

Date: Wednesday 24 July 2024
Time: 4:00 pm
Meeting Room: Local Board Chambers
Venue: 35 Coles Crescent
Papakura
Auckland

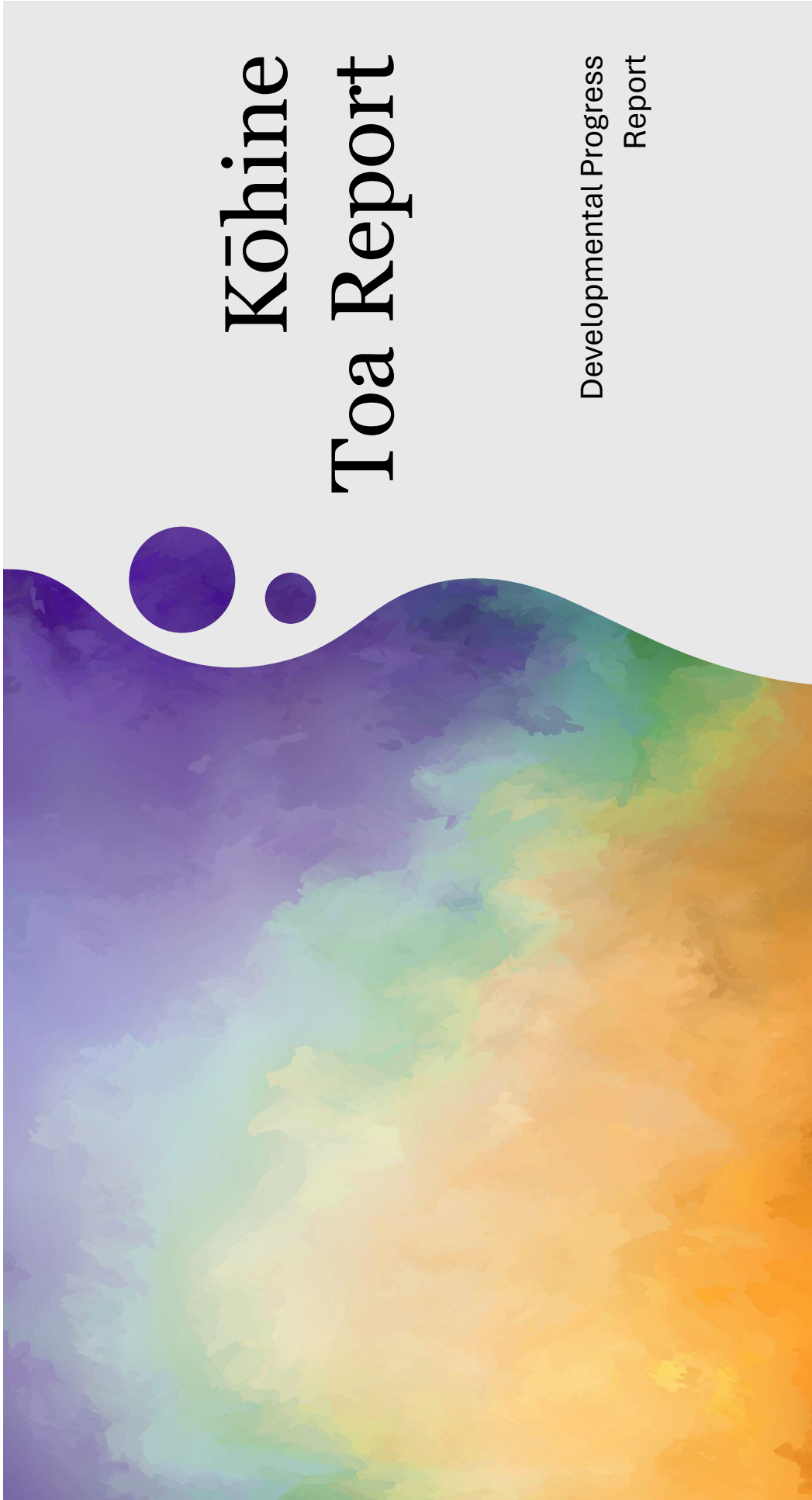
Papakura Local Board

OPEN MINUTE ITEM ATTACHMENTS

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Kōhine Toa Report

Developmental Progress
Report



Item 8.1

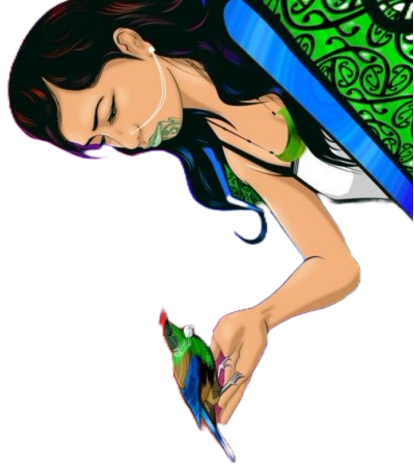
Attachment A

Insights & emerging findings

This progress report provides insights into the current development of Kōhine Toa, along with actions being taken. In February of this year, the steering group convened to develop a Theory of Change, which outlines how we expect Kōhine Toa to influence the desired outcomes of Te Puāwaitanga for kōhine. The report presents the initial insights from the first four Kōhine Toa, who

generously shared their stories with the evaluators. Additionally, it highlights reflective practice and sense-making sessions conducted with Kootuitui, aligning these insights with the overarching Theory of Change.

The images used throughout this report were chosen by kōhine to share their experiences with Kōhine Toa.



KO AU

*Understanding who I am as
Māori*



We learnt that the initiative's kaupapa Māori approach helped;

- Provide **reassurance and support**.
- **Acknowledge, validate and respect** their Māori identity.
- Create a **safe and comfortable** environment.
- Empower kōhine by understanding their **identity from a Te Ao Māori** perspective.
- **Connect with successful wāhine** who bolstered their confidence and inspiration.

Three of the four kōhine told us that they were **often in non-Māori and Pasifika spaces, which was challenging and isolating**.

Had this dinner [scholarship] to congratulate us. I sat at the table and I was the only brown person and I was sitting there like, like, everyone is talking all white and posh and stuff and nah, get me out of here.

“They assured me as a Māori woman I can be great. Like having a role model who has made, it, who is helping others become great as well, it’s inspiring”.

Attachment A

Item 8.1

Mana Motuhake & Tino Rangatiranga

*Having choices and the
ability to choose – reaching
Puāwaitanga*

Kōhine talked about a recurring theme of **Angitu whaiaro**, which highlighted a range of **personal achievements**. These achievements included **winning scholarships for tertiary study**, obtaining **driver's licences**, three of the four kōhine **attending university**, and one becoming **school Dux**.

