

Grow Waitaha

Educational transformation through a co-designed collaborative approach in a complex public-sector context





Waitaha

An abbreviation of the full name for the Canterbury Plains: Kā Pākihi Whakatekateka a Waitaha. After the Waitaha rangatira (chief) Rākaihautū and his travelling party discovered many of the great lakes of Te Waipounamu, (the South Island) they met up with his son, Rakihouia, and his travelling party in South Canterbury.

Following the challenges of crossing mountain ranges, making their way through dense forests, and over the rugged ridges and treacherous mosses of Otago and Southland, they rejoiced in the ease of travel along the edges of the Canterbury Plains.

It was the joyful march of reunion along the plains which led to them being named 'Kā Pākihi Whakatekateka o Waitaha', meaning 'the open plains where Waitaha walked proudly'.

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Preface

If I was to characterise Grow Waitaha, the fundamental difference between “doing with” and “doing to” is the differentiation to many other public-sector programmes, and this has been supported by the integrity of our partners in ensuring this characteristic remains at the core of our thinking and practice.

From the outset, it was critical to enable everyone to feel included in the development of Grow Waitaha and this took time and commitment from partners in enabling relationships to be built, along with trust and confidence.

The development, implementation and success of Grow Waitaha to date is testament to outstanding leadership within the organisations involved, and the response to ‘adaptive’ challenges rather than the usual ‘technical’ challenges that can be solved with knowledge and procedures already at hand.

The prospect of providers, partners and a funding entity working together in such a way models true leadership, that is, those who are willing to step outside their comfort zones; to be able to inhabit other people’s spaces and find areas of common purpose is a rich dynamic.

**– Garry Williams, Manager Education Renewal
Ministry of Education Canterbury**

Executive summary

Grow Waitaha was a multi-year project designed to support schools in post-earthquake greater Christchurch through citywide educational transformation. This case study of Grow Waitaha offers reflections on what has been learned, and recommendations to a wide audience of government agencies, funders, providers, communities and the wider education sector who are seeking to develop approaches to build capacity at a system level.

The Ministry of Education and its foundational partner Mātauraka Mahaanui (the group mandated by Ngāi Tahu to guide education renewal in greater Christchurch) designed and initiated a Request for Proposals, focused on:

- × **supporting schools to grow their thinking of education for the future**
- × **establishing school visions**
- × **collaboration, and community engagement**

The project evolved from an initial concept of a competitive panel of providers to a collaborative panel of four providers; Core Education, Evaluation Associates, Leadership Lab and the School of Design, Massey University.

The Ministry of Education, Mātauraka Mahaanui, and the providers each contributed their strengths and expertise to co-design the project. Time was invested in building relationships, and in developing a shared vision and Terms of Reference (refer to Appendix 1).

The Grow Waitaha vision was:

“All ākonga/students being provided with innovative, connected and responsive teaching, learning experiences, pathways and environments. These pathways will enable Māori to achieve success as Māori and all ākonga to thrive as learners and as citizens locally, nationally and globally, now and in the future.”

This was followed by the establishment of systems and processes for the coordination and implementation of the four workstreams. This included individual support for schools entering the rebuild process (the Navigation workstream), opportunities to collaborate cross-school (the Grow workstream), and the collection and sharing of experience (the Curate workstream).

The collaborative and co-designed approach supported the capture of multiple data and evidence sources, and the ongoing evaluation of these allowed the programme to continue to evolve and become more responsive to the needs of the sector (the Evaluate workstream).

This case study was commissioned by the Grow Waitaha governance group (Puaka) as a case study of co-designed multi-agency collaboration in a complex public-sector context. Its purpose is to describe the Grow Waitaha programme's development and implementation; and also to articulate the significant features of the model. It is not the intended purpose of this case study to outline the programme's current or evolving impacts in detail, as these are not yet fully evidenced.

The Grow Waitaha approach is significant due to the following six characteristics, which together have produced a greater level of impact than any would individually:

- 1. Culturally responsive approach**
- 2. Capacity building and collaboration between schools**
- 3. Collaboration of diverse partners within one city-wide strategy**
- 4. Authentic engagement processes**
- 5. Co-design approach**
- 6. Transformational role of Ministry of Education**

Five key components were central to increasing the scale and quality of the programme. These were developed in the following order, with each supporting the one preceding it:

- 1. Compelling purpose and shared vision**
- 2. User centred design and delivery**
- 3. Collaborative structure**
- 4. Flexible business arrangements**
- 5. Agile responsive systems**

The Grow Waitaha approach developed and tested an extensive range of innovative co-design processes in order to create comprehensive and coherent support for schools across greater Christchurch.

What is the shared inspirational vision?
define shared as commonly owned, developed & understood

Stakeholders

* Parents
- don't believe
- why do they
- them?
- resp...

Where will we get the inspiration?
Needs & ...

Kids love

Sharing
Talking

- Workshop

Choice

leadership
by all

Student led

Student
ing



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1. Grow Waitaha in a nutshell

Grow Waitaha was a result of the following...

Inputs



+



+



A wide range of stakeholders in the Education sector



Experienced leaders from four providers



...who contributed to the design and implementation of the following shared...

...which allowed Grow Waitaha to deliver the following...

Activities



Navigate

An experienced consultant was assigned as a school's 'Navigator' to support them throughout the rebuild process



Grow

A range of opportunities to connect and network schools to share, 'cross-pollinate' and collaborate



Curate

Collecting, collating and sharing stories of innovative knowledge and practices



Evaluate

Documenting progress and impact on schools and students

Ouputs

150+ schools involved over 2016–2018

1000+ individual teachers and leaders involved in Navigate and Grow activities

8000+ people hours of interaction

100+ Over 100 video stories and other digital resources shared through online spaces

...which contributed to the following...

...which collectively are designed to make a significant...

Outcomes

- × **Individual schools benefitting from customised support over the long term**
- × **Significant increase in collaboration and collective innovation in the primary and secondary schooling sectors**
- × **Teachers and school leaders equipped and motivated to transform the learning experiences of their students**
- × **Schools using their cultural narrative, written by rūnanga, as an integral part of their teaching and physical design**

Impact on...

“All ākonga/students being provided with innovative, connected and responsive teaching, learning experiences, pathways and environments. These pathways will enable Māori to achieve success as Māori and all ākonga to thrive as learners and as citizens locally, nationally and globally, now and in the future.”

– Grow Waitaha Vision



2. Purpose

This case study was commissioned by the Grow Waitaha governance group (Puaka) as a case study of co-designed multi-agency collaboration in a complex public-sector context. Its purpose is to describe the Grow Waitaha programme's development and implementation; and to articulate the significant features of the collective governance, design and implementation model that the Grow Waitaha programme has developed.

The aim of the case study is to offer reflections on what has been learned, and recommendations to a wide audience of government agencies, funders, providers, and communities. This case study is also relevant for members of the wider education sector who are seeking to develop collaborative and transformative approaches of building capacity at a system level.

It is not intended to offer a specific model or 'how to' guide, but rather to provide reflections and insights for consideration when collaborative forms of governance, funding and facilitation are being considered and developed.

It is similarly not the purpose to fully describe the impact of this programme, as it is too early for this to be fully evidenced; rather it aims to outline the transformative nature of this collaborative approach.

This case study both draws on and contributes to a wide range of expertise in the global literature regarding collaborative processes and frameworks.



3. Background

In 2010 and 2011, the greater Christchurch area of New Zealand experienced a series of severe earthquakes, which caused extensive loss and damage to buildings and infrastructure, in addition to loss and disruption to the community.

In particular, the magnitude 6.3 earthquake that hit on 22 February 2011 resulted in the loss of 185 lives and caused extensive damage to many homes and businesses. Many residents were severely traumatised and the city's infrastructure was significantly compromised.

Schools and early learning services were also badly affected by the events and remained closed on average for 2-3 weeks. Following this period, some schools were required to site-share with another school for up to six months while their own facilities were made safe, while others were re-housed on temporary sites.

The strategic response from the Government was to establish The Greater Christchurch Education Renewal Programme (GCERP). This Ministry of Education led initiative was developed to “position greater Christchurch as a future leader in teaching and learning practice”, and its objectives related to both property and infrastructure, and education renewal.

“The objective is to develop a new model of education delivery within the region that is structured around clusters of education providers who collaborate to seamlessly integrate education delivery across the learning continuum within a defined local area. This modern education network will take collective ownership for education delivery and student achievement within its defined geographic region. The network will be based around flexible models of education provision in ICT-enabled environments that empower teachers and learners to develop and implement new, more effective approaches to education delivery.”

– Ministry of Education GCERP Business Case

Through GCERP the Ministry of Education intended to invest \$1.137 billion over 10 years in renewing, repairing and rebuilding 115 of the most severely damaged schools in greater Christchurch. The intended benefits outlined in the Business Case were:

- × **matching the school network to the demand for education and creating choice**
- × **the creation of new and repaired teaching spaces that meet modern Ministry standards for quality learning environments**
- × **the development of new schools designed for modern teaching and learning**
- × **a focus on long term property portfolio outcomes on a whole of life cost basis**
- × **all design and construction works influenced by the new learning community cluster framework**

In September 2012, the Ministry of Education announced proposed closures and mergers to schools. This was delivered in a way that left many schools and communities feeling disempowered, and the Ministry has since apologised for this. At the time, the Ministry of Education was viewed negatively and many schools felt disengaged, unheard and traumatised.

The Ministry of Education recognised that an investment in infrastructure would have little impact on education unless schools, leaders, teachers, students, parents and whānau were supported. Schools were encouraged to begin working in clusters and explore new ways of thinking about teaching and learning.

While these circumstances provided the context for the establishment of the Grow Waitaha approach, a range of other Ministry-funded support initiatives and professional development opportunities, some of which pre-dated the earthquakes, were also available to schools.

