

Facilitators Alayna and Thompson Hokianga of Te Aka Trust Inc, Flaxmere opened with karakia. Hapu introduced themselves and spoke about what they wanted to achieve from this wananga. Discussion was held relating to the previous wananga achievements and the long term plans.

### ACTION PLANS REVIEWED



**Tikanga** – are tools of thought and understanding of the best practices or practical solutions for the time and context that it provides relevance to.

**Kawa** – procedures to be used vary according to the local custom of each iwi. Kawa can be re-instated through karakia, wai, waerea, ruruku, heuenga.

### PROPOSED TRUSTEES PORTFOLIOS

**Communication** – *responsible for*: managing website, marae database, communicating with whanau on upcoming events via email, txt, website, posters and brochures. Recognised personnel Annette Purves, Leonora Puriri, Aaron Box.

**Te Amorangi ki mua** – *responsible for*: maintaining tikanga, kawa of the marae, te reo maori, matauranga, whakapapa, tangihanga, developing paepae personnel. Recognised personnel Piri Prentice, Lexi Puna, Beverly Kemp-Harmer, Michael Kemp, Morehu Te Tomo, Robert Cottrell, Charlotte Baker, Padre Arahi Lewis.



**Te Hapai o ki muri** – *responsible for*: maintaining tikanga of the wharekai, stocktakes, cleaning and maintenance, readying for marae hires. Recognised personnel Noeline and Kevin Poutawa, Gilbert Kemp, Alice Theodore, Elaine Puriri, Annette Purves, Gerald Smith, Ata Te Tomo, Maureen Box, Patsy Lewis, Geraldine Smith, Leonora Puriri.

**Booking Officer** – *responsible for*: marae bookings, confirming hireage requirements, hirer contact details, informing the hirer of the tikanga and kawa of the marae, conditions of hireage, pricing with consultation with administrator. Currently Elaine Puriri.

**Fundraising & Funding** – *responsible for*: applying for funding and reports. Currently Annette Purves.

**Health & Safety** – *responsible for*: ensuring the health and safety of the marae is upheld, repairs and maintenance of the buildings are carried out, insurance and fire safety is up to date.

**Custodian** – *responsible for*: repairs and maintenance, building upkeep, mowing and spraying of the urupa and the marae grounds. Recognised personnel John Puriri, Murrie Purves and Kevin Poutawa.

## LONG TERM GOALS AND DEVELOPMENT PLANS

**Marae Committee** – *establish* a solid marae committee and give them overall management of day-to-day operations of the marae. Compile a list of helpers.

**Communication via Website** – *provide effective* communication to enable whanau, wherever they are, to keep in touch with each other and with the marae.

**Employment** – *provide opportunities* for whanau to be employed by the marae.

**Housing** – *provide* kaumatua flats on marae land.

**Marae Office** – *provide* a separate building to house the registered office and administration duties.

## MOTEO MARAE CULTURAL AND EDUCATIONAL EXPERIENCES STRATEGY

How do we get our knowledgeable whanau into the councils?

**Terms of Reference** – There needs to be accountability to the people of the marae.

**Selection processes** – send our strongest person with the skills to represent the marae hapu. There is usually a high expectation from that representative.

Puketapu School requested a visit to the marae for an educational and cultural experience. They indicated that they needed their hands held. Steps had to be taken to educate them on the tikanga of the marae. There are maori resource teachers who come under the Education System that can be approached to carry out this kaupapa. This information has been passed on to the school.



*Students from Puketapu School during their Marae visit*

## CREATE A TEMPLATE TO INCLUDE THE FOLLOWING:

Purpose, volume, resources, capabilities, personnel with skills including kaumatua, time lines, template for educational purposes, finance, employment opportunities, workshops, treaty of waitangi insight. Re-establish relationships with the local school and the local community.

## FOCUS

On getting rangatira back to the marae. Introduce tamaraki aged 10-12 to become marae chefs cooking traditional foods. Teach them skills relating to marae kai. Their small successes can be seen by our hapu and hopefully that will entice them back to the marae. Hold a rangatahi movie night, a visit to the museum showcasing maori history, their customs and tikanga.

## SURVEY

Create a survey and use a tick box system in terms of strengths and weaknesses and transfer all this information to our data base. Wairua is all around the marae. Is it infectious enough to bring others back to the marae? Ask whanau what they want to contribute to the mauri of the marae. Haami Harmer put his name forward to create a survey template which should include our kaumatua.

## DIFFERENT GROUPS REQUESTING EDUCATIONAL AND CULTURAL EXPERIENCES ON OUR MARAE

Group 1:

**Schools** expect: beginners of waiata, whai korero, karanga, tikanga.

Group 2:

**Professional Development of Adults within the workplace** examples: HB Regional Council, Te Taari Puna o Aotearoa, MAI, etc

Group 3:

**Tourists** expect: overseas travellers with different levels of speech and understanding of the english language who want to know everything relating to maori.

