



I HAVE A DREAM

CHARITABLE TRUST
NEW ZEALAND

ANNUAL REPORT 2020





OUR KEY STAKEHOLDERS

For 17 years, I Have a Dream has been helping Kiwi kids to transform their lives, futures, and communities.

1. DREAMERS (Our tamariki and rangatahi)

The reason we are here. The communities we operate in predominantly include many tamariki and rangatahi for whom the additional support we provide can be hugely beneficial and impactful. Our core role is as a consistent long term support person, believing in and guiding Dreamers, instilling positive values and giving them access to the support and resources they need to achieve academic and life success. Ultimately, we want all Kiwi kids to thrive.

2. WHĀNAU

An integral part of our ecosystem. Parents and whānau intrinsically want their children to lead happy and successful lives. By creating a powerful connection with families and supporting the kura relationship, we can help to ensure positive educational and life outcomes for our Dreamers. Our aim is to continuously strengthen this partnership and develop deeper connections in order to better support our Dreamers.

3. DREAM PARTNER SCHOOLS

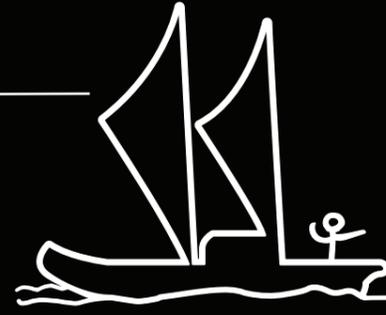
The cornerstone of our operation. Without their support, we simply could not exist. Working within our three Primary Schools (Tikipunga Primary School, Totara Grove School & Te Kura o Otangarei) and our one High School (Tikipunga High School), allows us to provide the wraparound service we need to deliver on our objectives (kaupapa). In turn, we provide our Partner kura greater knowledge of their students and a strengthened connection with their students' families and the community. The overarching goal for this partnership is to work side by side to bring out the best in each Dreamer, academically, socially and emotionally.

4. COMMUNITY PARTNERS

These include anyone else wanting to support our kaupapa such as donors, volunteers, local businesses, advocates and government agencies. From the outset of this journey, we have recognised that the solution to our objectives is multi-faceted and requires the "village" to work with us to create a collective impact. Through these partners, we're able to broaden the horizons of our Dreamers, expose them to different environments and opportunities and provide vocational training and support. We are committed to these communities for at least another decade.



903
DREAMERS
 CURRENTLY ACROSS
 SCHOOL YEAR LEVELS 0-12



13
NAVIGATORS
 CURRENTLY ACROSS
 SCHOOL YEAR LEVELS 0-12

WHANGĀREI MISSION

To build a long-term partnership between students, families, schools and community to ensure academic and life success.

OUR OBJECTIVES

Primary Objective

We want to forge a pathway into tertiary education and/or employment for each and every participating child, regardless of their family's social or financial circumstances.

Secondary Objective

Produce high-quality research that can help inform future government policy (by demonstrating that our programme model is cost-effective and scalable).

CEO REPORT

Kia ora koutou

Our CEO letter in the 2019 Annual Report opened with the comment that it had been an interesting year. We had no idea that what awaited us next was a 2020 that can only be described as extraordinary!

Our experience has been that the events of 2020 have brought us closer together with our Dreamers, whānau, kura, iwi and wider communities. It also showed us that we have an incredibly generous and committed group of funders, volunteers and mentors. During these times of heightened uncertainty and challenge we have become even more aware of the importance of our kaupapa and the strength and positive impact of our community involvement and our partnerships. It just shows once again that it is in times of adversity and unexpected change where we often see the greatest insights, learning and growth. That was very much the case for I Have a Dream in 2020.

It's an important moment I believe to look back and thank all of those involved in our first 5 years in Whangārei. Our whānau and Dreamers. Our Partner kura, their leadership and staff. Local iwi, the I Have a Dream Board, financial supporters, volunteers, mentors, past and current staff and many other community groups and individuals. It's a genuinely unique, growing and strengthening village of people.

Our focus remains on helping our tamariki and rangitahi to transform their lives by supporting the development of academic and life skills and creating a huge range of opportunities for them within their educational years. So as we titiro whakamua ana (look forward) with huge optimism and belief in our kaupapa and the possibilities for I Have a Dream.

Our core objectives in 2021 include revisiting our underlying programme logic by undertaking a comprehensive Theory of Change co-design process with all of our key partners and stakeholders. The purpose of this is to ensure that we have as clear and accurate a view as possible of where we are currently and where we can have the greatest positive impact going forward.



Again, it's a perfect time to do this mahi as we start into at least another decade serving the Tikipunga and Otangarei communities. At the same time we can also draw on our 5 years of on-the-ground operations in Whangārei to date which is a hugely valuable store of knowledge and experience.

The whole I Have a Dream team is excited about the potential for the organisation to continue to evolve, grow and contribute hugely to the well being and success of the communities we serve. That also includes our aspirations and plans to expand I Have a Dream into new communities in Northland and Aotearoa and we provide more detail on that on Page 19.

Chris Twiss, CEO



OUR FOCUS REMAINS ON HELPING OUR TAMARIKI AND RANGITAHU TO TRANSFORM THEIR LIVES BY SUPPORTING THE DEVELOPMENT OF ACADEMIC AND LIFE SKILLS AND CREATING A HUGE RANGE OF OPPORTUNITIES FOR THEM WITHIN THEIR EDUCATIONAL YEARS.

A VALUES-BASED KAUPAPA

I Have a Dream's values-based approach is designed with the aim of guiding our team in their approach to any interaction and action with our key stakeholders – Dreamers, whānau, kura and community.

Research states that "the most successful, sustainable, and enjoyable organisations to work for put time and energy into developing a strong values-based culture that underpins their performance." [Frost, J. (2014). Values based leadership. Industrial and Commercial Training].

Our approach is underpinned by Te Ao Māori – the Maori World View – which incorporates the knowledge and understandings taken from Te Reo Māori (Māori language), Tikanga Māori (protocols and customs) and Te Tiriti o Waitangi (the Treaty of Waitangi). Te Ao Māori resonates strongly in contemporary Māori society, and with Māori representing 83% of Dreamers involved in our programme, we recognise that harnessing and integrating this concept further is vital to the success of our organisation.

