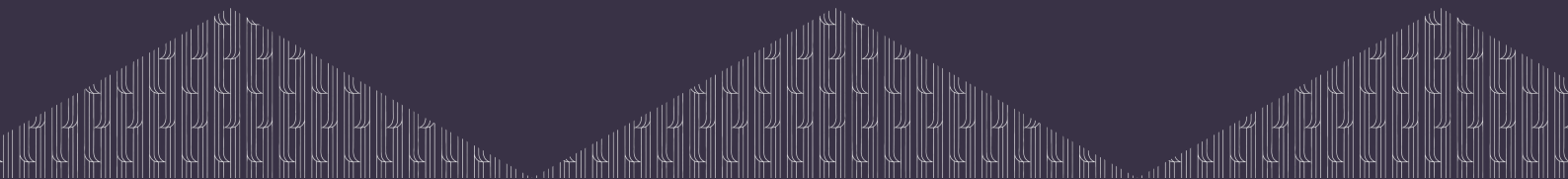




Poipoia

# Te Mana o te Wai - Kaitiaki Wananga Programme Outline 2024



# Introduction

Poipoia is an environmental consultancy founded by Tina Porou, to create spaces and opportunities for kaitiakitanga to lead the way in which our natural environment is being managed in Aōtearoa.

We believe that in following and honoring the kōrero of our tipuna, we can live in alignment with our taiaō while still supporting the aspirations of our whānau.

Poipoia was established in 2016 and prides itself on supporting Māori practitioners to grow our mātauranga and our capacity across multiple spaces reliant on our taiaō. [www.poipoia.co.nz](http://www.poipoia.co.nz)

This training programme seeks to support Taiao practitioners in Tuwharetoa to better understand the key components of Taiao Management, and its grounding in the whakapapa, knowledge of the whānau, hapū and iwi who are connected to their Taiao and the issues and challenges that need to be addressed.

This programme is step towards assists practitioners to understand the components of project planning for Taiao outcomes and how it i whānau, hapū and iwi can lead.

# Programme Overview

Project Kaitiaki is a new kaupapa established to develop Kaitiaki plans with ngā hapū o Tūwharetoa Marae.

Whānau will contribute to development of plan's through hui and wānanga, drawing on their knowledge, stories, values and mātauranga.

The Tūwharetoa Kura Taiao was a catalyst for an action focused response to Taiao and the intention is to hold wānanga following the Kura Taiao to capture the energy and interest of the whanau to participate in Taiao management, this training is the first steps towards this.

## Programme Outcomes:

- To support the delivery of Te Mana o te Wai and Taiao wānanga and outcomes within your own hapū and iwi.
- Create confidence within whānau, hapū and iwi to articulate how their own taiao and freshwater issues can be addressed, and aspirations realised.
- Assist hapū and iwi to participate in and respond to RMA processes that better align with local tikanga and kawa.
- Empower hapū and iwi to exercise rangatiratanga over their freshwater needs, develop and implement whānau, hapū and iwi aspirations and mātauranga Māori to their system.
- Preparing hapū and iwi in the development of Actions plans and to engage in the upcoming reforms.



# Agenda

<b>9.00am</b>	<b>Whakatau</b> <b>followed by Morning tea</b>
<b>9.30am</b>	<b>Ko Wai Au</b>
<b>10.45am</b>	<b>Your list of Taiao Tasks</b>
<b>12.30pm</b>	<b>Lunch</b>
<b>1.15pm</b>	<b>Your TO DO List</b>
<b>2.15pm</b>	<b>Your Action Plan</b>
<b>3.30pm</b>	<b>Feedback</b>
<b>4pm</b>	<b>Whakakapi</b>

# Modules

## Tahi



### Ko Wai Au

Whakapapa connections to wai and each other.

Explore traditional and contemporary relationships and practices with wai.

## Rua



### Your Taiao Tasks

Summarising the taonga you are protecting, the challenges or pressures they may be facing and opportunities to progress taiao outcomes. We also identify your team members.

## Toru



### Your To Do List

What are the actions or activities that your hapu can take to progress the opportunities above? How can we leverage existing mechanisms and relationships to achieve these outcomes?

## Wha



### Your Action Plan

Complete the Project plan by identifying the priority actions and activities with timelines and estimates of budgets and the people you may need.



# Kaiako



**Nicki Douglas**  
Te Arawa, Ngāti Porou,  
Raukawa



**Manaia Blaikie**  
Ngāti Tūwharetoa



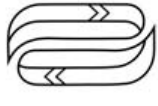
**Te Rewha Clendon-Smallman**  
Ngāti Tūwharetoa, Ngapuhi

