Local community services is a broad activity area, which includes:

- Supporting local arts, culture, events and sport and recreation
- Providing grants and partnering with local organisations to deliver community services
- Maintaining facilities, including local parks, libraries and halls.

Our annual budget to deliver these activities includes operating costs of $11.5 million and capital investment of $4.5 million.

The key initiatives we have planned for 2018/2019 include:

- The development of omnibus Upper Harbour Open Space Management Plans
- Conducting Third Party Facility Sport and Recreation Service Assessments
- Reviewing of the Greenways Plan Service Assessment
- Contributing to Auckland’s Ngahere Strategy
- Contributing to community-led placemaking initiatives.

The local community services and key initiatives outlined above contribute towards achieving the following outcome/s in the Upper Harbour Local Board Plan:

- **Outcome 1: Empowered, engaged and connected Upper Harbour communities**
  People living in Upper Harbour are able to influence what happens in their neighbourhoods

- **Outcome 3: Healthy and active communities**
  Our residents have access to open space and a wide variety of sports and recreation opportunities

- **Outcome 5: Our environment is valued, protected and enhanced**
  Communities are actively engaged in enjoying, preserving and restoring our natural areas
Levels of Service
We measure our performance against the following measures for each local activity.

<table>
<thead>
<tr>
<th>Level of service</th>
<th>Performance measure</th>
<th>Actual 2016/17</th>
<th>Annual Plan Target 2017/18</th>
<th>LTP Target 2018/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>We provide library services and programmes that support Aucklanders with reading</td>
<td>The number of internet session at libraries (unique sessions over public computing or</td>
<td>0.07</td>
<td>0.07</td>
<td>0.07</td>
</tr>
<tr>
<td>and literacy, and opportunities to participate in community and civic life</td>
<td>public WiFi networks) (million)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>The number of visits to library facilities (million)</td>
<td>0.16</td>
<td>0.17</td>
<td>0.16</td>
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<tr>
<td></td>
<td>Percentage of customers satisfied with the quality of library service delivery</td>
<td>78%</td>
<td>79%</td>
<td>85%</td>
</tr>
<tr>
<td>We fund, enable and deliver community events and experiences that enhance</td>
<td>The percentage of attendees satisfied with a nominated local community event</td>
<td>Not available</td>
<td>New measure</td>
<td>70% or 85%</td>
</tr>
<tr>
<td>identify and connect people</td>
<td>The number of attendees at Council-led community events</td>
<td>Not available</td>
<td>New measure</td>
<td>3,000</td>
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<tr>
<td>We fund, enable and deliver arts and culture experiences that enhance</td>
<td>The percentage of arts and culture programmes, grants and activities that are</td>
<td>Not available</td>
<td>New measure</td>
<td>85%</td>
</tr>
<tr>
<td>identify and connect people</td>
<td>community led</td>
<td></td>
<td></td>
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<tr>
<td>Utilising the Empowered Communities Approach we support Aucklanders to create</td>
<td>The percentage of Empowered Communities activities that are community led</td>
<td>Not available</td>
<td>New measure</td>
<td>35%</td>
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<tr>
<td>thriving, connected and inclusive communities</td>
<td>The percentage of Empowered Communities activities that build capacity and capability</td>
<td>Not available</td>
<td>New measure</td>
<td>30%</td>
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<tr>
<td>Provide safe, reliable and accessible social infrastructure for Aucklanders that</td>
<td>Percentage of Aucklanders that feel their local town centre is safe</td>
<td>Day: 87%</td>
<td>Day: 89%</td>
<td>Day: 87%</td>
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<tr>
<td>contributes to placemaking and thriving communities</td>
<td>Night: 48%</td>
<td>Night: 48%</td>
<td>Night: 49%</td>
<td>Night: 48%</td>
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<tr>
<td>We provide art facilities, community centres and hire venues that enable</td>
<td>The number of participants in activities at art facilities, community centres and</td>
<td>Not available</td>
<td>New measure</td>
<td>70.162</td>
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<td>Aucklanders to run locally responsive activities, promoting participation,</td>
<td>hire venues</td>
<td></td>
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<td>inclusion and connection</td>
<td>The percentage of art facilities, community centres and hire venues network that is</td>
<td>Not available</td>
<td>New measure</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>community led</td>
<td></td>
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<tr>
<td>We provide recreation programmes, opportunities and facilities to get Aucklanders</td>
<td>The percentage of park visitors who are satisfied with the overall quality of</td>
<td>70%</td>
<td>75%</td>
<td>70%</td>
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<tr>
<td>more active, more often</td>
<td>sportsheds</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>The customers' Net Promoter Score for Pool and Leisure Centres</td>
<td>0</td>
<td>20</td>
<td>20</td>
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<tr>
<td>We provide safe and accessible parks, reserves and beaches</td>
<td>The percentage of users who are satisfied with the overall quality of local parks</td>
<td>72%</td>
<td>75%</td>
<td>72%</td>
</tr>
<tr>
<td></td>
<td>The percentage of residents who visited a local park in the last 12</td>
<td>79%</td>
<td>85%</td>
<td>79%</td>
</tr>
</tbody>
</table>
Upper Harbour Local Board

Attachment A

Item 12

### Local Planning and Development

This group of activities covers improvements to town centres, the local street environment as well as local environment and heritage protection. These activities also include working with business and community associations to improve local economic development and employment initiatives.

Our annual operating budget to deliver these activities is $770,000.

The key initiatives we have planned for 2018/2019 include:

- Supporting the Young Enterprise Scheme
- Supporting a pop-up business school.

The local planning and development activity, including the key initiatives outlined above contribute towards achieving the following outcome/s in the Upper Harbour Local Board Plan:

- **Outcome 4: A thriving local economy** A prosperous and innovative local economy, with job opportunities for local residents to work close to home

### Levels of Service

We measure our performance against the following measures for each local activity.

<table>
<thead>
<tr>
<th>Level of service</th>
<th>Performance measure</th>
<th>Actual 2018/17</th>
<th>Annual Plan 2017/18</th>
<th>LTP Target 2018/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>We help attract investment, businesses and a skilled workforce to Auckland</td>
<td>The percentage of Business Associations meeting their Business Improvement District (BID) Partnership Programme obligations</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Local Environmental Management

Local boards work in partnership with local communities and iwi to deliver projects and programmes to improve local environments. Our focus is on indigenous biodiversity, healthy waterways and sustainable living.
These activities include stream restoration, waste minimisation programmes, supporting environmental volunteers and partnering with schools to provide a range of environmental initiatives.

Our annual operating budget to deliver these activities is $331,000.

The key initiatives we have planned for 2018/2019 include:

- Continuation of the Sustainable Schools Project – ‘Our local streams’
- Continued support for the Upper Harbour North-West Wildlink Assistance Programme
- An Industrial Pollution Prevention Programme Waste Minimisation in Rosedale/Albany
- Initiation of the Small Building Sites Ambassador Programme.

The local environmental management activity and key initiatives outlined above contribute towards achieving the following outcome/s in the Upper Harbour Local Board Plan:

- **Outcome 5: Our environment is valued, protected and enhanced** Communities are actively engaged in enjoying, preserving and restoring our natural areas.

**Levels of Service**

We measure our performance against the following measures for each local activity.

<table>
<thead>
<tr>
<th>Level of service</th>
<th>Performance measure</th>
<th>Actual 2016/17</th>
<th>Annual Plan Target 2017/18</th>
<th>LTP Target 2018/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>We manage Auckland’s natural environment</td>
<td>The proportion of local programmes that deliver intended environmental actions and/or outcomes</td>
<td>100%</td>
<td>90%</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Local Governance**

Activities in this group support our 21 local boards to engage with and represent their communities, and make decisions on local activities. This support includes providing strategic advice, leadership of the preparation of Local Board Plans, support in developing Local Board Agreements, community engagement including relationships with mana whenua and Māori communities, and democracy and administrative support.

The measures for this group of activities are covered under the Regional Governance group of activities in the Long-term Plan 2018-2028 which determine participation with Auckland Council decision-making in general. This includes local decision-making. There are no significant changes to the measures or targets for 2018/2019.

Our annual operating budget to deliver these activities is $826,000.
Local Funding

Auckland Council has a shared governance model for making decisions on local activities. Under the Local Board Funding Policy adopted in August 2014, funding is allocated to local boards to deliver local services, through the following methods:

1. **Asset based services** - the governing body allocates funds to deliver local activities based on decisions about region-wide service levels. This includes allocation of funds for local asset based services, such as building a new swimming pool or library.

2. **Locally driven initiatives** – an allocation is based on a formula applied to each local board, with the exception of Great Barrier and Waiheke Local Boards who agree funding requirements with the governing body on an annual basis. This includes both operational and capital funds.

3. **Governance services** – an allocation is based on the number of elected members and associated administrative costs for each local board.

The total planned expenditure for local activities across all 21 local boards over the 2018/2019 financial year is shown in the table on pages x and x of Volume 3: Local Board Information and Agreements. The budgets for each local board are listed within the individual local board agreements in this volume.
Funding priorities for local activities

Capital spend

By activity area

- Local Community Services: 4.5M
- Local Planning: 10K

By category

- Renewals: 1.7M
- Improvements: 2.4M
- Growth: 426.2K

Key projects

- Parks - Asset renewals _LB80: 1.5M
- Local Board discretionary capex _LB80: 1.1M
- General park development _LB80: 1.0M
- Community house dev (Hobsonville Point): 569.4K
- Sport development _LB80: 306.0K

Operating spend

By activity area

- Local Community Services: 825.1K
- Local Planning: 311.4K
- Local Environment Services: 770.2K
- Local Governance: 11.5M

Attachment A

Item 12
## Funding Impact Statement

This prospective funding impact statement has been prepared to meet the requirements of Section 21 (5) of the Local Government (Auckland Council) Act 2009. It covers the year from 1 July 2018 to 30 June 2019 and outlines the council’s sources of funding for local activities in this local board area and our plan to apply them.

<table>
<thead>
<tr>
<th>Source of funding</th>
<th>Annual Plan 2017/18</th>
<th>Annual Plan 2018/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>General rates, UACCs, rates penalties</td>
<td>11,007</td>
<td>10,360</td>
</tr>
<tr>
<td>Targeted rates</td>
<td>661</td>
<td>669</td>
</tr>
<tr>
<td>Subsidies and grants for operating purposes</td>
<td>2,422</td>
<td>16</td>
</tr>
<tr>
<td>Fees and charges</td>
<td>12</td>
<td>2,459</td>
</tr>
<tr>
<td>Local authorities fuel tax, fines, infringement fees and other receipts</td>
<td>32</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total operating funding</strong></td>
<td>14,224</td>
<td>13,507</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Application of operating funding</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Payment to staff and suppliers</td>
<td>10,883</td>
<td>10,731</td>
</tr>
<tr>
<td>Finance costs</td>
<td>1,212</td>
<td>1,238</td>
</tr>
<tr>
<td>Internal charges and overheads applied</td>
<td>1,972</td>
<td>1,950</td>
</tr>
<tr>
<td>Other operating funding applications</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total applications of operating funding</strong></td>
<td>14,167</td>
<td>13,227</td>
</tr>
</tbody>
</table>

**Surplus (deficit) of operating funding**

<table>
<thead>
<tr>
<th>Source of capital funding</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Subsidies and grants for capital expenditure</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Development and financial contributions*</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Increase (decrease) in debt</td>
<td>6,780</td>
<td>4,210</td>
</tr>
<tr>
<td>Gross proceeds from sale of assets</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Lump sum contributions</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other dedicated capital funding</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total sources of capital funding</strong></td>
<td>6,780</td>
<td>4,210</td>
</tr>
</tbody>
</table>

**Application of capital funding**

- To meet additional demand: 426 426
- To improve the level of service: 3,129 2,388
- To replace existing assets: 2,283 1,676
- Increase (decrease) in reserves: 0 0
- Increase (decrease) in investments: 0 0

**Total applications of capital funding**

- 5,837 4,490

**Surplus (deficit) of capital funding**

- (57) (203)

**Funding balance**

- 0 0
### Appendix A: Advocacy initiatives

A key role of the local board is to advocate for initiatives that the local board may not have decision-making responsibilities or funding for in this 10-year Budget, but recognise the value it will add to the local community.

Key advocacy areas for this local board include:

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Description</th>
<th>Advocating to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sub-regional multi-use multi-sport indoor facility (key advocacy project)</td>
<td>Provision of a sub-regional multi-use multi-sport indoor facility within the Upper Harbour area, to address recognised shortfalls in the Auckland-North region, e.g. Hobsonville Point and Albany</td>
<td>Governing Body</td>
</tr>
<tr>
<td>Ferry Services at Hobsonville Point</td>
<td>Increased ferry services be commissioned (together with integrated local bus services) for Hobsonville Point and Hobsonville Marina</td>
<td>Auckland Transport</td>
</tr>
<tr>
<td>Rosedale Bus Station</td>
<td>That local road and public transport prioritisation improvements are undertaken to support the success of the Rosedale Busway Station</td>
<td>Auckland Transport</td>
</tr>
<tr>
<td>Parking provision at Northern Bus Stations</td>
<td>Increased investment in park and ride facilities at the Northern Busway Stations. That the new northern network feeder bus system be reviewed 6 to 12 months after implementation to allow for it to be refined</td>
<td>Auckland Transport</td>
</tr>
</tbody>
</table>
Appendix B: How to contact your Local Board

Local boards have been established to enable local representation and decision-making on behalf of local communities. You are encouraged to contact your elected members to have your say on matters that are important to your community.