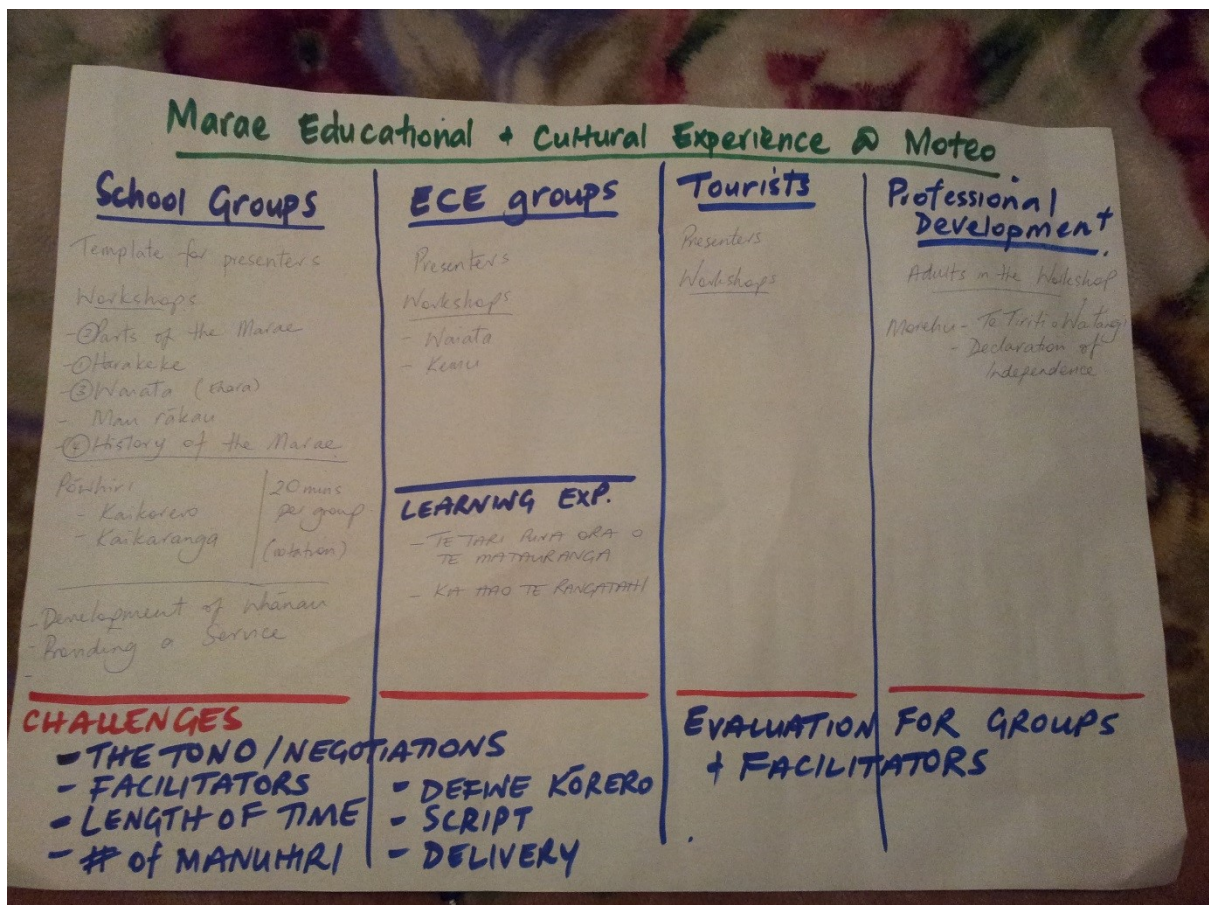
Group 4:

**Cultural** – expect: experienced personnel.

Group 5:

**Tangihanga** – expect: experienced personnel.

All the above groups want to experience everything cultural that marae whanau have to offer. The marae accepts all the challenges that are put forward, but are light in volunteers. This is where our succession planning comes into play.



Ideas from the hapu relating to Marae Educational and Cultural experiences

## CREATE WORKSHOPS RELATING TO MARAE EXPERIENCES

**Workshop Scripts** - Define korero that may be given in the workshops, write scripts about the delivery of the korero, timing and their content.

**Data Base** - Damien spoke about how our data base is all about storing information. We have our register here, facebook, Icloud. Our identity is to be kept at Moteo marae. Design our efforts and recreate and develop a facebook page and website. Ngati Hinepare o Ahuriri – incorporating Moteo, Wharerangi and Timi Kara marae. A suggestion to get more people to the next wananga is to download information to the existing facebook pages – send to Damien via email.

**Waiata** - to be learned, will depend upon who is on the paepae doing the whakatau. Waiata usually pertains to the korero on the day with the kai karanga and kai korero. Use your wisdom to bring your waiata into line with the korero being spoken on the paepae. Identify the best waiata tawhito in terms of reference, the backups etc and the standards being used when teaching waiata.

**Research Library** – build a research library and store at Moteo Marae. Copies only, store originals off site. We need to share our information of the marae with our hapu and iwi. The challenge is bringing the resources to a single data base using MS Xcel spreadsheet to include: Name, address, skills, strengths, weakness, email address and cell phone number. Close down other facebook pages, to create our legal one and also recreate our own official website.



*Greetings on the pae pae*