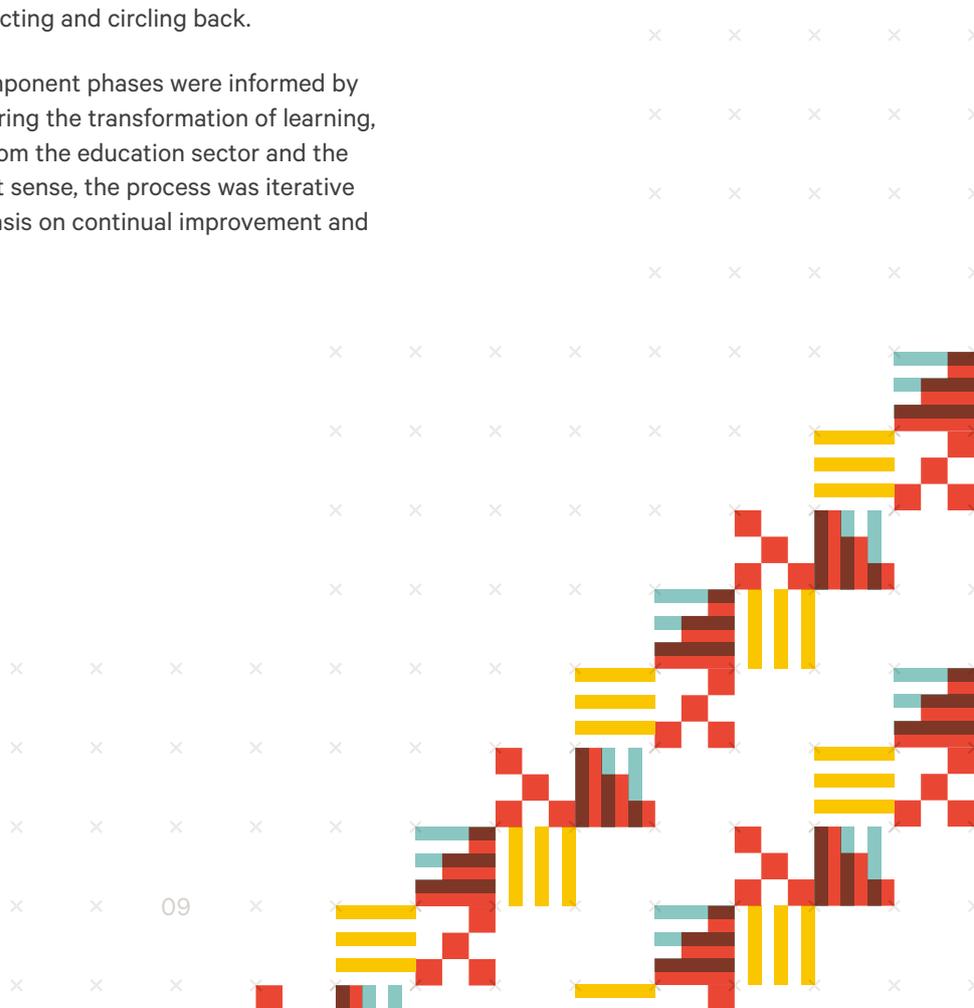


4. Developing Grow Waitaha

The development of Grow Waitaha commenced in 2015, when the Ministry of Education initiated a Request for Proposal (RFP) focused on supporting schools to grow their thinking of education for the future, establish school visions, collaboration, and community engagement.

The phases that Grow Waitaha progressed through are reflected in Figure 1 and are described in more detail below. For clarity, the approach is described chronologically and as linear in nature. It is important to note, however, that while each phase does follow the previous one, the innovative and emerging structure of this approach necessitated an ongoing process of reflecting and circling back.

The timeline and its component phases were informed by what was discovered during the transformation of learning, and what was learned from the education sector and the wider community. In that sense, the process was iterative in nature, with an emphasis on continual improvement and sustainability.



Grow Waitaha timeline

Figure 1

Phase 1

Initiation

Forming

Phase 2

Co-Design

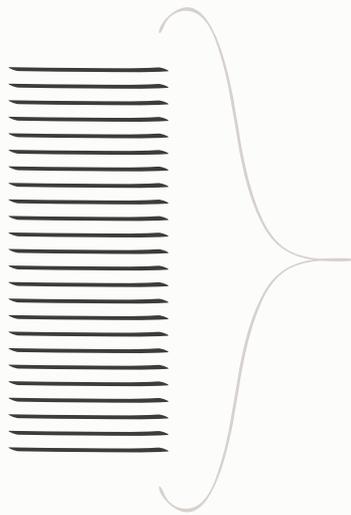
Storming

Hui to build trust

People-centred methodology

New systems of collaborative working

Funder as advocate, enabler and risktaker



MOE + iwi develop RFP (request for proposals)

MOE + iwi selects 4 x providers

MOE + iwi selects provider panel of 4

Phase 3

Definition

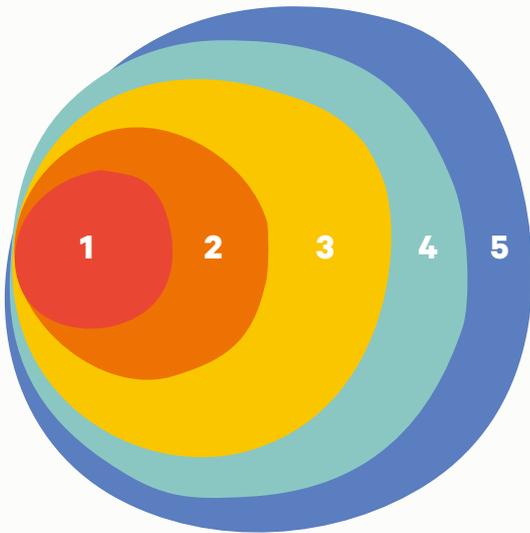
Norming

Key component

Relinquish traditional roles
+ shift to adaptive roles

Transparency + clarity

Responsive systems



1

Compelling purpose and vision

2

User centred design and delivery

3

Collaborative architecture

4

Flexible business arrangements

5

Agile responsive systems

Phase 4

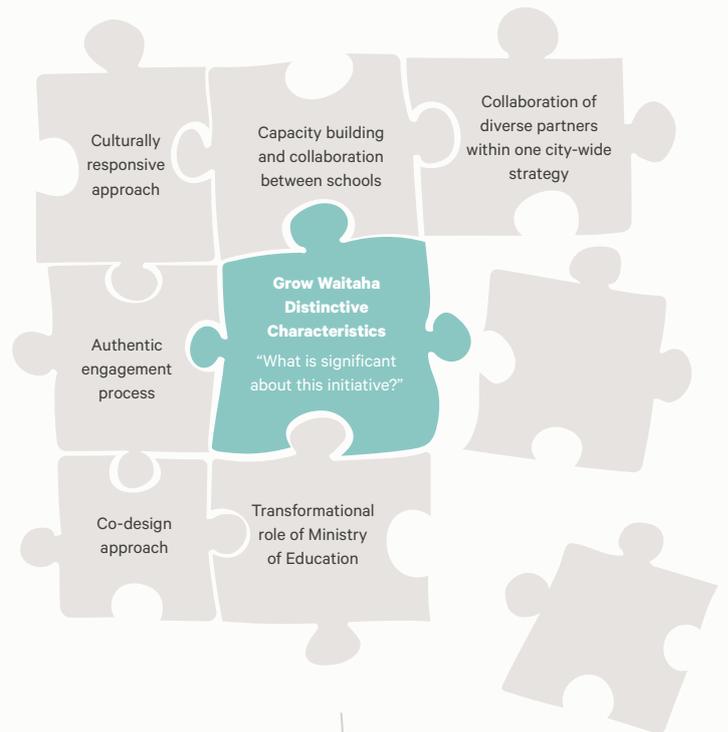
Scaling

Performing

Distinctive characteristics

Relinquish traditional roles

People-centred methodology



Phase 5

Sharing + influencing

Transforming

Transition of roles to sector

Sustainable impact across city and beyond



Phase 1: Project Initiation

Forming

Early 2015

“Very early in the procurement process it was obvious that a number of our respondents had great ideas that were often complementary. By pitting these providers against each other we were never going to get the best out of them or the best outcome for Canterbury schools. A collaborative approach quickly became something that needed to be tested even if it challenged our established processes.”

– Simon Blatchford, Ministry of Education

The (RFP) initiated in 2015 asked for respondents to become a member of a panel, and it anticipated that three to five providers would be selected to be members of this panel. It was noted in the RFP that “the limited number of panel members reflects the Ministry’s intention to develop long term relationships with each appointed respondent and to ensure each appointed respondent has genuine opportunities to win work over the term of the panel.”

As a result of the RFP four providers were appointed – CORE Education, Evaluation Associates, Leadership Lab and the School of Design, Massey University – with the Ministry of Education and Mātauraka Mahaanui as foundational partners. The Ministry was deliberate in selecting diverse providers which could contribute a wide range of expertise and relevant experience.



Mātauraka Mahaanui was originally known as the Waitaha Advisory Board, and members were appointed by the Minister of Education. The purpose of Mātauraka Mahaanui was to guide education renewal in greater Christchurch and represent collective 'mana whenua', Papatipu Rūnanga, the Māori Community Leaders Forum and other Māori interests. Te Rūnanga o Ngāi Tahu, as the 'Treaty partner,' mandated this group to act on their behalf in the greater Christchurch area.

The Board was established to provide expert advice, leadership and strategic direction for Māori to the Minister of Education, the Secretary for Education and the Ministry of Education on the renewal programme. Mātauraka Mahaanui were key partners in the design of the RFP and sat alongside the Ministry of Education as a key partner in interviewing and selecting providers.

