



**TE
TAIW HANGA
RANGATAHI**

REPORT

Dec 2022

HĀPAITIA TE ARA
TIKA PŪMAU AI TE
RANGATIRATANGA MŌ
NGĀ URI WHAKATIPU

FOSTER THE PATHWAY OF
KNOWLEDGE TO STRENGTH,
INDEPENDENCE AND
GROWTH FOR FUTURE
GENERATIONS.

We are grateful to the four rangatahi who have supported the Youth Lab and Te Taiwhanaga Rangatahi through the journey to date:

- JEN BENJAMIN
- J'VAAN TOATOA
- LYQUAN MONGA
- MATALENA FALE

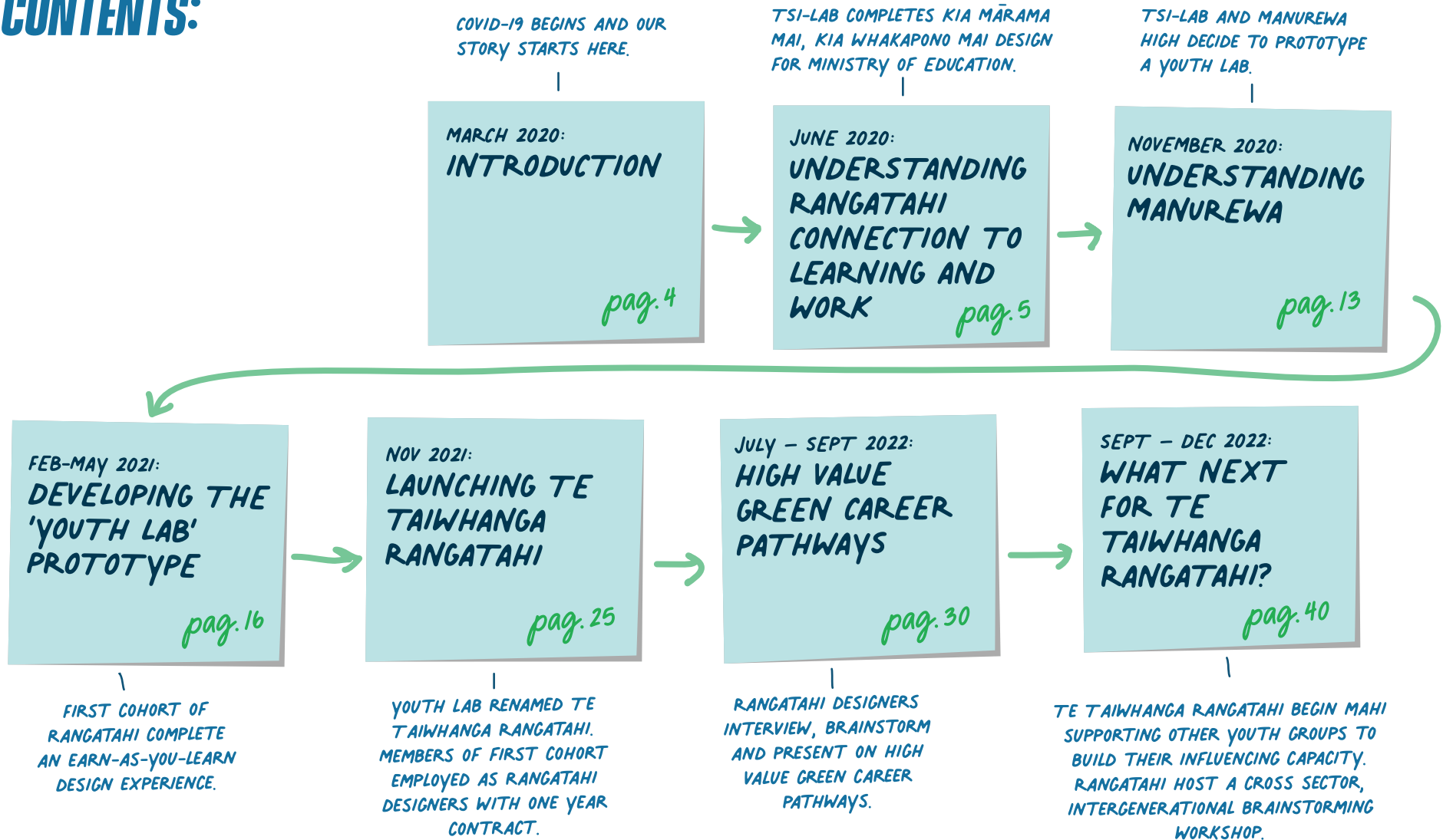
and the other rangatahi, tuākana and pākeke who have also supported this mahi.

We also thank the following organisations for their involvement and support in the development of Te Taiwhanga Rangatahi.

- MANUREWA HIGH SCHOOL
- MANUREWA HIGH SCHOOL BUSINESS ACADEMY
- HUGH GREEN FOUNDATION
- THE TINDALL FOUNDATION
- THE RISING FOUNDATION
- MAU STUDIO
- THE ROOTS CREATIVE ENTREPRENEURS
- TE PU-A-NGA MAARA.



CONTENTS:



INTRODUCTION



¹ A tuakana-teina relationship is where an older or more expert tuakana helps and guides a younger or less expert teina in a learning environment that recognises the value of ako, the tuakana-teina roles may be reversed at any time

² TSI-Lab – The Southern Initiative <https://www.tsi.nz> and The Auckland Co-design Lab <https://www.aucklandco-lab.nz>

³ The Southern Initiative-The Western Initiative. (April 2020) Likely unequal impact of COVID-19 on Māori and Pasifika communities in New Zealand

This is the journey of Te Taiwhanga Rangatahi and the rangatahi who have helped shape it.

Te Taiwhanga Rangatahi started as a prototype – Rangatahi Youth Lab, testing a flexible learning design experience for rangatahi. It focused on whanaungatanga, and was grounded in culture and connection to people and place. The safer and flexible learning space supported rangatahi to build co-design and innovation skills through a tuakana-teina model and connecting to local real world projects relevant to them.¹

It built from years of research and learnings, including more recent work from TSI-Lab that told us the education system doesn't work well for many rangatahi, even prior to the pandemic.² COVID-19 laid bare social and digital inequalities - many South Auckland rangatahi live in crowded homes with limited study and personal space, and inadequate internet access. Many also face added pressures of needing

to support their whānau financially, either directly where family members have lost jobs or reduced hours or indirectly through taking on greater home and care responsibilities.³

The Rangatahi Youth Lab prototype has now been successfully developed, tested and scaled up into Te Taiwhanga Rangatahi.

The report tells the story and documents the key learnings, for those involved and for the system.



Rereahu holding safe (and funny) spaces for our rangatahi.

UNDERSTANDING RANGATAHI
CONNECTION TO LEARNING
AND WORK

UNDERSTANDING RANGATAHI CONNECTION TO LEARNING AND WORK

Attendance, engagement and wellbeing of rangatahi in mainstream education is a complex issue, often tied with longstanding inequity, particularly for Māori and Pasifika ākonga. Past initiatives and research also tell us that there has been no easy fix. To better understand this a design innovation initiative, Kia Mārama Mai, Kia Whakapono Mai involving Manurewa education providers, TSI-Lab and the Ministry of Education was shaped around the question: ⁴

© How might we collaborate with young people, whānau, schools, the community and each

other to design ways of working that lead to better attendance, engagement and wellbeing for all our students now and in the future?

To better understand the lived experiences of rangatahi, educators and parent-caregivers, empathy interviews were undertaken with 70 rangatahi in intermediate, high school, alternative education or not in employment, training or education and 16 staff, youth workers, whānau and educators. In addition, 67 ideas were generated on the UpSouth community digital platform.

"I JUST WANT MY WHĀNAU TO BE WELL OFF. I DON'T WANT THEM TO HAVE TO WORRY ABOUT ANYTHING ANYMORE. STRAIGHT UP, EVERYDAY'S A STRUGGLE AND I DON'T WANT THAT ANYMORE. I KNOW WHEN I MAKE ... STRAIGHT UP, MY WHĀNAU COMING WITH ME."