Our most recent University of Auckland Summer Scholar report – of which a summary is included on pages 20-21 – focuses on the importance and successes of our values-based approach. The report identifies the concept of 'culturally responsive pedagogies' and shares that the utilisation of this – such as a values-based kaupapa – will improve both Māori and non-Māori student achievement. We are 100% committed to that path in every aspect of our kaupapa.

Our Navigators integrate our values and Te Ao Māori in many ways, from beginning sessions with karakia, encouraging students to share their pepeha, learning about and integrating strategies to support te whare tapa whā (4 dimensions of well being), after school ako clubs, connecting with local iwi, understanding the local area and environment, plus many more.

Our aim is to continually encourage, support and evolve the actual day to day "living" of these values and principles as an organisation.

OUR VALUES / UARA MĀORI



TŪMANAKO
(Hope/Aspirations)

Expose students to opportunities, experiences, and future options.



AROHA/PONO
(Love/To be true)

Guide students to self-regulate their own emotions in their love towards themselves and others



AKO
(Learning)

Develop students mindset and skills to have a positive relationship with their learning



RANGATIRATANGA
(Empowerment/Autonomy)

Identify, develop and encourage students' strengths and interests for future success



WHANAUNGATANGA
(Relationships)

Increase purposeful face to face interactions with key adult stakeholders (whānau, teachers, community)

TIME

Have you ever considered becoming a volunteer or mentor? Would you like to run an event to promote our charity? If you have the time, we would love your support.

ADVOCACY

Word of mouth builds our community. As do personal and business introductions. Help spread our message or introduce us to someone who may be able to help.

FROM THE CHAIRPERSON

Kia ora koutou,

“What is important is seldom urgent,” declared Dwight Eisenhower. “And what is urgent is seldom important.”

Covid-19 was both urgent and important. Full credit to the scientists who have developed and delivered vaccines in record time and to the public health professionals who guided our response to the crisis (and delivered the necessary care!). Full credit, also, to the Government here in Aotearoa NZ which listened to the experts and acted expeditiously on that advice, and rapidly designed and implemented measures to soften the economic impact of the crisis.

Yet while NZ as a whole has so far been spared the worst of the health and social/economic effects of the Covid-19 pandemic, many of our whānau and communities have suffered negative impacts. Those who can WFH have had an “easier” time than our front-line essential workers, many of whom have had to continue to work even in the face of concerns about their personal health situation.

This has highlighted that there is another crisis in NZ that is equally important, but which struggles to be addressed properly because it is not as urgent or as well publicised as a global pandemic. This is the crisis in Aotearoa of multi-generational disadvantage and wide inequality.

Can we change our approach, restructure our social and educational sector service delivery and introduce innovative solutions to an age-old problem? We believe there is a way. We believe that we can at least be an important part of the solution. We are excited to be engaging in discussions with multiple people within both Government and the non-profit sector. Many businesses and businesspeople are also engaged. Because just like Climate Change, we cannot continue to ignore the clear and present need to change our systems and behaviour.

Please contact us to understand the ideas that we are bringing to these discussions.

I also want to express huge appreciation to a number of people who have supported our kaupapa in 2020:



1. First, we wish to acknowledge the dedicated service of Ant Backhouse. Ant was the Navigator in Mt Roskill in 2003, and went on to become CEO when we expanded to Whangārei in 2016. In 2014 Ant received the Queen's Service Medal for services to youth and education in recognition for his mahi. After 17 years of selfless devotion to our tamariki, Ant finished his time with us in 2020 to pursue new opportunities. The foundations that he laid and the legacy of that will always be a part of our kaupapa.
2. Second, the team at I Have a Dream in Whangārei continued to serve their community through the lockdown, which demanded a new set of skills when we could not have face-to-face time with our Dreamers. The Navigators have been especially helpful at getting Dreamers reintegrated into their studies at school.
3. Third, we are deeply grateful for the many hundreds of donors and volunteers that have continued their support. In fact, many have increased their donations, which is especially amazing at a time when it was reasonable to consider meeting one's own needs first in 2020.
4. Fourth, we acknowledge the generosity that resulted in \$41,750 for our Covid-19 Relief Fund. This provided weekly kai boxes to whānau in need, educational resources for at-home learning and a jackets/jumpers give away to entice Dreamers back to school.

Looking back on last year I'm reminded of Marcus Aurelius instructing us in his Meditations to: “Look after each other. Life is short—the fruit of this life is a good character and acts for the common good.”

Or, as it is so well expressed in this whakatauki (proverb): Naku te rourou nau te rourou ka ora ai te iwi (With your basket and my basket the people will live).

Scott Gilmour
Chairperson, I Have a Dream Charitable Trust



566
WHĀNAU
BUILDING PARTNERSHIPS
BETWEEN SCHOOLS, FAMILIES
AND THE COMMUNITY

“**ONE OF THE AMAZING THINGS IS ALSO A STRONG SENSE OF COMMUNITY. IT BECOMES LIKE A SECOND HOME. [A] SPACE, WHERE THEY FEEL LOVED, WELCOME, ENCOURAGED AND THEY CAN GIVE THE SAME TO THEIR PEERS.**
*Marija Šilec,
Mum to 2 Dreamers*

TALENTS

From being a guest speaker to supporting our vocational pathways and work experience activity, our support network is full of people with talent. We'd love to find more!

TREASURES

Keen to become a regular donor? Could your business implement payroll giving? Perhaps a gift in your will is possible? We always appreciate in-kind donations too. Whatever the treasure, we'd be immensely grateful.



