Welcome to the DRSS Community Hui 2026

Opening Karakia

Whakataka te hau ki te uru
Whakataka te hau ki te tonga
Kia mākinakina ki uta
Kia mātaratara ki tai
E hī ake ana te atakura
He tio, he huka, he hau hū
Tīhei mauri ora!

Cease the winds from the west
Cease the winds from the south
Let the breeze blow over the land
Let the breeze blow over the ocean
Let the red-tipped dawn come with a sharpened air.
A touch of frost, a promise of a glorious day

Waiata: Karitane

(Caller: No reira au au aue ha)

No reira au au aue ha

Karitane he waahi pai

Powhiri karanga mai ki au

(Caller: Karanga mai)

Karanga mai te rangatahi

Ngā uri o Ōtakou e tau nei

(Caller: Titiro…)

Titiro ki te moana

Ki ngā tai o Karitane

Hei pipi wharauroa kei tua

Haruru ana ki te moana

Harura ana ki te whenua

Au au aue ha

(2nd: No reira au au aue ha)

Ko Kāi Tahu, Kāti Māmoe

Ko Waitaha, Rapuwai te mana e

(Caller: Mihi mai ra)

Mihi mai ra e Huirapa

Me te ākau nui o Karitane e

(Caller: Titiro)

Titiro…

Overview:

- Housekeeping
- Strategic plan update (Joint Hui feedback)
  - Community engagement
- Property update
- Pātai/Feedback/Comments
- Closing

Our Strategic Goals

1. Enhance the expression of special character
2. Nurture the mana of te Tiriti.
3. Grow the school
4. Foster a healthy community and environment

Questions asked at the Hui:

Are they still relevant?

How are they progressing?

Is there anything missing?

What are they actually asking us to do?

What are the next steps?

Goal 1: Enhance the expression of special character

Considerations from the Joint Hui:

- Staff are in meaningful professional development
- All staff attend College
- Grounds and rooms: special character is expressed
- Parent experiences – parent community

Goal 2: Nurture the mana of te Tiriti

- Partnership with Kati Huirapa Runaka ki Puketeraki
- Te reo Māori and tikaka focus
- Kapa Haka
- Marae and Noho Marae (as early camp?)
- Extending to wider community – pōwhiri/mihi whakatau

Goal : Grow the school 3

- Growing the school in a responsible way, financially sound and with focus on sustainability – avoid financial risk
- Support parents to be confident in Steiner education
- Focus on communication with school and wider community
- Keeping people engaged (alumni)
- Value what we do

- Purpose of growing the school:
  - Steiner education accesible to everyone who wants it
  - Allows for wider curriculum

Goal 4: Foster a healthy community and environment

- Keeping parents engaged – understanding of what community means
  - Parent education
  - Include parents in class work (lantern walk etc)
- Keep community events going (craft, puppet play, community cooking, dads' group (keep information for new people coming in)
- Parent peer encouragment
- Responsibility lies within everyone who is part of this community

Summarising Thoughts and Impulses

- Consciousness of reasons for growth and responsibility to the school as it is
- Shifting the understanding of what it means to be part of this community (engagement)
- Value what we do
- Continue our work in te reo Māori and tikaka

"Kāore te kūmara e kōrero mō tōna ake reka"

"the kūmara (sweet potato) does not speak of its own sweetness"

Community Engagement:

- What am I able and willing to commit in regard to commitment to this kindergarten/school community?
- Should be:
  - Realistic for your circumstances
  - Connecting with the community (every kumara slice has meaning and purpose)

Property

- Processes:
  - Who has been involved?
    - Proprietors, College, Architect, Landscape architect
  - What steps have been taken?

  Steps underway:
  - Resource Consent for kindergarten
  - Roll cap increase for school
  - Traffic Management
  - Site development

Current Thoughts and Impulses:

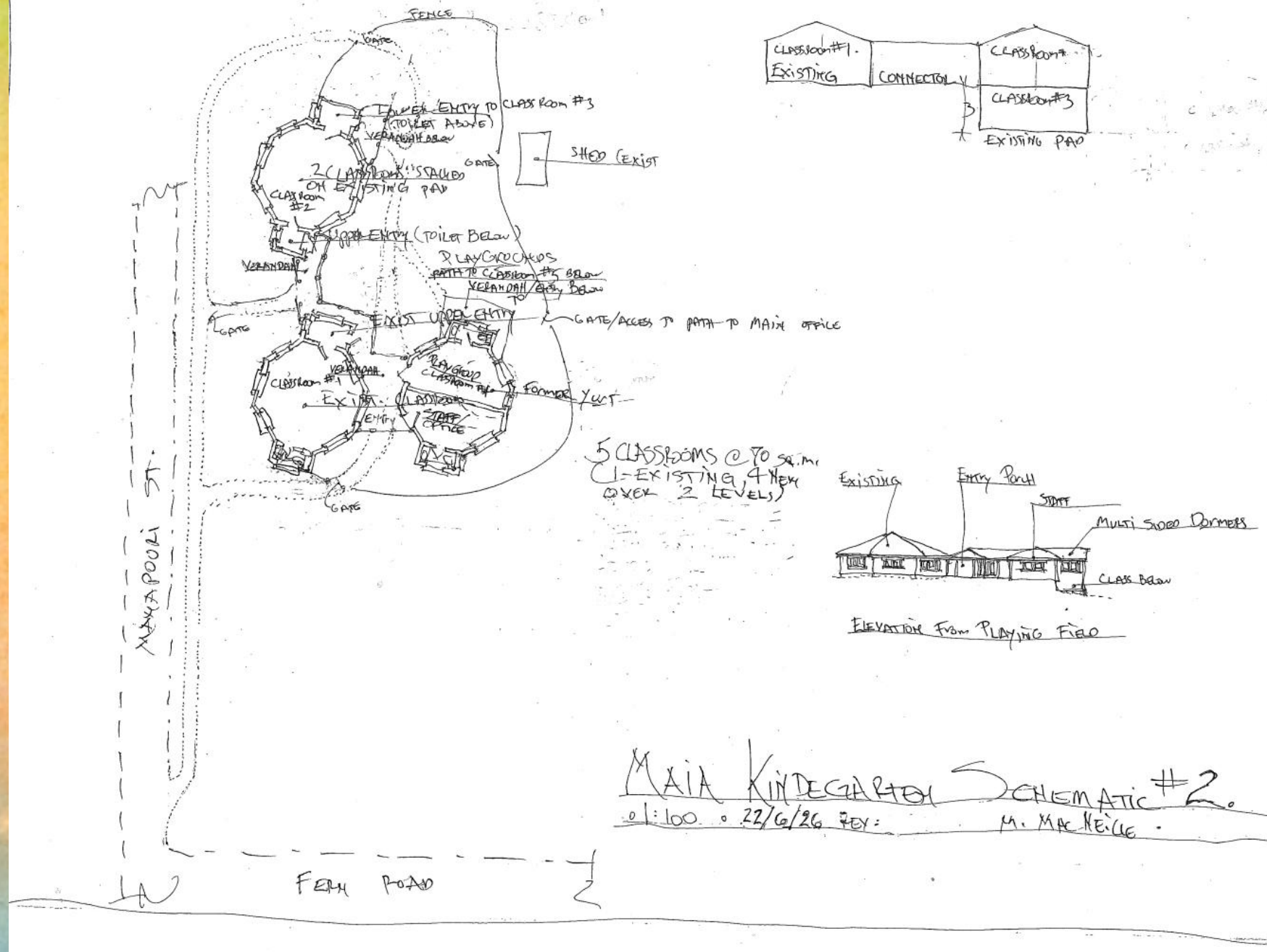
- Purpose built kindergarten buildings – including outdoor spaces
- Admin/staff area – relationships between kindergarten, office and school staff
- Whānau spaces

Key principles
Provide buffers, e.g. vegetation, between kindergarten and school play areas.
Kindergarten play spaces do not need to be located directly off classrooms/buildings.

Terraced play spaces can provide more opportunities for creative play than flat areas.
Pockets of play space should still enable adults to supervise children across play spaces by maintaining sight lines.

Total kindergarten play space shown: 518m² (excluding pā harakeke area).

Total kindergarten building areas shown: 652m².



MAIA KINDERGARTEN SCHEMATIC #2.

0 1:100 0 22/6/26 KEY: M. MACNEILL.

Pātai?

Comments?

Feedback?

Closing Verse

"The healthy social life is found, when in the mirror of each human soul, the whole community finds its reflection, and when in the community the virtue of each one is living."

Rudolf Steiner