RANGATAHI NOT IN EDUCATION OR EMPLOYMENT

⁴ Kia Mārama Mai, Kia Whakapono Mai
- <https://www.aucklandco-lab.nz/reports-summary/kia-marama-mai>



Talking to current and past school students from MoE's Auckland Youth Advisory Group

UNDERSTANDING
RANGATAHI
CONNECTION TO
LEARNING AND
WORK

INSIGHTS FROM KIA MĀRAMA MAI, KIA WHAKAPONO MAI:

1. RELATIONSHIPS AND EMPATHY ARE KEY TO LEARNING



It's easier to learn in an environment where you feel safe and have a sense of belonging



One negative experience with a teacher can de-rail your education

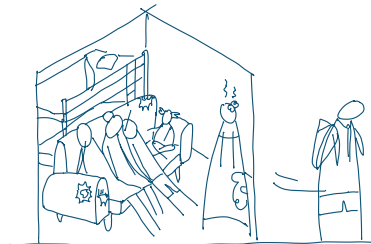


Having a champion in your life makes it easier to overcome negative experiences with teachers and with learning



Learning is best where teachers actively weave in students' everyday lives to interest them and value their existing knowledge

2. RANGATAHI ARE MOTIVATED TO GIVE BACK DESPITE BARRIERS



Rangatahi have real challenges



Rangatahi are stressed by low incomes at home



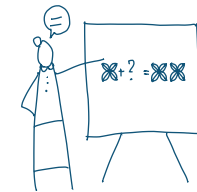
Giving back to their whānau is a key motivation for rangatahi

UNDERSTANDING
RANGATAHI
CONNECTION TO
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WORK

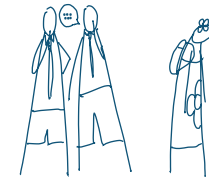
3. TRANSITIONS, PARTICULARLY MOVING FROM INTERMEDIATE TO HIGH SCHOOL CAN BE REALLY HARD



4. CORE SUBJECTS NEED TO BE CULTURALLY GROUNDED TO ACHIEVE EQUITY



Culture and identity needs to be embedded into core subjects



There's conscious and unconscious bias

5. CHOICES AND PATHWAYS FOR ALL



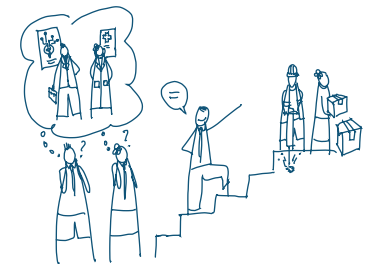
Connecting students to career and work options earlier supports informed decision making



Financial insecurity at home influences learning and pathway decisions



Students need support to connect learning decisions with goals and aspirations



Some Māori and Pasifika students are filtered out of key subjects



*EVEN BEHIND THE MASK,
WE CAN FEEL MATALENA'S
INFECTIOUS SMILE DURING
A WORKSHOP WITH BROWN
PRIDE*

**UNDERSTANDING
RANGATAHI
CONNECTION TO
LEARNING AND
WORK**

Alongside the lived experiences, observations of the education system during Kia Mārama Mai, Kia Whakapono Mai and other research, showed us:

- ③ The importance of empathy and brain science is not well understood – stress negatively impacts learning and executive functioning skills.⁵ Most secondary teachers are not being taught about brain science
- ③ Māori and Pasifika students are expected to thrive in a system that is not aware of its own Pākehā bias
- ③ Students who need the most support often end up in environments with the least resources. If support becomes available, it is often at the crises end, rather than healing and building connective protections
- ③ There is a lack of good quality job prospects, particularly for rangatahi who didn't have a clear pathway to trades or tertiary training
- ③ The impact on rangatahi and their whānau are strongly linked. Tackling many of these issues at a school level, can also flow through to whānau, and is a good place to begin engagement.
- ③ At the same time, we were also seeing that the system doesn't know how to engage with young people in the real world – their voice isn't heard.



⁵ Building positive relationships with students: What brain science says
<https://www.understood.org/en/articles/brain-science-says-4-reasons-to-build-positive-relationships-with-students>

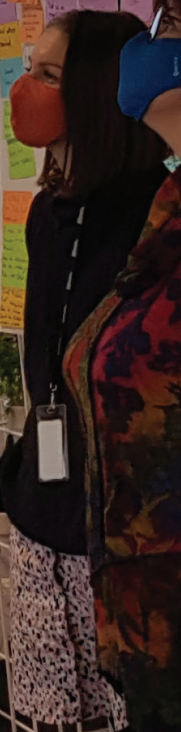
Wellbeing and reflection is an important part of all with rangatahi, here Jen and J'vaan are focussing on their journaling.

LYQUAN TAKES OUR FRIENDS FROM THE HUGH GREEN FOUNDATION THROUGH THE WORK SO FAR.



What else?

- What?
- Hikoi with Pili Whiting, Tui Hui-Teira, Jasmax
- MOE - special lang team
- Local Govt Review app
- Podcast
- Hikoi with Ole Miana - Eke Ponder
- Huiwaka Ponga with Ranaia, Taraia Ponga
- K. Whakaranga o Te Kōwhiri



UNDERSTANDING
RANGATAHI
CONNECTION TO
LEARNING AND
WORK

RELEVANT INSIGHTS AND EVIDENCE

The development of the Rangatahi Youth Lab prototype was also informed by other learnings and work from TSI-Lab and other stakeholders.

- © Youth Economy core insights that told us:
 - ✓ Unmet basic needs and poverty are barriers to engagement
 - ✓ Career exploration needs to start earlier, focussing on work-readiness, soft-skills, empowerment and labour market attachment as outcomes rather than only trainings, job placements and initial wages
 - ✓ Consistent wrap-around support, peer clusters, mentorship and career planning/progression make a difference
 - ✓ Building shorter, industry-led training works best when directly linked to real jobs or paid work experience
 - ✓ Employer mindsets need to shift to an investment approach – establishing deep, trusted relationships, continuity, whanaungatanga and safety
 - ✓ Culture needs to be embedded in work and learning
- © The Attitude Gap Challenge identified that employers and young people frequently face a complex clash of norms and expectations, and therefore misunderstandings.⁶ These can be overcome through

greater preparedness and proximity between different groups involved

- © Workforce Development undertaken by TSI since 2017 identified that more work to motivate, engage and upskill employers with youth employment is needed and that gains can be achieved by:
 - ✓ Using Tikanga Māori approaches. A big gap for Pasifika approaches was noted, hence the need for examples like UpTempo⁷
 - ✓ Linking young Māori and Pasifika into decent jobs via intensive culturally competent wraparound social service provided by truly whānau-centric provider partners such as Whānau Ora and UpTempo
 - ✓ Using micro-credentials to bridge skills development before a job and on the job.

International research told us the same - policies to keep school-leavers in education and training need to provide strong wrap-around services, focus on 'good jobs' and be well-designed and delivered. Pushing people to be entrepreneurs isn't a standalone solution to structural unemployment and poverty.

Nearly everything we learned at a practice level reinforced existing evidence and published research.

⁶ The Attitude Gap Challenge <https://www.aucklandco-lab.nz/reports-summary/attitudegapchallenge>

⁷ UpTempo - <https://www.tsi.nz/uptempo>

**TE
TAIWHANGA
RANGATAHI**

UNDERSTANDING MANUREWA

UNDERSTANDING MANUREWA

Early learnings reinforced the importance of place and working on local real world projects. For rangatahi in the youth lab, this is Manurewa, a vibrant community in the south of Auckland, where one third of residents are aged 20 years or younger. The smart, creative and youthful population are the future of the local and regional workforce. They are also among the worst hit by the COVID-19 epidemic, often on top of family economic and social hardships that for some have been experienced over multiple generations.

THREE AREAS THIS MANIFESTS IN ARE ATTENDANCE, QUALIFICATIONS GAINED AND SCHOOL LEAVING AGE:

In 2018, 55% students aged 6–16 in Manurewa attended school regularly, lower than the Auckland average (65%). Since COVID-19 attendance has declined in decile 1 and 2 schools and the proportion of chronic absences increased for Māori and Pacific students, deepening existing inequities. About 40% of students with reduced attendance did not have concerning attendance patterns prior to COVID-19 ⁸

Rangatahi in The Southern Initiative area are leaving school with little to no qualifications at approximately twice the rate of rangatahi in the rest of Auckland - in 2020, 16.3 per cent of rangatahi and 32.3% of Māori rangatahi left school with a qualification less than NCEA level 1.⁹ Manurewa also has one of the higher rates in South Auckland of rangatahi becoming 'second chance learners', many studying for qualifications they could have completed for free at school

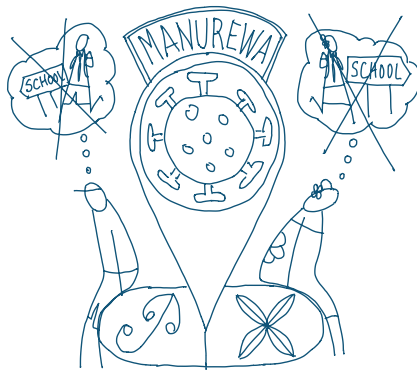
In 2021, 81.4% of students in Manurewa stayed at school until at least their 17th birthday, compared to 87.6% of Auckland students.¹⁰

⁸ https://www.educationcounts.gov.nz/_data/assets/pdf_file/0013/204610/How-COVID-19-is-affecting-school-attendance.pdf

⁹ Prakash, A. (2002) A Profile of Children and Young People in Auckland: 2022 Update <https://our.aucklandcouncil.govt.nz/media/0hijvmoc/tr2022-07-profile-of-children-and-young-people-in-auckland-2022-update.pdf>

¹⁰ Education Counts, Ministry of Education <https://www.educationcounts.gov.nz/know-your-region>

**UNDERSTANDING
MANUREWA**



A MEASLES EPIDEMIC THEN A PANDEMIC

Manurewa schools and whānau were at the centre of a measles epidemic in 2019, closely followed by the COVID-19 pandemic. COVID-19, in particular laid bare social inequality in terms of housing, jobs, education and digital access. Rangatahi wellbeing was also affected by the uncertainty, lack of face to face teaching, the cancellation of social and sporting events and a general loss of control with restrictions on movement.