Margaret Miles (Chair)
Kell Drive
Albany Village
Auckland
Ph: (021) 567 111
E: margaret.miles@aucklandcouncil.govt.nz

Lisa Whyte (Deputy Chair)
Kell Drive
Albany Village
Auckland
Ph: (021) 287 6655
E: lisa.whyte@aucklandcouncil.govt.nz

Uzra Casurl Balouch
Kell Drive
Albany Village
Auckland
Ph: (021) 503 279
E: uzra.balouch@aucklandcouncil.govt.nz

John McLean
Kell Drive
Albany Village
Auckland
Ph: (021) 114 9092
E: john.mclean@aucklandcouncil.govt.nz

Nicholas Mayne
Kell Drive
Albany Village
Auckland
Ph: (022) 066 2963
E: nicholas.mayne@aucklandcouncil.govt.nz

Brian Neesen
Kell Drive
Albany Village
Auckland
Ph: (021) 283 9922
E: brian.neesen@aucklandcouncil.govt.nz

The board can be contacted at the address below:
Kell Drive
Albany Village
Auckland

For general enquiries, assistance and information, phone 09 301 0101 any time or visit www.aucklandcouncil.govt.nz

Local board meetings, agendas and minutes are available on the Auckland Council website:
www.aucklandcouncil.govt.nz > About council > Meetings and agendas
Attachment B – Upper Harbour Local Board fees and charges schedules 2018/2019

Leisure and Recreation Facilities

The following are the fees and charges for Leisure and Recreation facilities in this local board area:

<table>
<thead>
<tr>
<th>Facility Name</th>
<th>Entry Type</th>
<th>Activity</th>
<th>Fees from 1 July 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albarry Stadium Pool</td>
<td>Facility Hireage</td>
<td>All</td>
<td>Various</td>
</tr>
<tr>
<td>Memberships</td>
<td>All</td>
<td>Various</td>
<td></td>
</tr>
<tr>
<td>Casual Entrance Fees</td>
<td>Aquatic Spectator</td>
<td>$1.00</td>
<td></td>
</tr>
<tr>
<td>Casual Entrance Fees</td>
<td>Aquatic Supervising Adult</td>
<td>$1.00</td>
<td></td>
</tr>
<tr>
<td>Casual Entrance Fees</td>
<td>Aquatic Adult Swim</td>
<td>$7.90</td>
<td></td>
</tr>
<tr>
<td>Casual Entrance Fees</td>
<td>Aquatic Concessionary Swim (Snr, Disabled, Student, Community Card Holder)</td>
<td>$6.00</td>
<td></td>
</tr>
<tr>
<td>Casual Entrance Fees</td>
<td>Casual Fitness</td>
<td>$15.50</td>
<td></td>
</tr>
<tr>
<td>Casual Entrance Fees</td>
<td>Casual Fitness - Concession</td>
<td>$13.20</td>
<td></td>
</tr>
<tr>
<td>Programmes</td>
<td>All</td>
<td>Various</td>
<td></td>
</tr>
</tbody>
</table>
Community and Arts Facilities

The following categories are proposed for venue for hire fees and charges:

- Standard (peak)
- Off peak, 20% off standard
- Regular, 20% off standard (10 or more bookings in financial calendar year)
- LB priority, 50% off standard (based on criteria set by the local board)

<table>
<thead>
<tr>
<th>Facility Name</th>
<th>Entry Type</th>
<th>Activity</th>
<th>Fees from 1 July 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albany Stadium Pool</td>
<td>Programmes</td>
<td>Learn to Swim - Babies</td>
<td>$13.20</td>
</tr>
<tr>
<td></td>
<td>Programmes</td>
<td>Learn to Swim - Pre-School/School Age, Teenage &amp; Adults/Squad</td>
<td>$14.20</td>
</tr>
<tr>
<td></td>
<td>10 Visit Passes</td>
<td>All</td>
<td>Various</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Facility Category</th>
<th>Facility Name</th>
<th>Room</th>
<th>Hourly rate from 1 July 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Venues for hire</td>
<td>Sunderland Lounge</td>
<td>Main Hall</td>
<td>$39.00</td>
</tr>
<tr>
<td></td>
<td>Albany Community Hub</td>
<td>Main Hall</td>
<td>$39.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interview Room</td>
<td>$17.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Meeting Room A</td>
<td>$24.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Meeting Room B</td>
<td>$24.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Albany House</td>
<td>$34.00</td>
</tr>
</tbody>
</table>

Note: Bookings for 24 hours are charged a maximum of 18 hours per day. Bookings for 3 consecutive days or more are charged a maximum of 10 hours per day.

- The following opening times relate to the ‘off-peak’ discount
  - 5am to 9.30am, 12pm noon to 6pm Mondays to Fridays.
  - 8pm to 12am midnight Mondays to Thursdays and Sundays.
## ATTACHMENTS

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<thead>
<tr>
<th>Item</th>
<th>Attachment</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1</td>
<td>A</td>
<td>Putting out the Welcome Mat</td>
<td>31</td>
</tr>
<tr>
<td>8.1</td>
<td>B</td>
<td>Auckland Regional Partnership Agreement</td>
<td>107</td>
</tr>
<tr>
<td>8.2</td>
<td>A</td>
<td>Tauhinu Sea Scouts presentation</td>
<td>113</td>
</tr>
<tr>
<td>8.5</td>
<td>A</td>
<td>Kwikli presentation</td>
<td>125</td>
</tr>
</tbody>
</table>
Putting out the Welcome Mat

A resource for developing your Welcoming Plan

Te whāriki – he rauemi e whanake ana i tō whāriki

January 2018

New Zealand Government
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Welcoming Communities – Te Waharoa ki ngā Hapori

‘Putting out the Welcome Mat’ – a resource for developing your Welcoming Plan

Te Whāriki – he rauemi e whanake ana i tō whāriki
Introduction

A strong, vibrant community is one that enables all of its members to participate in its economic, civic and social life. It is a community where everyone feels included and has a sense of belonging. Communities that proactively foster an environment where newcomers feel welcomed are more likely to enjoy better social outcomes and economic growth.

Welcoming Communities supports local government and other community organisations to take a greater role in ensuring the local community is welcoming to newcomers. It also seeks to involve local residents in welcoming activities.

About this Welcoming Plan resource

‘Putting out the welcome mat’ is for you to use as you consult on and develop your Welcoming Plan. It is part of a toolkit of resources that the Welcoming Communities team is developing.

How to use this Welcoming Plan resource

This resource is designed to be used alongside the Welcoming Communities Standard
It will support you to develop a successful Welcoming Plan that meets the outcomes under each of the eight elements in the standard.

The resource is structured around the standard’s eight elements:

1. Inclusive Leadership

Local government, tangata whenua and other community leaders work together to create, advocate for and continue to foster a welcoming and inclusive community. They lead a shared plan to increase connections between newcomers and existing residents.

2. Welcoming Communications

People of all cultures and backgrounds feel included, listened to and well informed through a range of ways that take into account their different communication needs.

3. Equitable Access

Opportunities to access services and activities and to participate in the community are available to all, including newcomers.

4. Connected and Inclusive Communities

People feel safe in their identity and that they are connected with and belong in the community. There are high levels of trust and understanding between members of the receiving community and newcomers.

5. Economic Development, Business and Employment

Communities maximise and harness the economic development opportunities that newcomers can offer. Councils work with business associations to promote the contribution that newcomer business owners and skilled migrants make to the region’s economy.

---

1 The term ‘newcomers’ refers to recent migrants, former refugees and international students.
2 Welcoming Communities is an Immigration New Zealand initiative working in collaboration with partner agencies the Department of Internal Affairs (DIA), the Office of Ethnic Communities (OEC) and the Human Rights Commission (HRC).
6. Civic Engagement and Participation
Newcomers feel welcome to fully participate in the community. Newcomers are active in all forms of civic participation.

7. Welcoming Public Spaces
Newcomers and receiving communities feel welcome in and comfortable using public spaces.

8. Culture and Identity
There is a shared sense of pride in being part of a culturally rich and vibrant community. People feel their culture is respected and valued by other members of the community. There are opportunities to learn about each other's cultures.

Under each element in this resource you will find:
- **case studies** – one or two case studies for each standard element that describe welcoming activities already under way in New Zealand
- **welcoming activity ideas** – bulleted ideas of possible welcoming activities that you could include in your Welcoming Plan. Some of the bulleted ideas are illustrated with an example
- **examples** – shorter ‘real life’ examples of welcoming activities, usually with a link to further information
- **helpful links** – additional sources of information for you to think about.

The ideas, examples and case studies in this resource are drawn from a range of sources in New Zealand and similar programmes in other countries. We have included ideas for possible Welcoming plan activities from:
- central government agencies and the local government councils
- community groups and non-government organisations, including settlement service providers
- Māori organisations
- business, cultural and sporting sectors
- newcomers and members of the receiving communities.

This is not a comprehensive list of ideas – we encourage you to come up with your own ideas together with your community and to think about how an idea might relate to different groups of newcomers. For example, an idea that works for new migrants may work equally well for former refugees or international students, or could do so with some minor changes. We also encourage you to share your ideas with other Welcoming Communities participants, so collectively you create successful welcoming communities throughout New Zealand.

The ideas for welcoming activities are just that – ideas to add to the pot when you come to think about what is needed in your community. They are designed to trigger conversations, to spark new ideas and to prompt innovative thinking. Some of the ideas will resonate with you in the context of your community and some will not. Some ideas might go further than you wish and some might not go far enough. You might decide to take the essence of one idea and adapt it to suit your community's needs. You might already be doing some of these activities but reading a case study might trigger a thought on how to develop it further still.

We hope the ideas will inspire you to develop a Welcoming Plan full of innovative activities that meet the needs of your community and the standard outcomes.

---

3 Immigration New Zealand and its partner agencies in Welcoming Communities do not endorse any particular companies or providers. Any providers referred to in this document are for information only.
How the welcoming activity ideas are arranged

For the purposes of writing this resource, we have placed each welcoming activity idea under a particular outcome. However, we recognise that the ideas interconnect and support each other and some could equally sit under one or more different element. When developing your Welcoming Plan, it is up to you to place the activities where they make the most sense to you and your community.

What happens next?

Prior to developing your Welcoming Plan you will have:

- conducted a stocktake of current policies, services, programmes and activities, especially those relating to cultural diversity and settlement, and found some quick wins that you can achieve in the short term
- an understanding of who your newcomers are and the demographics of your region
- assessed council policies, services, programmes and activities against the outcomes in the standard
- identified your community’s strengths and areas for development and where you could direct your welcoming efforts
- begun to identify possible sources of funding for Welcoming Plan activities.

After this period of reflection and information gathering, it is now time to develop your Welcoming Plan.

It’s time to plan

Your Welcoming Plan belongs to your community. To ensure you develop a successful Welcoming Plan that meets the standard and aligns with the unique characteristics of your community and region, we recommend you use a community-based approach.

Developing your Welcoming Plan

When developing your Welcoming Plan, please ensure you refer to the elements, principles and overarching outcomes in the standard. The standard provides the benchmark for what a successful welcoming community looks like and should guide the activities you undertake through your Welcoming Plan. The outcome statements paint a picture of what success looks like on the ground.

A successful Welcoming Plan will:

- contain a range of activities under each standard element to make newcomers feel welcome
- indicate who will lead and who will participate in the welcoming activities
- identify new ways for locals to be part of welcoming newcomers
- highlight and enhance the effective welcoming activities already underway
- transform new ideas into actions and address any gaps identified
- enable you to make Welcoming Communities a reality in your region
- cover a period of one to three years.

Your plan is likely to be more successful if you are clear about who is leading each activity over the line. A project plan with clear timelines for key milestones is a good place to start in preparing to draft your Welcoming Plan. It is a good idea to think ahead to determine the logistics of how the Welcome Plan and its activities will be implemented, monitored, measured, communicated, reviewed and celebrated.
Choosing your welcoming activities

We expect that each Welcoming Communities region will develop its own content, format and layout for their Welcoming Plan and draw on the findings of their stocktake and benchmarking exercise. Also, keep in mind the SMART mantra when developing your welcoming activities – specific activities which you can measure and that are also achievable, realistic and time bound.

The activities that you include in your Welcoming Plan may involve your council alone, be led by your council in partnership with community stakeholders and others, or be led by community stakeholders with local or central government support. Be sure to include some quick wins, that is, activities you are already doing but are enhancing or strengthening under the Welcoming Communities banner, and some new activities that might have a longer delivery timeline.

Your Welcoming Plan is an important step towards full accreditation as a Welcoming Community.

Where to go for help

We are happy to provide additional support as you develop your Welcoming Plan. We want it to be a success for the whole community – members of the receiving communities and newcomers. If you would like more advice or assistance, please contact the Settlement Unit at Immigration New Zealand at settlement.information@immie.govt.nz

Welcoming America has been underway for some years now. Here are two examples of Welcoming Plans developed in Dayton and San Jose.4

We wish you every success in developing your Welcoming Community. If you need further information on Welcoming Communities or the standard, please visit www.immigration.govt.nz/about-us/what-we-do/welcomingcommunities

4 https://www.welcomingamerica.org/sites/default/files/welcomedaytonreport.pdf
https://www.sanpaicca.gov/documentCenter/view/6mpf
**Element 1**

**Inclusive Leadership**

**Overarching outcome**

Local government, rangata whenua and other community leaders work together to create, advocate for and continue to foster a welcoming and inclusive community. They lead a shared plan to increase connections between newcomers and existing residents.
Case study - Inclusive Leadership

First Voice is an award-winning initiative that draws on leadership from a number of agencies and from the wider community to help newcomers feel welcome.

Palmerston North Intermediate Normal School is highly multicultural and multilingual. ESOL teacher Barb Drake estimates that 35 different languages are spoken by its 700-odd students and there are about 138 children who don’t speak English at home.

To help students feel culturally safe, supported and valued from the moment they first arrive, the school has instituted a number of measures. Close to the school’s reception area is a language board with the names and photographs of students under the headings of their first languages. Here, new students can identify other people who share their language and cultural background.

Another tradition is a “country of the week” segment in the school assembly. “We have two children who stand up and announce the name of the week’s country. This week it’s Fiji; next week it’s the Netherlands. When we ask a question about the country, all of the children’s hands go up,” says Barb.

But the centrepiece of the school’s initiatives to make newcomers welcome is First Voice. While Barb has been a driving force behind First Voice since its beginning in 2000, it relies on cross-community support and leadership.

The First Voice initiative includes a booklet of themed short stories written by the students in the languages they speak at home with their families, a multicultural assembly and an exhibition of the students’ work at the Palmerston North City Library.

When the children write their stories, they are helped by volunteer mentors who have been recruited by the Manawatu Multicultural Centre. The Multicultural Assembly, which is held before an audience of students, teachers and parents, is made possible by the commitment and support of the school community, including the school’s principal. The First Voice booklet is published by the Palmerston North City Library, which also holds an exhibition of the student’s entries.
What success looks like

Overarching outcome
Local government, tangata whenua and other community leaders work together to create, advocate for and continue to foster a welcoming and inclusive community. They lead a shared plan to increase connections between newcomers and existing residents.

Outcomes

1.1. As the indigenous peoples of Aotearoa New Zealand, Māori – represented by tangata whenua, mana whenua, iwi and hapū and/or other hapori Māori – have a prominent role in Welcoming Plan activities.

1.2. Leaders – both designated and unofficial – reflect the diversity in the local community, as does the council workforce.

1.3. Leaders model the principles of inclusiveness, openness, tolerance, respect and acceptance of all cultures in the community.

