



**Maangere
Mountain**
Education Centre
Te Pane o Mataoho

STRATEGIC PLAN

2020–2030

Mahere Rautaki ki te Wharekura
o Te Pane o Mataaoho



Capturing kōrero in Taawhiao Cottage. Dr Graeme Campbell - trustee, historian and Ōrākei Minute Books publishing Lead. Stephanie Tawha - Trust Chair. Kuia Judy Wade (seated) - Manawhenua, Kāhui kaumātua, Puukaki marae.

Mihi

Teenaa koutou katoa,

Nau mai, haere mai ki Te Wharekura o Te Pane o Mataaoho, Maangere Mountain Education Centre.

E ngaa mana, e ngaa reo, e ngaa karangatanga maha, teenaa koutou katoa.

Ko te kaupapa o teenei waahi ako, he whakawhanaungatanga, he whakatipu i te hinengaro, i te tinana, i te wairua hoki o ngaa aakonga.

Ka whakapau kaha maatou ki te whakarauora, ki te whakapakari i ngaa taumata o te maatauranga, me te whakatuu huarahi hei whai atu ai i te maaramatanga o ngaa aahuatanga o te ao hurihuri.

Ko te whakakitenga, he whaanau whakapakari, he whenua whakapau kaha, he taiao whakarangatira. Kia whakapau kaha ai te aakonga ki te aarahi i te ao whaanui, whakamana ai i te tangata, me te tiaki i te taiao moo ngaa whakatupuranga kei muri i a taatou.

Ko te manu kai i te miro, noona te ngahere. Ko te manu kai i te maatauranga, noona te ao.

Naa reira, e te whaanau, teenaa koutou, teenaa koutou, teenaa taatou katoa.

Greetings to you all,

Welcome to the educational centre of Te Pane o Mataaoho, Maangere Mountain Education Centre.

To the authorities, to the languages, to the many relationships, greetings to you all.

The purpose of this learning place is to foster connections and nurture the minds, bodies, and spirits of the learners.

We are committed to revitalizing and strengthening the levels of traditional knowledge and establishing a path to seek understanding of the ever-changing world.

The vision is a strong, empowered family, a fortified land, and an esteemed environment. Empowering the learners to navigate the wider world, uplifting people, and caring for the environment for the generations to come.

As the bird that partakes of the miro berry, the forest belongs to it. As the bird that partakes of knowledge, the world belongs to it.

Therefore, dear family, greetings, greetings to you all.

Vision – Kaitiakitanga of Mangere Mountain through quality education and partnership

Mission Statement: To honour Te Tiriti o Waitangi (the Treaty of Waitangi), and ensure all our activities, goals, policies and procedures gives practical effect to te Tiriti. This Strategic Plan is guided by that commanding determination, to ensure active partnership, participation, protection with our treaty partners.

MMET will:

- undertake and facilitate the study of Maangere Mountain and its related environs including, without limitation, its natural, historic and

cultural values (both before and after European settlement) and spiritual significance to the Tangata Whenua;

- manage, promote and maintain the Education Centre for the purposes of providing environmental and bicultural educational programmes for young people and the wider community about the natural historic and cultural values of Maangere Mountain and its related environs; and
- develop resources relating to Maangere Mountain, and related environs that have natural, historical, cultural and spiritual associations with the mountain, made available to teachers, students and all other interested members of the public.