Being away from school opened up questions about the value of school and different approaches to learning and risked pushing those already on the edge of the education system right out. Following the first COVID-19 lock-down, approximately 10% of year 12 and 13 students did not immediately return to Manurewa High School, with about half having taken on employment to support their whānau. This was confirmed by the Ministry of Education 2020 data that saw student attendance decline in Auckland in 2020, particularly for Māori, Pasifika and students from low-decile areas, including an 11.3% decline in Manurewa.¹¹

Young Māori and Pasifika were the worst hit, particularly in suburbs such as Manurewa where higher unemployment and transience were already a problem.

¹¹ Prakash, A. (2002) A Profile of Children and Young People in Auckland: 2022 Update <https://ourauckland.aucklandcouncil.govt.nz/media/0hijvmoc/tr2022-07-profile-of-children-and-young-people-in-auckland-2022-update.pdf>

A brief picture of Manurewa is provided below:

MANUREWA COMMUNITY

Many families have lived in Manurewa for generations and feel a strong loyalty to their community. However for some transience from high housing costs and insecure tenures reduces community connections and leads to ākongā changing schools frequently. Local organisations provide important connections within the community - sports and cultural clubs, churches, Manurewa Marae and The Pride Project Aotearoa.

MĀORI – 26%.

MOST ARE MATAAWAAKA AND SOME MAY NOT KNOW THEIR WHAKAPAPA.

MANA WHENUA ARE:

WAIOHUA-TĀMAKI
KAWERAU Ā MAKI
NGĀTI TAMAHOHO
NGĀTI TE ATA-WAIOHUA
TE AKITAI-WAIOHUA
NGĀI TAI KI TĀMAKI
TE AHIWARU-WAIOHUA

MARUTŪAHU
NGĀTI PAOA
NGĀTI WHANAUNGA
NGĀTI MARU
NGĀTI TAMATERĀ
WAIKATO-TAINUI

PACIFIC PEOPLES – 36%.

54% OF PACIFIC PEOPLES IDENTIFY AS SAMOAN
22% IDENTIFY AS COOK ISLAND MĀORI
21% IDENTIFY AS TONGAN

EUROPEAN – 29%.

ASIAN – 25%.

Bordered by the Manukau Harbour to the west, Puhinui stream winds its way from Totara Park across the suburb to the Manukau Harbour. Two maunga Matukutūruru and Matukutūreia are collectively known as Ngā Matukurua. Yet many are not connected to the whenua.

DEVELOPING THE PROTOTYPE:
THE RANGATAHI YOUTH LAB

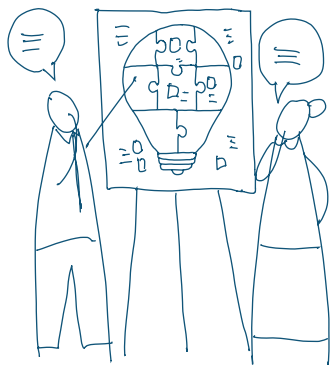
DEVELOPING THE PROTOTYPE: THE RANGATAHI YOUTH LAB

Building off earlier learning, ideation, stakeholder and rangatahi feedback, a 'youth lab' concept was framed around the intentional creation of flexible learning space where rangatahi could feel safe, heal and build nurturing relationships with their peers, facilitators and collaborators. This space would also be designed to:

- 🌀 Allow rangatahi to learn, develop, contribute ideas and design their own solutions at their own pace
- 🌀 Provide a space to convert rangatahi voice in to action and be heard in real world projects, especially in the COVID-19 recovery
- 🌀 Test the learning and use of design skills.

Fundamentally it would empower rangatahi and be grounded in Mātauranga Māori. It would also test if we could support attachment to learning through:

- 🌀 Leading with whakawhanaungatanga and manaakitanga
- 🌀 Creating space and time for healing
- 🌀 Grounding experiences in culture and connection to place - working with local Māori and Pasifika partners already active in this space
- 🌀 Learning the principles, methodologies, and tools of design-led and systems thinking including indigenous design and systems thinking such as Hautū Waka



- 🌀 Scaffolding learning so that rangatahi can eventually lead their own initiative
- 🌀 Linking rangatahi to higher value opportunities particularly in the circular and social economy and where the rangatahi may have a passion or interest
- 🌀 An earn as you learn model to reduce financial pressures for rangatahi and their whanau.

Design skills include

EMPATHY, CRITICAL THINKING, COMMUNICATION, CREATIVITY, PROBLEM-SOLVING, PRESENTATION, SYSTEMS THINKING, COMMUNICATION AND COLLABORATION

These skills are all becoming increasingly important in current and future workforces. It would also support the profile of South Auckland rangatahi towards influence and action.



*J'VAAN DEEP IN THOUGHT AS
TE TAIWHANGA RANGATAHI
HUDDLE, LISTEN AND THINK
COLLECTIVELY*

**DEVELOPING THE
PROTOTYPE:
THE RANGATAHI
YOUTH LAB**

SET UP

The Rangatahi Youth Lab began in early 2021, based at Manurewa High School. Six year 14 rangatahi came together to work with a multidisciplinary team including five facilitators from TSI-Lab, Manurewa High School, and other stakeholders, for a three month period. The intensive learning experience was organic, allowing the team to capitalise on opportunities as they arose, and intentionally paced, providing a space for the rangatahi to shape their waka. Rangatahi were paid the living wage, testing 'earn as you learn' – this valued their contribution and acknowledged living costs and the financial support many rangatahi provide to their whānau.

Standing up the prototype was challenging in a COVID-19 environment; however this was smoothed with the already strong connections between TSI-Lab and Manurewa High School and support from responsive funders. Auckland moved in and out of COVID-19 lockdown twice in the first month, when rangatahi were beginning to connect with each other, the facilitators and the process. This strengthened the need to focus on whanaungatanga, wellbeing and building trust and connection between facilitators and rangatahi.

In the first weeks, the rangatahi built their pepeha through connections to people, place and their whakapapa. They learned about the local tupuna and

maunga Matukutururu, Matukutureia, Puhinui Stream and te Manukanuka o Hoturoa within a safe and healing environment.^{12,13} Providing the time and space for rangatahi to be safe and more connected – culturally, to people and to place through local real world projects – opened the rangatahi to connecting with learning.

"WE ONLY LEARN THIS STUFF [WHENUA CONNECTION] IF YOU TAKE MAORI"

- RANGATAHI, FOLLOWING A VISIT TO THE MAUNGA WITH LOCAL IWI

About two thirds of the way through the Rangatahi Youth Lab moved to being based in Auckland Council. Trust and confidence were being built and the rangatahi enjoyed the change, saying it felt a bit more like work.