Kootuitui was the only reason I went [to uni] so smoothly because I wouldn't have applied for the big scholarship that I got if it wasn't for Renee. I wouldn't have applied for it because I wouldn't get that. It's 24k, they are not going to give me 24k. I got it. I got it."

Participants also shared their growth in **tipu whaiaro**, and **enhanced confidence in seeking support and assistance**.

Before Kōhine Toa, some **struggled to ask for help**, but since engaging with Kōhine Toa, they have developed skills to interact with a range of people.

Two kōhine remained in school, even though they were about to be expelled when they first engaged with Kōhine Toa. They were able to negotiate their learning environments with teachers and school leadership.

"After a meeting with teachers] we weren't being chased up anymore, he wasn't hassling us about getting to class or you are going to get expelled and he let us focus on our work in our own setting and there were no problems".



Awhingatanga

*Whanaungatanga,
manaakitanga, awhi & kōhine
huamui*



We learnt that Kootuitui and Renee's guided support is based on principles of whanaungatanga and manaakitanga.

I came [first] meeting and Renee sat me down and we talked about my future and she wrote everything down and after the meeting I was like that was bull. I am not going back, she is another person telling me she is going to save me., Second time, I walked in ... I nearly cried. She had a whole list of scholarships that I could apply for, she had everything set up in an email with every single thing I needed to get going".

- **Building trust** was a key component. Kōhine said they trusted Kootuitui because they received so much practical help, and they felt they could confide in Kootuitui as their information was kept confidential.
- Whanaungatanga involved **asking kōhine about their aspirations and needs** rather than dictating what they should be.
- Building **hononga and removing surface barriers** such as obtaining a driver's licence or going to the doctor's took 2-3 months. After this time, more significant barriers such as accommodation, employment, training, and education could be addressed.
- The kōhine were provided with **practical support**, such as assisting with scholarship applications, navigating university processes, and finding housing.
- Initially, kōhine had **difficulty envisioning their end goals**, but with the support of Kootuitui and Renee, they were able to co-create a clear pathway.
- The approach taken by Kootuitui was a **unique opportunity** for kōhine, unlike any they had experienced before.