1.4. There are clear roles, responsibilities and ownership within council and in the wider community for the Welcoming Communities programme.

1.5. Council internal and external policies, services, programmes and activities recognise and address cultural diversity.

1.6. A range of leadership opportunities in the council and the wider community are available to and taken up by newcomers.
**Welcoming activity ideas**

Inclusive leadership in the Welcoming Communities context is not just referring to designated leadership roles within a council or community. Leadership can be seen in ‘official’ and ‘unofficial’ leaders and it can be found and encouraged in young and old, men and women, existing community members and newcomers.

Fundamental to inclusive leadership is organisational commitment to diversity and inclusion.

There are a number of things you could include in your Welcoming Plan to make sure your community shows inclusive leadership. We’ve listed some ideas below to help get you thinking.

1.1 As the indigenous peoples of Aotearoa New Zealand, Māori – represented by tangata whenua, mana whenua, iwi and hapū and/or other hapori Māori – have a prominent role in Welcoming Plan activities.

- Consult and partner with local Māori to develop welcoming protocols and tikanga (customary practice), as well as Treaty of Waitangi or local Māori history programmes.
- Co-develop a plan or strategy to build partnerships between migrant and refugee community leaders, tangata whenua and local government and agree on principles for a collaborative approach to working together.

**Example:**

Multicultural New Zealand has an example of one newcomer’s experience of attending a nohe marae Treaty of Waitangi education programme on their website. [See](https://multiculturanz.org.nz/do-we-need-to-have-marae-treaty+of+waitangi+educational+programme+in+new+zealand%3F)

1.2 Leaders – both designated and unofficial – reflect the diversity in the local community, as does the council workforce.

- Develop a council diversity workforce policy, which fosters inclusive recruitment practices.
- Accommodate differences in cultures and backgrounds when interviewing candidates. By making a few changes in how you talk to and interview newcomers, you are more likely to get the answers you need to make well-informed and more accurate decisions about their skills and experience. Immigration New Zealand has useful tools to support you. [See](http://worktalk.immigration.govt.nz/)
- Consider ways to model cultural diversity in recruitment practices – for example, in the composition of the interview panel.
- Work with the population-based agencies (for example, Te Puni Kopiri, Office of Ethnic Communities (OEC), Ministry of Pacific Peoples and Ministry for Women) to build diversity on boards and advisory panels. You could also ask these agencies to call for nominations for positions on your boards and advisory panels or promote use of their nominations databases. [See](http://women.govt.nz/leadership/nominations-service-form)
Leaders model the principles of inclusiveness, openness, tolerance, respect and acceptance of all cultures in the community.

- Offer cultural competency training for council and community leaders and include it as part of induction training for new staff
- Identify opportunities for community leaders and local service providers to showcase their organisations’ inclusive activities – for example, through community awards and by promoting good practices on council websites
- Prepare a letter of welcome for leaders to use in newcomer welcoming activities. For example, you could distribute a prepared letter of welcome from the Mayor that community leaders can use in their welcoming communications to newcomers

There are clear roles, responsibilities and ownership within council and in the wider community for the Welcoming Communities programme.

- Establish a designated role or team and advisory group to implement Welcoming Communities
- Help establish roles within the community – for example, Welcoming Communities Champions – to focus on welcoming activities
- Promote the value of cultural diversity and the Welcoming Communities programme in public statements and other ways

Council internal and external policies, services, programmes and activities recognise and address cultural diversity.

- Include cultural competency training as part of professional development for council staff and elected representatives
- Review council policies, services, programmes and activities to determine whether they take account of cultural diversity and make changes where appropriate
- Develop strategies to measure and monitor progress towards diversity and inclusion goals, such as a council Diversity and Inclusion Strategy, or incorporate diversity and inclusion within other strategic documents and plans

Examples:

**Christchurch City Council** launched a Multicultural Strategy early in 2017 and hosts a multicultural sub-committee, inviting submissions and presentations from ethnic groups to inform the action plan for the strategy. [See](https://www.ccc.govt.nz/assets/Documents/The-Council/Plans-Strategies-Policies-Bylaws/Strategies/Multicultural-Strategy.pdf)

**The Manawatu District Council** website confirms its commitment to diversity and inclusiveness, illustrated by including text as a speech recording on its website. [See](http://www.mdc.govt.nz/Your_Council/Diversity_Inclusion_and_Equal_Employment_Opportunity)

**Immigration New Zealand** has guidance on interviewing migrant candidates. This includes valuing overseas experience, communicating across cultures and strategies you can use to get the best out of migrant job candidates. [See](https://www.immigration.govt.nz/employ-migrants/explore-your-options/finding-and-hiring-workers-overseas/interviewing-candidates-job-offer)
1.6 A range of leadership opportunities in the council and the wider community are available to and taken up by newcomers.

- Create newcomer internships, mentoring and buddy opportunities within council, businesses and the wider community
- Partner with community groups and agencies to set up a leadership programme to develop newcomer leaders, including youth and women
- Develop leadership in youth by including them in civic activities

**Examples:**

When Tauranga City celebrated its 30th sister city anniversary with Yantai City, China in April 2016, a group of 11 Tauranga intermediate school students accompanied the Mayoral-led delegation to Yantai. The Tauranga students were home-stayed with local Chinese families and spoke and performed at official events marking the sister city anniversary. 

They also attended classes at Yantai No. 2 Middle School, that has an official partnership with Tauranga Intermediate. When the students returned to Tauranga, they provided feedback on their experiences to Tauranga City Councillors. The councillors recognised the importance of its future citizens being a part of multicultural and international connections. The students recognised the importance of being in a city that is welcoming of newcomers – something they all experienced first-hand in Yantai. 


*Champions for Change* is a group of New Zealand chief executive officers and chairs from across the public and private sector who are committed to raising the value of diversity and inclusiveness throughout the wider business community. 

See: [https://www.championsforchange.nz/](https://www.championsforchange.nz/)

**Multicultural New Zealand and the Ministry of Youth Development** facilitate youth leadership initiatives that operate from mosques, churches, libraries and schools, as well as youth leadership camps. In July 2016, Multicultural New Zealand ran a youth leadership camp at the Orongomai Marae in the Wellington region to bring together youth representatives and equip them with skills and resources to be change agents in their communities. It established a strong network of youth ambassadors who work together to address challenges in the community.


The **Office of Ethnic Communities (OEC)** ran young leaders training programmes annually for three years (2012-2014) and is looking at alumni opportunities in 2017/2018. In 2016, Fatumata Ban, originally from Sierra Leone, was selected to attend 3|Sixty in Scotland. 


You could also work with OEC to run connecting leaders programmes. 

See: [https://ethniccommunities.govt.nz/contact-us](https://ethniccommunities.govt.nz/contact-us)
Helpful links

Welcoming America provides tools and resources to help create more inclusive communities. Check here for public resources that have been designed to help communities spark and grow welcoming efforts.

See: https://www.welcomingamerica.org/learn/resources

Welcoming America Annual Report 2016 includes a number of case studies.

See: Welcoming America 2016 Year in Review

The Alberta Urban Municipalities Association provides tools and resources.

See: https://auma.ca/advocacy-services/programs-initiatives/welcoming-and-inclusive-communities/tools-resources

Local Government NZ’s Council-Māori Participation Arrangements report provides information for councils and Māori to consider when making arrangements to engage and work with each other. The report reflects some of the information gathered in a 2015 stocktake undertaken by Te Puni Kōkiri with support from the Ministry for the Environment, of council-iwi participation arrangements, and provides examples of the different types of arrangements currently used by Māori and councils across New Zealand.


Inspiring Communities aims to strengthen community-led development in New Zealand. It has a number of resources available to support the adoption and development of a community-led approach and offers tailored training and workshops.


Two Ethnic Communities Engagement Summits were held in 2016 at the Auckland University of Technology and Victoria University of Wellington. About 160 people from diverse backgrounds met to discuss and debate how ethnic communities relate to tangata whenua and the Treaty of Waitangi, each other and the media. The summits were organised in collaboration with Multicultural New Zealand, Hui E: Auckland Ethnic People Panel, Migrant Action Trust, English Language Partners New Zealand, the Centre for Applied Cross-cultural Research (Victoria University of Wellington), ChangeMakers Refugee Forum and the Auckland University of Technology (AUT).

Case study - Inclusive Leadership

By embracing diversity at every level – from playing to coaching to management – the Auckland Table Tennis Association is going from strength to strength.

The Auckland Table Tennis Association is thriving. One of the reasons has been its willingness to embrace Auckland’s changing demographic profile.

At age 92, Jim Coad has served on the Association’s committee for over 30 years. “It’s a very sociable game. People are very friendly. If they can have a game with you, they will. This is about people communicating across countries and cultures using the common language of sport.”

The Association has more than 3,000 registered players, many of them school students.

Its coaches come from mainland China, Hong Kong and Korea – and its development officer, from the non-Asian table tennis powerhouse of Germany.

These coaches bring their contacts with them. Some of the junior players have trained in Shanghai, and overseas teams often visit, the most recent from X’An in China.

The key to success, says the Association’s Chief Executive Shane Warbrooke, has been the relationships within the Association and the mix of languages and cultures represented on the management committee. “If you want to draw on the skills and enthusiasm of New Zealand’s migrant communities, you need to make sure that their members are included in your management structure and form part of your planning and strategy.”

These relationships mean whenever a notice needs to be translated into Mandarin or Korean, or discussions need to take place in multiple languages, there is always someone about to prevent miscommunication.

One of Shane’s recommendations is to use face-to-face communication rather than email. “When things are translated, they sometimes seem too direct.” Talking person-to-person demonstrates goodwill and prevents inadvertent misunderstandings.

Shane loves his work. “It is always interesting; there is always something different going on. And in the end, when you share a common passion and you are all working towards the same thing. It creates a great environment.”
Element 2
Welcoming Communications

Overarching outcome
People of all cultures and backgrounds feel included, listened to and well informed through a range of ways that take into account their different communication needs.
Case study - Welcoming Communications

The experience of the Community Language Information Network Group (CLING) shows the importance of well-designed and targeted communication.

The Canterbury earthquakes broke down institutional boundaries, creating new alliances. One of them was CLING, formed by a number of like-minded individuals at an interagency forum. CLING’s initial purpose was to help get out emergency information to Culturally and Linguistically Diverse (CALD) communities.

“People could see that there was part of the population that wasn't getting information or messages, says Maria Fresia of Interpreting Canterbury. Agencies didn’t know how to get information out to people who didn’t speak English.”

Once CLING was formed, it began working at speed. Within two months of the earthquake it had its first publication: Guidelines for Getting Public Information (Earthquake Messages) to CALD or Multi-Cultural Communities.

The double-sided A4 pamphlet includes a priority list for language translation based on Christchurch’s demographics and the most vulnerable groups, beginning with Chinese, Samoan, Korean, and Arabic. It gives tips about making English easier to understand, particularly when it is going to be translated. It explains how to distribute information. It also touches on the use of interpreters: Guidelines for Using Language and Sign Interpreters – useful tips for Christchurch agencies.

Finally, in July 2012, a 40-page CLING-initiated report was released: Best Practice Guidelines: Engaging with Culturally and Linguistically Diverse (CALD) Communities in Times of Disaster.

More recently, CLING has helped Canterbury’s ‘All Right?’ campaign reach out more widely.

Led by the Canterbury District Health Board and the Mental Health Foundation, ‘All Right’ is designed to support and improve the mental health and wellbeing of the people of Canterbury.

“It’s a wonderful campaign,” says Maria. “It’s an excellent campaign, but it was quite inaccessible to non-native English speakers,” says Maria.

Taglines like “When did you last get your sweat on?” or “It’s all right to feel a little blue now and then” are baffling to non-native English speakers and a nightmare to translate.

“In Chinese, I think we went: ‘It’s okay to ask for help’,” says Maria.

“Any organization that is trying to engage with the wider public needs to have the right mechanisms in place for engaging with CALD communities. New Zealand is a very diverse country; a one-size-fits-all style of communication is not going to work.”
**What success looks like**

**Overarching outcome**

People of all cultures and backgrounds feel included, listened to and well informed through a range of ways that take into account their different communication needs.

**Outcomes**

1. **The community is well informed about the local benefits of immigration and the Welcoming Communities programme, including success stories.**

2. **The council is well informed about newcomers to their region and pro-actively seeks data about newcomers from relevant sources.**

3. **The council’s engagement with all residents is two-way, culturally appropriate and fit for purpose.**

4. **Council communication materials and messages are inclusive and reflect the diversity of the local community. Council encourages other agencies, businesses and organisations to follow this model.**
Welcoming activity ideas

Welcoming communications in the Welcoming Communities context extends beyond communicating effectively with newcomers to communicating about newcomers to the wider receiving communities.

There are a number of things you could include in your Welcoming Plan to make sure your community demonstrates welcoming communications. We’ve listed some ideas below to help get you thinking.

2.1 The community is well informed about the local benefits of immigration and the Welcoming Communities programme, including success stories.

› Work with newcomers, the receiving community, local settlement organisations and government organisations, such as the Office of Ethnic Communities4, to develop a broad-based communications strategy for Welcoming Communities, including a website presence.
› Develop approaches to engage with newcomers in meaningful ways that allow them to take part in local decision making.
› Create an online hub where locals can connect with newcomers, learn about the benefits they bring to the community and read and watch their success stories.
› Set up innovative ways to communicate with newcomers such as Ashburton’s ‘Start with a Smile’ campaign. See: http://www.ashburtondc.gov.nz/our-council/news/articles/Pages/Start-with-a-Smile--aspx See: Case study on page 21

2.2 The council is well informed about newcomers to their region and pro-actively seeks data about newcomers from relevant sources.

› Create and maintain a database of local ethnic/cultural organisations and their contact details.
› Use available data sources to better understand the demographics of the community, for example, Statistics New Zealand data and MBIE’s regional migration and labour force trends reports.

4 http://ethniccommunities.govt.nz/
The council's engagement with all residents is two-way, culturally appropriate and fit for purpose.

- Ensure key or commonly used Te Reo Māori words and phrases also have English translations to help newcomers understand and become familiar with them. Likewise, ensure key English words and phrases also have Māori translations.
- Create 'Tone of Voice' guidelines to guide how your council communicates. Include plain English and inclusive words and phrases that are newcomer-centric, then review council communications to ensure they meet the 'Tone of Voice' guidelines. See: https://www.distilled.net/tone-of-voice/
- Consider providing interpreters at focus groups or publishing summaries of council meeting minutes translated into other languages.
- Consider providing plain English and cultural competency training for all staff to ensure they are trained to engage and communicate successfully with different cultures, both in the workplace and in the community.
- Set up a focus group of newcomers and existing residents to help you assess your communications and engagement style and the channels you use. Ask the community to provide advice on what works for them.