Values: Kaitiakitanga, Mana Whenuatanga, Manaakitanga & Kotahitanga



	Key performance indicators		Goals and Targets	Metrics
Partnerships and relationships	<p>MMET seeks and values input from all claiming mana whenua status. Manawhenuatanga is important.</p> <p>MMET values the web of leadership, governance and cognate aspirations of Auckland Council, and its related institutions.</p> <p>MMET seeks to maintain close and effective relationships with four principal categories of partners in the MMET venture:</p> <ol style="list-style-type: none">1. Iwi, hapuu, and marae.2. Auckland Council and its dependent bodies.3. Participating schools.4. The local community.5. Wider Auckland. <ul style="list-style-type: none">• Define the kinds of relationships we want and what effective looks like.• What do we want to achieve from these relationships?• Engage partners in MMET activities, understand partner needs and interests, and accommodate where mutually beneficial.	<ul style="list-style-type: none">• Develop an Engagement and Communications Plan.<ol style="list-style-type: none">a. Strategy and business plan agreed with stakeholders.• Revenue diversification guided by partnerships.• Number of partnerships/relationships (active).<ol style="list-style-type: none">a. Partnership satisfaction (feedback).• Marketing effectiveness (ROI from communications).• Iwi Engagement Effectiveness.• Provide funding lines in each annual Business Plan to facilitate effective partnerships.• Effective partnerships that recognise and understand the objectives and needs and requirements of each other.• Partners contribute to MMET governance, either by example or direct contribution to decision-making.• Working partnership with Tuupuna Maunga Authority.	<ul style="list-style-type: none">• Secure \$300,000 pa funding from Auckland Council for next 10 yrs confirmed in LTP.• Diversify our funding revenue to increase resilience of MMET in the future.• Strengthen and deepen the relationship with Maakaurau Marae.• Invite Te Puea Marae and Ngaati Mahuta to formalise a relationship with MMET.• Invite Puukaki Marae and Te Aakitai o Waiohua to re engage with MMET when appropriate.• Engage with Waikato-Tainui and the Kiingitanga to strengthen and build strong relationships.• Complete governance review with Auckland Council and key stakeholders, formalised through updated and executed Trust Deed.• Seek to restore the representation of the Crown on MMET as a Treaty observance initiative.• Establish a network of Auckland Council entities including the Auckland War Memorial Museum: Taamaki Paenga Hira, Stardome Observatory and Planetarium, MOTAT, the NZ Maritime Museum, COMET, Watercare Services, The Maunga Authority, the Maangere-Ootahuhu Local Board, and sections of the Council, with a view to sharing and strengthening programmes and events to mutual benefit.• Explore ways to cultivate and expand the institutional relationship with participating schools.	<ul style="list-style-type: none">• Impact Lab Good Measure Tool is used to measure the social value you create and improve outcomes through investment decisions and has reporting functionality.• Amount of Funding Secured.• Number of relationships or partnerships.• Number of initiatives connected with key partners (i.e. mana whenua, Kiingitanga and community groups).

Values: Kaitiakitanga, Mana Whenuatanga, Manaakitanga & Kotahitanga

	Key performance indicators	Goals and Targets	Metrics
Partnerships and relationships	Creative and collaborative projects.	AKATEA Maaori Principals Association. NZPPA Pasifika Principals Association. Maangere Principals Association. Maungakiekie Principals Association. Taamaki Herenga Reo Ministry of Ed Taamaki Maakaurau, Maaori Reo Programmes, Auck Kindergarten Association. <ul style="list-style-type: none"> • Partner with local kura to certify secondary students for work experience as guides - Gateway programme, MMMET Whanau engagement project. • Develop annual programmes of open days and engagement with the communities that live around the Maunga. • Stakeholders matrix to be developed i.e. <ul style="list-style-type: none"> – Schools, Teachers and Principals. – Local board representatives. 	



Values: Kaitiakitanga, Mana Whenuatanga, Manaakitanga & Kotahitanga

	Key performance indicators		Goals and Targets	Metrics
<p>Strategic Objective 2</p> <p><i>Landscapes: Cultural and natural settings</i></p>	<p>Being an advocate and kaitiaki for Maangere Mountain</p> <p>Cultural understanding is at the core of all MMET programmes (along with the search and enquiry into the volcanic origins of the Maunga). Maangere is one of the Aotearoan cradles where a distinctive MaaoriWaikato-Tainui emerged from Polynesian antecedents. The evidence of that is nowhere more pronounced than on the slopes of Maangere Mountain and in the land and harbour that it surveys.</p> <p>The MMET guides are local people who have strong, and often ancestral connections to the whenua. They are trained at the Centre, with frequent support from local Marae, Auckland Institute and Museum staff, educational and topic experts. They present a Maaori world view and a Tainui/Waiohuria perspective.</p>	<p>MMET CULTURAL LANDSCAPE VALUES</p> <ul style="list-style-type: none"> Have respect for places and traditional place names. Have an understanding of people and events associated with auspicious places. Explore the notion of ‘home’. Understanding and meaning of places and human events evolves as we learn more, it is not unchanging. Concepts of mana, tapu/sacredness, kaitiaki, Maaoritanga are culturally significant and can attach to places or people. Recognise that Treaty breach grievances are inevitably culture clashes, and are resolvable. MMET values the application of science, tradition and research to understanding the past human society. <p>MMET CULTURAL OBJECTIVES</p> <ul style="list-style-type: none"> Understanding the richness and utility of traditional Maaori culture and life on Maangere Mountain and its environs. Tribal associations with this sought after place. Technology development and adaptation in this temperate environment, particularly in agriculture and fishing. Understanding the cultural change with successive historical periods from Polynesian to Maaori to colonial to modern/present day. 	<ul style="list-style-type: none"> Further develop educational modules that make linkages from traditional Polynesian fishing and gardening knowledge and practices, through evidence of technological and social adaptation, to the emergence of a distinctive Maaori culture of fishing and gardening, as evidenced through the archaeological and traditional record located on and near the Maunga and linked to out-of-classroom experience in recognising and growing crops at the centre, and catching fish in the Manukau Harbour. Publish the MMET-commissioned Lawlor transcripts of Fenton’s “Orakei Minute Books” giving a mid-19th century account of tribal occupation of “homelands”. in the Taamaki Maakaurau area, including Maangere. Prepare judicial evidence-based teaching materials that explain tribal distribution, and associations with volcanic maunga, and human earthworks in Taamaki Maakaurau. Learn and recognise the cultural names and significance of volcanic landforms viewed from Maangere Mountain: Puketapu, Owairaka, Te Taatua-a-Riukiuta, Te Pou Hawaiki, Maungawhau, Te Kopuke, Ohinerua, Maungikiekie, Te Hopua-a-Rangi, Rarotonga, Rangitoto, Motukorea, Maungarei, Ootahuhu; Maangere Lagoon, Puketutu, Pukeiti, Otututu, Maungataketake, Te Puukaki Tapu-o-Poutukeka, Matukutururu, Matukuturua. (View and order defines location of ‘home’). Develop a programme to introduce the Waikato Land Wars 1863 and the impact on Maangere Iwi/hapu and consequences. Taawhiao in Maangere. Furnish Taawhiao’s Whare, relocated to MMET site, to facilitate hands-on learning. Prepare a plan educational framework for Taawhiao site. Refurbish model cottage. Education Plan for Medicinal Garden. Ambury and settler communities. Rejuvenate the childrens’ garden. Plan for the vegetable garden (see 3rd bullet in objective 4). Increase professional development opportunities. 	<p>GIS models (a software that uses maps and layers) used to identify and link cultural landscape points on a map held by the centre.</p> <p>First models are constructed by March 2022.</p>