The Ministry's RFP welcomed suggestions for innovative approaches to the programme's design and delivery. Providers and educational groups in greater Christchurch suggested that the programme change from a competitive panel agreement to a collaborative panel agreement (described as an alliance in this document). The Ministry of Education agreed that this was a more desirable way of achieving citywide outcomes and worked with the four providers to explore how a collaborative model of support could evolve.

“There was a tone or level of expectation that this project would interrupt the accepted norm around how education provisions operated. It would be innovative, nimble and using some new ways of working that came from the service alliances related to the constructional rebuild of essential services etc in Christchurch. Could like-minded organisations work together (alliance concept) in education to advantage students, teaching professionals and family/whānau?”

– Steve Edwards, Evaluation Associates

Phase 2: Project Co-design

Storming

mid 2015 onwards

The four organisations selected had not worked together before and had a limited understanding of each other's strengths, making it an important priority for this to be developed.

A two-day noho marae at the Ngāi Tūāhuriri whare, Maahunui II, provided the space and time for an overall shared purpose to be established. Strategic relationships began to form as the partners explored and developed concepts and ideas and most importantly began to trust each other.

“The hui together at Tuahiwi was foundational in creating a clear message that iwi were partners and also in bringing all the partners together to see who was in the room. At times this was uncomfortable, as we all sought to show our strengths but not our full hands. After this it still took us time to collaborate, develop Terms of Reference and a working model. This time up front was really important but it meant that the MoE had to have faith that the work would begin!”

– Cheryl Doig, Leadership Lab

A wide range of aspects were explored at this point, including:

- × **a detailed needs assessment across the education sector**
- × **perspectives and needs, shared by three Principals' Associations**
- × **the importance of always considering Māori students in any design and the importance of co-designing with mana whenua, as outlined by Mātauraka Mahaanui**
- × **a SWOT analysis – current state, strengths and gaps**
- × **an appreciative inquiry process to explore possibilities**
- × **initial design prototypes and initial delivery modes formulated**
- × **initial conversations held regarding working arrangements, roles and financial arrangements**

From this point, the alliance began co-designing a way forward. The group intent was clearly articulated from the beginning but the pathway had little definition. This initial approach evolved and adapted over time in response to the needs and ideas developed from schools.



“A clear purpose, with agreement across all parties of school needs, provided a place to begin, but before the mahi with schools could begin partners needed to agree to shared, vision, principles, values and ways of working.

To agree to delivery models required providers to open their practice to develop financial models that all parties could work to ensure equity, shared expectations for effective use of resources. Once committed to, this paved a way for open transparent practices.”

– Helen Cooper, CORE Education

The key components section gives a more detailed description of the establishment and development of collaborative mechanisms during this phase, while two essential processes were occurring simultaneously. Firstly, there was a focus on schools and some urgency to getting the project underway. Secondly, the Alliance was still establishing its relationships and systems.

Both of these took time and the Alliance kept iterating, learning from its mistakes and thereby defining the project more clearly. The providers worked transparently to create shared Terms of Reference (Appendix 1), a Panel Agreement, and individual contracting arrangements, based on shared rates and protocols. Regular, open and honest conversations helped the group negotiate these in a way that lay the foundation for respect and trust.

As foundational partners, the Ministry of Education and Mātauraka Mahaanui supported this process by valuing the voice and perspectives of each partner. Mātauraka Mahaanui guided all partners with the phrase ‘mana-enhancing conversations’ – challenging all participants to speak up, to challenge and ask questions respectfully, to ensure the mana of all parties remained protected or was enhanced.



Phase 3: Project Definition

Norming

2016 onwards

“The early phases of a collaborative process are a challenging time for a funder and project manager. It seems like not much is happening but at great expense. In hindsight this was the most important time as we formed the relationships which the project was built on and allowed the later stages of the project to move quickly, be agile, innovative and responsive. My advice to other funders is to persevere at this stage, the investment is worth it.

We fundamentally believe in the capability of the sector to lead these changes for themselves, the answer and the best practice already exists in our Education Community. This has led to an approach where the project supports senior leaders to lead these changes within their schools and identifies and shines the light on great practice.”

– Simon Blatchford, Ministry of Education

By the beginning of 2016 systems for collaboration and clear timeframes for moving forward had been established. Grow Waitaha’s structure was based around four workstreams, each with lead(s) who were tasked with building and coordinating a team from across the providers and foundational partners.

A governance group called Puaka was established which comprised two representatives from each provider and the leads from the Ministry of Education and Mātauraka Mahaanui. From the beginning the Ministry of Education worked as partners, supporters and cheerleaders.

The project was collectively named Grow Waitaha, referring to the intent to collectively grow and transform the education sector, in combination with Waitaha, the abbreviated Māori name for the Canterbury area (see Glossary for details). All work was articulated under this one brand, within which all providers contributed expertise and staffing.

The planning framework was deliberately kept loose to be agile and responsive, with a focus on a learner and people-centred approach. This emergent approach allowed the alliance to respond to ambiguity and ‘not knowing’. Initial prototypes were developed with the sector and innovative approaches were tested with a view to scaling the most successful approaches in a later phase.

Grow Waitaha Monitoring and Evaluation Framework

Figure 2



“Critical to these formative phases has been the Ministry working alongside as a partner with Mātauraka Mahaanui and the alliance partners, to help shape and form the direction. The underpinning approach of always being responsive to feedback and ideas of partners, always resolute to needs of school, learners, particularly Māori learners being at the heart... but always with a willingness to listen to how things might be done differently.”

– Liz Brown, Mātauraka Mahaanui Chair

Systems for working together were negotiated to be lean and so that administration was not driven by compliance. This ensured that time and energy could be spent on transformational projects. Google Drive was selected to maintain all programme documents and to track budgets and accountabilities transparently.

Progress and evaluation was also tracked collectively and the strengths of the organisations and individuals was used. An evaluative framework consisting of nine different aspects was developed and an existing online tracking system was adapted to monitor progress towards these aspects. This then became the natural reporting system of the programme. There were still tight accountabilities but these were ones that were created by the Alliance rather than imposed.

Phase 4: Project-at-scale

Performing

2017 onwards

All workstream teams were working to their strengths and interacting regularly with each other. The workstream coordinators met monthly and reported on progress, challenged each other's thinking and responded to the changing needs of the community. Increasingly smooth processes allowed space for the entire team to push harder into innovation and 'stretch' projects.

Some key points for this phase were recognising and utilising strengths within parties whilst also recognising there was opportunity to grow capability across and between parties, and ensuring there was an equitable allocation of work so that all parties had opportunities. Another focus was increasing the scope of the Grow Waitaha initiative to include to all schools across greater Christchurch, and not just those in the property programme.

“A critical focus in this phase has been the adoption of design thinking methodologies, recognition and celebration of the strengths different partners bring... this has helped partners to not only value collaboration but actively model it.”

– Cheryl Doig, Leadership Lab

Phase 5: Sharing and influencing

Transforming

mid 2017 onwards

The approach of the Grow Waitaha project has created interest throughout the Ministry of Education, with both local and national departments of the Ministry of Education expressing interest in applying aspects of the Grow Waitaha approach. There has also been wider national and international interest in the approach.

This was an important phase for embedding and sustaining the Grow Waitaha approach, in addition to sharing information about the approach to organisations or agencies who could benefit from applying this approach in their own contexts.

In terms of embedding Grow Waitaha within greater Christchurch, a network of supporters was identified to continue to champion the Grow Waitaha approach. Aspects of the work programme were also linked with local government strategy (for example, Christchurch as a City of Opportunity: Anything is Possible).

Reporting mechanisms were common across providers, who were able to share expertise and model collaborative learning practices. The reporting mechanisms included provision for capturing findings, and this professional knowledge is now being shared through publications, presentations, case studies, fact sheets and reports.

In addition to reporting, the Curate workstream supported the documenting and sharing of knowledge and innovation developed or captured by Grow Waitaha.