Council communication materials and messages are inclusive and reflect the diversity of the local community. Council encourages other agencies, businesses and organisations to follow this model.

- Include positive images of cultural diversity in all council communications, translate aspects of important council communications into key languages and use newcomers' languages as appropriate in other communications.
- Work with local media outlets and community radio stations to help promote positive stories about newcomers and Welcoming Communities. Talk to your local newspapers about including articles that highlight good news newcomer stories, or ask your local radio station to include programmes that feature different ethnic groups in the community.
- Ensure that important information is produced in ways that make it easier for newcomers to understand. For example, include images and use plain English. Many newcomers may have English as a second language.
- Create a library of culturally-appropriate images that represent the different cultures in your community for use in publications and communications.
- Develop a guide with tips on how to successfully engage with newcomers so they feel encouraged to respond and give honest feedback. This could include things like holding engagement and feedback sessions in environments where newcomers feel safe to openly express their opinions, or a list of key words and phrases in different languages that could be integrated into communications.
- Promote and refer newcomers to the Citizens Advice Bureau’s (CAB) Language Connect service, where they can receive information and ask questions about settling in New Zealand in their own language.
Helpful links

The cross-agency Culturally and Linguistically Diverse (CALD) working group promotes and advises on interpretation and translation best practice.


Immigration New Zealand has a ‘Keeping it Clear’ guide that anyone can refer to online for guidance on how to communicate well with an audience that is new to New Zealand.


To find out more about ‘Tone of Voice’,

See: [https://www.distilled.net/tone-of-voice/](https://www.distilled.net/tone-of-voice/)


A novel communications campaign sets out to create community connections.

The Canterbury Employers’ Chamber of Commerce knows how vital newcomers and their skills are to the regional economy and its research has shown that most Christchurch residents want to do more to make migrants feel welcome.

So in 2015, it ran a campaign called ‘Start with a Smile’ to encourage local Kiwis to reach out to new migrants. The campaign was built around the ‘Smile Couch’, a curved couch that, when two oversized balloons float above it, looks like a smiley face.

The Smile Couch made its way around Christchurch as a part of an integrated print and social media campaign.

The campaign, which attracted a number of high-profile sponsors, was an icebreaker, letting people know that it was okay to drop the traditional Kiwi reserve and to start a conversation with new arrivals, particularly those who come from different cultural backgrounds.

The Smile Couch featured on posters, billboards and flyers throughout the city – and it appeared in print and radio media coverage of the changing face of Christchurch. Supporting organisations like the Christchurch City Council, banks, government agencies, schools, and retail areas distributed the posters and hosted Smile Couch events to bring Kiwi-born and foreign-born people together.

In September 2016, the campaign was launched in Ashburton District in support of the Canterbury Regional Economic Development Strategy. Again, it proved highly successful, with residents hosting Start-with-a-Smile events, such as potluck lunches or family sports days.
Item 8.1
Element 3
Equitable Access

Overarching outcome
Opportunities to access services and activities and to participate in the community are available to all, including newcomers.
Case study - Equitable Access

When you cannot legally drive, everyday life can be difficult. In Hamilton, a new driving school is helping migrants and refugees qualify for their driver licences, resulting in greater access to employment and other opportunities.

New Zealand is a nation of car owners and drivers. Whether shopping, going to the dentist, getting to work, or dropping the kids off at school, we usually go by car.

Sometimes we travel by car because it suits us, and sometimes because we must. If you live in a suburb kilometres from a bus stop, there is little choice. Then there is work - many job descriptions require applicants to have a New Zealand driver licence.

So for many migrants, being able to drive is second only to English as an essential life skill, says Tania Pointon, the co-ordinator of Hamilton’s Passport 2 Drive community driving school.

Passport 2 Drive was founded in 2015; the Community Road Safety Fund of the New Zealand Transport Agency (NZTA) paid for the training of qualified instructors, the WEL Energy Trust for the lease of a dual-control vehicle, and Trust Waikato provided start-up funding. Passport 2 Drive has since trained and employed Spanish-speaking instructors who can assist former refugees from Colombia who require driving instruction in their own language.

The Hamilton Multicultural Services (HMS) Trust also holds the contract for the Open Road programme, which is co-funded by the New Zealand Transport Agency (NZTA) and the Ministry of Business, Innovation and Employment (MBIE).

Open Road combines formal lessons delivered by a qualified driving instructor with the assistance of trained volunteer driving mentors from the community to take former refugees to the point where they can pass the test for a restricted driver licence.

Just how life-changing getting a licence can be is something Tania witnesses regularly. One recent student passed his driving test on the Friday, applied for a licence-required job on the Saturday, and was at work painting houses on the Monday.

“He called in afterwards, and all he could say was ‘Thank you Tania, thank you Tania,’ she remembers.”
What success looks like

Overarching outcome
Opportunities to access services and activities and to participate in the community are available to all, including newcomers.

Outcomes

3.1 Council partners with local businesses, organisations and sectors to identify and address barriers for newcomers to accessing services and participating in the community.

3.2 Council and other organisations in the community research, design and deliver services that take account of the different circumstances (for example rural/urban) and cultural backgrounds of all service users, including newcomers.

3.3 All community members are well informed about the services available in the community. Newcomers are made aware of, and are using these services.
Welcoming activity ideas

Equitable access is about addressing social and economic imbalances so that people from diverse backgrounds have the same opportunities.

There are a number of things you could include in your Welcoming Plan to make sure your community fosters equitable access. We’ve listed some ideas below to help get you thinking.

Council partners with local businesses, organisations and sectors to identify and address barriers for newcomers to accessing services and participating in the community.

3.1

› Develop new ways to help newcomers in the community find out about, access and use the services, programmes and activities that the council and others already provide. For example:
  - work with the local Citizens Advice Bureau (CAB) to promote services and events to its migrant clients
  - use information booths to promote services at community events
  - advertise upcoming events in food and media outlets that are frequented or used by migrant communities
  - promote services, programmes and activities in key public areas, such as transport hubs, individual bus and train stops, libraries, public buildings and other public spaces

› Review the communications and channels you use to promote services, programmes and activities to make sure they are culturally appropriate and accessible to diverse audiences. Seek advice from migrant groups and networks on how to successfully communicate with different cultures and identify images and symbols that everyone understands. Provide translations in the major languages of your community as appropriate

› Establish a process to regularly review and monitor policies, services, programmes and activities to make them more inclusive of newcomers

› Make a list of organisations and groups in your region that have responsibility for providing information to people about services, programmes and activities

› Review council services, programmes and activities to see if they can be made more accessible to newcomers. For example, council could set up a volunteer group to help newcomers get to council-run services and activities

› Develop tips for local organisations on how to engage with and make services, programmes and activities more inclusive and suitable for the different newcomer groups in your community
3.2 Council and other organisations in the community research, design and deliver services that take account of the different circumstances (for example rural/urban) and cultural backgrounds of all service users, including newcomers.

- Develop a better understanding of the different service needs of newcomers and how you could meet them. For example, you may be able to reduce isolation in rural communities through online access, transport arrangements and outreach services.
- Where possible, involve newcomers in the co-design of services, programmes and activities.
- Provide interpreter support for front-line council staff who deliver services to newcomers.
- Invite newcomers to help promote and front events and activities.
- Run a competition to get ideas for newcomer-friendly community activities. Include a list of specific criteria that the ideas should meet; for example, the activity should be suitable for a range of cultures to take part in. Invite schools, tertiary providers and community groups to take part, or make it a neighbourhood competition. The competition could help connect newcomers with existing residents and encourage them to share their different perspectives.
- Develop a diversity toolkit for your region.

Examples:

The Hamilton City Council has developed a Diversity Toolkit for employers, community groups and other service providers. It's intended to give the wider community an understanding of the cultural, ethnic and religious differences among the city's residents and tips on how to respect and appreciate those differences. See: http://www.hamilton.govt.nz/our-city/community-development/Documents/201706/%20Diversity%20Toolkit%20-%20PRIN%20-%20Feb%202017.pdf

‘Connecting with Diversity Auckland Sports Toolkit’ has been developed by Auckland Council, Sport Auckland and Sport and Recreation New Zealand (SPARC), with support from Auckland Regional Physical Activity and Sport Trust (ARPAST). See: http://connect2sport.org.nz/wp-content/uploads/Connectingwithdiversityaucklandsports toolkit.pdf

BNZ diversity toolkit: In 2014, BNZ launched an ‘All Roles Flexible’ approach for employees throughout New Zealand, where all jobs were to be advertised with a flexible work option. See: http://flexibility.championsforchange.nz/cases- studies/bnz-all-roles-flexible/
All community members are well informed about the services available in the community. Newcomers are made aware of, and are using these services.

- Work with members of the receiving community to introduce newcomers to local social, recreational, sporting, cultural, arts and other groups and networks operating in the community.
- Develop an online services directory that lists local services that are available for newcomers as well as the receiving community. For example, information and services they can access from the Citizens Advice Bureau, local libraries or i-Site.
- Include information in the directory about where to go for information in areas such as disability support and New Zealand Sign Language.
- Develop a pool of information sources that link newcomers to information about Māori culture. Draw on existing sources of information.
- Link newcomers to your region’s service information on Immigration New Zealand’s New Zealand Now website.
- Support relevant council staff to have a better understanding of the local environment and services and programmes offered by faith-based institutions.

Example:

Welcoming Neighbourhoods (Howick), along with the Auckland Council, local leaders, cultural centres, local community groups and local boards, is organising bus orientation tours for council staff to visit local faith-based institutions.

**Helpful links**

The [New Zealand Now regional pages](https://www.newzealandnow.govt.nz/regions-nz) provide information on community services, including local GP and schools.
In Wellington, education providers, international student volunteers and the Police are working together to promote the wellbeing of New Zealand’s international student community.

The years from adolescence to young adulthood can be a difficult and vulnerable time, says Wellington District Ethnic Liaison Coordinator Phil Pithyoe. This is the period when people establish relationships, experiment with alcohol, begin driving and establish their independence. It is a complicated life stage, and it can be particularly so for international students who are living far from home and family.

As a population, international students can be more vulnerable to falling victim to crimes such as burglary or fraud, and the barriers of culture and language make them less likely to know where to go for help.

Wellington’s International Student Ambassador Programme, which was set up in September 2016, is part of the solution, preventing crime and victimisation by getting the right messages out using messengers who understand the best ways of connecting with their communities. The ambassadors and police share information to help each other.

Currently, five education providers belong to the programme: Queen Margaret College, Whitireia New Zealand, Wintec, the Wellington campus of Massey University; and Victoria University of Wellington.

Similar programmes in Auckland, Hamilton and Christchurch have also been highly successful.

The International Student Ambassador Programme complements the community patrols operating in Auckland, Wellington and Christchurch. Working with the Police, the patrols draw on volunteers from a range of cultural backgrounds.

The patrols help newcomers feel more connected with their communities and more comfortable about asking the Police for help. As volunteers, the patrol members participate in the life of the wider community, and some have gone on to join the Police.
Element 4
Connected and Inclusive Communities

Overarching outcome
People feel safe in their identity and that they are connected with and belong in the community. There are high levels of trust and understanding between members of the receiving community and newcomers.
Case study - Connected and Inclusive Communities

Taking part in sport and active recreation is a great way for people to form friendships outside their immediate social circles and to establish healthy lifestyles. It helps people feel connected and included in community life.

Rugby must embrace change if it is to appeal to all New Zealanders, says Community Rugby Manager Greg Aldous of North Harbour Rugby.

One of the innovations the New Zealand Rugby Union has embraced is Quick Rip rugby, a safe, non-contact, easy-to-play sport anyone of any ability can play.

Quick Rip Rugby is an ideal way to introduce newcomers from cultural backgrounds that do not have a rugby tradition to the team sport for which New Zealand is famous.

"I’d like to see a range of cultures out there having fun and discovering our national sport," says Greg.

On a sunny Saturday, children and parents from the New Zealand School of Korea gathered on the sports grounds at Sumner Primary School on Auckland’s North Shore to have a go at the game.

Under the supervision of representatives from North Harbour Rugby, Harbour Sport, and the local Northcote Noah Presidents rugby team, the new players were introduced to the skills of passing, catching and running with the ball and to the rules of the game.

Quick Rip rugby mixes elements of sevens rugby and an already-established game for primary-school-age rugby players called Rippa Rugby.

The most obvious difference is the absence of tackling. Instead, in place of being tackled, each player wears a Rippa Rugby belt equipped with two Velcro tabs. The equivalent of a tackle is ripping off the tab from the belt of an opposing player.

Quick Rip rugby games are short, fun, fast and safe.

"At the beginning of the day, everyone was a bit apprehensive, but you could see people’s confidence levels rising as things went along. The organisers made it really fun and engaging," says Jenny Lim, ActiAsian programme leader at Harbour Sport.
What success looks like

Overarching outcome

People feel safe in their identity and that they are connected with and belong in the community. There are high levels of trust and understanding between members of the receiving community and newcomers.

Outcomes

4.1 Coordinated, comprehensive and appropriate initial welcoming support services are available from council, other agencies and community organisations.

4.2 The receiving community is well equipped and supported to welcome and interact with newcomers.

4.3 Members of the receiving community and newcomers build relationships and are at ease with connecting and learning about and from each other.

4.4 Different cultures are celebrated and people are supported to express their cultural beliefs and customs, including language and religious practices.
Welcoming activity ideas

A connected and inclusive community is a place where people feel included in local activities and decision-making processes and are safe to express themselves in ways that acknowledge their culture, heritage and background. They know that their voice is heard and that their needs are understood and are reflected in city/regional policies and practices. By creating policies and programmes that support inclusion, newcomers and long-time residents feel they belong.

There are a number of things you could include in your Welcoming Plan to make sure your community is connected and inclusive. We’ve listed some ideas below to help get you thinking.

4.1 Coordinated, comprehensive and appropriate initial welcoming support services are available from council, other agencies and community organisations.