OUR NUMBERS

90% STUDENTS
SIGNED UP TO THE
I HAVE A DREAM PROGRAMME

>150
COMMUNITY
ENGAGEMENTS

70% DREAMERS
ATTENDING STRUCTURED
PROGRAMMES

120+ 
VOLUNTEERS
CURRENTLY ACROSS
SCHOOL YEAR LEVELS 0-12

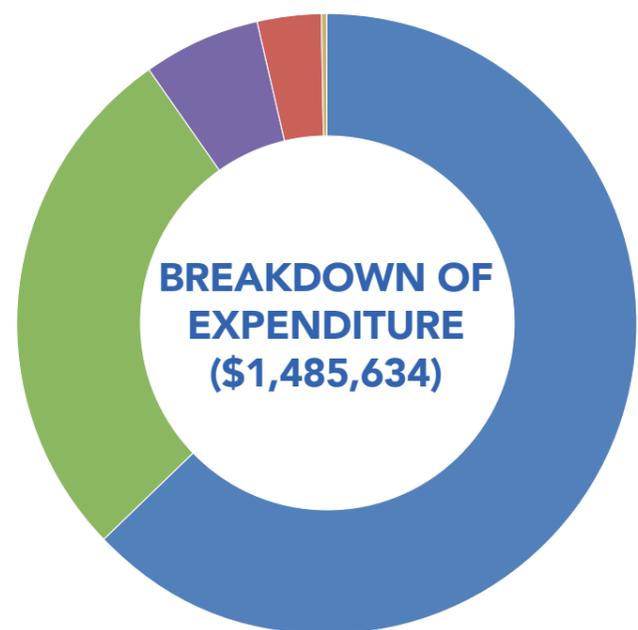


42
STRUCTURED PROGRAMMES
DELIVERED EACH WEEK
ACROSS 4 SCHOOLS



9,280
NAVIGATOR/DREAMER
CONTACT HOURS

“
ANY PROGRAMME
WILLIAM HAS DONE
WITH I HAVE A
DREAM, PROVIDES A
POSITIVE, MOTIVATED
AND [UPWARD]
LEARNING CURVE.
SMALL ACHIEVEMENTS
ADD UP TO BIG
ASPIRATIONS. [IHAD]
ARE SPECIAL PEOPLE
WITH OUR CHILDREN'S
HEARTS AND MINDS
AND HAVE OUR LOVE
AND RESPECT.
Tony Franks,,
Dad to 1 Dreamer



Due to Covid-related restrictions, our numbers have varied greatly this year.

A DAY IN THE LIFE OF A NAVIGATOR

JOE REUBEN TUORO

Kia ora koutou. My name is Joe Reuben Tuoro and I was the Year 11/12 Navigator for 2020.

I may start each day the same – but no day is the same, that’s for sure. When I arrive at Tikipunga High, I’m at the gate checking on who’s turning up, assessing how everyone is feeling. I keep my eye out for those students I know may be struggling – recently one girl has been having a bit of grief with a friend. She is currently being excluded so I make sure to check in and tell her I’ve got her back.

Generally I head off to the first period at 8.40am. I’m always aware of those kids coming in late – they’re not morning people, and because of this, they bring with them their attitudes. I subtly check in without putting on too much pressure.

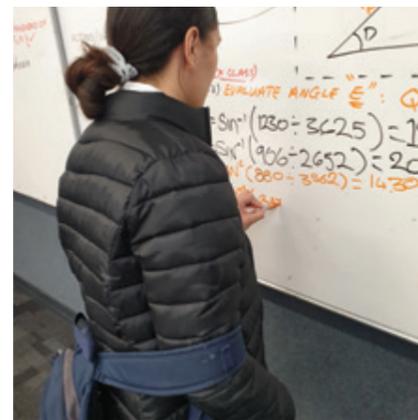
Come period two and the students are getting into the swing of work. It’s always dependent on the subject – if it’s PE, then the kids are into it. When it’s a more challenging subject, there may be more motivation required. If I find the kids aren’t paying attention, I have a quick word with the teacher to ask if I can run an ‘energizer activity’. These are listening and action games with the aim of focussing on something fun for around 2 minutes. When I hand back to the teacher, the difference in their energy is visible and the end outcome is that they actually do work. Often times this works. But in math this year, the class has been particularly challenging. The students were showing a lot of disrespect to the teacher. In Māori culture, respect for your elders is incredibly important. So it was getting to me that these kids weren’t showing the same respect they would an Aunty, Uncle, Grandfather or Grandmother. I ended up approaching this from a few angles.

Firstly, I knew I had to get some of my more ‘aware’ Dreamers on board with showing their teacher more empathy and then give them the responsibility of bringing their classmates into line too, knowing that they had my backing. Secondly, I had to get on their learning level. I didn’t understand things like pythagoras’ theorem or trigonometry either, so the teacher taught me and I challenged the class. The students were of course keen to see me shamed out and get it wrong in front of everyone. But I told them simply – I wasn’t afraid to get it wrong, because the teacher would help me to get it right. But, if I did get it right, then I could choose someone to come up to the board to try and solve the problem, and so on. The approach was to engage them and get them to just give it go.

During break times I try to get back to HQ for a coffee. That generally never happens with kids coming and going and admin needed. But I always make time for meetings with teachers regarding sports trips, off-school learning or other critical items. As much as I can, I try to be there for my Dreamers, supporting them outside of school. Recently, one Dreamer who I’d made a good connection with was giving the Deputy Principal some attitude. The Dreamer’s uniform and attendance was shocking and on this particular day, he didn’t want to take his hat off. I soon realised that he’d been given a really bad haircut and was too embarrassed to show his classmates. I asked my Manager if I could get new clippers to make an incentive, open to any boy in school – in exchange for a monthly haircut, attendance had to continually increase and uniform standards had to improve. I got to cut this particular Dreamers hair three times because he honoured his part of the deal. But then one bad decision became a turning point in our relationship.

This Dreamer got involved in a burglary and was facing criminal charges. I had never been to Youth Court before and didn’t know what to expect myself let alone how to prep my Dreamer for it. I made sure he was dressed up the best he’s ever looked in his school uniform and then helped him assess what needed to be done. The Youth Court was trialling a pilot Rangitahi Court Room which was like going into a powhiri. With this in mind, I decided that my Dreamer needed to do a whakawhanaungatanga and talk to his pepeha. We wrote out his pepeha on paper, went to a corner of the waiting area and practiced over and over again for half an hour. When the time came, I did the mihimihi in part Te Reo and part in English and it gave me an opportunity to talk about our journey. My Dreamer then nailed his pepeha and sang a waiata on his own, which was amazing. It not only made me super proud but he earned the respect of the judge who commented that he was impressed by the Dreamer’s pepeha and waiata, specifically. My Dreamer felt a mean sense of achievement. And he was released from all charges. I’m pleased to say that he now has a good group of mates and he’s got good energy. He is even interested in going to University. It’s the best outcome I could have hoped for.