Values: Kaitiakitanga, Mana Whenuatanga, Manaakitanga & Kotahitanga

Much is known about Maangere Mountain, but little comprehensive or detailed information is available to the public, or easily accessed.

MMET can help to build understanding and teaching resources.

Examples where MMET has led in this task includes:



- The design, manufacture and installation of innovative cast iron interpretation panels at six sites around the Maunga, that explain the view from that spot and elucidate the cultural and technological achievements of early inhabitants.
- Commissioned and researched Chris Gaskin paintings of Pre-European life on the Maunga.

These paintings have been added to by further Council commissions for this and other Auckland sites. The paintings owned by MMET are located in the Centre, and the whole series distributed widely as posters and postcards.




- Commissioned 3-D model of the Maunga derived from computer developed high resolution maps.

- Detailed Maps showing the location and density of archaeological sites on the Maunga (Ian Lawlor).

Currently MMET is finalising publication plans for the Ian Lawlor, MMET- commissioned Transcription of Fenton's Orakei Case Minute Books (1856) which contain a wealth of information about the pre-contact and early post contact distribution and authority of tribal groups in the Maangere area, and wider Taamaki Maakaurau.

	Key performance indicators		Goals and Targets	Metrics
Strategic Objective 3 <i>Research and Publications</i>	<p>Proactively commission and publish materials that support MMET programmes, and the public interest.</p> <p>1. MMET values and supports research to learn more about Maangere Mountain and its environs to strengthen and test the veracity of its programmes.</p> <p>2. MMET undertakes publications that ensure that learning about Maangere Mountain and its environs endure inter-generationally and serve both its own programmes and a wider audience.</p> <p>3. "Research and publications" include a wide range of disciplines and media, including printed works, artwork, film, interpretive signs, science, tradition and pedagogy.</p>	<ul style="list-style-type: none">• Proactively commission and publish materials that support MMET programmes, and the public interest.• Integrate active research projects with MMET programmes during design and implementation.• Promote research and publication on Maangere Mountain and its environs that illustrate with integrity the history of Aotearoa/ New Zealand.• Promote research and publication of the volcanic and coastal landforms of Maangere, especially in the context of the Taamaki Maakaurau Volcanic Field, and the potential application to UNESCO for World Heritage Site accreditation.• On all research and publications MMET will cooperate and liaise with the Maunga Authority, and local marae.	<ul style="list-style-type: none">• Publish online and in book form The MMET commissioned transcript of Judge F. D. Fenton's 1868 Orakei Judgment Minute Books 1 and 2; Transcribed by Ian Lawlor.• Second book to be published on the related photographs of Auckland Pas and Surroundings taken by Hugh Boscawen, 1899: Transcribed by Ian Lawlor.• Publish an Indigenous Calendar with maramataka and important Maaori dates related to the maung.• Develop and implement an interpretation plan for the Kiingi Taawhiao Whare, now restored and relocated on the MMET site. Including digital stories of kaumatua involved in the restoration plan documenting the journey to the new site and its significance. Liaise with Waikato-Tainui representatives to determine the name of the cottage.• Research and record significant events in Maangere covering the sale of land, the early defence of Auckland, the development of the King movement, the invasion of the Waikato and the consequences experienced in Maangere.• Prepare a garden plan for cultivations at the Centre, including an interpretation display linking these gardens with traditional gardening and associated sites on the Maunga.• Implement signage to support the MMET Health and Safety Plan.• Upgrade the roadside signage and information about the Centre. Inclusion of branded mesh fencing.• Work in collaboration with the Tuupuna Authority regarding Interpretation on the Historic Reserve. (Pertaining to installing signage or art on Maangere Mountain). Look for joint projects and propose to TMA.<ul style="list-style-type: none">- Technology to allow for self-guided tours.- Artwork or signage for the Maunga.	<ul style="list-style-type: none">• Number of publications made per year.• Visitors actively seek out purchasing publications and show interest in the research carried out.• MMEC viewed as a centre of knowledge by the media and the community.• MMEC's research programme is recognised as excellent for the organisations' size.• Developed seasonal landscape plan according to maramataka.• Increase public awareness of Maangere histories and cultural landscape to support MMEC's research capability.• Upgrading of website.
				