› Plan and implement integrated welcoming support services
› Refer newcomers to existing information services such as those offered by your local CAB
› Refer newcomers to important community information, including civil defence and emergency response. See: https://wemo.nz/publications/language/ Consider ways to promote and distribute this information to newcomers through existing networks
› Help run events for newcomers and their neighbours that will help newcomers understand the importance of being prepared for emergencies. For example ‘go bag’ events. Having an emergency kit ready for earthquakes or floods may be something newcomers are not used to. Putting kits and ‘go bags’ together with the help of neighbours and other community members will help to build relationships across the community
› Develop newcomer ‘welcome packs’ to encourage newcomers to use council-run facilities and services, meet other members of the community and understand that these services and facilities are there for them to use. Welcome packs could include free passes and/or free or subsidised membership for a period of time for council-run services and facilities – for example, swimming pools, public transport etc

4.2 The receiving community is well equipped and supported to welcome and interact with newcomers.

› Provide training and support to members of the receiving communities to build their capacity to welcome and interact with newcomers, for example, cultural competency training
› Develop innovative ways for locals and newcomers to stand up to prejudice

Example:

Give nothing to Racism – Following the launch of the Human Rights Commission’s Give Nothing to Racism campaign fronted by 2017 New Zealander of the Year Taika Waititi, the pupils at Holy Family School in Porirua made a video asking their teachers to simply pronounce their names correctly as a way to give nothing to racism. See: https://www.youtube.com/watch?v=ysrma_Yq8M

Porirua Mayor Mike Tana was inspired by the pupils’ leadership and soon after signed up Porirua City to be the first city to support the messages of the Give Nothing to Racism campaign.
“Here in Porirua we had Holy Family School who signed up straight away and part of that kōrero was around children’s names not being pronounced correctly, so it gave me the idea to say look we should be supporting our children and we should be having that conversation,” Mayor Tana said. “Porirua is the most multicultural city – I call it that anyway – in New Zealand… so why not take the lead?”

Race Relations Commissioner Dame Susan Devoy welcomed Porirua’s decision. “Prejudice starts in our everyday lives and it’s up to each and every one of us to make a stand,” she said. “Porirua’s stand is about leadership, mana and identity.”

See: www.givenothing.co.nz
Contact: Human Rights Commission: InfoLine@hrcc.co.nz; tel 021 02364253; call 0800 496 877.

- Encourage the receiving community, including former newcomers, to work together to support newcomers, show them around and get them involved in activities. For example, you could suggest a newcomer mentoring programme

**Example:**

One local council has been assigning a group of mentors, made up of two locals and two former newcomers, to a group of newcomers. The mentors plan activities for themselves and the newcomers, such as hikes, museum trips, game nights, potluck dinners etc. The mentors share their knowledge of the community with the newcomers during the events and help the newcomers to explore their local surroundings.

- Tap into or set up a Local Settlement Network (LSN) that includes representatives from all services and migrant business groups in your region

**Example:**

Developing a sustainable model for Local Settlement Networks (LSN) supports new migrants in isolated rural locations. Clutha is one such district where there are few, if any, traditional settlement services. In 2017, Clutha District Settlement Support (CDSS) was formed to fill this gap. Key local players were pulled together into a network and become acquainted with information about the settlement needs of migrants in the region and Immigration New Zealand’s national approach to supporting them. A needs analysis for supporting local migrants was included. In September 2017, the group scooped the top award in the Clutha District Trust-Power Community Awards. The judges said the group stood out because of its creativity, impact and the input of volunteers.

See: https://www.facebook.com/CluthaDistrictSettlementSupport/
Members of the receiving community and newcomers build relationships and are at ease with connecting and learning about and from each other.

- Encourage newcomers to join the Parent Teacher Association (PTA) of their child’s school. Some schools have a large proportion of migrant children but their parents can be under-represented on PTAs. Many newcomers may not understand the role of PTAs or school boards of trustees and how they can contribute to them. See: https://www.newzealandnow.govt.nz/living-in-nz/education/role-of-parents
- Encourage existing volunteer and community programmes to create opportunities for newcomers, both as participants and as service recipients
- Encourage community groups and churches to invite newcomers to regular meet-and-chat events, such as baking and craft classes and coffee mornings
- Approach Community Patrols NZ to discuss the possibility of inviting newcomers to become volunteer patrollers to help create safer communities. Police safety patrols are voluntary groups of people who give some of their time and take responsibility within their own community to help the Police make the local community safer for everyone
- Run specific initiatives to support newcomers

**Example:**

‘Shift’ is a fitness programme for girls, run by Wellington City Council by females for females. See: https://wellington.govt.nz/recreation/support-and-advice/shift-physical-activity-and-wellbeing


- Support newcomers and local residents to improve their knowledge of the local environment

**Example:**

Welcoming Neighbourhoods (Howick), along with the Auckland Council, local leaders, cultural centres, local community groups and local boards, is organising bus orientation tours for new migrants to visit the local marae and faith-based institutions.
- Encourage local sports teams to provide opportunities for newcomers to get involved in and learn about popular local sports.

**Example:**

The Football diversity programme is an initiative between the Wellington Phoenix football club, the Human Rights Commission, Red Cross, CharityMakers Refugee Forum and Multicultural New Zealand. The programme offers former refugees in the region a season ticket for the 12/13 season, in recognition of the important role sport plays in building bridges between individuals and across communities. The Wellington Phoenix chose to help councils with their settlement and integration programmes as a way of saying thank you for the support they get from a number of local councils. **See:** [https://www.wellingtonphoenix.com/news/phoenix-spread-love-through-football-0](https://www.wellingtonphoenix.com/news/phoenix-spread-love-through-football-0)

- Encourage newcomers to adopt a tree or a native animal. This will help newcomers understand the value New Zealanders place on nature and wildlife, especially native plants and animals. Encouraging newcomers to develop a sense of ownership and responsibility for our flora and fauna will help them to understand New Zealand values and feel more included.

4.4

**Different cultures are celebrated and people are supported to express their cultural beliefs and customs, including language and religious practices.**

- Work with local safety and emergency organisations to get newcomers involved in safety initiatives and emergency preparedness.

**Example:**

The City of Cupertino, California, sees emergency preparedness training as an opportunity to focus on common needs and help people get to know their neighbours. Cupertino provides one to three hour emergency preparedness training for neighbourhoods. Once they are trained, residents conduct emergency drills together. This breaks down barriers as newcomers can work together with residents to ensure they keep each other safe. **See:** [https://www.welcomingamerica.org/sites/default/files/Receiving-Communities-Toolkit_FINAL1.pdf](https://www.welcomingamerica.org/sites/default/files/Receiving-Communities-Toolkit_FINAL1.pdf)
> Develop and promote a community-wide Welcoming Communities calendar of events to celebrate and showcase cultural diversity. Partner with groups like your local library, C&I and Newcomers Network to help develop and promote events. Suitable events could include things like neighbourhood meet-and-greet events, where people bring food from their culture to share; street parades to celebrate cultural festival days; events where newcomers and the receiving communities can share and get to know about each other’s culture.

**Example:**


The Newcomers Network event calendar hosts a wide range of events from Newcomer Networks around the country. See: [http://www.newcomers.co.nz/](http://www.newcomers.co.nz/)

The New Zealand Now Event calendar showcases events from selected providers that are targeted at newcomers. See: [https://www.newzealandnow.govt.nz/events-nz](https://www.newzealandnow.govt.nz/events-nz)

The Auckland Libraries’ events calendar has listed Diwali celebrations, Chinese (Lunar) New Year, Samoan and Māori Language Weeks, World Refugee Day, Matariki, Waitangi Day and Pasifika Festival. Regular community and learning programmes and activities include Mandarin and Samoan Storytimes and computer classes in Mandarin. Auckland Libraries has also developed programmes with partner organisations to engage particular communities, for example, the Taumata Pasifika participatory educational sessions for school children which introduce them to Auckland Museum’s Pacific treasures, library resources and wider Pacific concepts and knowledge paradigms. Here are examples of community and language events. See: [https://www.aucklandlibraries.govt.nz/Pages/events-search.aspx?search=1&range=month&type=9&show=12](https://www.aucklandlibraries.govt.nz/Pages/events-search.aspx?search=1&range=month&type=9&show=12)

> Consider offering opportunities to accommodate different needs. For example, encourage your local fitness and aquatic centres to offer women-only exercise or swimming hours to give women, including Muslim women, the opportunity to exercise or swim in a culturally safe environment.

**Example:**

There are swimming pools around the country that are partially closed one night a week to give women the opportunity to learn to swim. Although the lessons are inclusive of all women, it appeals to Muslim women in particular who for cultural and religious reasons feel more comfortable swimming in a female-only environment. The lessons are aimed at improving the confidence of women in and around the water, encouraging physical activity and building quality relationships, while developing knowledge of water safety, which the women share with their own families.
There are around 38 Newcomers Networks operating around New Zealand, helping people meet and establish friendships in their communities through shared activities. These networks go a long way towards helping newcomers feel connected and included in community life.

At the ‘Cosy Coffee Chat’ run by the Albany Newcomers Network, an impromptu geography lesson is taking place. Marina is explaining where she comes from to Claire and Anna from China, who are tapping ‘UKRAINE’ into a pocket-sized electronic translator.

Marina, a computerised numerical control engineer who has married a New Zealander, is eager to improve her English. “Do I say it correctly? You must correct me!”

This is the weekly Friday Cosy Coffee Chat. No set topics, no lessons delivered, no judgements passed, says Albany Newcomers Network Coordinator Laure Romanetti, adding her French accent to the mix.

“If you are with English speakers and you speak once and people don’t understand that’s okay. But if it happens over and over again it gets depressing. A lot of people don’t understand how difficult learning a new language is. People need somewhere to practise where they don’t have to worry about making mistakes.”

Many of the North Shore’s residents are overseas-born and at risk of isolation — some, like Marina, are the partners of migrants or Kiwis; some are caregivers for children or grandchildren; some are international students, perhaps living away from their family and friends for the first time in their lives.

The Albany Newcomers Network provides connection and inclusion.
Item 8.1

Attachment A
Element 5
Economic Development, Business and Employment

Overarching outcome
Communities maximise and harness the economic development opportunities that newcomers can offer. Councils work with business associations to promote the contribution that newcomer business owners and skilled migrants make to the region’s economy.
Case study - Economic Development, Business and Employment

The Skilled Newcomers Programme matches the skills of newcomers to the needs of local businesses. It is a practical way to maximise and harness the economic development opportunities that newcomers can bring to a community.

The programme is offered by providers in Northland, Auckland, Waikato, Bay of Plenty, Wellington, Canterbury and Southland.

“Wellington is a very-high-skill city. It needs knowledge workers,” explains James Sauaga, the Wellington Programme Coordinator for the Wellington Chamber of Commerce.

Often newcomers have the skills employers need, but they don’t understand how to look for a job in New Zealand or what it is that employers are looking for.

“It can be very different from the way they approach things in their home countries,” says James.

Many are the partners of skilled migrants.

The Wellington Skilled Newcomers Programme works in collaboration with Work Connect, a migrant work-ready programme offered by the Tertiary Education Commission, and Victoria University’s Workplace Communication for Skilled Migrants.

“We are very lucky to have such a great local network supporting skilled migrants,” says James.

“This is a creative city; Wellington is very diverse. You have to make an effort to understand how the company you want to work for operates. What are they looking for? What is their culture like? Take the IT industry. At one company the dress code will be jeans and t-shirts; at another, it might be suit and tie.”

A variety of agencies refer newcomers to the Skilled Newcomers Programme.

The programme aims to connect its newcomer clients with employers through the Chamber of Commerce’s network.

“Our emphasis is on supplying our employers with quality candidates,” says James.
What success looks like

Overarching outcome
Communities maximise and harness the economic development opportunities that newcomers can offer. Councils work with business associations to promote the contribution that newcomer business owners and skilled migrants make to the region’s economy.

Outcomes

5.1 Newcomers, including international students, are supported to access local employment information, services and networks.

5.2 Newcomers, including international students, are supported with local knowledge and skills to ensure they can operate successfully in the New Zealand work environment, either as a business owner or an employee.

5.3 The receiving community recognises the value of diversity in the workplace, of newcomers’ contribution to the region’s growth and of the resulting wider economic benefits.

5.4 Local employers and workforces develop their intercultural competency.

5.5 Mutually beneficial connections and initiatives are set up with migrant business people by the local business community and professional networks.
Welcoming activity ideas

Flourishing in a 21st century economy will mean making the most of skills, knowledge and experiences your newcomers have to help build a stronger local economy. Communities across the country and around the world are seeking to attract and retain talented people. Building a robust economy will involve ensuring everyone who lives in your community knows how to engage with and effectively participate in the labour market.

There are a number of things you could include in your Welcoming Plan to make sure your community benefits from the skills and talents of newcomers. We’ve listed some ideas below to help get you thinking.

5.1 Newcomers, including international students, are supported to access local employment information, services and networks.

- Include local employers, the Economic Development Agency, the Chamber of Commerce and other professional networks in welcoming initiatives.
- Use existing information channels to ensure newcomers have access to council information about workplace health and safety requirements for small businesses.
- Investigate programmes that support newcomers who wish to start their own business and ensure newcomers have access to mainstream support programmes for new business owners.

5.2 Newcomers, including international students, are supported with local knowledge and skills to ensure they can operate successfully in the New Zealand work environment, either as a business owner or an employee.

- Promote and showcase employers with diverse workplaces and inclusive work practices. Diversity Works NZ has a number of stories on their website that focus on cultural inclusion. See: https://diversityworksnz.org.nz/success-stories/diversity-and-inclusion/
- Immigration New Zealand publications, such as LINKZ, will have stories of employers in your region. See: https://www.newzealandnow.govt.nz/resources/linkz-magazine
- Work to actively dispel myths and misconceptions around immigration.
- Consider opportunities and events to showcase the positive impact of newcomers on the community.
- Promote and showcase the benefits of newcomers’ contribution to the community’s workforce and economic growth.
5.3 The receiving community recognises the value of diversity in the workplace, of newcomers’ contribution to the region’s growth and of the resulting wider economic benefits.

- Establish a business award to recognise businesses that excel in cultural competency and inclusiveness. See Case study on page 47.
- Partner with your local businesses, multicultural council and media to showcase positive newcomer stories.

**Example:**

**Westpac Rotorua Business Excellence Awards:** Rotorua Multicultural Council is making a significant contribution to welcoming new migrants and international students to their community by participating in the Rotorua Business Excellence Awards. Most of the work is done by passionate volunteers. Committee members come from nine different countries ranging from Argentina to Zimbabwe. See: [https://wwwRotoruaChamber.co.nz/events-training/westpac-business-excellence-awards/](https://wwwRotoruaChamber.co.nz/events-training/westpac-business-excellence-awards/)

5.4 Local employers and workforces develop their intercultural competency.

- Work with local businesses to provide opportunities for intercultural competency training. Diversity Works NZ (formerly the EEO Trust) provides workshops on cross-cultural working environments. See: [https://diversityworksnz.org.nz/eventsandtraining/diversity-committee-workshop-setting-diversity-inclusion-committee-2/](https://diversityworksnz.org.nz/eventsandtraining/diversity-committee-workshop-setting-diversity-inclusion-committee-2/)
- Collect data on the number of businesses set up by newcomers and the products and services they offer to your community.