So there you have it. A day in the life of a Navigator is never the same, never boring and always busy.



DREAMER VOICE

TALENT
YEAR 3, 2020
TIKIPUNGA PRIMARY SCHOOL
NAVIGATOR MARCIA A

IHAD Value: Whanaungatanga
I like doing the rakau and drawing in the after school programmes. I really like drawing birds. My Navigator came snorkelling with my class one day. That was really cool.



ELVIS STUART
YEAR 4 2020
TIKIPUNGA PRIMARY SCHOOL
NAVIGATOR LAURA

IHAD Value: Rangatiratanga
I've been with IHAD for 2 years. My Navigator has helped me to speak on the taumata in front of my classmates and tell my whakapapa. I really like the after school programmes.



BBOY BENET
YEAR 6
TOTARA GROVE SCHOOL
NAVIGATOR JON

IHAD Value: Tūmanako
I've been part of Navigator Sergio's breaking programme for about 2 years. I did the Hong 10 Challenge last year which was so hard. I wanted to give up after 11 rounds but Navigator Sergio pushed me to keep going. I ended up doing all 35 rounds. I was really happy I finished.



TARQUIN
YEAR 9 2020
TIKIPUNGA HIGH SCHOOL
NAVIGATOR ZAC

IHAD Value: Tūmanako
Navigator Sergio has been mentoring me for the past year. We do cool stuff like go to the gym together and we've even walked up Parihaka. Navigator Sergio has been teaching me about Te Whare Tapa Whā and strengthening my mind, body, soul and whānau.



B-GIRL ARIANA
YEAR 6
TOTARA GROVE SCHOOL
NAVIGATOR JON

IHAD Value: Aroha/Pono
I really wanted to do the baby freeze move in Navigator Sergio's breakdancing class. It took me ages to do it. But I did! I even managed to do a baguette freeze with both my legs out straight. I felt confident to enter the 7 to Smoke Dance Battle and I won two rounds. It was fun.



IRIQOIS
YEAR 7 2020
TE KURA O OTANGAREI
NAVIGATOR MARCIA H

IHAD Value: Ako
IHAD has helped me with school because it's made school more interesting. I am looking forward to every day when I have an after school programme. I learn how to make new things and stuff. IHAD has inspired me to do more work. It's opened up my eyes and I realise that work is actually important and will affect my future in a positive way and will give me more opportunities in life.



TATIANA NIHA
YEAR 9 2020
TIKIPUNGA HIGH SCHOOL
NAVIGATOR ZAC

IHAD Value: Ako
I remembered IHAD when I was at primary school so when I came to high school I was keen to get involved again. I love the after school programmes and I do lots of art. My Navigator got me into the Jessie Rose Art School which was awesome because I got to have a piece of my art in the exhibition.



DANIELLE
YEAR 10
TIKIPUNGA HIGH SCHOOL
NAVIGATOR DAISY

IHAD Value: Tūmanako
IHAD has helped me gain more confidence in myself, I am able to be more outgoing and just be me. It's given me the opportunity to make more friends and focus on my future. I want to go to university and so I know how important school is for this. My Navigator has helped me work on my goals and future and how to get there.



DANNYREI
YEAR 10, TIKIPUNGA HIGH SCHOOL
NAVIGATOR DAISY

IHAD Value: Whanaungatanga
I have been with IHAD and my Navigator for 5 years now and it has given me and my family more support. My Navigator has helped me do my CV, sits beside us in class, runs after school programmes and has really helped me and my family during lock down. My Navigator that is like another mum or sister to push me to do better. She has taught me respect, friendship, generosity, responsibility, gratitude, NCEA, heaps!



TANEISHA NEPE YEAR 11, 2020 TIKIPUNGA HIGH SCHOOL NAVIGATOR JOE

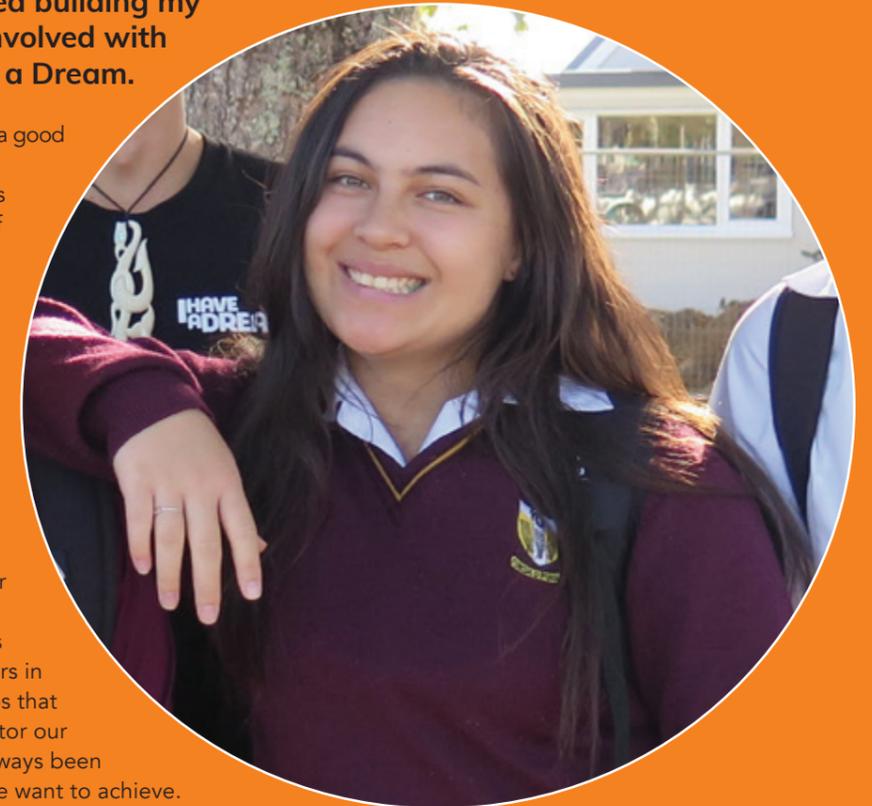
I am one of many Dreamers of I Have a Dream. I have had three Navigators throughout my time here. Phoenix, Mo, and current navigator Joe. Each Navigator has brought a different motivation into my life in one way or another. Although as a shy year 8 not wanting to be involved or stand out in anything, I started building my confidence and being more involved with everything because of I Have a Dream.