Brown Pride taking the time to reflect and evaluate their own mahi with us

¹² Matukutururu is also known as Te Manurewa o Tamapahore or Wiri Mountain; Matukutureia is also known as McLaughlins Mountain

¹³ Manukau Harbour

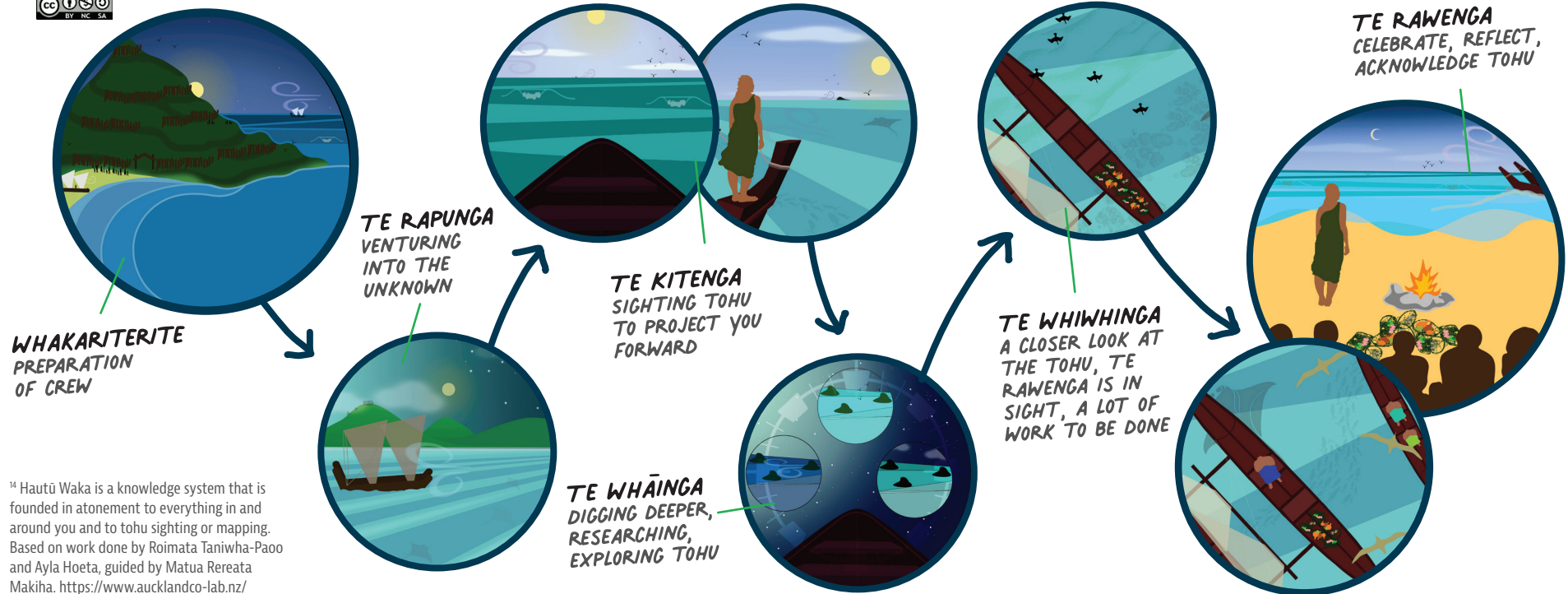
DEVELOPING THE
PROTOTYPE:
THE RANGATAHI
YOUTH LAB

INTRO TO DESIGN THINKING

Once the rangatahi were more grounded and comfortable in the Rangatahi Youth Lab, the team began talking about design skills. Design thinking and the tools learned and used need to be appropriate to the user and where they are used – in this case, by rangatahi in the Manurewa community. Several frameworks based on indigenous learning exist including Hautū Waka, which the rangatahi learned alongside other participatory design skills.¹⁴

Design thinking is complex, even more so when learning different frameworks at the same time. Yet understanding the skills, tools and their application was easier for rangatahi to learn and master than originally thought.

HAUTŪ WAKA



¹⁴ Hautū Waka is a knowledge system that is founded in atonement to everything in and around you and to tohu sighting or mapping. Based on work done by Roimata Taniwha-Pao and Ayla Hoeta, guided by Matua Rereata Makiha. <https://www.aucklandco-lab.nz/resources-summary/hautu-waka>

**DEVELOPING THE
PROTOTYPE:
THE RANGATAHI
YOUTH LAB****REAL WORLD PROJECTS**

Using a tuakana-teina model, rangatahi became part of two real world design projects, working alongside other organisations who were leading well-established mahi:

- © Whakaoranga o Te Puhinui (Puhinui stream regeneration) - a collaborative partnership between Te Waiohira iwi, Auckland Council whānau, crown agencies, community organisations and the diverse communities of Te Puhinui
- © Manukau Innovating Streets - working with local partners Mau Studio and The Roots Creative Entrepreneurs.

These design projects involved empathy kōrero with local whānau, gaining lived experience and early insights.

PUHINUI STREAM

Puhinui Stream flows across Manurewa, from Totara Park to the east to the Manukau Harbour to the west. It is highly modified and has long been a dumping ground for waste. Restoring the mauri of the stream so that it is once again flourishing has been the goal of Whakaoranga o Te Puhinui.

The rangatahi designers joined Eke Panuku and other stakeholders, using the design skills they had learned to better understand the relationship between their local community and Puhinui stream. To do this the rangatahi:

- © Visited Totara Park looking at different parts of the stream- viewing the stream from the highest point and looking for its source
- © Undertook empathy kōrero with whānau, including those who were attending a fiafia night at Manurewa High School, about their connection to the Puhinui Stream
- © Learned about the mahi of Te Pu-a-Nga Maara a local rangatahi led innovation group, and accompanied them to Puhinui stream, together taking water samples and testing the quality. The experience had a longer term impact.

"WERE BUZZING SEEING THE EEL IN THE WATER, THEN SAW THE OIL COMING DOWN THE RIVER COMING PAST US, PUT A DOWNER ON EVERYONE"

- YOUTH LAB SESSIONS REFLECTIONS AND OBSERVATIONS

The rangatahi took ownership of unpacking the empathy kōrero, identifying themes insights and tensions and pulling out quotes to create a storyboard. To help understand the co-design process in action they also visited TSI-Lab, looking at the storyboard from Kia Mārama Mai, Kia Whakapono Mai.

**DEVELOPING THE
PROTOTYPE:
THE RANGATAHI
YOUTH LAB****REAL WORLD PROJECTS**

The rangatahi were, and still are strongly invested in the Puhinui stream. They presented the journey and learnings of their mahi to the project leads from Eke Panuku, Te Papa Atawhai (Department of Conservation) and others from the broader community including TSI-Lab and parents. Afterwards the team said they felt empowered and amazed with themselves.

**"I THOUGHT I WOULD GET NERVOUS, BUT I WASN'T.
HAD NERVES, GOT THERE, AM HAPPY"**

- YOUTH LAB SESSIONS REFLECTIONS AND OBSERVATIONS

A fortnight later, the rangatahi contributed to a session lead by the Director General of Te Papa Atawhai, sharing their journey and the jobs they imagined for themselves and whānau.

**MANUKAU INNOVATING STREETS WORK
WITH MAU ACADEMY**

The flexibility of funding provided the opportunity for the rangatahi to work with Mau Academy one day a week for seven weeks.¹⁵ This exposed the rangatahi to visual design within an indigenous framework, and design from the perspective of a different organisation. The learnings included creative processes to interpret cultural narratives and place-based narratives, tactical urbanism interventions, street art interventions and being a part of community design activations in Mangere, Onehunga and Manukau.

Through Mau Academy the rangatahi worked with the Māori and Pasifika designers in real world projects and experienced working in an environment led by Māori and Pasifika creatives.

VISIT BY PRIME MINISTER

The organic approach taken to the programme development allowed the team to capitalise on opportunities such as presenting to combined government agencies and the Prime Minister. The rangatahi had the opportunity to present their work to the Prime Minister during her visit to Manurewa High School, with only two days to prepare. The skills and confidence the rangatahi had gained were on show and the Prime Minister left the team with a question around 'what next?'

"WHAT WARMED MY HEART MOST WAS THE KIDS SAID TO ME 'MISS -YOU SHOULD TELL JACINDA ABOUT {PUHINUI} AND WE COULD GET GOVERNMENT TO PAY FOR IT', AND THEN THAT MANIFESTED A FEW WEEKS LATER, THAT WAS PRETTY AMAZING THEY ARE PRESENTING TODAY TO THE D-G OF DOC, THAT IS AN AMAZING BENEFIT OF HAVING THESE KIDS AS SPOKESPEOPLE, AS LONG AS IT'S NOT TOKENISTIC (WHICH IT ISN'T IN THIS CASE).... IT IS SO MUCH MORE MEANINGFUL WHEN THOSE MESSAGES COME FROM YOUNG PEOPLE"

- EKE PANUKU REPRESENTATIVE

¹⁵ Mau Academy is delivered by Mau Studios and ROOTS Creative Entrepreneurs

DEVELOPING THE
PROTOTYPE:
THE RANGATAHI
YOUTH LAB

WHAT WE LEARNED

SYSTEMS LEARNING

Many of the key learnings reinforced previously identified practices to help advance equity and intergenerational wellbeing including:

- © **Building whanaungatanga and trust provided the foundation for ongoing mahi and** was responded to positively by the rangatahi
- © **Cultural grounding and connection to place has been important.** Rangatahi saw value in gaining new cultural knowledge and they could recite their pepeha
- © **Rangatahi confidence in sharing ideas, public speaking and stakeholder engagement developed alongside an increasingly ability to get out of their comfort zone with design**
- © **The earn as you learn model is a complete system shift for how most people and organisations think about payment.** It showed promising signs – attendance was high and there was evidence of self-care throughout programme. Rangatahi were supportive, with feedback varying depending upon their situation:
 - ✓ All rangatahi raised the value of the content and learning experience gained from the Rangatahi Youth Lab
 - ✓ The value of beginning to earn income in a supportive environment where they could discuss managing money was identified
 - ✓ Being in a situation where they weren't concerned about being financially dependent upon their family

or a government benefit improved the wellbeing of the rangatahi and their whanau

"MONEY WAS NICE, BUT NOTHING BEATS KNOWLEDGE"

– RANGATAHI DESIGNER

"MY DREAM IS STILL TO BE LIKE FINANCIALLY STABLE, IN MY EARLY MID 20S HOPEFULLY, AND SO YEAH I JUST WANNA BE MORE FINANCIALLY STABLE"

– RANGATAHI DESIGNER

- © **Demand for authentic rangatahi voice and ideas was unveiled,** particularly from the public sector. Acknowledging that rangatahi are experts in their own right with regard to their communities, lives and other areas is a huge step forward within a current system that values a westernised view of expertise – if you are a young person, you are deemed not an expert. Alongside this there was an increased realisation from the rangatahi of the importance of their voice being heard.