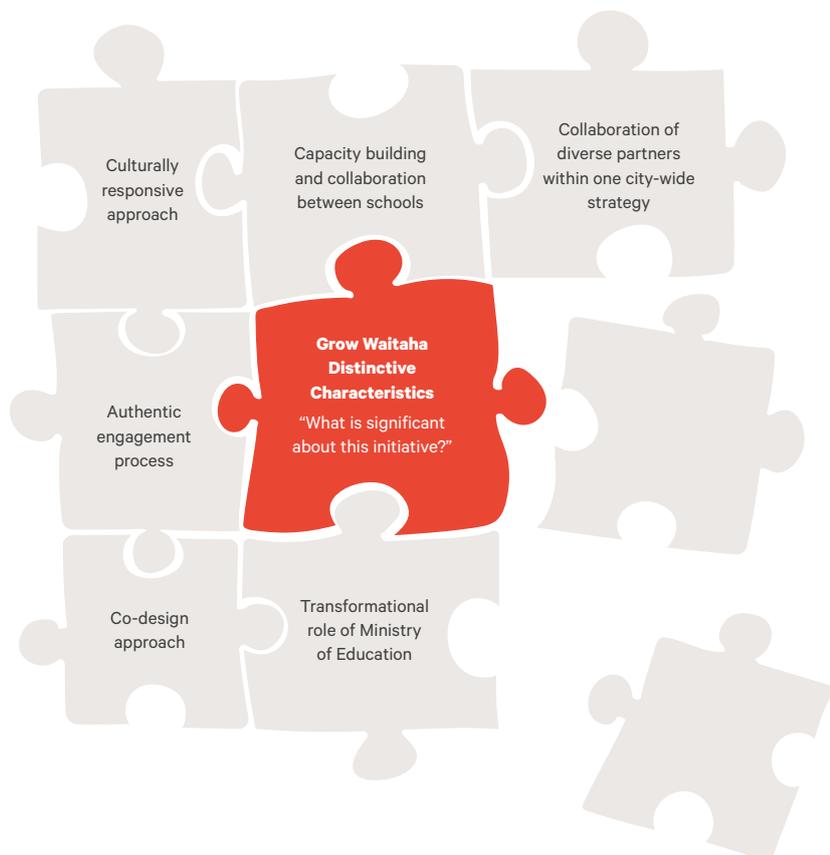
5. Distinctive characteristics

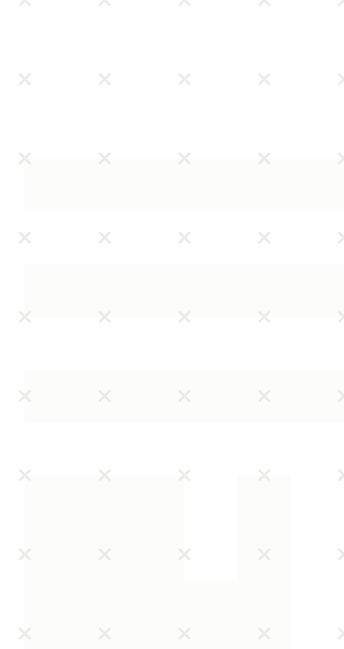
The Grow Waitaha approach is significant due to six distinctive characteristics, as outlined in Figure 3 below. These characteristics had implications for all aspects of the programme, including procurement, design and implementation.

It is important to note that while each could be individually implemented as a discrete and beneficial characteristic, the synergistic combination of the characteristics produced a greater level of impact.

Grow Waitaha Distinctive characteristics

Figure 3





Similar to Grow Waitaha overall, the ‘whole’ was greater than the sum of the individual characteristics. Figure 4 outlines the systemic shifts that have occurred due to the Grow Waitaha approach from the perspective of the Ministry of Education’s Education Renewal team.

Key shifts in Grow Waitaha approach

Figure 4

Moving away from...	Shifting towards...
Transactional	Transformational
We have the answers	The answers lie within the sector
Compliance	Enablement and co-construction
Experts	Brokers and facilitators
Policy-driven and pre-determined	Agile and nimble
“My” way	“Our” way
Rigidity	Flexibility
Holding power	Sharing power
Reactive	Pro-active / Responsive
Control	Trust-based approach

Characteristic 1: Culturally responsive approach

The environment post-earthquake provided an opportunity for an authentic relationship between the Ministry of Education and Mātauraka Mahaanui (on behalf of Ngāi Tahu) to emerge.

This relationship was approached actively, with both partners co-designing the multiples ways that Mātauraka Mahaanui could form an integral part of the education transformation occurring within greater Christchurch.

Mātauraka Mahaanui's involvement with all aspects of the Grow Waitaha programme, including Puaka and the individual workstreams, ensured governance involvement and input right from the conceptual design phase.

This relationship is important in part because of Te Tiriti o Waitangi obligations but, more importantly, to ensure that all initiatives would meet the needs of Māori learners in a culturally responsive way.

While Grow Waitaha was only one element of this partnership, Mātauraka Mahaanui was a valued partner from the project's inception.

As representatives of local Rūnanga, Mātauraka Mahaanui oversaw the writing of cultural narratives by Rūnanga for schools and early learning services in greater Christchurch.

Impact

Mātauraka Mahaanui representatives were able to enrich discussion by providing support and challenge so that the needs of Māori students and their whānau were always considered and valued.

The Mana Whenua facilitators, appointed by Mātauraka Mahaanui, were able to work alongside Grow Waitaha and schools as part of the delivery of the wider Māori strategies.

These culturally responsive, values-based positions worked with clusters of schools to build the education sector's focus on enhancing Māori learner outcomes. This led to the development of more culturally relevant and responsive local curriculum content, and a systematic growth in school leadership.

The cultural narrative documents involve a narrative from an indigenous perspective of the history and cultural significance of a school's site, and the local area in which the school is situated. The narratives contain information on the natural environment, cultural landmarks, and associated stories. These provided a valuable starting point for culturally appropriate design and naming of spaces and buildings.

“This is our most authentic relationship between Crown and Iwi – even from before procurement.”

– Liz Brown, Mātauraka Mahaanui Chair

Characteristic 2: Capacity building and collaboration between schools

Wherever possible, Grow Waitaha designed learning and development opportunities that involved a network of learning rather than just targeting individual schools. Both are important, but a networked capacity building approach has greater collective impact.

Greater Christchurch had previous experience of clustering schools and early learning services to share expertise, build relationships and collaboration, and use resources efficiently and effectively. Grow Waitaha built on this previous experience to offer workshops, events, fora and communities of practice.

This was based on a strengths-oriented belief that the education sector is capable of finding its own solutions, and that therefore many of the solutions sought by schools may have already been discovered and implemented by their colleagues at other schools.

From this perspective, support is not so much required in identifying solutions, but in documenting and disseminating those solutions to others.

Grow Waitaha navigators also supported schools to develop their relationships with local Rūnanga if there were not existing strong relationships in place.

“Talking with other schools was actually the most valuable part of the day as it got me thinking outside of my school mindset about other possibilities!!”

– Secondary Incubator participant

Impact

The strengths-based perspective led to greater efficiencies through sharing and growing collective knowledge. It ensured that schools were not investing time and effort in re-discovering solutions that already existed elsewhere in the sector.

Navigators applied a model of supporting schools to carry out their own programmes of work, rather than directly carrying out work for the schools. For example, a navigator would support school leadership to develop and deliver their own staff development rather than the navigator delivering this.

These approaches maintained schools’ and the sector’s sense of ownership and empowerment, rather than invoking a sense of reliance on outside ‘expertise’.

Grow Waitaha focussed both on establishing partnerships between schools at similar stages of the build process, and also establishing tuakana-teina partnerships between schools that had already been through (or were at a later stage in) the rebuild programme.

Schools and individuals with particular interests or strengths were encouraged to present at workshops, communities of practice and events.

This had a positive effect on the schools in the ‘learner’ role, but also a positive effect on those sharing their strengths and learning. It validated their practice, and encouraged them to keep pursuing their interests and developing their strengths.

Characteristic 3: Collaboration of diverse partners within one city-wide strategy

All alliance partners and Ministry of Education personnel were involved in creating a shared vision and strategy for the whole of greater Christchurch through which each component of the programme is delivered.

This collaboration was made possible by agreed rates and protocol across the providers, and an agreed Terms of Reference. This made financial and logistical arrangements transparent, which supported open and unencumbered collaboration between providers.

“This approach transcends single organisations. It’s about a multiplicity of relationships and connecting people and communities, practising the changes in education that we expect to see for students—connectivity, collaboration, cultural responsiveness and working in new ways.”

– Grow Waitaha Panel Agreement

Impact

The shared vision and agreed Terms of Reference ensured that the focus of the programme remained on students and schools, with the learner placed at the centre.

Work was distributed across the four providers using an equitable and transparent approach, which supported the providers to maintain focus on the correct skill set for the job.

Often, this involved an individual from one provider recommending an individual from another provider as the ‘best person’ for a particular role or project.

This delivered higher quality outcomes for schools, as they were matched with the individual with the best skill set for their requirements. It also led to upskilling and development across the four providers, since individuals often worked collaboratively to pool their skill sets to work with an individual or group of schools.



Characteristic 4: Authentic engagement processes

Grow Waitaha had a commitment to be sector-led from its inception, although there was some initial scepticism in the sector about whether this aspiration could be delivered upon.

This meant that the programme's initial and iterative co-design was influenced by direct sector feedback, and sector representatives were involved in the initial two-day noho marae.

Grow Waitaha continued to maintain transparency and openness with the sector, as a demonstration of the high trust relationships that the programme sought to build. This required ongoing collaboration with sector stakeholders including the three local Principals' associations, school clusters, city leaders and other key influencers.

Once the sector could see the Grow Waitaha approach in operation, its genuine sector-led model resulted in a high level of engagement and ownership from the wider education sector.

This collaboration was particularly important during the co-design phase, but remained important as the project evolved and reiterated in response to stakeholder needs and feedback.

There was a sense of similarity between the way Grow Waitaha providers engaged with each other and the way schools were being asked to collaborate with each other.

Impact

Once schools and other sector stakeholders saw how their feedback was influencing the programme's design and its offerings, a higher level of engagement was reached, and more ongoing feedback and suggestions were offered.

Not only did this authentic, sector-led approach lead to further feedback, but there was also a snowball effect in relation to engagement with or uptake of the opportunities on offer by Grow Waitaha.

Over time, participants became braver in sharing experiences, and integrating innovation or knowledge within and beyond their own schools.

Grow Waitaha offered a range of different experiences that catered for different needs, styles and depths. These included opportunities at different times and days to improve accessibility, such as EduHui held on a Saturday, or an early evening Meetup (organised through www.meetup.com).

Engagement also started to extend beyond education, with people outside the education sector becoming involved in events such as a Meetup. This assisted those in education to make relevant connections outside the sector, such as in the business, industry and innovations sectors.



“Professional learning opportunities for schools are often viewed as being a programme that is delivered, and therefore ‘done to’ rather than done with. By investing heavily in working with schools to enable and empower, co-design approaches ensure genuine engagement of schools, leaders, teachers and sometimes students in design and development.”

– Helen Cooper, CORE Education

Characteristic 5: Co-design approach

As described previously, the Grow Waitaha approach is characterised by open and transparent collaboration between the four providers, and the foundational partners – the Ministry of Education and Mātauraka Mahaanui.

The programme’s approach and offerings were developed and co-designed and developed collaboratively by this group, with each contributing expertise and guidance as appropriate.