Phoenix was a great role model, he was like a good mate to all of us. Mo has been an awesome Navigator, being like a mother figure to all us Dreamers. And oh! Joe has played the role of a brother we didn't know we needed. Each Navigator has impacted on us differently, and each Navigator has taught us different things. They have all shared their knowledge and inspired us to become greater than we are.

There are so many memories that have been collected over the past few years through I Have a Dream. Meeting new people, going on cool trips, just hanging out around school, also our after school ako clubs. We have been able to experience new things and opportunities such as volunteer to help other Navigators in other schools, go to events or join groups that interest us, get extra tutoring, or even tutor our junior Dreamers. Our Navigators have always been there to help support us through what we want to achieve. They thrive to help us better ourselves academically, and are always keen to give us a helping hand or find someone who can help us if need be. Joe also encourages us to connect with our cultures and speak our reo by simply starting with our pepeha. The amount of support and aroha that our Navigators show us is amazing! They have helped some of us emotionally and mentally, have helped us build character and have contributed to the people we have become today.

I myself am not a very confident speaker when it comes to speaking in front of groups of people, but Joe has encouraged me to give it a go and has been helping me build the confidence. Which I am very thankful for. Joe and Mo have hands down been the best Navigators I've come across and we appreciate them for all the effort they put in working with us Dreamers.

No matter the obstacles or problems we face, we've always got each other's backs. Our mates and Navigators are always there to rely on, and you'll never have a dull day with the crazy, funny people who are a part of this great organisation. 10 out of 10 recommend to anyone who's not already a part of I Have a Dream! It is a uplifting experience we are privileged to have. No matter the obstacles or problems we face, we've always got each other's backs.



“ I'VE BEEN AN IHAD VOLUNTEER WITH TOTARA GROVE YEAR 3'S AND I SEE THE IMPACT IT HAS ON THE CHILDREN BEING LIFE CHANGING AND EYE OPENING FOR THEM. I DO HOPE THERE IS MUCH MORE KORERO IN REGARDS TO REACHING MORE SCHOOLS IN NORTHLAND AS IT IS NEEDED.

Kaelah Moon, Mum to 1 Dreamer

RECONFIGURING CONNECTION DURING A PANDEMIC

Connection and whanaungatanga (relationships) are integral to everything we do at I Have a Dream. Our own research shows that the success of a Dreamer has follow-on, positive impacts for their whānau and community. It all starts with a single, positive connection. As the corona virus pandemic took over in 2020, the importance of real connection became even clearer to our team.

When NZ headed into lockdown on Thursday 26 March 2020, we were aware of the inherent challenges some of our Dreamers and whānau were going to face. Operating in high needs communities means that many children lack consistent caring role models and access to basic amenities such as the internet. Many whānau faced job losses and those that were already living week to week, were going to struggle under increased financial pressures. For a relationship-based charity, our biggest challenge was how to stay connected to our Dreamers and whānau and ensure they continued to feel cared for and supported throughout this tough period.

We created a number of initiatives with the main goal to keep in daily contact with our Dreamers and whānau. There was something for everyone on the C-19 Community Facebook page, set up to support Dreamers and whānau with educational resources, sharing of ideas and experiences and even breakdancing classes. For those without internet access, phone conversations were the main communication tool. We set up the Covid-19 Relief Fund which received over \$41,750 and enabled us to supply our most-in-need whānau with weekly food boxes through our Dream Partner Pak 'n' Save Whangārei. Over 80 food boxes, filled with essentials up to the value of \$100, were given away from the beginning of lockdown through to the end of Alert Level 3. It was a real lifesaver for some whānau.

"I'm working but sheezuz it's been tough going making sure bills are paid. I actually got a bit teary filling the cupboards. Kept thinking one less stress off the list." said Lisa Thomas, Mum to 3 Dreamers.

Lockdown also paved the way for new kinds of relationships to form. Being virtually connected saw a number of Dreamers feeling awkward and uncomfortable. It was a new way of connecting and it was challenging for many. But over time, the anxiety faded away to become more meaningful,

"I had a great catch up with one Dreamer and afterwards when speaking with their Mum, she said it was the longest her child had ever spoken on a video call or any call for that matter. I felt so chuffed to hear this." said Marcia Aperahama, Year 3 Navigator.

When school started online, our staff were there to support Dreamers in the virtual classroom, exactly as they would be in the physical classroom. This virtual learning environment created a range of new skills for Dreamers. They led conversations, exchanged ideas, and created discussion amongst themselves.

The challenges didn't end once lockdown lifted. Our partner kura experienced low attendance rates – more than a 20% reduction YOY. To entice students back to school, we created a 'Jackets & Jumpers Competition' – any Dreamer who had an 80% or above attendance rate, would receive a kura-branded jacket or jumper. Given it was winter, the incentive was extra strong. The Covid-19 Relief Fund enabled us to give away 80 jackets and jumpers for this activity and over time, all kura attendance levels increased.

Lockdown proved difficult for many. But it also enabled new ways of finding and building connection. Stronger, more meaningful bonds were formed. And it proved that real, true connection is the basis of all great relationships.



GIVEN AWAY DURING THE COVID-19 CRISIS

80
KAI BOXES



80
JACKETS



>100
LEARNING RESOURCES



>50
CRAFT/ART SUPPLIES





INTERNSHIP PROGRAMME

The internship programme is our way of giving back and supporting the youth work industry which requires more qualified workers, especially in the areas in which we operate. It's also a great opportunity for I Have a Dream to receive some volunteer mahi and engage more people in our kaupapa.

We take on two interns per year from the local youth work organisation – Praxis. The role is technically unpaid, but the 25 hours per week (per intern), supports each youth worker's practical deliverables for their qualification. In return, I Have a Dream pays for the course and any travel related expenses.

Interns are assigned to a year group/s and get involved in an array of activities as directed by the Navigators – supporting in the after-school programmes, in-class and with broader organisational activities like our annual Whānau Event.

