



Whānau Ora Te Kaitiaki Take Kōwhiri:
Empowering Ngātahi to forge
the future with confidence and increased
economic acuity

Whānau Ora Kōkiri progress report

June 2025





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EXECUTIVE SUMMARY

This report provides an overview of the progress so far to complete the Work Programme and achieve the Investment Outcomes associated with MDF/HO.34594.52826.



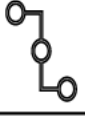

This Work Programme centres around two key deliverables (1) support 200 rangatahi to complete essential documents with a predominant focus on CVs, and (2) support 200 rangatahi to explore career pathways through sessions focused on leadership, well-being, resilience and career decision making.

The first key deliverable is due on 30 June and is close to completion. In Term 2 Pūhoro delivered CV writing sessions at over 80 schools in Ōtautahi, Horowhenua, Manawatū, Hawkes Bay, Wanganui, Ruapehu, Rotorua, Waikato, Auckland and Te Tai Tokerau regions. At these sessions 200 rangatahi were chosen to support through to completion. On the 13th June there were 79 completed CVs.

The second key deliverable will be implemented in Term 3. We have started identifying cohorts to participate, scheduling sessions and developing resources for use in career pathway sessions.

We are confident that we are on-track to complete both deliverables to a high standard.

Project Status: On-track.

	<p>Activity 1: Whakatau Project Setup</p> <ul style="list-style-type: none"> • Appointment of staff and onboarding • Completion of project plan and risk register • Resource review and stocktake 	<p>Completed</p>
	<p>Activity 2: Whanaungatanga Connections</p> <ul style="list-style-type: none"> • Design and deliver CV writing sessions to rangatahi • Identify and support 200 rangatahi to complete their CV • Reporting: Progress report due 16 June; Rangatahi details due 30 June. 	<p>90% Complete</p>
	<p>Activity 3: Whakapiri Engagement</p> <ul style="list-style-type: none"> • Identify rangatahi to engage in career pathway sessions • Design and deliver sessions to 200 rangatahi 	<p>In Progress</p>
	<p>Activity 4: Whakamārama Data capture</p> <ul style="list-style-type: none"> • Evaluation exercise • complete wrap-up report 	<p>Start July 2025</p>



PROJECT

This project works directly with rangatahi to strengthen Māori cultural identity and build the necessary knowledge, skills and abilities to successfully transition from secondary school into higher education and high value STEM careers. These outcomes are delivered through the Pūhoro STEMM Academy to ensure an evidence-based, whānau-centred, culturally grounded and locally led approach. The programme will focus on serving two cohorts of rangatahi with a total target of 400 rangatahi engaged in the initiative overall.

Pūhoro is a centre of excellence for Māori STEM (Science, Technology, Engineering and Mathematics) achievement and development in Aotearoa. We provide a by Māori, for Māori, with Māori approach for rangatahi and their whānau to access tools they need to carve their own mātauranga-inspired STEM futures. We are building a national network of the next generation of mātauranga-inspired STEM practitioners. Rangatahi are being mentored to not just participate but revolutionise the sector, so it better reflects and advances Māori priorities. Key to realising these goals is a pool of culturally anchored and locally connected practitioners capable of harnessing the potential of mātauranga. To advance this agenda we will build on Pūhoro activities that leverage whakapapa, pūrākau, mahi toi and wānanga to nurture identity and spark an interest in STEM. We will expand these activities to build capability for mātauranga-inspired practice within the STEM sector.



Source: Pūhoro Charitable Trust

PROGRESS OVERVIEW

This report provides an overview of the progress made so far to complete the Work Programme and achieve the Investment Outcomes associated with MDF/HO.34594.52826. Below is a brief description and discussion of status of all activities.

Activity 1: Whakatau | Project Setup

Status: Completed

Activity Objective: Provide a structured approach to managing and completing the project successfully.

Progress on Activities:

- Project lead appointed 4th April.
- Detailed project plan and risk register (Appendix 1) completed by the project manager on 11th April 2025.
- Onboarding session for regional personnel (A list of kaimahi is available in Appendix 2) initiated by Chief Executive on 4th April. Additional sessions scheduled by the project manager as needed.
- Resource review and stocktake initiated by project manager on 9th Apl. Key Findings: Several useful resources already exist. Many have been developed by Careers NZ including writing a CV and cover letter resource. There are also CV templates (many are free) available online that can be used i.e. my perfect resume and CV Builder (career.govt.nz). Most resources reviewed were generic, aimed at people in the workforce and do not reflect a Māori perspective. It is important that resources developed for use in the Pūhoro programme reflect a Māori lens and are adapted for use by high school students. This will ensure the sessions and activities are meaningful and relevant.
- Communications plan. A TEAMS environment for the project was created by the Pūhoro data analyst. TEAMS is used to upload resources and provide regular updates to line managers and kaihautū. The project manager is reporting regularly to the CE through weekly progress updates and hui as required. A record of communication events, minutes and actions is being collated and managed by the project manager.
- This update is part of the progress report due on 16 June 2025.

Activity 2 Focus Group B1 Essential Documents

Status: In progress; On track to be completed on time

Current progress: CV writing sessions were delivered to over 80 schools in 9 regions (see Appendix 4 for details); One online session was delivered on 12th June to students in tertiary education; 200 students were identified by kaihautū from these sessions and are being supported to complete their CV; As at 13 June 79 CVs have been completed.