"WITH THE RIGHT SUPPORT IN PLACE, YOUNG PEOPLE CAN DO SO MUCH. DON'T THINK THEY COULD HAVE PRESENTED TO PM IN WEEK 3, BUT WITH SUPPORT WE GAVE THEY COULD DO IT SO WELL. THEY CAN DO SO MUCH MORE THAN I THOUGHT...PUT A CHALLENGE IN FRONT OF THEM THEY 100% ENGAGED...REALISED THEY CAN DO THIS, THEY CAN DO ANYTHING, IT'S AROUND HOW WE SUPPORT THEM TO DO IT"

– TEAM REFLECTION

**DEVELOPING THE
PROTOTYPE:
THE RANGATAHI
YOUTH LAB****WHAT WE LEARNED**

" I OBSERVED HOW THEY SPOKE – IT'S INTERESTING TO SEE KIDS SPEAK WHO ARE IN AN ENVIRONMENT THAT SERVES THEIR EXPERIENCE AND THEIR VOICE. THEY ARE VALUED, THAT CREATES A SHIFT IN ALGORITHM. I SAW THAT IN YL KIDS, ALSO SAW LIVESTREAM OF PM VISIT. SAW ENERGY IN HOW THEY SPOKE AND CONNECTED WITH EACH OTHER"

- MOE REPRESENTATIVE

For TSI-Lab there was also value is in a deepened understanding of why and how young people act in certain ways and how we can work with them to create positive health experiences.

RANGATAHI REFLECTIONS

Rangatahi provided feedback and guidance during the programme and at a session at the completion of the programme, noting significant changes including:

🌀 engaging more with their whānau about the course.

"I TALKED WITH MUM ABOUT HAUTŪ WAKA SO SHE COULD LEARN ABOUT OUR CULTURE. SHE DIDN'T HAVE TO ASK ME. I NEVER TOLD MY MUM ANYTHING ABOUT THE SCHOOL AND HOW I WAS FEELING BEFORE THE COURSE"

- MĀORI YOUTH

"SCHOOL – IT WAS IN ONE EAR AND OUT THE OTHER. THIS COURSE STAYS IN MY MIND. I ACTUALLY TELL MY MUM ABOUT IT"

- RANGATAHI

🌀 Understanding themselves better and Increased confidence

"DUE TO MAKING PRESENTATIONS, LEARNING TO SPEAK UP MORE, BEING OUT OF MY COMFORT ZONE AND SOCIALISING WITH THE GROUP IN A SAFE SPACE... BEING PART OF THIS PROGRAMME HELPED ME COME OUT OF MY COMFORT ZONES"

- MĀORI YOUTH

🌀 Making friends and connections

"MADE CONNECTIONS WITH PEOPLE THROUGH INTERVIEWS"

- RANGATAHI

"NOT CONNECTED TO MĀORI AT ALL. REALLY COOL I GOT TO CONNECT TO MĀORI CULTURE"

- PASIFIKA YOUTH

🌀 Learning new skills including collaboration and knowing how to use their skills and talents in the world.

Given the success of the Rangatahi Youth Lab including unveiling the demand for rangatahi led design and input, it was decided to stand up a more permanent youth design lab. Options including partnering with existing youth organisations were investigated. It was decided to locate the roles within Council to provide the rangatahi with the benefits of being an employee within a large and diverse organisation. Creating the roles within Council, something very new for the organisation was not simple and required a shared desire to ensure it happened.

**TE
TAIWHANGA
RANGATAHI**

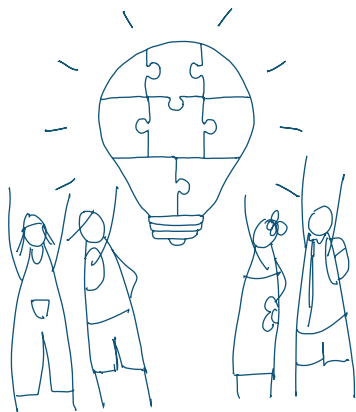
LAUNCHING TE TAIWHANGA
RANGATAHI

LAUNCHING TE TAIWHANGA RANGATAHI

SET UP

In October 2021, the rangatahi were interviewed and offered one-year employment contracts. The recruitment process was intentionally designed to support the rangatahi to practise interviewing while making it culturally appropriate and less intimidating.

In November 2021, Te Taiwhanga Rangatahi launched with four rangatahi designers joining Council. As designers, the rangatahi sit at the coal-face of design work in South Auckland – able to more easily connect with harder to reach communities, particularly youth. Given it was in the middle of a pandemic and lockdowns, and six months after the Youth Lab prototype had formally ended, the initial focus was on the rangatahi taking care of their wellbeing, strengthening and healing. While contact had been maintained following the prototype, the lockdown in the second half of 2021 meant that much of this was online and less frequent.



"THEY ALSO CARE ABOUT OUR WELL-BEING AND JUST GENERALLY HAVING CARING, SUPPORTIVE AND UNDERSTANDING FACILITATORS, BUT THEN THEY ALSO CHALLENGE US AT THIS SAME TIME TO LEARN"

- RANGATAHI DESIGNER

TUĀKANA-TEINA MODEL

A key component of setting up Te Taiwhanga Rangatahi was ensuring the rangatahi designers had support from a team of three tuākana. The tuākana brought different specialisms in mātauranga Māori, wellbeing and career pathways. The tuākana were also intentionally all rangatahi and Māori and Pasifika to provide culturally sound support and role modelling.

**LAUNCHING TE
TAIWHANGA
RANGATAHI**

MAINTAINING MOMENTUM AND CONNECTION

COVID-19 continued to be a significant disruption to the team, with the mahi mostly conducted online until March, except for a short lowering of the COVID-19 restrictions that allowed some in-person mahi, focusing on design and hauora. Working remotely was recognised as tricky by both the facilitators and the rangatahi designers.

"ONLINE IS NOT VERY EFFECTIVE TO GET TO KNOW DIFFERENT PEOPLE OR WHAT THEY DO"

- RANGATAHI DESIGNER

The rangatahi noted how they preferred working from the office:

"IT WAS THE NOT BEING ACCOUNTABLE, OR ACCOUNTED FOR WHEN IT CAME TO DOING WORK... SO I'D GET TIRED REAL FAST, GET LAZY A LOT EASIER AT HOME WHEREAS I FIND IN THE OFFICE I'M REALLY ENERGETIC AND KEEN TO DO THE WORK "

- RANGATAHI DESIGNER



So much more energy being kanohi ki te kanohi

LAUNCHING TE
TAIWHANGA
RANGATAHI

REAL WORLD PROJECTS

The flexible approach enabled the facilitators and rangatahi to take opportunities to both contribute their voice and develop their skills. This was particularly important in the climate of uncertainty. Opportunities included:

- © Designing and running a workshop in December interviewing West Auckland rangatahi about their experience of school during the pandemic and their plans after leaving school. The mahi in response to the Ministry of Education's concerns about the impact of COVID-19 on rangatahi learning provided insights which mirrored those from earlier mahi including prejudice, a mixed picture of teaching and the importance of mentors. There was an additional insight into the challenge of online learning for students – not just digital access but the quality of teaching and learning online. One of the rangatahi designers noted that these were similar to their own lived experience.

"THEN THERE'S THE THEMES THAT WE PICKED UP ON AS THEY WERE REALLY SIMILAR TO WHAT I WENT THROUGH FOR SCHOOL AND SO I RELATED BACK TO THE YOU KNOW THAT KIND OF STUFF"

- RANGATAHI DESIGNER

- © Designing a poster for an online wellbeing session with Manurewa High School
- © Sharing insights about the lockdown and vaccination with

the Counties Manukau District Health Board in November

- © One of the rangatahi spoke about their lived experience at the Education and Workforce Parliamentary Committee's Inquiry into Attendance
- © Inputting into the Local Government review's engagement app - Get Vocal in Your Local in February
- © Beginning to investigate communications skills including in January, experimenting in developing their own podcast and more recently being part of a series of podcasts on TSI-Lab developed by a professional design company, with one focused on Te Taiwhanga Rangatahi. The rangatahi have also begun developing their own logo and are continuing to refine it.