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	Key performance indicators		Goals and Targets	Metrics
<div>Strategic Objective 4</div> <div>Education</div>	MMET EDUCATIONAL VALUES <ol style="list-style-type: none"> Te mana o Te Pane O Mataaoho is paramount. MMET and all participants are Nga kaitiaki o tenei Maunga. Te Tiriti o Waitangi informs and guides all learning. MMET presents a Maaori world-view Kiingi Taawhiao was a leader and teacher who guides us. The Centre is a safe place to learn The Centre has a school and wider community learning focus. The Centre has an Auckland Region-wide school (pre-school, primary and secondary) clientele, with special attention being given to the needs of schools in the local area. 	<ul style="list-style-type: none"> MMET delivers distinctive programmes of active out of classroom experiential learning. Programme components are aligned with the Curriculum for New Zealand Schools (see Appendix 1). Programme components are innovative and effective in presentation. <ul style="list-style-type: none"> Research and tradition – informed. With measured and assured learning outcomes. MMET forms practical educational partnerships with Marae, schools, other providers (especially with other Auckland Council agencies and CCO's) and with sponsors. 	<p>Re-write the educational programmes in line with the new Aotearoa histories curriculum and professional development programme for staff.</p> <p>Current offerings. Ensure these are bi-cultural and bi-lingual, for a wider range of schooling audiences.</p> <p>Support endeavors of TMA, Auckland Council, Department of Conservation and Cultural Heritage for World Heritage Status for the Taamaki Maakaurau volcanic field.</p> <p>Deliver workshops on publications from MMEC – Video series.</p> <p>Develop community education programmes (could start with gardening/food based; what's in a name from Ian).</p> <ul style="list-style-type: none"> Develop, preserve and curate a quality-assured teaching resource bank, including teaching examples and source information and materials pertaining to Maangere Mountain and its environs, and communities. Professional development plan for staff. Develop programmes that illuminate and deliver an understanding of the nineteenth Century mana whenua, colonial and settler history of the Maangere and Ihumaatao Districts. Using the Kiingi Taawhiao Whare as an on-site foundation develop programmes about the life, significance and times of Taawhiao, and the Kingitanga movement (notably in Maangere). Expand programmes to be delivered to the community and visitors. Merchandise Shop selling our publications, Kaakahu (clothing), rongoaa products, seeds, plants etc. Look into subscriptions for composting, seeds, vegetables, booklets. 	<ul style="list-style-type: none"> Visitation exceeds 30,000 pa. 75%+ of visitors book for future visits. 90%+ of feedback from visitors is placed. 80%+ teachers perceive we are 'excellent' in feedback forms. Visitors actively seek out the products sold within the centre. Sales from the centre of products exceed \$1,000. Redevelop brochure showing the programme offerings.
			 	