# Programme Resources

- <https://www.poipoia.co.nz/te-mana-o-te-wai/tools-and-training>
- Harmsworth GR, Awatere S 2013. Indigenous Māori knowledge and perspectives of ecosystems. In Dymond JR ed. Ecosystem services in New Zealand – conditions and trends. Manaaki Whenua Press, Lincoln, New Zealand.
- Morgan, T.K.K.B (2006) An Indigenous Perspective on Water Recycling. *Desalination* 187 (2006) 127– 136.
- Phillips, C. Jackson, A. Hakopa, Hauiti (2016). Creation Narratives of Mahinga Kai: Māori customary food-gathering sites and practices. *MAI Journal*.2016.5.1.5.
- Reilly, M. P.J. (2004). Te tīmatanga mai o ngā atua—Creation narratives. In T. M. Ka'ai, J. C. Moorfield, M. P. J. Reilly, & S. Mosley (Eds.), *Ki te whaiao: An introduction to Māori culture and society* (pp. 1– 12). Auckland, New Zealand: Pearson Education.
- Roberts, M., Norman, W., Minhinnick, N., Wihongi, D., & Kirkwood, C. (1995). Kaitiakitanga: Māori perspectives on conservation. *Pacific Conservation Biology*, 2, 7–20.
- Royal, Charles Te Ahukaramū, ed. (2003). *The Woven Universe: Selected Writings of Rev. Māori Marsden*. Ōtaki: Estate of the Reverend Māori Marsden p 46.
- Tomas, Nin (2011). Māori Concepts of Rangatiratanga, Kaitiakitanga, the Environment and Property Rights. In *Property rights and sustainability*. Editors: Taylor P, Grinlinton D. Martinus Nijhoff Brill, Netherlands 2011.
- Waitangi Tribunal (2011). *Ko Aotearoa Tēnei: A Report into Claims Concerning New Zealand Law and Policy Affecting Māori Culture and Identity: Te Taumata Tuatahi*. Waitangi Tribunal Report.

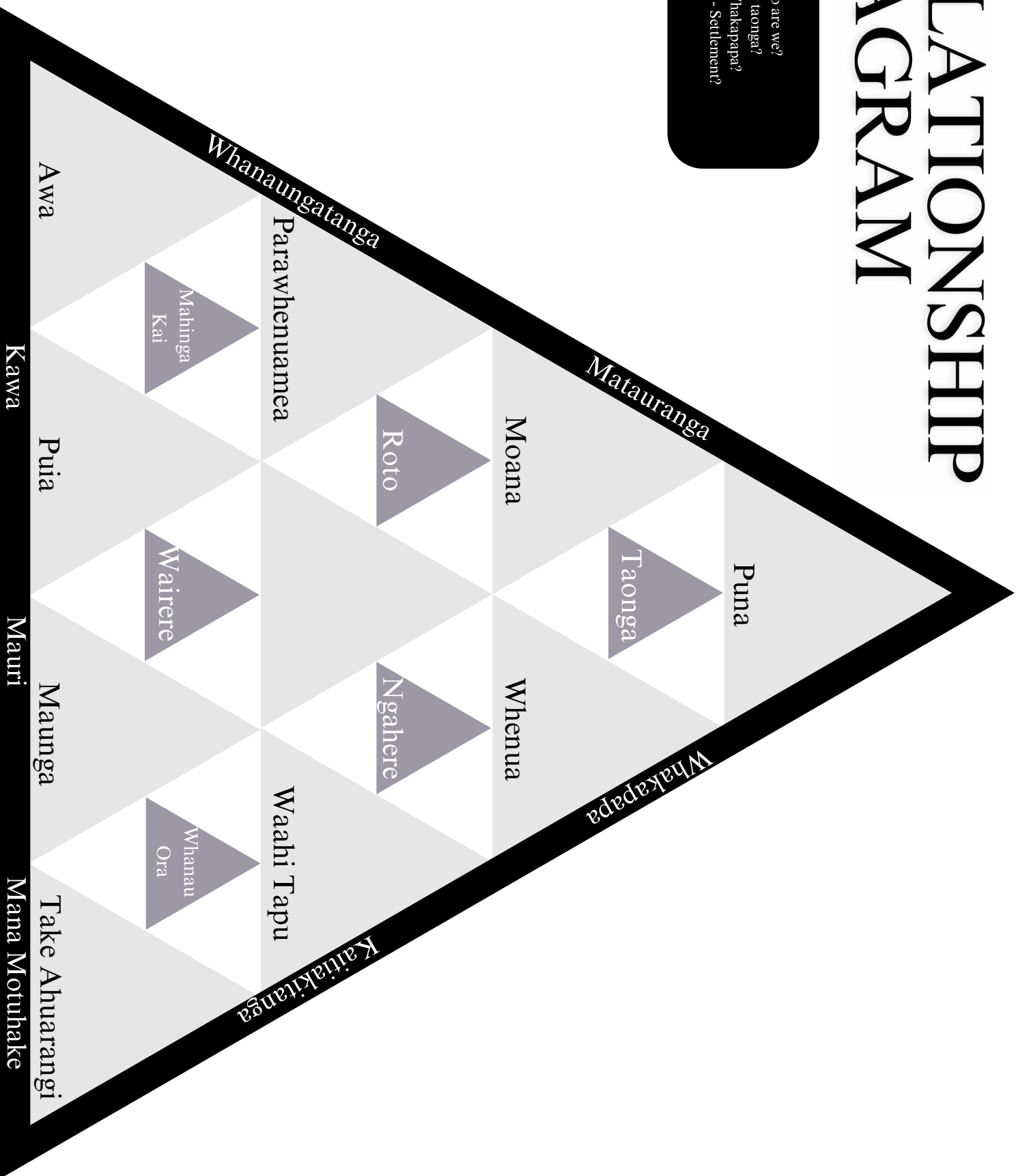


# RERELATIONSHIP DIAGRAM



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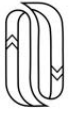
Who are we?  
Our taonga?  
Our Whakapapa?  
Te Tiriti - Settlement?