This co-design process had authentic and ongoing input from stakeholders within the education sector.

Likewise, the programme’s approach was not viewed as static, but rather iterative in nature. Ongoing co-design and contribution from the sector was made possible through constant collection and analysis of stakeholder feedback.

In the Grow Waitaha context, providers go beyond cooperating to genuine collaboration in both design and delivery.

Adherence to the shared vision rather than to any contractual obligations ensured that co-design remained responsive rather than compliance-driven.



Impact

The dual-layered approach to co-design (both co-design within the alliance, and co-design between alliance and sector) enabled richer conversation and examination of the required design challenges, and led to better and more effective solutions than would have been possible if any part of the alliance had worked in isolation.

Providers worked collaboratively with each other and the sector to co-construct approaches and solutions to address shared problems or reach shared objectives, with no pre-determined outcomes.

This approach required adaptability and flexibility, particularly within the procurement framework of the Ministry.

Having contributed to the co-design of the approach, the sector was more engaged in the programme's offerings, and viewed these as more fit for their needs. The ability to grow the programme based on feedback ensured the outputs of ongoing co-design remained relevant and timely.

The Curate workstream's use of social media ensured that content was responsive to participants and their virtual lives, but also meant the Grow Waitaha was actively sharing and making accessible the learning that was occurring. This created the opportunity to grow collective wisdom and expertise by enabling networks of leaders to work collaboratively and transform their own system or sector.

“Our involvement in Grow Waitaha so far has been very powerful for self-reflection and review. It has been great to be able to hear other schools’ stories about how they are defining their own special characters through this process too. Working with our Navigators regarding the stakeholder engagement process was excellent professional development for me. Grow Waitaha is very well designed to support schools with their very specific and different needs.”

– Secondary school

Characteristic 6: Transformational role of Ministry of Education

There are a range of procurement approaches that funders can use to engage with providers in order to identify, develop and implement solutions.

A more innovative or transformational approach is particularly suited when attempting to solve adaptive challenges, which are those which are socially complex and require innovation and behaviour change, often across multiple stakeholders.

The Ministry of Education Renewal team recognised the complexity of the education renewal context, and intentionally adopted an approach unique to the Christchurch Renewal programme. This developed over the years following the earthquakes and in response to the unprecedented scale of damage and repair required across the education sector.

This approach required the dedication of local Ministry of Education personnel who were committed to the co-design and authentic engagement principles of Grow Waitaha, and who were working alongside Mātauraka Mahaanui and the providers as partners rather than the contract holder.

At times, this required the testing or reworking of the Ministry of Education's standard approaches to procurement and contracting arrangements, which involved negotiation with the Ministry of Education's National Office to develop suitable mechanisms to enable this more flexible approach to occur.

Impact

While significant resource was invested in the early co-design phase, the resulting innovation and coherent yet multi-faceted implementation was far more effective as the programme progressed.

In early 2017 the Ministry of Education Renewal team reflected on their experiences in working closely with the education sector over five years and was able to identify the following five key characteristics to the approach they have adopted;

- × **Collaborative**
- × **Responsive**
- × **Authentic trust**
- × **Consistent**
- × **Agile**

Other aspects discussed included adopting an approach that was trusting, engaging, clear, connected, informed, holistic and committed to stewardship.

These characteristics have been formalised as ongoing design and operational principles for all their work and the wider Ministry of Education has shown a strong interest in adopting these as well.

“The funder has valued and resourced the development of collaboration because they could foresee the exponential benefits.”

– Grow Waitaha Puaka team



6. Key components

Grow Waitaha developed five key components in order to increase the scale and quality of what it offers. It is important to note that the success and impact of these components is in part due to using a transformational rather than transactional approach to procurement.

Each component was developed over time in the order that they are discussed. The purpose of each component is to support the component which precedes it.

- 1. Compelling purpose and shared vision**
- 2. User-centred design of support/delivery**
- 3. Collaborative structure**
- 4. Flexible business arrangements**
- 5. Agile systems**

Component 1: Compelling purpose and shared vision

The providers and foundational partners spent time collaboratively developing a shared vision and purpose, which was: “all ākonga/students will be provided with innovative, connected and responsive teaching, learning experiences, pathways and environments. These pathways will enable Māori to achieve success as Māori and all ākonga to thrive as learners and as citizens locally, nationally and globally, now and in the future.”

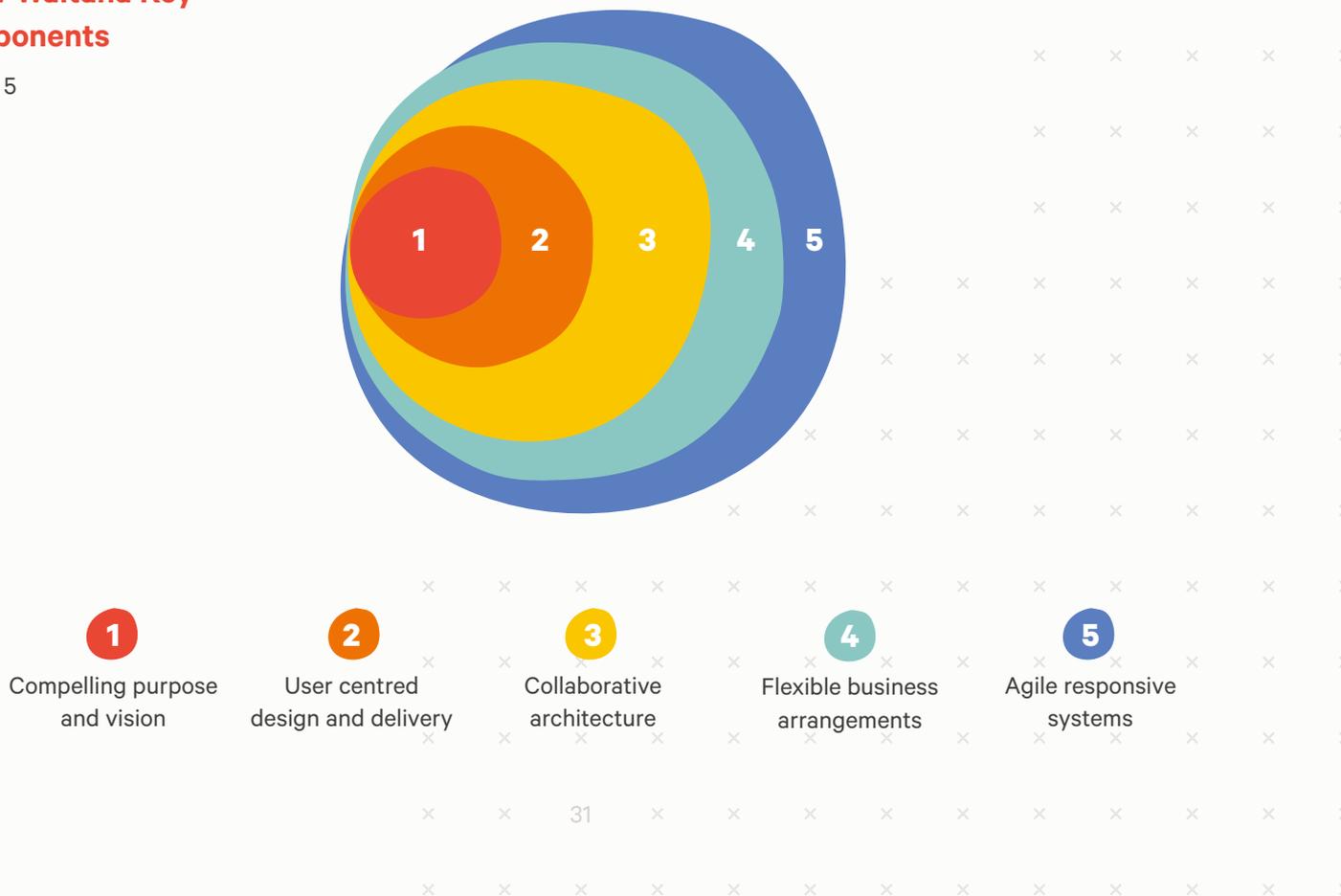
Developing this vision involved considering and answering the following questions:

- × **What do we have in common that’s bigger than our differences?**
- × **What would make it worth figuring out a way to collaborate across the city?**
- × **What would the alternative be – how would a fragmented approach limit this vision?**
- × **What are we going to have to overcome in order to contemplate this?**

Once the vision was developed and adopted, this became an ongoing touch-point for the project, with providers and foundational partners able to refer to this rather than to contractual clauses.

Grow Waitaha Key components

Figure 5



Component 2: User-centred design and delivery

An important component of school-based support was that each support or other delivery programme was co-designed by stakeholders within the education sector, in effect – the end users. The Grow Waitaha team worked with individual schools and the Ministry of Education to carry out an analysis of their individual needs.

This involved gathering information and data from a variety of sources. The Ministry of Education's in-depth knowledge of schools, the school network, and individual property requirements was a valuable source of information for areas of development that should be explored with each school.

Schools were supported to include students, staff, whānau and community in this scoping phase, to ensure that the needs analysis identifies all of the needs, including those that the school may not have been initially aware of. This allowed a solution that better met the needs of all stakeholders.