5.5 Mutually beneficial connections and initiatives are set up with migrant business people by the local business community and professional networks.

- Encourage the local chamber of commerce to reach out to migrant business owners.
- Hold events to promote networking between migrant business owners and the local business community and professional networks.
- Consider holding information sessions for migrant business owners about their responsibilities as employers.
Helpful links

The Ethnic People in Commerce (EPIC) conference, hosted by the Office of Ethnic Communities (OEC), aims to strengthen the links between government and New Zealand’s ethnically diverse business community. This year’s theme was “The New Zealand Business: Story” – best practice, better business, providing valuable insights and perspectives into digital disruption, innovation, and success in an ever-changing global economy.


Immigration New Zealand has a range of resources for employers and employees to help newcomers succeed in business and the workplace.

For employers, see:

For employees, see:
Case study - Economic Development, Business and Employment

The Wellington Gold Awards, established in 1999, celebrate the excellence and the enterprise of business in the Wellington region. In recent years these business Gold Awards have showcased Wellington businesses that demonstrate good practice in hiring skilled migrant staff.

The Immigration Gold Showcase category recognises local businesses that go the extra mile to ensure that their new migrant employees are welcomed and well-supported through the challenges of adjusting to Kiwi workplaces, while they settle and build a life in Wellington.

Immigration New Zealand Deputy Chief Executive Nigel Bickle says, “We’re delighted to have sponsored this Showcase Category Award, which always delivers such a good cross-section of winners – from small local retail businesses to world-renowned scientific research organisations, large engineering consultancy services and leading IT companies. These businesses reflect the diversity of Wellington’s economy and business community – many of which are supported with migrant skills, enabling their business growth. Their commitment to their workplace culture, supporting the settlement needs of new migrants and their families is exemplary.

Wellington – like all regions – has always been reliant on migrant skills to help its businesses to prosper. Where skills can’t be sourced locally, Immigration New Zealand supports businesses to recruit and retain the best skills available from around the world”. Immigration contributes to building regions’ economies and creating new jobs by encouraging innovation, deepening our links with international markets and providing access to the skills and capital that businesses need for growth.
Element 6
Civic Engagement and Participation

Overarching outcome
Newcomers feel welcome to fully participate in the community. Newcomers are active in all forms of civic participation.
Case study - Civic Engagement and Participation

Volunteer Wellington goes out of its way to support and celebrate migrant volunteers, helping them to participate in and contribute to their local communities.

From its offices in downtown Wellington, Volunteer Wellington matches volunteers, many of them migrants, with the needs of its more than 400 member organisations.

In fact, Volunteer Wellington goes out of its way to celebrate the contribution migrant volunteers make to the community.

It holds annual Volunteer Connect Awards for New Migrants, officiated over by the Wellington Mayor, and in 2017 it published Volunteer connect: Migrants volunteering in the community, a booklet containing the stories of 30 migrant volunteers from 19 different nations.

Anyone who wants to use Volunteer Wellington to find a placement is first given a comprehensive interview.

People choose to volunteer for a mix of reasons. Some are looking for a better work-life balance, some to serve a cause, some for social relationships, and some – many of them migrants – as a way of gaining experiences that will make them more employable.

Working as a volunteer answers that need, and it also gives the volunteers something else employers are looking for – an implicit understanding of Kiwi workplace culture.

Where better to learn about smoke, workplace shout, and the way Kiwi workers and managers interact than in a real-life workplace?

But volunteering is also its own reward, as most volunteers who find full-time work continue to volunteer in their spare time.
What success looks like

Overarching outcome

Newcomers feel welcome to fully participate in the community. Newcomers are active in all forms of civic participation.

Outcomes

6.1 The council’s elected members and staff effectively communicate with newcomers to promote their engagement in local government processes.

6.2 Newcomers are encouraged and enabled to get involved in local government and civil society.

6.3 Newcomers’ efforts and achievements in civic participation and community life are acknowledged and celebrated.
**Welcoming activity ideas**

Civic engagement and participation is best demonstrated when members of your community give their time, skills, knowledge and energy to contribute to the common good of your community in ways that can positively impact individuals. Participation in public processes and community life is a fundamental part of newcomer integration. Participating in local decision-making processes means their priorities and needs can be addressed and heard by the wider community.

There are a number of things you could include in your Welcoming Plan to make sure your community facilitates civic engagement and participation. We’ve listed some ideas below to help get you thinking.

6.1 **The council’s elected members and staff effectively communicate with newcomers to promote their engagement in local government processes.**

- Conduct targeted information sessions on civic society matters and host tours of council offices.
- Encourage newcomers to attend civic activities that would help build their knowledge of their new community and develop their networks.
- Work with the Electoral Commission to encourage eligible newcomers to vote in local and central government elections.
- Engage with newcomer groups during consultation on council policies and plans. Ask the Office of Ethnic Communities (OEC), the Citizens Advice Bureau (CAB), and other newcomer-focused service providers to circulate information on upcoming consultation processes to newcomer stakeholders.
- Identify activities to encourage newcomers to participate and get involved in civic life.

6.2 **Newcomers are encouraged and enabled to get involved in local government and civil society.**

- Set up civic and community leadership development programmes for newcomers, drawing on the expertise and experience of locals. For example, you could encourage newcomers to volunteer on local boards and encourage members of advisory boards to provide mentoring and succession programmes.
- Use or enhance current mechanisms to encourage newcomers to participate in democratic processes – for example, submitting views at hearings, council meetings and strategic planning meetings.
- Hold some council meetings and consultation activity in outreach settings.
- Run events for newcomers on how to participate in local body and general elections.
- Invite newcomers to volunteer at community events or in a community garden, or work with newcomers to come up with new ideas for events.
- Hold ‘meet your local government leaders’ events or organise discussion forums where people from diverse communities can meet the Mayor and councillors to discuss issues that affect them.
Example:

Wellington City Council’s ‘Ethnic discussion forums’: These forums were previously held for people from the diverse communities of Wellington. In the forums, discussion groups focused on a theme that affects the lives of Wellington communities. Topics discussed at forums have included health and well-being, recreation, employment and safety. Feedback from the forums resulted in the setting up of programmes such as the free interpreting service. See: https://wellington.govt.nz/services/community-and-culture/ethnic-communities

6.3

Newcomers’ efforts and achievements in civic participation and community life are acknowledged and celebrated.

› Ensure newcomers are recognised through local community awards – for example, ‘Wellingtonian of the Year’. See: https://wellington.govt.nz/about-wellington/absolutely-positively-wellingtonian-awards. The Wellington awards are notable for recognising a diverse group of recipients, including several migrants

› Use citizenship ceremonies to inform new citizens of the opportunities they have to participate in civic society. Consider making citizenship ceremonies more interactive and informative, for example by inviting guests from the business community to attend and providing information packs and booths where guests have an opportunity for discussions with newcomers

Example:

The importance of citizenship ceremonies: Moving to a new country is a significant event in the lives of many people and citizenship ceremonies can be a much anticipated occasion – many newcomers expect a lot of celebration to happen at their citizenship ceremony. It’s also a really good opportunity for them to meet other newcomers, members of the receiving community and city officials, and to learn more about New Zealand culture and values. Consider holding citizenship ceremonies at your local marae. See: http://www.dunedin.govt.nz/your-council/latest-news/april-2016/dunedin-most-recent-new-zealand-citizens-received-a-special-welcome-at-the-puketeteri-marae-in-caritane-today

 Helpful links

The Dubuque settlement model: This is an education programme model from the USA for bringing together organisations – for example, police and fire departments.

See: http://www.greaterdubuque.org/greater-dubuque-development-corporation/relocate/distinctively-dubuque; and this BLOG from a participant

See: https://betweenenglandandiowa.com/2013/06/26/distinctively-dubuque/
“A surprising number of people don’t know how to use computers, and they aren’t necessarily the obvious ones,” says Hamilton City librarian Lisa Pritchard.

When she started the Hamilton City Libraries computer mentor programme she thought most of the people who would make use of it would be older, but Lisa has found that no general rule applies.

More than 20 volunteers – predominantly migrants – belong to the computer mentor programme, each giving up two or four hours of their time a week. In 2014, the programme helped around 800 library customers at five of Hamilton’s six libraries.

Computer mentor Ezhilarasi Srinivasan, known as ‘Arasi’, is helping a customer put together a job application – job-related assistance takes about 75 per cent of mentor time – but she is also called on for many other things. She might have to help with scanning and printing, with downloading e-books, with opening and saving documents, with typing, or even with the basics of using a mouse and keyboard.

It is patient, time-consuming work that the library would not be able to deliver without the mentors.

The newcomer mentors love the work. “They can put it in their CV to show they have helped us, but they also get to meet Kiwis who are looking for their help. So they get to know and be part of the community. It’s a great thing for everyone.”

Computer-related tasks that seem small often end up expanding”, says Lisa.

“Someone might say they just want to apply for work online, and then you realise they don’t have a CV or an email address.”

Lisa’s volunteers come to her from the not-for-profit volunteer recruitment and placement agency Volunteering Waikato or from word-of-mouth recommendations. Each has passed a library-arranged police check and been through a 90-minute interview.

Lisa’s ideal candidate is customer-focused, writes and speaks everyday English, and has some computer skills.

Of these, it is the customer focus that Lisa seeks; computer skills can be learned along the way.

“It is really important for us to get the right person for the role.”
Element 7
Welcoming Public Spaces

Overarching outcome
Newcomers and receiving communities feel welcome in and comfortable using public spaces.
Case study – Welcoming Public Spaces

Palmerston North City Library goes out of its way to welcome newcomers. Close by the entrance is a seat surrounded by national greetings and, a few metres away, an almost two-metre-tall book of photographs from around the world, which is turned to a new page each day.

Like many libraries, this library also offers an extensive foreign language collection, English language resources, and online services such as Pressreader, which gives same-day access to full-page replicas of newspapers and magazines from around the world.

But it is the library’s role as a venue and gathering place – it calls itself the Living Room of the City – that distinguishes it. Throughout the year, the library offers a line-up of cultural and language-related events and exhibitions, often complementing events that are occurring in the wider city. From multicultural book groups to free Chinese language lessons, Latin American film screenings and cultural performances, the library hosts them all.

“Libraries are one of the last non-commercial spaces,” says Joanna Matthew, Executive Director of the Library and Information Association of New Zealand (LIANZA). “You don’t have to buy a coffee to make use of a library. There is no cost or barrier to entry. They are places that migrants and newcomers gravitate to naturally”
What success looks like

Overarching outcome
Newcomers and receiving communities feel welcome in and comfortable using public spaces.

Outcomes

7.1 The design and operation of public spaces and facilities are culturally appropriate and reflect the diversity of the community.

7.2 Welcoming public spaces provide opportunities to build trust and relationships between newcomers and members of the receiving community.

7.3 Public spaces and buildings create a sense of community ownership and inclusion for all, including newcomers.
Welcoming activity ideas

Talking with members of your community to create public spaces that are relevant, fit for 21st century users and make both newcomers and locals wish to visit and explore is the way forward.

There are a number of things you could include in your Welcoming Plan to make sure your public spaces are inviting to all. We’ve listed some ideas below to help get you thinking.

7.1 The design and operation of public spaces and facilities are culturally appropriate and reflect the diversity of the community.

› Consult with all residents, including newcomers, on the design and operation of council-owned public spaces and facilities
› Make sure council-owned buildings are attractive and welcoming diverse groups
› Keep public spaces free of entry fees where possible
› Invite newcomers and migrants to speak with town planning teams
› Involve relevant safety agencies when designing or upgrading public spaces to identify a list of desired and appropriate safety features – for example, safety and emergency signage in different languages with images and symbols that everyone understands
› Ensure council buildings have multi-lingual signage and consider displaying art from different cultures
› Make sure welcome brochures and information materials are available at transport hubs for newcomers. For example, you could work with airport authorities to create specialised newcomer welcoming signs or desks
› Work with educational and volunteer groups to make potentially dangerous public spaces safer for newcomers who may be unfamiliar with the risks. For example, hold water safety days at beaches and popular fishing or boating spots
› Increase promotion of public spaces to ensure newcomers are aware of what is available and know they are welcome to use them

Examples:

Tauranga City Council has opened up access to the beach for people with a range of mobility issues; Nelson and New Plymouth are promoting access to cycling paths. See: Tauranga City Council’s Facebook site: https://www.facebook.com/TaurangaCityCouncil/photos/a.6054541990355546.10737418218.6054541990355546/?type=3


7.2 Welcoming public spaces provide opportunities to build trust and relationships between newcomers and members of the receiving community.

- Design public spaces that are open and inclusive, and encourage people to connect
- Provide accessible information about public spaces and facilities
- Encourage activities like ‘mini fun runs’ for families (particularly newcomers), alongside more major events
- Create ‘multicultural days’ where people can experience different cultures and learn about each other’s cultures
- Encourage newcomer groups to meet in council-owned buildings and host newcomer events in council buildings
- Promote public spaces for gatherings between newcomers and the receiving community
- Host intercultural exercise events in public parks so members of different cultures can share exercises and games from their cultures; or encourage regular ‘exercise days’ run by different cultural groups
- Use public transport networks to display migration stories and welcoming messages across the city – for example, Milan Bus Stories
- Create storytelling street corners where visitors or passers-by can stop and hear stories from different cultures (same can apply to parks, shopping malls and even council buildings)
- Enable newcomers to tell their stories in public spaces, parks, facilities and libraries through art and photographic exhibitions, cultural festivals etc. For example, Christchurch Public Library hosted a photography exhibition for Islam Awareness Week and Wellington’s Portrait Gallery hosted an exhibition on refugee stories.


- Encourage schools to use “walking school buses”

Example:

In Auckland, the ‘Walking School Bus’ is a great way of getting children safely to school, while at the same time encouraging them to mix with children of other cultures and backgrounds as it picks up more and more children along the way. The ‘bus’ provides opportunities for them to connect and strengthen neighbourhood ties and puts the neighbourhood’s diversity on display every day.

The idea has even made it onto Canada’s ‘Cities of Migration’ website.