# Module 1: Ko Wai Au

Wai is the physical representation of our whakapapa



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## Overview

The relationship whānau, hapū and iwi have with their wai is fundamental to Te Mana o te Wai and Taiao. Articulating these relationships in traditional and contemporary contexts provides the foundation for determining and expressing freshwater aspirations.

The questions provided below have been designed to prompt participants on how they can articulate their freshwater and Taiao aspirations in the context of maintaining, restoring or enhancing their relationship with their wai and taonga within their rohe,

## Whakapapa Wai

Which waters do you whakapapa to?

Note: For the purpose of this exercise please refer to the waterways of the hapū/iwi you are representing for this programme.

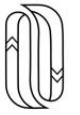
## Traditional Relationship with Wai

Can you describe the traditional relationship whānau, hapū or iwi have with the above waterways?

Where there are gaps, identify actions or information sources within whānau, hapū and iwi to find this information.

## Contemporary Relationship with Wai

Describe the contemporary relationship and practices you, whānau, hapū or iwi have with the above waterways. E.g. swimming, mahinga kai, water supply etc.



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## Environmental Impacts on Relationship with Wai

Provide an overview of environmental impacts and how they impact your relationship with wai. E.g. Use and practice both customary and contemporary

## Contextual Relationships

Outline the relevant parties within your area of interest that play a role in freshwater management.  
E.g. Iwi Organisations/Post Settlement Governance Entities, Regional Councils, District Councils, Advisory committees, working groups etc.



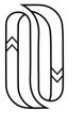
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Identify, locate and read any treaty settlements summaries and associated mechanisms, enabling legislation or relationship agreements.

Provide an overview of existing mechanisms or relationships that may be leveraged to progress your freshwater outcomes e.g. Treaty Settlement Provisions, Memorandum of Understanding, Joint Management Agreements etc.

# Module 2: Your Taiao Tasks

Assessing Current State of the Environment



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## Overview

This module has been designed to prompt participants to articulate the current state of your environment for the purpose of determining and articulating environmental outcomes.

The Relationship diagram will help you consider the range of Taiao related matters.

## Taonga

What are your taonga? What are you protecting?

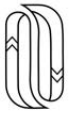
e.g. Taonga species, korero tuku iho, customary use and practices etc.





## Environmental Challenges

What environmental challenges and pressures are currently impacting on your wai?



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## Environmental Outcomes

What are your aspirations for your wai?



# Opportunities to Progress Freshwater and Taiao outcomes

What are the opportunities to progress your freshwater aspirations?



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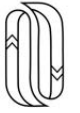
# Your Taiao Network

Where do you show up for your wai?  
Who else fills these roles within your whānau, hapū, or iwi?

<b>Gatherers:</b>	<b>Gardeners &amp; Growers:</b>	<b>Thinkers &amp; Dreamers:</b>
<b>Healers &amp; Story Weavers:</b>	<b>Seekers:</b>	<b>Knowledge Holders &amp; Teachers:</b>
<b>Includers:</b>	<b>Singers &amp; Composers, Creatives &amp; Artists:</b>	<b>Protectors &amp; Fighters:</b>
<b>Organisers &amp; Connectors:</b>	<b>Hunters &amp; Fishers:</b>	<b>Cooks &amp; Kai Preparers:</b>

# Module 3: Your To Do List

Kaitiaki practice



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## Overview

This module is intended for you to take the Opportunities and challenges from the last Module and start to list out the actions or activities that may be required to deliver on these.

This module is a combination of self-directed and workshop delivery. Resources have been provided to support module completion.

## What does Te Mana o te Wai mean to You?

What does Te Mana o te Wai look like in practice?



# Co-design, Collaboration, Engagement and Effective Participation

Outline key parties or stakeholders to work with to progress Te Mana o te Wai in your takiwā.



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What would successful co-design or collaboration processes look like for you?

What does meaningful engagement and effective participation look like to you?

# Module 4: Your Action Plan

Mechanisms to achieve outcomes.



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## Overview

In this module you will set out the Actions and activities you have identified in a project plan format. We acknowledge the Waikato River Authority for providing resources to support hapu and iwi in their project planning for Freshwater and Taiao outcomes,

## First steps.....

What steps or actions would you take ?

## Working through the Plan

What actions can your hapū or iwi take to inform the Plan?

## Support Requirements

What support do you require from your wider hapu,/Iwi, Councils, Stakeholders, or Central Govt to achieve your goals?



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What resource will be required? Financial, people, expertise

## Personal Reflective Statement

Provide a personal reflective statement or key learnings from the workshop.