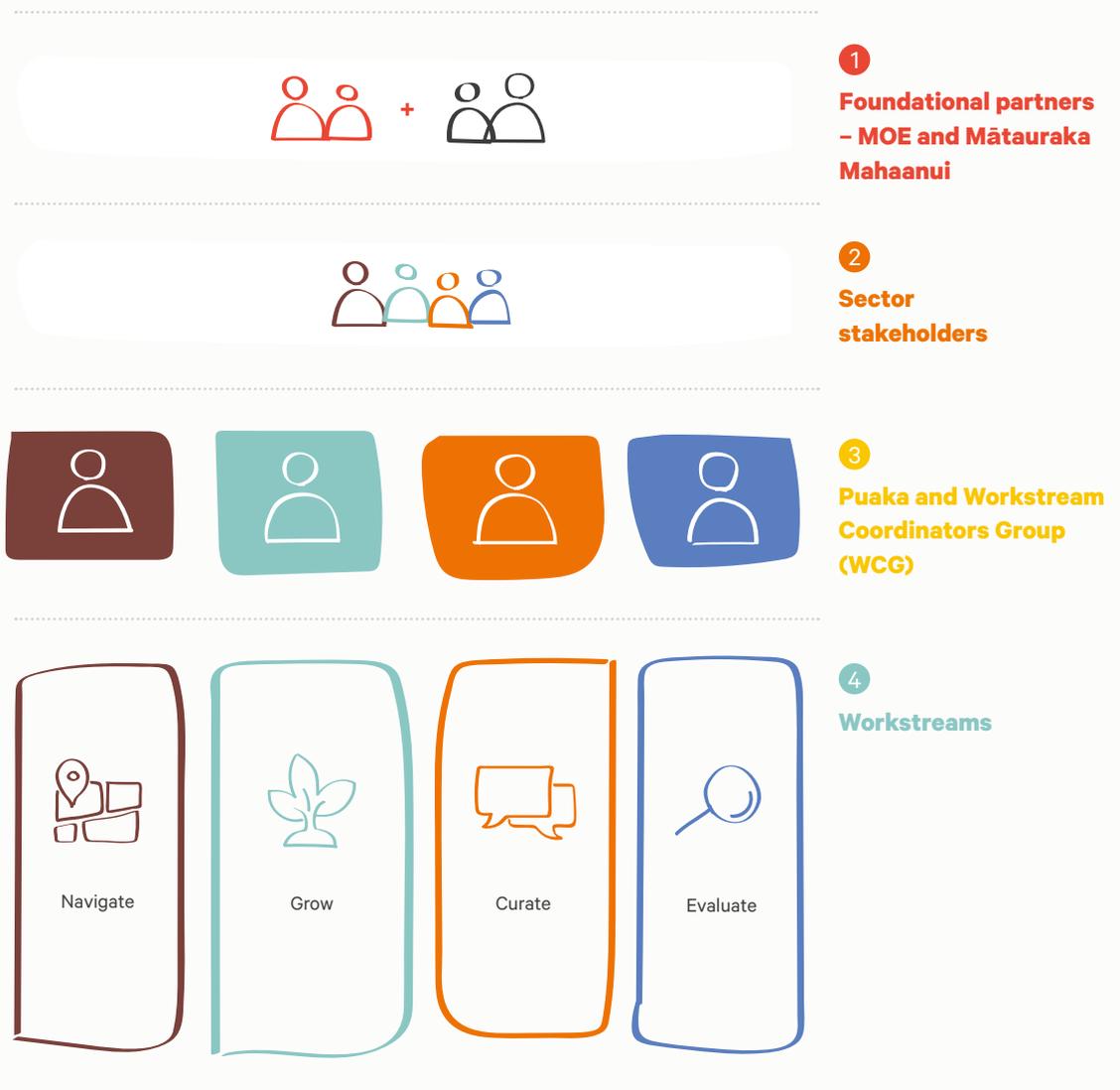
The Grow Waitaha team then designed the project specification to include the offerings and the resource provision to deliver those offerings. The project plans always included regular monitoring and review, so that progress towards outcomes was evaluated, and changes made to the approach or solutions in response to these findings.

“We value collective intelligence and believe working together gives opportunities to solve problems in new ways, to share strengths; to learn from each other; and to create ideas that could not have been achieved alone. This means that we will endeavour to work as one team. We will do this in the spirit of openness, trust and shared accountability.”

– Grow Waitaha Terms of Reference

Grow Waitaha Collaborative Structure

Figure 6



Component 3: Collaborative structure

The shape of the Grow Waitaha programme was able to develop over time rather than being fixed in advance. This ensured that Grow Waitaha was responsive to emerging needs and best positioned to achieve its objectives. The structure at the time of writing was comprised of the components outlined in Figure 6.

Foundational Partners – MOE and Mātauraka Mahaanui:

The Ministry of Education was a partner with Mātauraka Mahaanui and maintained oversight to ensure both accountability and transparency.

Sector stakeholders:

Schools, principals, staff, students, iwi, rūnanga and communities were integral to Grow Waitaha. There were many formal and informal interactions between them and the other Grow Waitaha partners. Ongoing, more formal processes for continued engagement with the sector continued to evolve over the life of the project.

Puaka and Workstream Coordinators Group (WCG):

The Puaka governance group sat alongside the four workstreams, working with the Ministry of Education to coordinate workstreams and Puaka meetings. It was comprised of two Ministry of Education representatives, two representatives from each of the four providers, and representatives from Mātauraka Mahaanui.

Its purpose was to:

- × **Steward the vision for Grow Waitaha and particularly the way in which it was enacted by alliance partners**
- × **Ensure the work programme was meeting the aspirations and needs of Ngāi Tahu and those of all Māori learners and their whānau who reside within the takiwā**
- × **Provide strategic advice about all aspects of Grow Waitaha that are not specifically delegated to other groups**
- × **Undertake ongoing reflection and sensemaking within a collaborative forum to check that Grow Waitaha was meeting its objectives**

The Workstream Coordinators group (WCG) had collective decision-making authority for the Grow Waitaha project overall. It was comprised of the leaders of each of the Workstreams, the Ministry of Education project lead, the Mātauraka Mahaanui Chair and the Puaka chairperson. Each organisation had one leader represented at the workstream leadership level.

Over time more of the day-to-day decision making was able to be delegated to this group, and the frequency of Puaka meetings decreased as a result.



Workstreams:

The overarching aim of the workstreams was to support the Grow Waitaha objective of supporting schools to lead their own transformation. To achieve the aims of Grow Waitaha the programme of work was divided into four workstreams, as shown in Section 2. Each of these workstreams had a development group coordinated by a leader or co-leaders from among the providers.

“The effectiveness of initiatives is being monitored by Grow Waitaha. The collated forum evaluations showed 89.6% of attendees described these as useful to extremely useful. No attendee found any forum unhelpful. While Grow Waitaha arrange these initiatives, they are presented by or involved school leaders and school practice. This form of crowd sourcing is highly responsive to needs and abilities.”

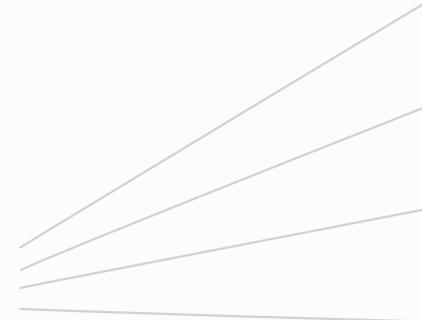
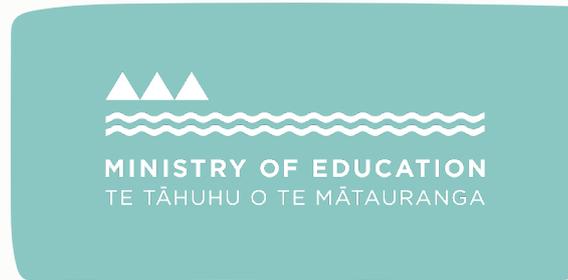
- Grow Waitaha Puaka Team

Grow Waitaha Flexible business arrangements

Figure 7



Partnership agreement



Provider contracts
Legal

Component 4: Flexible Business arrangements

Each of the four providers signed a contract for service with the Ministry of Education, which reflected the shared rates and protocols developed by the alliance. The rates differed depending on the roles being carried out, but did not differ by individual or provider.

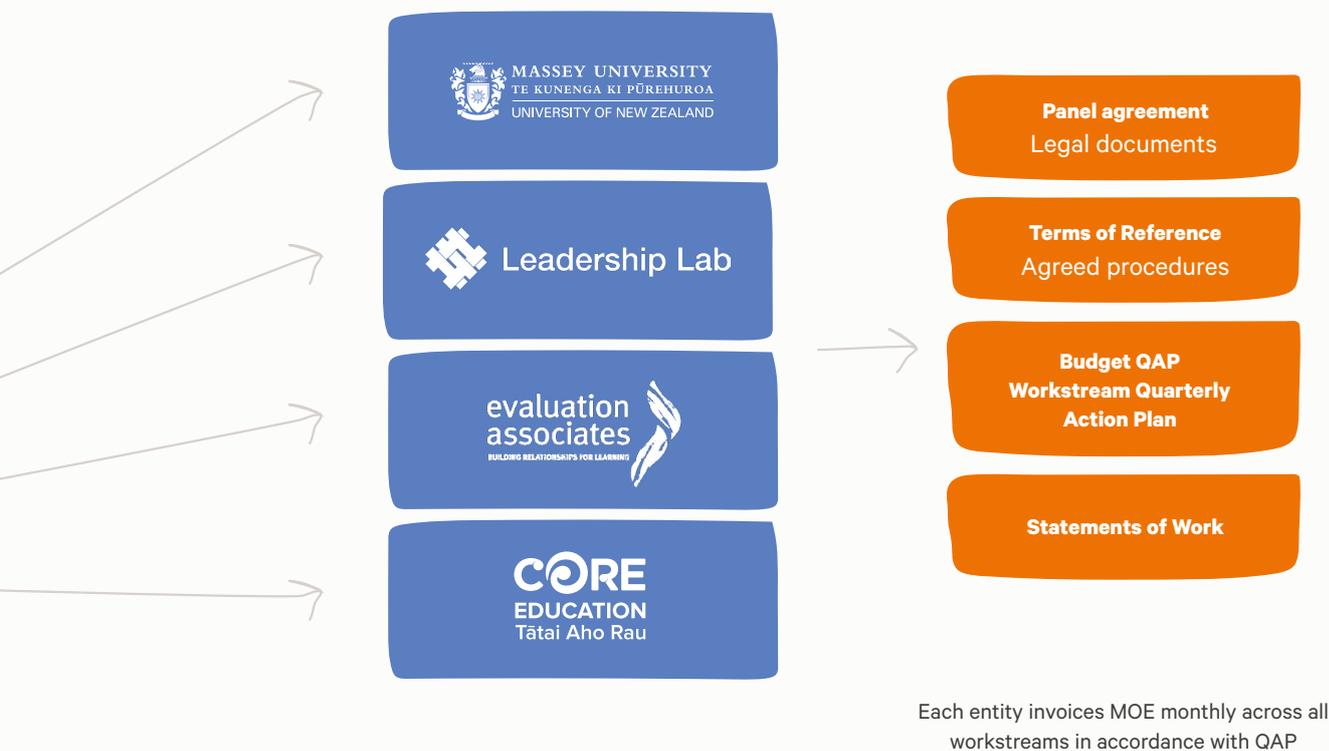
“We have always been adamant that any reporting must have a use for programme improvements as well as accountability to a funder. As we have had day to day involvement in the project it has eliminated the need for detailed operational reporting of milestones. Grow Waitaha reporting has always been about improving the programme to improve outcomes for learners.”