10yr Plan of Goals and Targets

Section	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30
Partnerships and relationships	Maakaurau marae	Te Puea Marae	Puukaki Marae	Kingitanga	Crown	CCO Network	School Network	Open day and program for Community		
Cultural landscapes	Polynesian roots	Ooraakei Case learnings	Tribal geog	Place Name geog	Land Wars	Taawhiao	Whare	Gdns	Settler community	
Natural setting		Volcanic geology history	Celestial whakapapa	Sea level change	Manukau fish	Manukau birds	Forest fossils			
Research + Publications	Fenton Ooraakei Notebooks	Taawhiao whare	19th Century Maangere	MMET Gardens Plan	Interp signage	Roadside Signage	On Maunga Interp			
Education	Resource base	Secondary School program	Lessons In te Reo	19th Century Program	Taawhiao	Community program	World Heritage program			
Good Governance	MMET Review Advise AP C'tee	Appoint Trustees Revise Deed	Governance training							
Funding & Finance	Finish Review Contrib to covid	Secure grant funding	Program substitution	Generate funds						

- Give priority to MMET programmes and activities that boost MMET-generated earnings, and defer discretionary activities, to reduce further the cost burden in fy20/21 and 21/22.
- APPENDIX \$**

DRAFT Incomplete and not-yet-sequenced summary of goals spreadsheet. Need to consider whether additional funding is required and source.

Funding and Finance

MMET VALUES

- Sufficiency of funding is essential to the sustainable operation of MMET and the Education Centre.
- Effectively operate within the financial policies and guidelines in place.
- Financial performance and accountability ultimately rests with the MMET Trustees.
- Assured long-term funding through the Auckland Council LTP is essential for staffing and programme innovation and educational achievement.

MMET FINANCIAL OBJECTIVES

- Operate within the approved MMET Annual Business Plan and within the LTP and Annual Plan provisions of the Auckland Council.
- Invest any surplus revenue conservatively to provide a budgetary buffer and to meet the wider goals of this Strategic Plan.
- To obtain and manage funding from a diverse range to enhance our sustainability long-term.

MMET GOALS

- Estimate the costs and sequencing of goals outlined in this plan for delivery 2020 – 2030 (Refer Appendix 3) Seek alternative funding where possible, including sponsorship and gifts.
- Asset management plan.
- Risk register.
- Succession planning.
- Ensure all MMET policies and protocols are fully implemented and reviewed at least every 3 years.



Good Governance

MMET VALUES

- We are committed to good governance. For MMET good governance is a central organising value, and an objective and a goal. Governance is different from management. Good management flows from good governance, which is above management.
- The Maangere Mountain Education Trust Board is responsible for governance. Governance sets the values, objectives, goals and strategies of the organisation. Governance needs leadership, inspiration, and openness to change to achieve a desired future state.
- The values, objectives, goals and strategies articulated in this document constitute a mandate intended to guide MMET governance (and hence management) over the next decade.

2020 STOCKTAKE

- Effective accountability of the governing body has been exercised through the CCO Statement of Intent, half Annual and audited Annual financial reports to Council, the approved annual Business Plan, and KPMs, and the publicly notified Annual General Meeting.

MMET GOVERNANCE OBJECTIVES

- The MMET Trust is to provide good governance for the organisation to secure the effective delivery of the objects of the Trust Deed (2003, clause 3).
- For MMET, good governance includes leadership in delivering the objects of the Trust Deed, sound and prudent financial management, being a good employer, an effective provider of information to the Auckland Council, local Marae, patrons of the Centre, and the local community, and kaitiaki of the maunga and its mana.
- Provide reliable, honest and timely reports on its activities and strategic issues to Auckland Council and Participating Marae.
- Because the MMET undertaking is complex, it must strive to be adaptive and innovative, not static or unchanging in subject matter or mode of delivery. It must be altruistic, business-like, creative and strategically nimble.
- In order to be fit for a future purpose, MMET may need to pursue many strategies simultaneously, and retain a diversity of Trustees.



Next Steps

1. To finalise vision, mission statement, values.

2. Kawa guide for Maangere Mountain.

3. Agree on strategic objectives, KPI's and targets

4. Develop an engagement plan, to share, get feedback and input from our stakeholders.

5. Develop Social Media, Branding and Marketing Strategy Plan with reference to previous plan.

6. Develop Funding Plan for additional funding involving Grants or Sponsorship for specific projects identified in each year's Business Plan.

7. Trustees Succession Plan.
8. Develop yearly Business Plan, include; Specific projects for the year, resources required, targets (measures), reviews and results.

9. Take it out to shareholders for input and feedback.

10. Utilise already existing forums e.g. Share with Taawhiao Cottage Kaumatua advisory, Marae committee hui, Maangere Principals Association Hui, Local Board Hui, Friends of Farm, Tarata Creek etc, community FB page.

11. Ngaa Kaahui Ako of Maangere.

12. Who and how?





**Maangere
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