The team visits Rui at Critical to experience the circular economy in action.

**LAUNCHING TE
TAIWHANGA
RANGATAHI**

SCAFFOLDING RESPONSIBILITY

Since March, much focus while reconnecting kanohi ki te kanohi has intentionally been on wellbeing.

"THE BOND WE HAVE BETWEEN EACH OTHER AND THE WAY WE COLLABORATE IS JUST LIKE IT'S ALMOST LIKE WE COULD MAKE THE IMPOSSIBLE POSSIBLE"

- RANGATAHI DESIGNER

The rangatahi have maintained their interest in Whakaoranga o Te Puhinui and support the mahi when they can. Recently the rangatahi have been advising the

council team restoring the Hayman Park repo (wetland) on working with ākonga from Manurewa High School.

The rangatahi have been increasingly taken responsibility for their learning and shaping Te Taiwhanga Rangatahi. They were now ready to take on another real world design project. From the broad topic areas of education, employment and training and the green/tech sectors, they began to scope a design project around delivering on high value green career pathways.



Rangatahi-led meet up, South Auckland's Taiwhanga Rangatahi comes together with West Auckland's The Whole 09 and Ngāi Tahu's Tokona Te Raki

**TE
TAIWHANGA
RANGATAHI**

**HIGH VALUE GREEN CAREER
PATHWAYS**



HIGH VALUE GREEN CAREER PATHWAYS

For a brief period in early 2022, prior to the omicron outbreak, the team was able to work kanohi ki te kanohi. The rangatahi designers began a Hautū Waka design process to help contribute youth voice and ideas from South Auckland into the education, employment, and training system, through exploring:

"HOW MIGHT WE INCREASE THE NUMBERS OF MĀORI AND PASIFIKA RANGATAHI IN HIGH VALUE GREEN CAREER PATHWAYS?"

Using Hautū waka, the rangatahi designers have been in the Whakariterite, Te Rapunga and Te Kitenga phases, developing more understanding of the different parts of this complex kaupapa, encompassing education, training, career pathways, the environment, and the economy.¹⁶ The discovery research, interviews and empathy kōrero focused on youth at risk of limited employment and youth in the economy. The rangatahi also reviewed research, learned about the economy, education, and employment, and have taken part in sessions on the economy of mana.

¹⁶ Whakariterite (preparation), Te Rapunga (venturing into the unknown) and Te Kitenga (sighting tohu to project them forward) in their kaupapa.

¹⁷ <https://www.fsg.org/blog/new-article-water-systems-change/>



The early parts of this work were difficult - COVID-19 precluded working kanohi ki te kanohi and most of the broader team became sick with COVID-19. This reinforced the need for the hauora of the rangatahi to be at the centre of their mahi.

The rangatahi were exposed to systems thinking –Te Ao Māori systems thinking was through Hautū Waka and Te Ao Pākeha systems thinking through the framework The Water of Systems Change published by FSG.¹⁷

**HIGH VALUE
GREEN CAREER
PATHWAYS**

SIX CONDITIONS OF SYSTEMS CHANGE

The Waters of System Change identifies six interdependent conditions that typically play significant roles in holding a social or environmental problem in place. These are:

POLICIES:

Government, institutional and organizational rules, regulations, and priorities that guide the entity's own and others' actions

PRACTICES:

Espoused activities of institutions, coalitions, networks, and other entities targeted to improving social and environmental progress. Also, within the entity, the procedures, guidelines, or informal shared habits that comprise their work

RESOURCE FLOWS:

How money, people, knowledge, information, and other assets such as infrastructure are allocated and distributed

RELATIONSHIPS AND CONNECTIONS:

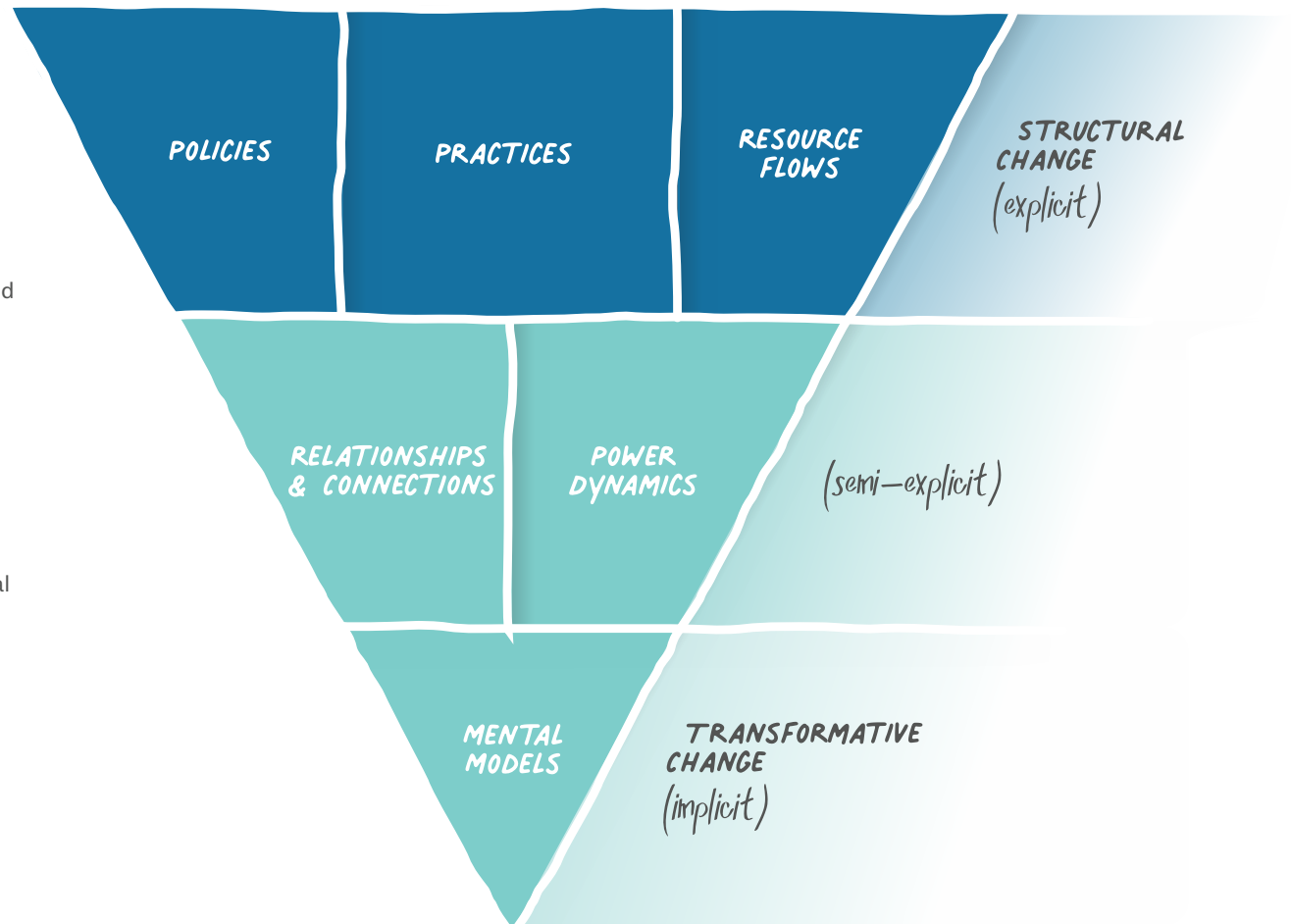
Quality of connections and communication occurring among actors in the system, especially among those with differing histories and viewpoints

POWER DYNAMICS:

The distribution of decision-making power, authority, and both formal and informal influence among individuals and organizations

MENTAL MODELS:

Habits of thought—deeply held beliefs and assumptions and taken-for-granted ways of operating that influence how we think, what we do, and how we talk.



**HIGH VALUE
GREEN CAREER
PATHWAYS**

Rangatahi skills were built, scaffolding new skills based on what they needed to know – for example, the rangatahi had never written formal emails so emailed subject matter and policy experts including Māori and Pasifika entrepreneurs.

"THEY HAD ALSO GOT US TO SEND THEM AN EMAIL JUST BEFORE, JUST TO ASK THEM IF THEY'D LIKE TO BE INTERVIEWED, SO THAT WAS LIKE A LEARNING PART FOR US.