– Simon Blatchford, Ministry of Education

Scopes of work and agreed budgets were developed for each workstream quarterly and hours and other costs related to these were tracked online. The planned and actual budget plan were monitored regularly and collectively across the alliance partners. This included monthly tracking and invoicing from each of the four providers to the Ministry of Education.

If anticipated or actual deviation of time required for the completion of a piece of work differed (under or over) by more than 5%, the WCG was notified, and could decide whether to increase the allocation in the case of an overspend, or reallocate excess in the case of an underspend.

The inter-relationships between these components is outlined in Figure 7.



Component 5: Agile systems

The Grow Waitaha approach strived to be agile in nature, and utilised tools and systems as appropriate to support this aspiration. This included online tools such as Google Drive, Loomio and Basecamp.

This allowed online tracking of both provider hours and the involvement and progress of individual schools. It allowed authority to be devolved to workstream leaders to innovate within their allocated budgets.

“Online collaboration has been important as part of the process. In particular, our Google resources have meant that all partners have access to resources and they are owned and developed by all for all. We do not work in silos and so the online systems support this.”

– Cheryl Doig, Leadership Lab



7. Benefits and limitations

The benefits and limitations of the Grow Waitaha approach have been combined due to their interdependent nature, with some aspects of the approach having both benefits and limitations in relation to the project's overall purpose.

It is important that individuals or organisations considering applying aspects of the Grow Waitaha approach give due consideration to the 'cloud' and 'silver lining' nature of some of its characteristics and components.

“It was important to us from the outset, that as we built our model of support that this was highly responsive. We have gathered data from schools about the extent to which they have met what was outlined in the monitoring and evaluation tool at each stage of their rebuild process. We also gathered data about the extent to which each school was planning on focusing on a particular area, and the type of support they would find most useful. This then allowed us to design responsive support.”

– Anna Sullivan, Evaluation Associates

Grow Waitaha sensemaking evaluation process

Figure 8

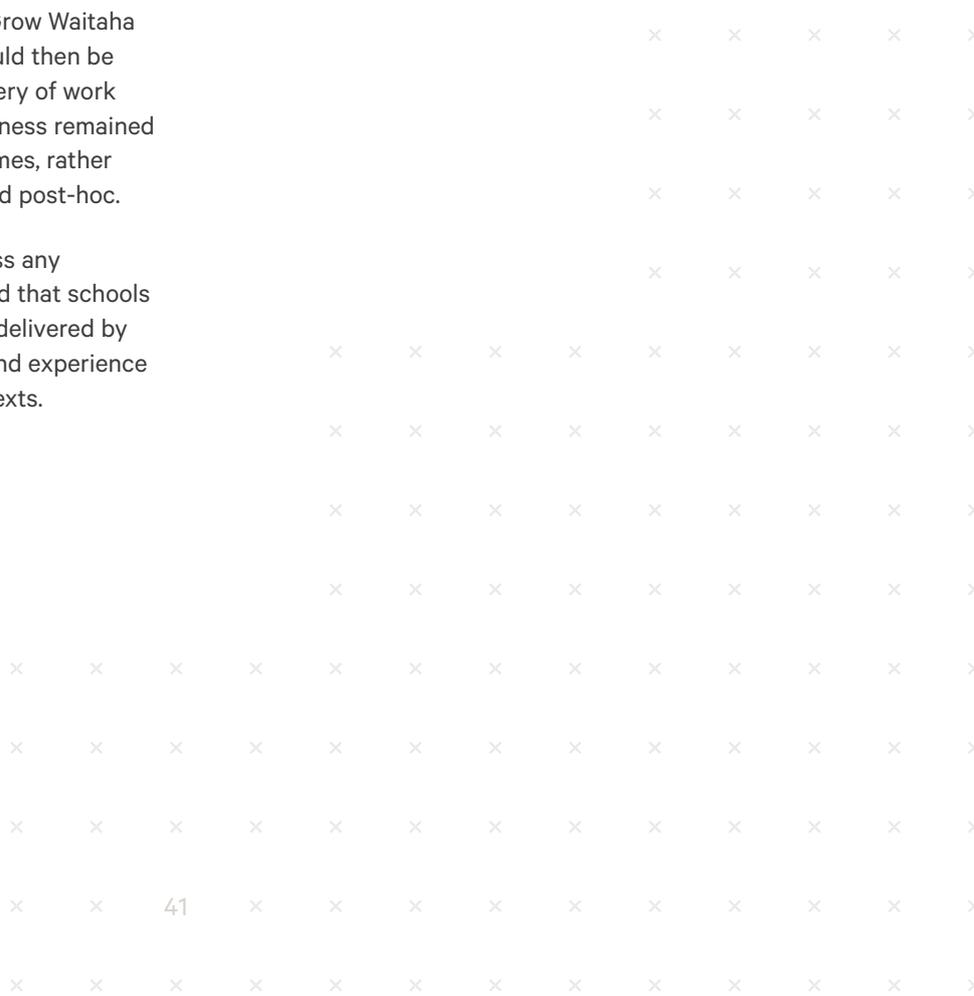


Limitations

- ✘ The creation of the necessary collaborative systems and structure required a large investment in time, and a genuine commitment and goodwill towards collaboration with sometime competitors. At the outset of this programme, there were concerns about the time and cost outlay for the programme to get underway due to the higher 'start up costs' of a collaborative approach compared to a competitive one.
- ✘ There was also an investment of trust during an intense relationship building phase, which at times required addressing and resolving conflicts (that had arisen).
- ✘ With a range of confounding variables due to Grow Waitaha being involved in different ways in multiple school settings, often alongside other support or development initiatives, it has been difficult to obtain data that clearly demonstrates an evidence-based connection between the Grow Waitaha programme and ākonga progress and achievement. As a result, the final impacts of the programme are not yet known.
- ✘ There was an initial direct loss to the schools in terms of the proportion of budget which was allocated to the development and implementation of the model, including its supporting systems and structures, and its ongoing governance.

Benefits

- ✘ The approach allowed for the development and implementation of one vision for all of greater Christchurch, rather than a fragmented approach by competing providers. This was particularly relevant in a post-quake context, where the education network tended to be quite fragmented and competitive in nature.
- ✘ The transformational approach to procurement and co-design of the programme meant that all alliance partners were able to contribute expertise during the design phase, leading to a better outcome than if it had been Ministry-driven in its conceptual design.
- ✘ This single vision created more opportunities for alignment and synergies with other sectors within greater Christchurch, such as local government and other agencies.
- ✘ The authentic partnership with ngā rūnanga through Mātauraka Mahaanui meant that the needs and aspirations of Māori students and their whānau were central to the design of all aspects of the Grow Waitaha programme and its components. These could then be better integrated into the design and delivery of work programmes, to ensure cultural responsiveness remained a central part of all deliverables and outcomes, rather than be at risk of being ‘tacked on’ or added post-hoc.
- ✘ The ability to access individuals from across any (or more than one) of the providers ensured that schools always received a customised programme delivered by individuals with the combination of skills and experience best suited to the school’s needs and contexts.
- ✘ The customised and responsive design allowed for extensive data collection and developmental evaluation. This was also enabled by the non-competitive nature of work being allocated, as there were no incentives for misleading other providers or the foundational partners when evaluating programmes of work.
- ✘ The improved trust between providers enabled individuals to learn and develop their own skills and experience by working alongside other members of the team of providers.
- ✘ These data sources allowed the ongoing and iterative co-design of the Grow Waitaha programme, including its approach and offerings. This made the programme able to be responsive and become increasingly more relevant and effective for schools and other stakeholders. A visual summary of this evaluation process is shown in Figure 8.



8. Conclusion and key recommendations

The Grow Waitaha project arose from a need to support schools across greater Christchurch to grow their thinking of education for the future, establish school visions, collaboration, and community engagement.

Consider a collaborative approach to solving complex challenges

The complexities of the post-quake environment heightened the need for a co-designed approach which drew on expertise from a range of parties in developing and implementing solutions.

This complex environment led to the Ministry of Education's decision to procure a collaborative panel of four providers. A collaborative rather than a competitive approach was preferred so that a single vision could be developed and cohesively implemented, rather than the risk of the programme becoming fragmented and ineffective due to its competitive nature.