We have had great success with our first round of interns – Jada Slack-Matafeo and Joe Reuben Tuoro. Joe was employed as our Year 11/12 Navigator in 2020 and Jada is coming back in 2021 to continue her intern role.



PRINCIPAL PERSPECTIVE

DONNA WALKER



Totara Grove School and I Have a Dream (IHAD) have a fantastic working relationship. IHAD Navigators fit seamlessly into our kura and attend any functions or activities that take place. The IHAD programme is well aligned with the school strategic plan and vision and the focus on inspiration and aspiration is interwoven throughout the school culture and curriculum. Teachers and Navigators work side by side to bring out the best in each child, academically, socially and emotionally.

We are all aware of the saying that it takes a village to raise a child, the children in our kura really do have a village behind them supporting them and watching them grow. The Navigators bring an extra pair of hands and eyes that allows more information to be gathered about the child and then support or assistance can be provided if and when necessary but also it gives a clearer picture of where a child is at academically and then their next steps can be planned for. IHAD have a clear focus of supporting Kiwi kids to Dream Big and reach their goals by ensuring that each child has the academic and life skills needed for their future. They ensure they support the teachers to enable dreamers (students) to be able to do this.

Whānau engagement is another way in which IHAD support the school. Strong connections are formed with the Navigators as they follow the dreamers over the dreamers' education journey. Navigators support the school to find out the aspirations for their whānau and work on this together. Communication between the school, Navigator, teacher and whānau is paramount in enabling students to be able to fulfil their dreams and to be the best version of themselves that they can be. Navigators can be the bridge that helps our school connect in meaningful ways with parents.

He aha te mea nui o te ao?
What is the most important thing in this world?

Ko te tamaiti, tona whānau, tona ao.
The child, their family, their world.

800
ATTENDEES
ANNUAL WHĀNAU EVENT



11,742
KMS TRAVELLED
FOR ACTIVITIES &
EXPERIENCES IN 2020





EXPANSION UPDATE

In our 2019 Annual Report, we wrote about the decision to really ramp up our efforts at expansion of the programme into new communities in Northland and nationally. By early 2020 we were poised to start direct engagement with new communities in earnest, and then Covid-19 struck.

Covid-19 significantly changed the complexion of how we could practically engage with communities. And it fundamentally changed how we would come to think about our expansion journey.

In times of adversity and unexpected change we often see the greatest insights, learning and growth. Given the opportunity of time, we were able to create some space for the organisation to reflect on our 5 years in Whangārei to date. For I Have a Dream, this proved to be an incredibly valuable taonga.

One of those reflections was a simple humble acknowledgement of the significant complexity of the environment and context that we operate in, not least due to being faced with the added complexity that Covid-19 brought to that. There's a reason that the age-old issue of multi-generational disadvantage and inequality in communities such as ours persists – it's incredibly complex. Knowing that, who would set out their kete in a new community and undertake to be there for a minimum of 15 years with the core objective of creating positive generational change? And also, fundamentally, undertake to do that by partnering with the State School system, a complex system in its own right!

I Have a Dream – that's who. And that makes us completely unique in Aotearoa. From our reflective organisational mahi in 2020 we have created the following stepping stones for our expansion journey.

1. **Having the aspiration to scale.** It's not about scaling for scaling's sake, it's about the ongoing aspiration to try to do so if we can.
2. **Being part of the solution.** We believe that we can be an important part of the solution for restructuring our social and educational sector with a localised, customised, trust-based model..
3. **Recognising there is mahi to be done.** We haven't always been able to deliver what we originally thought we would be delivering. But by the end of 2020 (our 5th year in Whangārei) we are standing and succeeding in many different ways. An essential "goodness" to the

programme shines bright and we are accepted and trusted in our kura and communities. That alone is a very significant achievement.

Success in Whangārei is paramount. Revisiting our underlying programme logic by undertaking a comprehensive Theory of Change co-design process with all of our key partners and stakeholders, is key to this. By using a whānau-centric co-design approach, we are looking to "power up" our current understanding of the needs in our kura and communities and our organisational responses to those. Solidifying our foundation to expand.

Taking the time to form the foundations for engagement will help us to make positive improvements to our existing operations, greatly increase our ability to engage successfully with new communities and greatly strengthen our case for funding support for any expansion (be that from Government and/or private sector parties).

4. **Research restructure.** Covid-19 has also impacted on our research efforts in 2020. It has created space and opportunity to reflect on how we have been capturing our impact to date and to what extent that was in sync with the realities of the impact we see day in day out. Our research and impact measurement are also living and evolving things.

Despite the complexity of our environment and context, we do have the privilege of time. 10 more years in Whangārei at least. E noho e, kia raungāwari [Wait and be flexible. Sit down and bide your time].

“
MY CHILDREN SPEAK HIGHLY, NOT ONLY ONE NAVIGATOR, THE WHOLE OF IHAD. THEY LOVE THEM. THEY CAN'T SAY ENOUGH ABOUT THEM.
Moira Thompson, Mum to 2 Dreamers

UNIVERSITY OF AUCKLAND RESEARCH UPDATE 2020

Covid-19 caused huge disruptions worldwide and had direct impacts on our annual research activity. Our research usually assesses e-asTTle (maths and reading) tests, alongside bespoke qualitative survey questionnaires. However, with interruptions to schooling throughout 2020 and low attendance being an issue for all kura, it was decided not to assess tests results nor conduct surveys.

This pause in data collection provided an opportunity to re-look at what we were measuring and how we might continue and allowed us to trial new and innovative methods of data collection. One such innovation to the project is the use of EDGE™, a platform Navigators have begun using to record daily observations and interactions with Dreamers. The information that has been recorded by Navigators since May 2020 has provided a wealth of qualitative information. As a result, summer scholar Toni Kaiwai, with guidance from Maia Hetaraka (Research Fellow) and Christine Rubie-Davies (Professor of Education) provided a report based on this qualitative data. A summary of report findings are detailed below.

The aim of the research project was to analyse the qualitative data collected by Navigators in order to develop greater insights into the potential of core I Have a Dream values to positively impact on Dreamer success. A further aim was to provide a starting point for a potential longitudinal qualitative investigation that could inform the future direction of I Have a Dream and Navigator best practice and programme design.