- RANGATAHI DESIGNER

The rangatahi interviewed pākeke¹⁸ in the education, employment and training system, and Māori, Pasifika and other indigenous entrepreneurs in green and tech careers, to get their insights on high value jobs and rangatahi moving into employment. This included a range of people they might not normally have access to including the Chief Executive of Jawun, Australia. These interviews could be conducted online rather than the kanohi ki te kanohi needed for rangatahi empathy kōrero.

"IT WAS LIKE YOU JUST HAD TO GET TO KNOW THEM, SO WE CHUCKED A BIT OF WHANAUNGATANGA AT THE START OF EVERY INTERVIEW, SO WE GOT TO KNOW THEM... SO THE IDEA OF INTERVIEWING THOSE SORT OF PEOPLE, BECAUSE THEY WERE OUT OF WHAT I THOUGHT WE'D BE INTERVIEWING, BECAUSE.. I THOUGHT WE'D JUST BE INTERVIEWING STUDENTS FROM MH, FROM HIGH SCHOOLS, BUT THEN WE GOT GIVEN THESE ORGANISATION PEOPLE AND IT WAS QUITE COOL"

- RANGATAHI DESIGNER

Empathy kōrero with year 9 and 10 ākonga at Manurewa High School about what they thought about high value jobs and how school is going for them also began at the same time.

The rangatahi started theming insights from across the interviews with the adults and once it was possible to meet face to face again started wānanga and interviews with a range of taura from years 9-13 and rangatahi who were in transition or just in employment. These kōrero explored experience with school and learning as well as more specific areas related to high value green pathways including stem subjects and decisions around career choices.



Butcher paper on tables helps everyone get all of their ideas out, here the team are working with the MoE's Auckland Youth Advisory Group to help them hone their systems thinking

¹⁸ Pākeke - senior adult



CONTINUING TO FOCUS ON
WELLBEING

CONTINUING TO FOCUS ON WELLBEING

Alongside the design work there has been a continued focus on wellbeing. Te Whare Tapa Whā, introduced by a new facilitator, provided a holistic hauora framework, considering the four dimensions of physical health, spiritual health, mental health, and family health. This had a significant impact for the rangatahi working on their hauora as the pandemic has taken its toll.¹⁹

Visiting the ngahere at Redhills, provided both learning and an opportunity to be outside and work on hauora. As part of the hikoi, the rangatahi also learned about Rongoa Māori including the uses of different plants.

The Council network has also exposed the rangatahi to a range of possibilities and contributed to their understanding of the high value career pathways available – for example through a hikoi with Māori urban designers, architecture firms, city and place activation leaders and specialists.

Mid 2022, the team hosted a walk-through of their journey so far, presenting their learnings and insights on high value green career pathways for rangatahi Māori and Pasifika to the Chief Executive of the Hugh Green Foundation, Ohu Mahi²⁰ and the Education Partnership and Innovation Platform team. The rangatahi presented with even more confidence than on prior occasions. In August the rangatahi welcomed the Chief Executive and the Communications lead at Tindall Foundation to participate in a session designed and led by them rangatahi where they shared their journey as Te Taiwhanga Rangatahi as well as the findings so far on the green careers pathways.

Alongside this mahi, intentional work with the rangatahi continues, thinking about what the next steps could be in their career pathway. This includes consideration of the skills they have developed and where can they be applied, what they like and what they would like to find out more about.

TE WHARE TAPA WHĀ is a holistic hauora model developed by Dr Mason Durie. A model for understanding the four cornerstones of Māori health, its four dimensions represent the basic beliefs of life and must be in balance—should one of the dimensions be missing, or in some way damaged, the person or collective may become ‘unbalanced’ and subsequently unwell.

TE TAHA TINANA
(physical health)

TE TAHA WAIRUA
(spiritual health)

TE TAHA WHĀNAU
(family health)

TE TAHA HINENGARO
(mental health)

¹⁹ https://www.health.govt.nz/system/files/documents/pages/maori_health_model_tewhare.pdf
Taha hinengaro (mental health) Taha whānau (family health)

²⁰ Ohu Mahi - Workforce Development Council

WHAT HAVE WE NOTICED
SINCE NOVEMBER 2021?

WHAT HAVE WE NOTICED SINCE NOVEMBER 2021?

Te Taiwhanga Rangatahi has provided a deepened understanding of why and how young people act in certain ways and how we can work with them to create positive learning experiences; the system they are trying to function in and the structural conditions that hinder all dimensions of wellbeing and keep the status quo in place. Some of the key learnings we've noted during the Youth Lab prototype and Te Taiwhanga Rangatahi are listed below.

²¹ <https://www.tsi.nz/news/te-tokotoru-a-systems-approach-for-investing-in-equity-and-wellbeing>

HEALING, STRENGTHENING AND RESPONDING IS NEEDED FOR WELLBEING AND EQUITY

The learnings from Te Taiwhanga Rangatahi reinforce what TSI-Lab learned in the development of Te Tokotoru²¹ – a systems approach for investing in equity and wellbeing. The three dimensions of healing, strengthening and responding need to be activated at the same time, and that healing often needs to be focused on first. Much of the wellbeing focus of Te Taiwhanga Rangatahi has been on healing.

ONGOING IMPORTANCE OF FOCUS ON WELLBEING

A focus on connection and restoring wellbeing was needed before learning and skills transfer could start. This was even more important as Auckland moved in and out of lockdowns and other restrictions.

"I LEARNT LIFE WAS BETTER WITH FRIENDS."

- RANGATAHI DESIGNER

IMPORTANCE OF INVITING TO A SAFE PLACE RATHER THAN RECRUITING

The prototype demonstrated the value of creating a safe space and inviting rangatahi into it – beginning by allowing them to safely connect to other young people, mentors, and their place (the local environment) and focus on their wellbeing. The space needed to support the rangatahi to connect on their wellbeing first, before they could think about their passions and what they are interested in. Starting with recruiting disengaged youth in to courses doesn't work for many rangatahi.

ADOLESCENCE IS A CRITICAL INTERVENTION POINT

The speed at which the rangatahi learned and applied complex skills and gained confidence demonstrated that this can be a critical intervention point. While researchers once thought that early childhood was the only major period of brain plasticity, or adaptability, research now shows that adolescence is a second period of increased brain plasticity, making adolescence a critical period for rangatahi and educators.

"WHAT AM I MOST PROUD OF? HOW FAR I HAVE COME DESPITE ALL THE CHALLENGES I HAVE FACED SO FAR THIS YEAR AND BEING MORE OPENMINDED ESPECIALLY COMING INTO THE WORKFORCE"

- RANGATAHI DESIGNER

WHAT HAVE WE NOTICED SINCE NOVEMBER 2021?

KANOHI KI TE KANOHI IS BEST, BUT RANGATAHI WORK WITH WHAT IS AVAILABLE

Even with online collaboration tools, it was complicated to transfer skills online to a young inexperienced roopu. Likewise the rangatahi strongly articulated the difficulties around online learning and how they liked coming back to working face-to-face. Despite the challenges, the rangatahi designers worked with what was available and have benefitted from the connection and mahi online.

"WHAT DID I FIND CHALLENGING? ZOOM I AM NOT GOING TO LIE"
- RANGATAHI DESIGNER

IMPORTANCE OF HAVING PEERS THAT ARE CLOSE IN AGE AND STAGE

The rangatahi raised the importance of working within a peer cluster at a similar age and stage to building confidence and belief in themselves.

"WE TEND TO CHALLENGE EACH OTHER AND LEARN FROM ONE ANOTHER"
- RANGATAHI DESIGNER

"EVERYONE BRINGS OUT THE BEST OF EACH OTHER"
- RANGATAHI DESIGNER

IMPORTANCE OF DESIGN SKILLS AND SOFT SKILLS BEYOND THE WORK ENVIRONMENT

The rangatahi noted the value of design skills both in and outside the work environment. Indigenous participatory design practice such as Hautū waka and other future proof skills such as communication,

and collaboration were noted as being transferable across work and life situations.

"I'M QUITE HAPPY THAT I'VE BEEN AWARE OF THAT INDIGENOUS DESIGN THINKING TOOL BECAUSE IT'S SOMETHING THAT I KNOW I'LL BE USING IN THE FUTURE, AND LIKE I'M REALLY INTERESTED IN BECAUSE IT HELPED ME DEVELOP MY THINKING MORE, OR LIKE CHANGING MY PERSPECTIVE ESPECIALLY WHEN I LOOK TOWARDS A CERTAIN ISSUE OR PROBLEM THAT I'M FACING, NOT ONLY WITHIN WORK BUT WITH LIFE ITSELF, BECAUSE IT'S HELPED ME FIGURE OUT SO MANY WAYS TO COME UP WITH SOLUTIONS FOR THOSE PROBLEMS THAT I FACED AND I THINK THAT'S REALLY COOL"
- RANGATAHI DESIGNER

WHAT HAVE WE NOTICED SINCE NOVEMBER 2021?