Activity Objective: Design and delivery of essential document activities

Progress on activities:

- **Resource development.**
A resource review and stocktake was completed on April 17th 2025. This review identified the need to develop the following resources: Pūhoro-specific bilingual and te reo CV templates, a lesson plan for CV preparation sessions and resources to support CV writing including basic information introducing the purpose of a CV, activities for identifying strengths and writing a personal statement and tips for writing a good CV. Screen shots of resources can be found in the image gallery (Appendix 6).
These resources were onboarded with kaihautū on Friday 2nd May.
- **Organising delivery.**
CV completion targets were set for each region on 4th April 2025 (Appendix 3).
CV sessions were scheduled for Term 2 (Appendix 4). Data on sessions tracking delivery and attendance has been collated for analysis and reporting purposes.
- **Delivery**
Kaihautū have developed lesson plans and activities for CV writing sessions. At these sessions rangatahi identify information to insert into a CV. Post session kaihautū continue to work with rangatahi to review information and support rangatahi to complete the CV. A Zoho Form has been developed to track completion and to gather permission to use some CVs as exemplars for reporting purposes.

Activity 3: Focus Group B2 Career Pathways

Status: In progress

Current progress: Cohorts identified.

Activity Objectives: design and delivery of Term 3 sessions

Progress on activities:

- **Resource development**
A resource review and stocktake was initiated on 19th May 2025. This data will be used to develop new resources for wellbeing and resilience, leadership and career decision-making sessions. Some of these resources will be needed for use on the 1st July so kaihautū onboarding is planned for the end of June.
- **Organising delivery**
Pūhoro has school partnership agreements to deliver a series of tutorials, career exposure and mentoring sessions to Māori students. The leadership, well-being, resilience, and career decision-making sessions being developed as part of the TPK contract will be delivered to these cohorts during Term 3. Kaihautū are identifying rangatahi to participate in these activities. This list will be available on 30 June.
The Term 3 timetable and kaupapa to be delivered at each session will be finalised by kaihautū on Friday 11th July.

Activity 4: Project Evaluation

Status: Not started

Challenges:

There were no challenges encountered with Activity 1 and 2.

One challenge associated with Activity 3 delivery in Term 3 is that students will be focused on NCEA assessments and examinations, so time is limited for additional activities. To overcome this challenge, we are exploring delivery of sessions at wānanga and/or camps in addition to delivery at school sessions. We are also exploring whether sessions could be run as a single session or in multiple sessions but of shorter duration. If this work programme was to be run in 2026 consideration should be given to scheduling career decision-making sessions to be delivered in Term 1 or 2.

Pūhoro ki te hoe!

APPENDIX 1: RISK REGISTER

Risks	Mitigation strategy
Operational – lack of organisation leading to failure to deliver on time and to a high standard Impact: High. Likelihood: Medium	Detailed project plan developed to ensure timely and effective completion of deliverables
Miscommunication Impact: Medium. Likelihood: Medium	Communication plan developed to ensure effective communication across the project team and ensure a clear understanding of roles and responsibilities
Data issues Impact: High. Likelihood: Medium	Strategies to protect rangatahi personal information will be developed to ensure privacy and personal data sovereignty. This will be extended to the use of images.
Exceed budget Impact: Medium. Likelihood: Low	Cost identification, regular review of budget, organisation financial coordinator (independent of research team)
Scope creep Impact: Medium. Likelihood: Low	Identify objectives and regularly review what is in and outside of scope
Low participation Impact: Medium. Likelihood: Low	Relationship building, networking, early recruitment, testing of resources efficiency
Health & Safety issues Impact: High. Likelihood: Low	Compliance with good practice, contingency plans, mitigate any delays
Contractual issues Impact: Medium. Likelihood: low	There are clear deadlines and reporting templates to ensure all contractual obligations are achieved
IT issues Impact: Medium. Likelihood: low	This relates more to delivery. Kaihautū have developed a number of contingencies to ensure IT works well in schools
Resource inefficiency Impact: Medium. Likelihood low.	Resources developed from an evidence base, trialled before delivery and evaluated at delivery to ensure are fun, creative and rangatahi friendly Kaihautū trained to deliver sessions and use resources

APPENDIX 2: KAIMAHI

Te Urunga Tū managers: s9(2)(a)

Project lead: s9(2)(a)

Kaihautū: s9(2)(a)

s9(2)(a)

Data support: s9(2)(a)

Creative: s9(2)(a)

APPENDIX 3: CV TARGETS FOR EACH REGION

Region	Target
National wide - Pūhoro cohorts at universities and polytechnics	10
Te Tai Tokerau	20
Auckland Central	20
Auckland South	20
Waikato	20
Rotorua	20
Whanganui	10
Manawatū	20
Hawke's Bay	20
Kapiti/Horowhenua	20
Ōtautahi	20

APPENDIX 4: TERM 2 CV SESSIONS

Date	Region	Details
Week 1, 28 Apl	Horowhenua	Year 11 - writing a personal CV statement
Week 2, 5 May	Horowhenua	Year 12 - writing a personal CV statement
Week 2, 5 May	Horowhenua	Year 13 - writing a personal CV statement
Week 3, 12 May	Manawatū	Year 13 - Build your CV
Week 3, 12 May	Horowhenua	Year 11 - Build your CV
Week 3, 12 May	Rotorua	Year 11 – My perfect resume session
Week 4, 19 May	Rotorua	Year 11-13 – CV sessions
Week 4, 19 May	Horowhenua	Year 12 & 13 – Build your CV
Week 4, 19 May	Tauranga	Year 11 – My perfect resume
Week 5, 26 May	Central Auckland	Year 12 - CV building session
Week 5, 26 May	Waikato	Year 13 – CV writing
Week 6, 2 June	Manawatū	Year 13 CV writing
12 June	Aotearoa	Tertiary students

9(2)(b)(ii)

9(2)(b)(ii)

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