WHAT MAKES A VALUE VALUABLE? IHAD'S CORE VALUE AKO REDEFINED

The I Have a Dream organisation have purposefully engaged in Māori epistemology to develop core values that guide their programme. It was a coincidence that a worldwide pandemic then struck, just as the scheduled IHAD data collection process was about to begin in 2020, and at a time when the organisation took the opportunity to introduce a tool to capture everyday interactions between Navigators, Dreamers, whānau, and teachers. All of this also caused a centering of the core IHAD values which form the basis of what IHAD does for the community. Working alongside schools to help Dreamers achieve their aspirations through higher education, vocational and life skills means the value of AKO is intrinsic to what IHAD do. In relation to the interchanging nature of roles, Pere (1982)



argued that students and teachers must jointly evaluate the ongoing process and development of their efforts. Therefore, it could be said that AKO is an important value for raising both the metacognitive ability and self-efficacy of rangatahi [Dreamers]. In terms of IHAD's programme, AKO according to this definition, happens when Dreamers get the opportunity to become the expert within their learning, and in helping peers to learn.

TŪMANAKO: SUCCESS THROUGH A MĀORI-CENTRIC LENS

"Inspiring Dreams, Enabling Futures" is IHAD's catchphrase, their value of TŪMANAKO is to improve the academic and life successes of their Dreamers over a period of 15 years, and use a range of strategies including Māori values to support this intention. Mātauranga Māori is sacred and when used to help teach tamariki, or to help them achieve their goals, the main focus and use of the mātauranga should always be to enhance the child's learning capacity and scaffold them towards achieving at their highest (Mead, 2016).



WHANAUNGATANGA: IT TAKES A VILLAGE TO RAISE A DREAMER

Of all the datasets, WHANAUNGATANGA was reported on most by Navigators. Positive interpersonal and intrapersonal encounters and interactions appeared to be the main focal point for the year 2020. In a year when Covid-19 forced us away from each other, IHAD Navigators and Mentors endeavoured to maintain communication and connectedness with tamariki and their whānau. Phone calls, emails, text messages, and home visits were some of the ways in which IHAD kept in touch with their Dreamers, maintaining consistency of WHANAUNGATANGA. Given the high reporting by Navigators of WHANAUNGATANGA it can be surmised that IHAD Navigators understood and supported the views of experts such as those presented in this report.



RANGATIRATANGA: OVERCOMING PROBLEM BEHAVIOURS

Within the 'Problem Behaviours' dataset a disproportionate amount of 'problems' had involved Māori students, most of these incidents were handled through direct kōrero with the tamaiti and/or their whānau. In some instances, a child had stormed off leaving no time to make peace – kia hohou i te rongo, something that is important for maintaining a culture of care (Cavanagh, 2011). Cavanagh (2011) insisted that in order to make systemic change, wrongdoing and conflict must



I HAVE A DREAM HAVE BEEN THERE FOR MY CHILDREN SINCE DAY 1 - THEY LOVE GOING. IHAD SUPPORTS MY CHILDREN AND MY WHĀNAU. MY DAUGHTER'S LOOK UP TO THEIR NAVIGATORS. I HAVE A DREAM IS THE BEST THING FOR KIDS.

Zelda Keinzley, Mum to 2 Dreamers

become opportunities for learning. RANGATIRATANGA in this instance is in caring, restorative practice, giving the tamariki the opportunity to build resilience and solve issues in a way that is non-violent. Several times, Navigators recorded that they were proud of their Dreamers for being able to remove themselves from the event instead of resorting to fighting.

AROHA: NAVIGATORS SUPPORT FOR TAIOHI

Navigators take on many roles, life coach, mentor, friend, whānau member, teacher, guide. One value that should be inherent in the mahi Navigators undertake is AROHA. Spiller et al. (2015) state that AROHA "is an expression of wairuatanga" (p. 82), a profound connection of love and spirit, a practice that is integral to helping the everyday lives of people on multiple levels. The absence of aroha in the way people operate, is to operate without reason, aroha must be behind all that we do (Hotu., n.d., as cited in Spiller et al., 2015, pg. 82). AROHA is valuable and powerful for tamariki and rangatahi. Even the smallest of actions embodied with aroha such as sharing kai, giving, and receiving hugs, or having someone you trust to talk to can have positive life-changing effects for both the giver and the receiver of aroha.



CONCLUSIONS

Staying connected was very important for Navigators and Dreamers, especially in a year where a global pandemic hit. It can be noted that the value of WHANAUNGATANGA has been implemented to keep those bonds strong inside and outside of kura, having a positive influence on the motivation and commitment of the Dreamers. PONO has been used in lieu of AROHA to keep tamariki accountable for their actions and to think beyond themselves when interacting with others. RANGATIRATANGA has been implemented to guide tamariki toward restorative practice and standing with mana and pride. AKO has been used to help tamariki in class overcome academic hurdles and can be used further by allowing the tamariki to then become the 'experts' or kaiako.

Finally, TŪMANAKO has been implemented in the Navigators' determination to provide Dreamers with experiences and interactions with positive role models within the community that are passion-based and tailored to the aspirations of the tamariki.

You can read the full Summer Scholar Report here:
<http://bit.ly/SummerScholarReport>



THANK YOU FOR YOUR SUPPORT

We have listed below the wonderful donors that have made significant contributions to our mission.