7.3 Public spaces and buildings create a sense of community ownership and inclusion for all, including newcomers.

- Run a competition to design newcomer-friendly public spaces. Involve schools and community groups. Hold an event where newcomers can safely discuss the entries and provide feedback. Use the event to connect newcomers with existing residents and encourage the sharing of ideas and needs.
- Hold a ‘decorate your space day’ where newcomers and existing residents can decorate public spaces in the colours and symbols of their culture – for example, decorate trees or pillars, fences and walls.
- Hold tours of public buildings and spaces for newcomer groups to explain their purpose and history and make them feel comfortable in these spaces.
- Encourage the use of public spaces and buildings to reflect and accommodate the diversity of the community through their design, art work, promotion, symbols, signage and usage.
- Hold a competition to create signs and posters for public spaces that communicate a sense of shared ownership and inclusiveness and tell stories about the history, design and purpose of the space.
- Create areas where people can share stories, maps, cultural games, arts and activities.
- Support neighbourhoods to hold ‘play on the street’ days.

**Example:**

In some cities, parents organise regular street closures for the purpose of children’s play. The parents share food on picnic tables while supervising their children. This is a great way to help break down cultural barriers between neighbours, both children and adults. One example is Westmount Street in Edmonton, Canada. See: [http://www.edmontonsun.com/2017/05/31/westmount-street-being-closed-so-children-can-play-for-one-day](http://www.edmontonsun.com/2017/05/31/westmount-street-being-closed-so-children-can-play-for-one-day)

- Encourage newcomers to take part in volunteer activities that improve public spaces, such as community planting and beach clean-up days, community garden projects, and Department of Conservation volunteer activities. See: [http://conservationvolunteers.co.nz/](http://conservationvolunteers.co.nz/)

**Example:**

Project Island Song is a project to bring back birdsong and restore ecological balance to the seven main islands in the Eastern Bay of Islands (Iipirī). Thousands of trees have been planted, and five rare and endangered species have been reintroduced. Project Island Song is a unique partnership between the community group Guardians of the Bay of Islands, Te Rauhiti hapū (Ngāti Kuta and Patuwhenua) and the Department of Conservation. See: [http://www.tearawhitimaru.maori.nz](http://www.tearawhitimaru.maori.nz) and [http://www.doc.govt.nz/](http://www.doc.govt.nz/)

There are many ways to get involved, including volunteering, becoming a friend and adopting a tree. See: [https://www.projectislandsong.co.nz/index.php](https://www.projectislandsong.co.nz/index.php)
Run a ‘Placemaking’ project

**Example:**

*Placemaking* is about reinventing public places to make them people-centred, interactive and attractive to the people who live, work and play in the space. Placemaking inspires people to collectively reimagine and reinvent public spaces as the heart of every community. It begins with small-scale, do-able improvements that can immediately bring benefits to public places and the people who use them.

**See:** Placemaking Waikato District Council: https://www.waikatodistrict.govt.nz/services-facilities/community-development/placemaking

An example of placemaking with a Pacific flavour. **See:** http://ourauckland.aucklandcouncil.govt.nz/articles/news/2017/07/people-at-the-heart-of-place-making/
Case study - Welcoming Public Spaces

With golden summers, mild winters and a 3,100 kilometre coastline, Auckland is a paradise for recreational water users – if they know how to stay safe. Newcomers often don’t.

Aquatic Educator Alan Chow of WaterSafe Auckland explains that many migrants come from landlocked countries or from regions that are distant from the sea or have little in the way of swimmable waters.

“You often have people who haven’t been brought up around water or had much experience of the dangers you come across in natural settings,” he says.

One of WaterSafe Auckland’s long-running successes is the West Coast Rock Fishing Safety Project, which began in 2006, following a spate of rock fishing fatalities on Auckland’s West Coast and continues today.

When the project was launched as a joint venture between WaterSafe Auckland, Surf Life Saving Northern Region and Auckland Council, 4 per cent of fishers regularly wore lifejackets; by 2015, the figure was 40 per cent; and rockfishing drowning fatalities had declined to less than one per annum.

Today the project includes practical workshops, public service notices, and visits by rock fishing safety advisors to popular fishing spots to speak personally with fishers. “A key focus of the campaign”, says WaterSafe Auckland Regional Promotions Manager Barbara Vennel-Gibbons, “is getting the message out to the wives, mothers, sisters and daughters, who may be able to influence the fishers’ behaviour.”

For more information about WaterSafe Auckland, visit: www.watersafe.org.nz.
Element 8
Culture and Identity

Overarching outcome
There is a shared sense of pride in being part of a culturally rich and vibrant community. People feel their culture is respected and valued by other members of the community. There are opportunities to learn about each other’s cultures.
Case study - Culture and Identity

In Whanganui, the International Women's Group hosted by English Language Partners has been bringing locals and newcomers together for more than 30 years.

When Leila arrived from Iran, she was miserable. Other than her husband, she knew no-one. Her English was hesitant, and she missed her home and family. She spent a lot of time in tears.

But things have changed. “Now I think she is happy,” says Rana Gramiri.

Rana and Leila are at the International Women’s Group, which has met at English Language Partners for more than 30 years, creating a community of locals and newcomers.

“I have morning tea with Leila every Tuesday and she goes to English language classes too,” says Rana, who arrived in Whanganui with her husband and her family about nine years ago from Abu Dhabi.

“As part of the group, we all try to help one another, because all of us are far away from our countries and our families and we are all learning to live with another language. It can be hard,” says Jane Blinkhorn, the Whanganui English Language Partners Manager.

The group is partly about improving people’s English, says Jane, and partly about building the community bonds that help migrants and their families settle successfully.

Many of the women are the partners of the skilled migrants that smaller communities like Whanganui need: migrants like Rana’s husband, a doctor at the local hospital.

“For settlement to be successful, every member of the family has to be happy,” says Jane.

The weekly meetings follow a set structure: people introduce themselves in their own language; Jane talks about what is going on around town; there is a speaker or activity and the meeting ends with tea, coffee and home baking.

Nine years into her settlement journey, three of Rana’s children are at university: one studying towards a PhD in genetics, another studying medicine, and a third studying health sciences in preparation for medical school.

For Leila too, life is getting better. She has made friends and has found a network of friends and supporters like Rana through English Language Partners.
What success looks like

Overarching outcome

There is a shared sense of pride in being part of a culturally rich and vibrant community. People feel their culture is respected and valued by other members of the community. There are opportunities to learn about each other’s cultures.

Outcomes

8.1 Receiving communities and newcomers share and celebrate their cultures with each other, facilitated by the council and others in the community.

8.2 Newcomers and the receiving community understand what values they each hold dear.
Welcoming activity ideas

Cultural identity can be defined as the feeling of belonging to a group. It is part of a person’s self-perception and relates to nationality, ethnicity, religion, social class, generation, locality or any kind of social group that has its own distinct culture.

There are a number of things you could include in your Welcoming Plan to ensure there are opportunities to learn about each other’s cultures. We’ve listed some ideas below to help get you thinking.

8.1 Receiving communities and newcomers share and celebrate their cultures with each other, facilitated by the council and others in the community.

- Support workshops, exhibitions and engagement summits that promote cultural awareness
- Identify and encourage opportunities for local Māori to provide and support regular powhiri and noho marae experiences for newcomers
- Partner with mana whenua to provide ongoing opportunities to engage with local Māori and their cultural practices in a meaningful and sustainable way
- Provide or support a calendar of events that creates opportunities for sharing and celebrating cultural diverse activities
- Set up a Newcomers Network if you don’t already have one in your region. Newcomers Networks have an active forum page and organise regular get-togethers that are open to both newcomers and non-newcomers – for example, coffee groups, walking groups, knitting and crafts groups. See: http://www.newcomers.co.nz/
- Boomerang bags is just one fun event promoted on the Newcomers Network event calendar. See: http://www.newcomers.co.nz/events/sewing-crafts-club-2017-09-28/
- Attend and help to promote Neighbours’ Day Aotearoa. See: http://neighboursday.org.nz/
- Use existing networks, like Neighbourly, to help organise neighbourhood events – for example, welcome parties for newcomers, Communities Got Talent, or food events like Neighbour Days street BBQs and Welcoming dinner projects. See: https://www.facebook.com/TheWelcomeDinnerProject/ and http://hapori.co.nz/
- Work with mainstream organisations in areas such as sport, arts and youth, to encourage them to do outreach work with newcomer groups. For example, organisations that hold open days to encourage new members (such as YMCA, GirlGuiding New Zealand, Scouting New Zealand or local sport clubs) could extend the invitation to newcomers
- Develop a booklet of basic information about the newcomer cultures in your community and distribute this throughout neighbourhoods and council-run offices and facilities
- Organise council-run annual activities that recognise the cultural identity of newcomers
- Create a ‘Diversity Wall’ or area that can be regularly updated with images, information and other works that represent the different cultures in the community, for example, flags, drawings, poetry etc.
Encourage and support newcomers and existing residents of all cultures to hold events to celebrate significant cultural occasions.

**Example:**

In the Spanish town of Badalona, a request from its Sikh community to hold a religious procession through town streets was first denied, and then approved after town officials suggested they meet with local residents to gain their support. Formal bridge-building meetings ensured the request was approved, with public officials and neighbourhood residents participating in the parade. **See:** [http://citiessofmigration.ca/building-inclusive-cities/spatial-inclusion/](http://citiessofmigration.ca/building-inclusive-cities/spatial-inclusion/)

Support community groups to create cultural festivals within your region – for example, Diwali, Islam Awareness Week, Chinese New Year and Africa Day. Some councils support these events with funding or the use of facilities such as libraries or community halls. Creating these opportunities for communities to celebrate and share their culture helps bridge gaps between communities.

**Example:**

**Africa Day celebrations, Wellington 2016:** The African Communities Council Wellington (ACCW) and Wellington City Council (WCC) collaborated to run a family-focused cultural festival that showcased African music, arts, dance, language, fashion, food and fun for the whole family. **See:** [http://www.africancommunity.org.nz/events/africa-day/](http://www.africancommunity.org.nz/events/africa-day/)

Support cultural shows or festivals that showcase the talents and skills of newcomers.

**Example:**

**Christchurch’s Culture Galore Festival** has been running since 2001 and is still going strong. It is a multicultural festival celebrating the city’s diversity through food, arts and crafts, music and dance performances from more than 80 cultures who call Christchurch home. It also features food stalls and ‘have-a-go’ activities, such as stone carving, flax weaving, origami, face painting, baseball hitting, story time etc. The event is supported by community boards and entry and activities are free. **See:** [https://ccc.govt.nz/news-and-events/events/show/193](https://ccc.govt.nz/news-and-events/events/show/193)

Newcomers and the receiving community understand what values they each hold dear.

- Provide information on a range of local topics to help newcomers become part of the wider community. Topics could cover areas such as regional history, the local labour market and sectors, the local cultural community and sporting icons, and local kiwisims.
- Offer tikanga Māori lessons for newcomers to help them understand the basics of Māori traditions, customs and history.
- Use Immigration New Zealand information sources for migrants that refer newcomers to appropriate agencies and information about wider national topics, such as New Zealand’s education, health, laws and justice systems. **See** [Helpful links](#)
Item 8.1

- Encourage migrant communities to hold events that reflect their values, promote understanding of their culture or faiths, and show a positive contribution to the community. For example, some Muslim communities hold Mosque open days.
- Encourage libraries to host ethnically-themed book clubs and other events that promote ethnic themes and bring communities together.

**Example:**

Opportunities to learn about each other’s cultures abound at the Palmerston North Public Library. One recent event was the Global Festival organised by Global Parent Support: six migrant women from different countries and professions who have set out to promote cultural awareness, understanding and respect in their community.

From 4.00pm, when the Festival launched with a karakia until 6.00 pm, the ground floor of Palmerston North City Library was packed with quietly focused children and their parents, moving from activity to activity. The children coloured in self-portraits, or located famous sites – maybe the pyramids or the Leaning Tower of Pisa – on a world map. They played the Māori stick games known as tīrākau or took part in building a model wharenui or meeting house. And each activity they completed earned them a stamp in a printed Global Passport.

“We hope to motivate children to find out more about the wider world and broaden their horizons. If we understand and respect each other’s differences, it will be good for everyone,” said Angel Kwan of Global Parent Support.

Palmerston North City Council Multicultural Services Officer Jeremie Corrènne, who is based at the library, praises the event.

“This is what libraries are about. Events like the Global Passport make it clear that libraries are places that belong to everyone in the community and that everyone in the community is welcome.” *See:* https://www.eventfinda.co.nz/2017/global-passport-enrolment-station/palmerston-north

- Use existing models, such as ‘Age friendly communities’, to help people tell their stories.

**Example:**

Wellington City Council uses a mobile caravan to tell peoples’ wartime and other stories. There are a number of other examples on the global network website.

Helpful links

The OEC Language Celebration Guidelines provide advice on language celebration events for those who wish to celebrate their cultures.


Welcoming America, the American version of Welcoming Communities, acknowledges the value and importance of storytelling to reinforce positive welcoming experiences and to help build understanding and empathy among the receiving community. Stephanie Ali, Civic Engagement Manager, New American Pathways in Atlanta believes that storytelling is a powerful tool and very effective in both local media and for reaching new audiences. “Storytelling has been great...creating opportunities for people to tell their own story is even better”. (Source: Welcoming America, New American Campaign).


The New Zealand Now regional pages provide information on services that support and include newcomers.

Case study - Culture and Identity

Crossing the Bridge is a photographic, video and web-based exploration of identity and belonging among 22 people from 20 countries who have made Ashburton their home.

Sophie-Claire from Mauritius and her Kiwi partner moved to Ashburton in 2011. By 2014 they had established a skydiving business and Sophie-Claire had graduated with a degree in anthropology.

But breaking into the local community was more difficult – and Sophie-Claire knew there were other people like her.

It was then that the idea of creating a multimedia exploration of the lives of Ashburton’s newcomers came to her. She even had a name in mind – Crossing the Bridge.

Backed by Safer Ashburton, the project obtained funding from Creative New Zealand’s Creative Communities Scheme and the Ashburton Trust Lion Foundation, followed by smaller grants from a number of other sponsors.

Each migrant was photographed in temporary studio, videoed in surroundings of their choice, and given a disposable camera to document their daily life. “It was great to give a camera to Yep, who had been in Ashburton for more than 50 years and to Jack, aged 14, who has been in Ashburton for less than a year, and to then compare the images they captured and the reasons they called Ashburton home.”

The studio photographs were displayed in an open-air square and a short documentary compiled from the video interviews played in a portable cinema.

Printed booklets drew on the migrants’ collections of photographs, and each participant’s biography was released on an online gallery featured on the project’s website.