Engage authentically in Treaty partnership

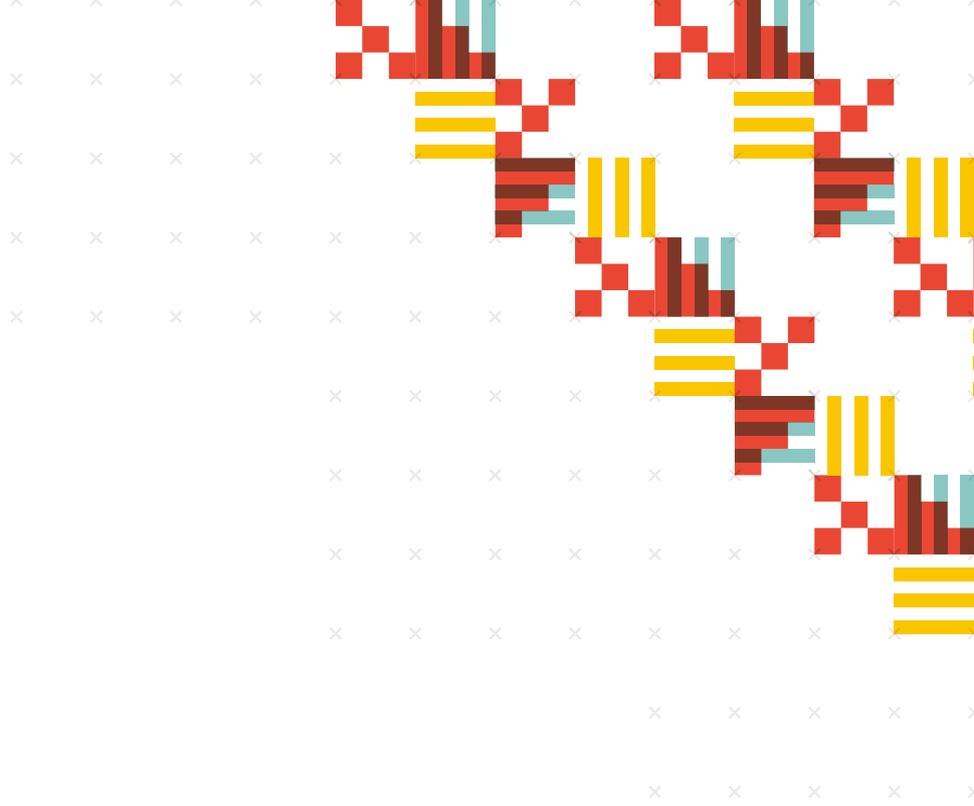
Mātauraka Mahaanui was a foundational partner with the Ministry of Education in the design of the procurement documents, and was centrally involved in Grow Waitaha even prior to the project's conception. This ensured governance involvement and input right from the conceptual design phase. Mātauraka Mahaanui were key partners in the design of the original RFP and sat alongside the Ministry of Education as a key partner in interviewing and selecting providers.

During the programme's delivery, Mātauraka Mahaanui representatives were able to enrich discussion by providing support and challenge so that the needs of Māori students and their whānau were always considered and valued.

Invest time on building relationships and co-designing an approach

The programme's approach and offerings were developed and co-designed and developed collaboratively by the four providers and the foundational partners, with each contributing expertise and guidance as appropriate. This co-design approach was also supported by authentic and ongoing input from stakeholders within the education sector.

This dual-layered approach to co-design (both co-design within the alliance, and co-design between alliance and sector) enabled richer conversation and examination of the required design challenges, and led to better and more effective solutions than would have been possible if any part of the alliance had worked in isolation.



Support ongoing improvement through evidence-based evaluation

As part of the project, individual schools received support through their redevelopments or rebuilds, and collectively schools were offered a range of opportunities to connect and collaborate. Emerging examples of innovative and knowledge-building were collated and shared, and all aspects of the programme were subject to ongoing evaluation.

This evaluation was enabled by the customised and responsive design, which supported extensive data collection and developmental evaluation. The findings from the monitoring and evaluation allowed the programme to evolve and be responsive to the needs of schools and other stakeholders, including iterative changes to its approach and offerings.

Deliver on purpose by modelling key values

A key purpose of Grow Waitaha was to grow and share collective knowledge and innovation through supporting and encouraging collaboration within and across schools. This collaboration was able to be more sincerely encouraged by modelling it in both the design and delivery of the Grow Waitaha approach.

In addition to collaborating on developing a shared vision and strategy, programme delivery was also approached as a transparent collaboration between all partners. Work was distributed across the four providers using an equitable and transparent approach, which supported the providers to maintain focus on the correct skill set for the job. This led to upskilling and development across the four providers, since individuals often worked collaboratively to pool their skill sets to work with an individual or group of schools.

Amend design components as required

The shared vision and strategy needed to be operationalised in systems and processes, which themselves needed to be overseen by appropriate collaborative structures. These involved the establishment of a governance group, workstream leaders, and a workstream coordination group.

Because each delivery component was customised and co-designed, Grow Waitaha worked with a range of stakeholders to both design the project specification, and allocate the resource provision to deliver those offerings. The customised approach meant that prior learning could be applied where relevant, but that design could be iterative and responsive rather than restricted.

Scopes of work and agreed budgets were developed for each workstream quarterly, and hours and other costs related to these were tracked online. The planned and actual budget plan were monitored regularly and collectively across the alliance partners.

With project plans, deliverables and budgets being regularly monitored and reviewed, progress towards outcomes could be evaluated, and changes made to the approach or solutions in response to these findings.

Grow Waitaha developed and tested an extensive range of innovative co-design processes in order to create comprehensive and coherent support for schools across greater Christchurch.

Appendix 1: Grow Waitaha terms of reference

We value collective intelligence and believe working together gives opportunities to solve problems in new ways, to share strengths; to learn from each other; and to create ideas that could not have been achieved alone. This means that we will endeavour to work as one team. We will do this in the spirit of openness, trust and shared accountability.

The key principle for designing our collaborative work is:

Best for learner, whānau, community.

Best for System.

Learners at the centre of change is how we believe that transformation is most likely to happen. It is paramount in the work we do together.

Cultural integrity underpins our work together. This means that we will consider two world views in our work – “nothing about us without us.”

Strengths based

- × **Know and utilise the strengths of each partner**
- × **Seek to have the best person or combination of people from across Grow Waitaha doing each piece of work**
- × **Use collaborative language that reinforces ‘we are all in this together’**
- × **Share knowledge or experience gathered which may be helpful in pursuing the purpose and vision of Grow Waitaha**
- × **Be informed by Māori research and evidence**

Transparent

- × **Co-create ways of working together, systems and communication**
- × **Financial transparency for alliance partners**
- × **Shared, agreed programme of work**
- × **Deliberate management of communication and information**
- × **Ensure all partners are kept informed in a timely manner**

Glossary (Māori – English)

Kupu (word)	Explanation
Ākonga	Student(s)
Hui	Meeting
Iwi	Tribe, generally a large group of Māori descended from a shared ancestor, and with authority over a particular geographic territory.
Mahi	Work
Mana	Prestige, status or authority. This term is associated with both positional and spiritual power.
Mana Whenua	Territorial rights or authority over a geographic territory.
Mātauraka Mahaanui	Originally known as the Waitaha Advisory Board, and appointed by the Minister of Education. Te Rūnanga o Ngāi Tahu, as the 'Treaty partner,' mandated this group to act on their behalf in the greater Christchurch area.
Ngāi Tahu	Ngāi Tahu, or Kāi Tahu, is the principal Māori iwi of the southern region of New Zealand.
Noho marae	<p>A marae is traditionally a fenced complex of buildings belonging to an iwi, rūnanga, hapū (sub-tribe), or whānau.</p> <p>Noho marae is the term given to a hui or gathering where attendees stay on the marae overnight or for several nights, generally sleeping in the whare (meeting house).</p>

Puaka	Rigel, the brightest star in the Orion constellation. Its reappearance signifies a change in seasons, and is celebrated by South Island iwi.
Rūnanga	<p>Ngāi Tahu is comprised of 18 Papatipu Rūnanga or governance areas. Each Rūnanga has governance oversight for a particular geographically defined area (called its takiwā).</p> <p>The greater Christchurch area involved in the Grow Waitaha approach is comprised of six different Rūnanga, but the two Rūnanga with the biggest geographic coverage of the targeted area at Te Rūnanga o Ngāi Tūāhuriri and Te Taumutu Rūnanga.</p>
Takiwā	Geographic territory, generally associated with the authority of an iwi or rūnanga over this territory/tribal area.
Te Tiriti o Waitangi	The Treaty of Waitangi, an agreement between Crown and Māori signed in 1840.
Tuakana-teina	<p>A learning concept in which an older learner supports and teaches (tuakana refers to an older sibling) a younger learner (teina refers to a younger sibling).</p> <p>This can refer to chronological age, or to a more experienced and less experienced learner.</p>
Waitaha	<p>An abbreviation of the full name for the Canterbury Plains: Kā Pākihi Whakatekateka a Waitaha. After the Waitaha rangatira (chief) Rākaihautū and his travelling party discovered many of the great lakes of Te Waipounamu, (the South Island) they met up with his son, Rākihouia, and his travelling party in South Canterbury.</p> <p>Following the challenges of crossing mountain ranges, making their way through dense forests, and over the rugged ridges and treacherous mosses of Otago and Southland, they rejoiced in the ease of travel along the edges of the Canterbury Plains.</p> <p>It was the joyful march of reunion along the plains which led to them being named 'Kā Pākihi Whakatekateka o Waitaha', meaning 'the open plains where Waitaha walked proudly'. Further information can be found at http://ngaitahu.iwi.nz/our_stories/ancient-paths/</p>
Whare	Meeting house



Grow
Waitaha