IMPORTANCE OF LOCAL AND GROUNDED LEARNING

Rangatahi designers noted the importance of engaging with adults with similar lived experience. Working within the Council organisation provides opportunities for exposure to local opportunities.

IMPORTANCE OF LONG-TERM SUPPORTIVE FUNDERS

Seed funding needs to be flexible. Testing a prototype often requires high level resourcing, particularly to begin with. This cannot occur without supportive and creative funders.

NEEDS TO BE NIMBLE AND TAKE OPPORTUNITIES AS THEY ARISE

THERE IS DEMAND FOR AUTHENTIC RANGATAHI VOICE

The public sector is beginning to understand the need to hear and value authentic voices from those less likely to access policy-making and other areas of influence. Alongside this the rangatahi better understand that their voice should be heard and valued, and how

to keep their voice authentic but frame it in a way which is better heard. However there is a lot of work needed to help the rangatahi develop the skills to influence outcomes, and to create the space for the rangatahi to be heard and for their voice to be acted on such as incorporating youth voice into policy settings. This requires a partnership with adults.



Matelena and Jen ready to listen to rangatahi at a weekend workshop

**TE
TAIWHANGA
RANGATAHI**

**WHAT NEXT FOR TE
TAIWHANGA RANGATAHI?**

WHAT NEXT FOR TE TAIWHANGA RANGATAHI?

In addressing this question, it's best to start with the vision of the rangatahi involved.

"MAKING TE TAIWHANGA RANGATAHI BIGGER, LIKE HAVING OUR OWN ORGANISATION OR OUR OWN COMPANY WHICH ALLOWS YOUTH TO BE A PART OF, LIKE LETTING THEIR VOICES BE HEARD ... I THINK THAT'S LIKE A MASSIVE CHANGE THAT WE NEED"

- RANGATAHI DESIGNER

"THEY ARE CURRENTLY FACILITATING US AND THEN WE PASS IT ON TO OTHER YOUNG PEOPLE AND THEY WILL KEEP GOING, AND THAT KIND OF STUFF WE JUST WANT OUR YOUTH TO BE ENGAGED AS MUCH AS WE ARE RIGHT NOW BECAUSE THERE'S NOT A LOT OF YOUTH GROUPS OUT THERE AND NOT A LOT OF OPPORTUNITIES, SO THIS IS DEFINITELY A HUGE OPPORTUNITY FOR US TO ACTUALLY GET OTHER RANGATAHI TO PARTICIPATE AND GIVE THEM A CHANCE TO TAKE THE LEAD YEAH"

- RANGATAHI DESIGNER

"DEFINITELY SEEING SOMETHING LIKE THIS JUST MORE YOUNG PEOPLE COMING IN AND TAKING PART IN GOVERNMENTAL WORK AND PROJECTS AND YOU KNOW JUST TAKING IT, JUST TAKING THE LEAD."

- RANGATAHI DESIGNER

We've identified the opportunity to build and expand Te Taiwhanga Rangatahi so we can support more rangatahi designers - there is so much potential work, and so much need. However this needs to happen incrementally, so that we continue to provide a safe space, grounded in Mātauranga Māori, where rangatahi

can heal, build nurturing relationships, learn and continue their journey.

During the second half of 2022 the current rangatahi designers continued with their mahi, particularly around high value green careers pathways. Peer to peer learning with other rangatahi is woven into their mahi – folded through their high value green career pathways mahi and in their support of others. For example supporting the Ministry of Education's Auckland Youth Advisory Group to help build the design capability of rangatahi who participate in the Ministry's decision making processes.

"KEY TO THIS WAS TO DEVELOP WAYS OF WORKING THAT LINKED TO MOE'S AGENDA TO GIVE EFFECT TO TE TIRITI IN THE WAY WE WORK, HOW AND WHO WE PARTNER WITH AND OUR EQUITY AND WELLBEING CHANGE AGENDA.

OUR YOUNG PEOPLE HAVE SAID THEY WANT TO WORK WITH PEOPLE WHO HAVE 'WALKED IN THEIR SHOES' AND WHO CAN MAKE SENSE OF THE WORLD THEY LIVE IN"

- MINISTRY OF EDUCATION ADVISER

The mahi included:

- © Linking into government and industry processes, including influencing the public and private sector in policy and systems affecting them, and testing how to include rangatahi that would not normally get to take leadership roles
- © Strengthening the linking of place based and culturally connected learning with mātauranga.

**WHAT NEXT FOR
TE TAIWHANGA
RANGATAHI?**

Work over recent months has identified the potential from bringing together the organisations and individuals Te Taiwhanga Rangatahi have interacted with over the last six months –rangatahi who were interviewed and involved in brainstorming on the kaupapa, green and Māori kaupapa businesses, Te Puni Kōkiri , Ministry of Business, Innovation and Employment and Workforce Development Councils. These organisations have shown interest in working with rangatahi and Te Taiwhanga Rangatahi, The Rising Foundation and Pūhoro will host an intergenerational workshop in December 2022. The aim is that working groups will form around at least one or two ideas and they will continue to develop them during 2023.

Te Taiwhanga Rangatahi has deepened our understanding of why and how young people act in certain ways, how we can work with them to create positive learning experiences, and understanding the structural conditions that hinder wellbeing (social, health, economic, cultural) and keep the status quo in place. However it's also left us with further questions to explore around:



**WHAT MIGHT THE FUTURE OF
LEARNING AND TRAINING LOOK
LIKE, WHEN ITS CULTURALLY AND
LOCALLY CONNECTED TO WELLBEING?**

**WHAT MIGHT IT TAKE TO
NORMALISE THIS INTO THE
EMPLOYMENT, EDUCATION AND
TRAINING SYSTEM?**

For south Auckland and many rangatahi the status quo doesn't work – and didn't work for their whānau. Te Taiwhanga Rangatahi and their work with peers and adults, provides a different approach. One which has been successful in developing the hauora, confidence, skills and engagement of rangatahi. One that can lead to better policy outcomes.

We will continue to build what alternative opportunities for learning, healing, earning and leading might look like for rangatahi education, training and transitioning into career pathways.

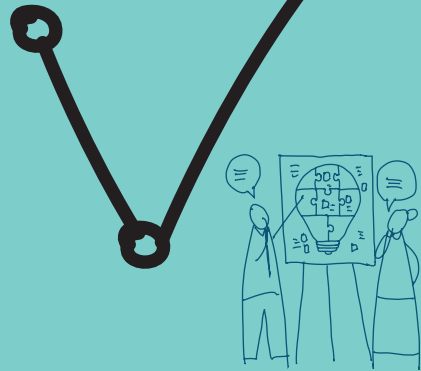


UNDERSTANDING
RANGATAHI
CONNECTION TO
LEARNING AND
WORK

TIMELINE

2020 JUNE

TSI-LAB COMPLETES
KIA MĀRAMA MAI, KIA
WHAKAPONO MAI DESIGN
FOR MINISTRY OF
EDUCATION



2020 NOVEMBER

TSI-LAB AND MANUREWA HIGH
SCHOOL DECIDE TO PROTOTYPE A
RANGATAHI YOUTH LAB

**2021 FEBRUARY
TO MAY**

FIRST COHORT OF
RANGATAHI COMPLETE
AN EARN AS YOU
LEARN DESIGN
EXPERIENCE AS
A RANGATAHI
YOUTH LAB



2021 NOVEMBER

RANGATAHI YOUTH LAB NOW CALLED
TE TAIWHANGA RANGATAHI.
MEMBERS OF FIRST COHORT EMPLOYED
AS RANGATAHI DESIGNERS WITH THE
TE TAIWHANGA RANGATAHI WITH
ONE YEAR CONTRACTS.

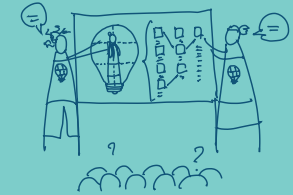


**2022 JULY TO
SEPTEMBER**

TE TAIWHANGA RANGATAHI
INTERVIEW AND BRAINSTORM
WITH RANGATAHI ABOUT HIGH
VALUE GREEN CAREER PATHWAYS



TE TAIWHANGA RANGATAHI PRESENT
TO HUGH GREEN FOUNDATION,
TINDALL FOUNDATION AND OHU MAHI



TE TAIWHANGA RANGATAHI BEGINS
MAHI SUPPORTING THE MINISTRY
OF EDUCATION'S AUCKLAND YOUTH
ADVISORY GROUP TO BUILD THEIR
DESIGN CAPABILITY