See: http://crossingthebridge.co/
Notes:
Welcoming Communities
Te Waharoa ki ngā Hapori
‘Putting out the welcome mat’
– a resource for developing your Welcoming Plan

Te Whāriki
– te rauemi e whanake ana i tō whāriki

Published January 2018
By Ministry of Business, Innovation and Employment
15 Stout Street
PO Box 3473
Wellington 6140

More information:
www.immigration.govt.nz
www.mibiz.govt.nz
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AUCKLAND REGIONAL PARTNERSHIP AGREEMENT
2018–2021

STEVE MCGILL
General Manager
Settlement, Protection
and Attraction
Immigration New Zealand

PAM FORD
General Manager
Economic Development
Auckland Tourism, Events and
Economic Development

GRAHAM BODMAN
General Manager
Arts, Community and Events
Auckland Council

NEW ZEALAND IMMIGRATION
Auckland Tourism, Events and
Economic Development
Auckland Council
AUCKLAND REGIONAL PARTNER AGREEMENT

TERMS OF REFERENCE

The Auckland Regional Partnership Agreement (RPA) outlines how Auckland Council (Council), Auckland Tourism, Events and Economic Developments (ATEED) and Immigration New Zealand (INZ) will focus our work and leverage our collective skills and resources to maximise the contribution that migrant skills and investment makes to Auckland.

The RPA will operate on the following partnership principle:

The agencies involved in this agreement will actively search for opportunities to leverage each other's networks, strengths and/or skills to achieve positive outcomes, and will promote the sharing of relevant information between agencies. This co-operation will work across the broad spectrum of attracting and retaining migrant skills, talent and investment in Auckland.

MEMBERSHIP AND TENURE

The three sponsors of the RPA, on behalf of their respective agencies are:

- Auckland Council: General Manager Arts, Community and Events
- ATEED: General Manager, Economic Development
- Immigration New Zealand: General Manager Settlement, Protection and Attraction.

The RPA has a three-year term beginning on the date of signing.

ROLES AND RESPONSIBILITIES

The three sponsors identified above comprise the RPA Leaders Group (LG). The Leaders Group will provide strategic oversight over the implementation of the Agreement, but will delegate the day-to-day operational implementation to representatives from within their organisations.

The key responsibilities of the LG are:

- Ensure representatives from their organisations are enabled to deliver the RPA Framework.
- Ensure the RPA is aligned with political and governance priorities where relevant and provide updates to Ministers and Elected Members when appropriate.

A Lead and Support delivery model for operational implementation will be applied as follows:

- INZ will manage whole of Government relationships.
- ATEED and INZ SPA – Attraction: will lead work pertaining to migrant 'Attraction' and support work pertaining to 'Settlement and Retention'.
- Auckland Council and INZ SPA – Settlement: will lead work pertaining to migrant 'Settlement and Retention' and support work pertaining to 'Attraction'.

The Lead/Support model is being used in recognition that the work undertaken by the RPA must be a full spectrum approach given Attraction and Retention/Settlement are not mutually exclusive activities.

MONITORING

A 6 monthly reporting cycle will be implemented to ensure the deliverables under the RPA Framework are being monitored for the full tenure.
## Attachment B

### Item 8.1

**AUCKLAND RPA ACTIVITIES TABLE**

<table>
<thead>
<tr>
<th>Lead/Support</th>
<th>Focus (What?)</th>
<th>Goals (Why?)</th>
<th>Deliverables (How?)</th>
<th>SETTLEMENT SUPPORTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attraction</td>
<td>Supporting Key Sector skill needs.</td>
<td>Support targeted sector growth through understanding the skills issues, building sector capability and identifying sector solutions.</td>
<td>INZ and ATEED will collaborate to deliver platforms for recruitment drive offshore for skills (e.g. Developer Week initiative).</td>
<td>INZ provision of tailored immigration support to ATEED customer base.</td>
</tr>
<tr>
<td>Attraction</td>
<td>Improving the talent pathways of international student interns and graduates into professional employment in Auckland</td>
<td>Increase NZ Inc Agency collaboration and partnerships to support Auckland businesses connecting highly skilled international students, interns, and graduates.</td>
<td>ATEED (Talent &amp; Skills): Talent attraction work programme: Auckland - Make the Smart Move campaign (Effective social media platform engagement including online marketing activity; Employer Partnership approach).</td>
<td></td>
</tr>
<tr>
<td>Settlement</td>
<td>聚焦 STEM 专业人才培养计划并支持才高志士的可持续发展</td>
<td>Design and deliver practical information and resources to help international students become better prepared regarding New Zealand’s unique business culture, operating environment and business networks.</td>
<td>ATEED – International Education (Study Auckland): Study destination proposition and student attraction marketing.</td>
<td></td>
</tr>
<tr>
<td>Settlement</td>
<td>Attracting migrant investment.</td>
<td>Grow entrepreneurship and innovation by increasing access to capital across the full spectrum of business from start-ups and SMEs through to large-scale businesses.</td>
<td>Investor After Care programme (INZ): Deeper investor migrant engagement.</td>
<td></td>
</tr>
<tr>
<td>Settlement</td>
<td>Improving the talent pathways of international student interns and graduates into professional employment in Auckland</td>
<td>Focus on aligning high value STEAM tertiary programmes and supporting the sustainable growth of industries and companies.</td>
<td>ATEED (Investor Aftercare and Business Attraction): Deeper investor migrant engagement.</td>
<td></td>
</tr>
</tbody>
</table>

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**AUCKLAND REGIONAL PARTNERSHIP AGREEMENT | RPA ACTIVITIES TABLE**

PAGE 4 OF 6
<table>
<thead>
<tr>
<th>Settlement Led</th>
<th>Focus (What?)</th>
<th>Goals (Why?)</th>
<th>Deliverables (How?)</th>
</tr>
</thead>
</table>
| L. Settlement | Attracting Partners of Skilled Migrants with Settlement | • Develop an ecosystem of services and information aimed at assisting partners of Skilled Migrants towards rapid settlement into New Zealand (taking into account current services available).  
• Deliver a sector specific project – Supporting Partners in IT. | • Workplace support programmes – National reach.  
• Produce a report on the needs of partners of skilled migrants for the Auckland region from data from the IDI and the 2016 INZ migrant consultations (the report will focus on employment status and needs of partners).  
• Use the report generated in the above deliverable to undertake an “Attracting Partners” project for the IT Sector. |
| S. Attraction | Pacific Settlement Stocktake | • Pacific settlement initiatives stocktake  
Collaborate to identify Pacific initiatives currently underway to support newcomer Pacific migrants in Auckland with a focus on identifying settlement gaps and key needs from stocktake.  
• Identify and then formulate solutions to address gaps and needs in service provision. | • A stocktake completed that catalogues Pacific settlement initiatives in Auckland and any new activity planned, who delivers it, and how it is funded.  
• Put together research and data relating to the Pacific newcomer communities to identify what areas are priorities to improve Pacific settlement outcomes. |
| L. Settlement | Auckland ‘Welcoming Communities’ Initiative. | • Work with Council to establish how the Welcoming Communities programme will be introduced to Auckland.  
• Partner with Council to undertake a programme of socialisation with specific local boards to embed the Welcoming Communities framework in line with local board priorities. | • Collaboration with Council to promote inclusion, reduce discrimination and remove barriers to opportunity for skilled migrants under the Thriving Communities Strategic Framework or identifying how the Welcoming Communities Framework may overlap with Auckland Plans or Frameworks in motion.  
• Identify Local Boards with high proportions of migrants and engage in a process of socialising the Welcoming Communities framework with these local boards with an aim to gaining buy in from at least 4 local boards within the RPA term. Work with the Strategic Brokers team to this end  
• Incorporate Diversity and Inclusion objective into the work programme that is developed with Council. |
| S. Attraction | Enhancing Information – Sharing. | • Ensure inter-agency information sharing takes place. | • Hold 2 half day RPA information sharing exchanges. |

**Attachment B** Item 8.1
Presentation – Upper Harbour Local Board - Community Forum

7th June, 2018 at 18.30hrs
AGENDA

1. Agenda
2. Committee Members
3. Introduction to Tauhinu Sea Scout Group
4. About Us
5. Four Weekly Sections
6. Community Awareness
7. Scouts in the Local Community
8. Where we Require Your Help
9. Thank you
COMMITTEE MEMBERS

Joint Parents – Leaders Committee works with and supports the Group Leader and other section leaders.

* Present

- Chair – Ed Kidd *
- Vice Chair – Anna Oram *
- Treasurer – Felicity Bright *
- Membership Officer – Deirdre Kernaghan
- Secretary – Sarah Wilson
- Boat Master – Rochelle Kidd
- Grants Officer – Michelle Quinn
- Fundraising Officer – Rachel Saint
- Group Leader – Colin Mansfield
- Assistant Group Leader – Michael Gilby *
Introduction to Tauhinu Sea Scout Group

- The Tauhinu Sea Scout group commenced activities on August 1955, registered with Scouts New Zealand March 3rd, 1958, and is part of the Mahurangi Zone.

- One of the group’s founding members and now Patron is Noel Shelling. Our group leader, Colin Mansfield, has been with the group since August 2005. Sea scouts in New Zealand celebrated its centenary in 2009.
ABOUT US

- Tauhinu Sea Scout group has always had a long term commitment to the youth of the Greenhithe Community. By guiding and teaching them scouting and boating skills we believe this equips them to become worthwhile and valuable members of our community. All groups encourage self confidence, sharing, caring for nature and outdoors, developing essential life skills, team building exercises plus learning to accept new challenges and making new friends.

- We run various outdoor activities based on the Scouting New Zealand programs with a strong focus on water activities such as rowing and sailing training. Our Scouts and Venturers participate regularly in regattas & Cubs have exposure to rowing events.

- We launch our cutters and sunburst boats from the Salthouse boat ramp at the bottom of Rame Rd and at our own door HQ “The Ship” at 17 Rahui Rd, Greenhithe
The Sea Scout Group runs four weekly Sections as below:

- **Keas** for children in school years 1-3  (2 nights Per week 41 members)
- **Cubs** for children in school years 3-6  (2 nights Per week 26 Members)
- **Scouts** for children in school years 7-10  (2 nights per week 28 members)
- **Venturers** for young adults in school years 11-14

- Plus regular activities at the weekends to include, regattas, hikes, first aid, night walks, cookery, care in the community, swimming galas, family bike rides & sleep overs at various camp grounds and Maraes including at the Ship HQ.

- *Currently a year long waiting list for new members to join.*
COMMUNITY AWARENESS

- Lucas Creek Clean Success

  Greenhithe Ecological Network held a Lucas Creek clean-up day on
  February 4, 2018. Around 100 residents and community groups including
  Scouts attended.
COMMUNITY AWARENESS

AS part of Clean Up NZ week September 2017, Tauhinu Sea Scouts launched a clean-up and targeted 9 different areas around Greenhithe getting in excess of 27 bags of rubbish, another 10 bags of recycling a kayak, strimmer, dish washer & printer computer equipment.
Scouts in the Local Community

Out & About

Scouts’ fun water day

The Tauhinu Sea Scouts held a Family Water Activity day on November 25 in Greenhithe. Around 120 came to enjoy rowing, kayaking and a rope course.

Groups Leader Colin Marshall and Cut Aaron Gillis.

Scouts ready their tripod and rope bridge for the incoming tide.

Tauhinu Sea Scouts Pancake Breakfast

8:30am - 1:30pm
Greenhithe Village Hall

Harcourts Cooper & Co
Where we require your help

To continue to invest and grow as a group we need:

Boat & Equipment Storage

These were stored in 2 x 40 ft containers at the Greenhithe Pony Club but have to be moved in July 2018.

Updated Facilities

Our HQ is over 50yrs old and requires extensive renovation, likely asbestos removal and updating to modern building code.
Where we require your help

How do we access Council to understand broader scope of Facilities?

How can we gain access to funding to support project management resources to assist our group and its needs?

How do we access other groups to facilitate potential shared facilities or project resource?
Item 8.2

THANK YOU
The problem

- Spending 45 mins extra during our commutes
  - $1.3bn/year lost productivity
- 2.8 tonnes CO$_2$ emissions / car / year
- 15 out of 16 cars is a single-passage vehicle
Kwikli will be NZ’s first electric moped sharing service to help Kiwis save time, money and our environment.
Attachment A

Item 8.5

How it works

- The e-scooters are available 24/7
- Easy to find, book and ride
- Flexible and affordable alternative to cars
- Especially for 'the last mile' of your journey

Step 1
Open the app and reserve a nearby scooter

Step 2
Find and unlock the scooter with the app

Step 3
Go!
The team

Why us?

Rushabh Trivedy
- Co-founder of Jupl
- Experience in scaling software teams
- European contacts in telematics + automotive

Esther Reina Herrero
- Marketing + Psychology Graduate
- Experience in UX design
- Experience in customer services

William Li
- Software Engineering Graduate
- Experience in Sales
- Network with Scooter manufacturer

Ravid Aharon
- Software Engineering Graduate
- Experience in UoA Student Executive team
## Users

<table>
<thead>
<tr>
<th>Who</th>
<th>Market size</th>
<th>Goals/Challenges</th>
<th>Why Kwikli?</th>
</tr>
</thead>
</table>
| Urban professionals (Auckland CBD) Age: 23 - 55 | 178,000 | • ‘Last mile’ sucks  
• Hate traffic  
  ○ Want to minimize time | Convenient  
Cheap  
Sustainable |
| Students (Auckland CBD) Age: 18 - 25 | >80,000 | • Flexible timetables  
  ○ Freedom | Cheap  
Fun  
Sustainable |
| Tourists (Auckland) Age: 18 - 35 | 1,200,000/year | • Flexible timetables  
  ○ Freedom  
• New touristic experience | Fun  
Sustainable  
Cheap |
| Casual riders (Auckland) Age: 23 - 55 | > 620,000 | • Quick errands  
• Fun day out | Fun  
Convenient  
Cheap |
| Companies / Couriers (Auckland) | > 10,000 | • Employee benefits  
• Added value offering | Convenient  
Cheap  
Income |
Attachment A

Item 8.5

Pilot

- Albany ‘Golden Triangle’
- ‘Greenzone’ (10 scooters)
- Hotspots
- Retail shops
- Albany Bus Station
- Restaurants
- University/Schools
Pitch

- NZ’s **first** electric moped sharing service
  - First to market
  - Kiwi brand
  - Timely + Relevant
  - The future of Digital Mobility (AT Hop Card integration, MaaS)
- Upper Harbour Local Board
  - Questions/Concerns?
  - Blessings

kwikli
Thank you