Please note that this list below shows those larger donors that contributed in the FYE 31/3/20, which correlates to

PLATINUM (\$100,000+ pa)
 Brenda Sigalove Charitable Trust
 Foundation North
 Jones Family
 Scott & Mary Gilmour
 Tikipunga Children's Home
 Wright Family Foundation

GOLD (\$20,000-\$99,000 pa)
 Anne & Graham Catley
 Awhero Nui Trust
 Elaine Gurr Endowment Trust
 Hoku Foundation
 Joyce Fisher Charitable Trust
 Kay Howe
 Kelliher Charitable Trust
 McSyth Foundation (Phil & Anne McCaw)
 Mike & Barb Sullivan
 Roz Calder
 SC Johnson
 Sheaf Trustee Ltd (Adam & Sonia Clark)
 Simplicity Ltd
 Skills4Work
 Will Sellar

SILVER (\$2000-\$19,000 pa)
 Adrian & Christine Koppens
 Agnes Granada
 Andrew & Kim Turner
 Ann-Louise Stokes
 Anonymous
 Anonymous
 Ben & Jade Hurst
 Bill Dalbeth & Janet Hawkins
 Blair & Bex Knight
 Campbell & Co
 Caroline Lomax
 Cecilia Tarrant
 Chris & Jackie Reeve
 Cogan Custom Homes
 Context Architects
 Craig Greenwood
 Dave & Cath Davies-Colley
 Dave Hine & Dorte Gehring
 David & Anne Doughty
 David Cotty
 Dick & Diana Hubbard Foundation
 Edwards & Co
 Elaine Gallagher-Dekker
 Gavin Lennox & Tracey Walker
 Georgie Knight
 Grant & Robyn Adams
 Hinton Family
 Ian & Leeyan Gilmour
 Ian Walters
 J Draper Alba Family Trust
 Jack McQuire
 Jackie & Robert Redwood

Jackie Petter
 Jason & Karen Kilgour
 Jo Koppens
 John McDonald
 Jonathan & Mandy Masters
 Karen & Graeme Lee
 Kathryn Howard Family Trust
 L W Nelson Charitable Trust
 Linda Simson
 Luxury Rail Trail Tours
 MAQ Chartered Accountants
 Marilyn Hoggard
 Matt Tweedie
 Murray & Gay Read-Smith
 National Assistance Fund
 Neil & Di Brabant
 Neil & Kathy Troost
 Northland DHB (payroll giving plan)
 One Agency Whangarei
 Paul Meo
 Peter & Janet Dickinson
 Peter & Lynn Ogle
 Platinum Homes Northland Ltd
 Service Plus Ltd (Sam Williams)
 Steve Vamos & Cheryl Godkin
 Stewart & Wendy Becroft
 The Gift Trust
 Tore Hayward & Victoria Stace
 UpSkills Ltd
 Vanessa Graham
 Withiel Fund
 Working Minds Ltd

our reporting to them for their Tax Deductible Donations. Our audited accounts are for the 2019 calendar year, so the amounts do not compare exactly.

We are blessed to have hundreds of people donating smaller and one-off amounts, but it would take too many pages to list them all!

BRONZE (\$1,000- \$1999 pa)
 Ajit & Minesha Balasingham
 Andrea Basler
 Andy Hamilton
 Anna Hood
 Anne & Robert Grieve
 Avail Pacific Ltd
 Barbara Miller
 Bruce Paulson & Jan Shearer
 Bryce Hill
 Carey Hablous
 Cath Gilmour & John Hilhorst
 CH Robinson
 Cherry & Joe Hermon
 Cherry & Pete Vanderbeke
 Chris Bennett
 Chris Due
 Chris Twiss
 Colm Maloney
 Craig's IP, Whangarei
 Daniel Coats
 Donna Jones
 Elliot Winstanley
 G J Gardner Whangarei/Kaipara
 Garth Buck
 Gillian Croad
 Harrison Quantity Surveyors
 Jacqui Hopkins
 Jenine & Robin Watson
 Joan Waldvogel
 John & Bjorke Troost
 Judith Armstrong
 Julian Pipe
 Julie Young
 Kim Shepherd
 Lambly Builders
 Lloyd Budd
 Mapua Investment Trust

Marie Kaire
 Mark & Di Gilmour
 Martin Bing
 Matt & Mandie Willis
 Melanie Eady
 Michael Badham
 Murray & Graeme Bruges
 Nick Bayley
 Nicole Cocker
 Pat Hunter
 Printlounge Ltd
 Proven Systems Ltd T/A DVS
 Ray White Real Estate
 Red Dog Rehabilitation
 Rick Panara
 Rosalie & Russell Smith
 Rosemary Winder
 Roy Riches
 Sam Goldwater
 Selena Browne
 Suse Reynolds
 Tim Herrick
 W & E Reid
 Whangarei Girls High School

OUR POINTS OF DIFFERENCE

- 1. WE ARE ASPIRATIONAL**
 Our long term goal is to affect positive generational change and outcomes for the communities we operate in.
- 2. WE ARE LONG-TERM**
 We provide a consistent caring adult – our Navigators – for up to 15 years of support for tamariki, from their first day at school (within our Dream Partner schools), right through to tertiary education and employment.
- 3. WE ARE HOLISTIC**
 Our programme focuses on the well being of the whole child including their academic, social, whānau and community life.
- 4. WE ARE COLLABORATORS**
 We partner with schools, whānau, communities, mentors, donors, employers and industry to create opportunities [and expand horizons] for young people.
- 5. WE ARE INCLUSIVE**
 We are open to every child across all year groups in the schools that we operate in, regardless of background or socio-economic status.
- 6. WE ARE STRENGTHS BASED**
 We help to develop passions and strengths in young people which builds confidence, resilience and a desire to learn.
- 7. WE ARE CREATING FUTURE LEADERS**
 We support young people to be productive, active and engaged members of their communities.
- 8. WE ARE A TRUSTED PLACE**
 We build social and emotional connection with young people, creating a foundation of trust and authenticity.



I WAS QUITE TAKEN WHEN I HEARD THIS ORGANISATION WAS OFFERED AT TIKIPUNGA HIGH SCHOOL. IT TOOK A WHILE FOR ASH TO FIND HER PLACE WITH SCHOOL AND PEERS. I ABSOLUTELY ACKNOWLEDGE IHAD'S SUPPORT AND UNDERSTANDING ASH'S INDIVIDUALITY. HER NAVIGATOR HAS HELPED HER UNDERSTAND OTHER PEOPLE'S POINTS OF VIEW, HE'S HONEST AND PATIENT WITH ASH AND GETS TO KNOW ALL HIS STUDENTS' WORK. IHAD OFFERS A SAFE PLACE FOR CHILDREN AND THEIR WHĀNAU.

Tara Turner
Mum to 1 Dreamer



P.O Box 314, Whangarei 0140, New Zealand



office@ihaveadream.org.nz



@ihaveadreamnz

ihaveadream.org.nz

**I HAVE
ADREAM**

CHARITABLE TRUST
NEW ZEALAND

